



SYRACUSE CITY SCHOOL DISTRICT

Department of Special Programs
725 Harrison Street · Syracuse, NY 13210
Phone 315·435·4140 · Fax 315·435·4025

Sharon L. Contreras, Ph.D.
Superintendent of Schools

June 24, 2015

New York State Education Department
Attn: School Improvement Grant
School Turnaround Office – 5N EB Mezzanine
89 Washington Ave.
Albany, New York 12234

Subject: Letter of Intent, SIG 1003(g) Cohort 6 RFP# TA-16

Dear School Turnaround Office,

The Syracuse City School District intends to submit a 1003(g) School Improvement Grant, Cohort 6 proposal to implement the Early Learning Intervention Model at Dr King Elementary School.

Please feel free to contact me should you have any questions or concerns.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Michael Puntschenko'.

Michael Puntschenko
Director of Special Programs

MP/kab



2015 SIG 6 Application Cover Page

Created: 06/19/2015

Last updated: 07/21/2015

Please complete all that is required before submitting your application.

Page 1

Select District (LEA) Name:

Listed alphabetically by District

421800010000 SYRACUSE CITY SD

Select School Name:

Listed alphabetically by school name (Priority Schools followed by Focus Schools)

421800010018 DR KING ELEMENTARY SCHOOL

Lead Contact (First Name, Last name):

Michael Puntschenko

Title (for Lead Contact)

Director of Special Programs

Phone number:

315-435-5840

Fax number:

315-435-4025

Email address:

mpuntschenko@scsd.us

Grade Levels Served by the Priority School Identified in this Application:

Pre-K - 5

Total Number of Students Served by the Priority School Identified in this Application:

School Address (Street, City, Zip Code):

416 E. Raynor Ave. Syracuse, NY 13202

Status of School:

For electronic review purposes, please select the best descriptor for the status of the school.

Priority School - no prior funding of SIG 1003g/SIF

Select the SIG Model for this School Application

Applicants must submit the SIG Model chosen for this particular School Application here. ReviewRoom will direct your application based on the chosen model.

NOTE: Please be certain that the selection chosen here in ReviewRoom matches the signed application cover page that is submitted in hardcopy. If there is a discrepancy, the signed application cover page will be used to identify the model chosen for submission.

Early Learning Intervention

New York State Education Department
Application Cover Sheet
School Improvement Grant (SIG) 1003[g]

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

District (LEA)		LEA Beds Code:	
Syracuse City School District		42-1800-01-0000	
Lead Contact (First Name, Last Name)			
Michael Puntschenko			
Title	Telephone	Fax Number	E-mail Address
Director of Special Programs	(315) 435-5840	(315) 435-4025	mpuntschenko@scsd.us
Legal School Name for the Priority School Identified in this Application			School Beds Code
Dr. King Elementary School			421800010018
Grade Levels Served by the Priority School Identified in this Application			School NCES #
PK-5			362859003854
Total Number of Students Served by the Priority School Identified in this Application			School Address (Street, City, Zip Code)
659			416 East Raynor Avenue, Syracuse, 13202
School Model Proposed to be Implemented in the Priority School Identified in this Application			
Turnaround <input type="checkbox"/>	Restart <input type="checkbox"/>	Transformation <input type="checkbox"/>	Innovation Framework <input type="checkbox"/>
Closure <input type="checkbox"/>	Evidence-based <input type="checkbox"/>	Early Learning Intervention <input checked="" type="checkbox"/>	College <input type="checkbox"/>
			Community <input type="checkbox"/>
			Career <input type="checkbox"/>

Certification and Approval

I hereby certify that I am the applicant's Chief Administrative Officer, and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable application guidelines and instructions, and that the requested budget amounts are necessary for the implementation of this project. I understand that this application constitutes an offer and, if accepted by the NYSED or renegotiated to acceptance, will form a binding agreement. I also agree that immediate written notice will be provided to NYSED if at any time I learn that this certification was erroneous when submitted, or has become erroneous by reason of changed circumstances.

CHIEF ADMINISTRATIVE OFFICER	
Signature (in blue ink) 	Date 7/21/15
Type or print the name and title of the Chief Administrative Officer Sharon L. Contreras, PhD., Superintendent of Schools	
DO NOT WRITE IN THIS SPACE	

SIG SUBMISSION CHECKLIST - Turnaround, Restart, Transformation, Innovation Framework, Evidence-based and Early Learning Intervention Models

Documents for Submission	Checked – applicant	Checked – SED
Application Cover Sheet <i>(with original signatures in blue ink)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Proposal Narrative <i>(Including District-level Plan, School-level Plan)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attachment A Consultation and Collaboration Form (required)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attachment B (required) School-level Baseline Data and Target Setting Chart	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attachment C Evidence of Partner Effectiveness Chart	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attachment D Budget Summary Chart	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FS-10 Form for Year-One Implementation Period. FS-10 available here: http://www.oms.nysed.gov/cafe/forms/	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Budget Narrative	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Memorandum of Understanding <i>(required only if proposing Restart or Innovation model)</i>	<input type="checkbox"/> N/A	<input type="checkbox"/>

M/WBE Documents Package (containing original signatures)			
<input type="checkbox"/> Full Participation <input checked="" type="checkbox"/> Request Partial Waiver <input type="checkbox"/> Request Total Waiver			
Type of Form	Full Participation	Request Partial Waiver	Request Total Waiver
M/WBE Cover Letter	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M/WBE 100 Utilization Plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/A
M/WBE 102 Notice of Intent to Participate	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/A
EEO 100 Staffing Plan and Instructions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M/WBE 105 Contractor’s Good Faith Efforts	N/A	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M/WBE 101 Request for Waiver Form and Instructions	N/A	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SED Comments: Has the applicant submitted all of the documents listed above? <input type="checkbox"/> Yes <input type="checkbox"/> No			
Reviewer: _____		Date: _____	

I. District-level Plan - Turnaround, Restart, and Transformation Models

A. District Overview

- i. *Describe the district motivation/intention as well as the theories of action guiding key district strategies to support its lowest achieving schools and ensuring that all students graduate high school ready for college and careers.*

As a “Focus” district with a total of 33 schools -- of which 17 are identified as “Struggling” and 1 identified as “Persistently Struggling” -- the Syracuse City School District (SCSD) is committed to turning around all of its underperforming schools by accelerating student achievement, closing achievement gaps, and ensuring that all students graduate high school with the skills and knowledge to prepare them for college and career success. Our **theory of action** regarding turnaround is that “if the seven principles of school turnaround (strong leadership, effective teachers, increased instructional time, rigorous instructional programs, use of data to inform instruction, safe and healthy students, and family and community engagement/school culture) are present and implemented in a systematic manner, *and* if we build capacity *and* if we hold appropriate stakeholders accountable, then students will make dramatic achievement gains and ours will be schools in good standing.”

Our commitment is evidenced by bold steps taken to accelerate this turnaround. In July 2011, Superintendent Sharon Contreras, Ph.D. initiated comprehensive external reviews by nationally-recognized experts in school and district reform to review practices, processes and systems, and to identify areas for systemic improvement and transformation. Reviewers included: Collier Educational Consulting, LLC, Cross & Jofus, LLC, and Schoolhouse Partners, LLC. Areas identified for improvement included organizational structure, curriculum, recruitment, selection and deployment, professional development, evaluation, retention, and promotion.

In March 2012, Superintendent Contreras engaged representatives from various stakeholder groups in the development of a five-year Strategic Plan that contains a clear vision, mission, and goals, objectives and strategies that support our theory of action. The plan identifies a set of core measures and milestones at critical moments of a student’s educational trajectory, and establishes an educational community that graduates every student as responsible, active citizens, prepared for success in college, careers and the global economy. In May of 2013, the Superintendent presented a Strategic Plan status update to the Board of Education. Major highlights included: new CCSS-aligned math and ELA curriculum frameworks and assessments; rollout and capacity building for the Teaching and Learning Framework, including professional development; development of a new incentivized teacher and school leader recruiting and hiring system with strategic compensation and career pathways; implementation of a multiyear “Advanced Management System” connecting evaluations, student performance data and curriculum management; and a focus on increasing and improving internal and external communications with all stakeholder groups.

- ii *Provide a clear and cogent district approach and set of actions in supporting the turnaround of its lowest achieving schools and its desired impact on Priority Schools.*

The SCSD is prepared to build upon its current initiatives, and has launched comprehensive district-wide transformation strategies that are focused on four high impact levers that incorporate the turnaround principles and will accomplish our desired goal of having all of our schools in good standing within three years of the implementation of these initiatives.

1) **Curriculum and Instructional Programs** – Beginning in January 2012, teachers (K-12) were involved in writing a new curriculum that is aligned to the Common Core State Standards. In addition, we established and have been implementing a comprehensive professional development plan that has allowed us to provide our PreK-12 teachers with research-based instructional strategies in the areas of Data Driven instruction, ELA and Math. Through collaboration with the Syracuse Teachers Association we have been able to allow for common planning time in our schools, hold monthly job-embedded and after-school professional development for all teachers, and provide quarterly day-long Saturday Academies on topics that support the curricula and instructional programs. This professional development is often delivered by nationally recognized experts. *(Strong Instructional Program, Using Data to Inform Instruction)*

2) **High Quality Teaching and Leadership** - SCSD was among the very first cohort of districts to have a state-approved APPR plan. The plan's Teaching & Learning and Leadership frameworks and rubrics provide a common language that defines expectations aligned to the Common Core and links performance with incentives. *(Strong Leadership, Effective Teaching)*

3) **Innovation and District Structure** - The SCSD utilized school years 2012-13 and 2013-14 to plan for and fully implement an Innovation Zone (iZone), a buffered space within the district in which a cluster of seven low-performing schools are given the resources, autonomy, flexibility, and support needed to produce our desired outcomes of rapid and sustainable gains in student achievement. In 2014-15, SCSD expanded successful practices learned through iZone implementation to a new cohort of five Priority Schools (Dr. King, Dr. Weeks, Franklin, HW Smith and Lincoln Schools), which are collectively known as Cohort 5. Cohort 5 schools have restructured their school day to provide an additional 270-300 hours of instruction per year, additional professional development time, frequent data cycles, and high quality programming that meets the instructional and socio-emotional needs of all students. While Dr. King was a part of the initial Cohort 5 planning and practice implementation, they did not fully participate in all of the opportunities provided to the other four schools due to a lack of funding. With this SIG, 1003(g) Cohort 6 funding opportunity, SCSD hopes to secure funding to allow Dr. King to fully participate in all successful practices taking place in the other four Cohort 5 schools. *(Redesigning the school day – additional time for student learning and collaboration)*

4) **Standards of Service and Systems of Support** - District Central Offices have been redesigned to provide more support to school administrators, staff, students and families by increasing accountability and improving recruitment, hiring, supporting and retention mechanisms. We have created an Office of School Transformation and Innovation (**OSTI**) to provide customized support for our lowest performing schools. The OSTI provides a highly specialized school support staff with three core functions: streamlined support to pursue innovative and sustainable reform efforts; close monitoring of performance and outcomes; and engagement of stakeholders in the school transformation process. *(Safe school environment, climate, culture and Mechanisms for family and community engagement)*

iii Describe the evidence of district readiness to build upon its current strengths and identify opportunities for system-wide improvement in its Priority Schools.

In alignment with the Regents Reform Agenda and the review findings of external experts, significant initiatives have been undertaken in recent years to build upon current strengths, provide us with opportunities to transform our teaching and learning systems and establish a culture of high expectations and co-accountability. For example:

- The Superintendent led in the development and adoption of a comprehensive five-year strategic plan that serves as the framework for decision-making. In May of 2013, the Superintendent provided the Board of Education with a Strategic Plan Update, highlighting the achievement of milestones for each Strategic Initiative.
- The APPR plan, with frameworks and rubrics for Leadership and for Teaching & Learning, was among the first approved by NYSED.
- The SCSD has provided extensive professional development on implementation of the CCSS in English Language Arts and Math, and on the new Teaching & Learning (T&L) Framework and Rubric. During the summer of 2014 alone, the professional development calendar included over 152 course offerings. These courses were differentiated by content area, grade level/divisional bands and practitioner experience in implementation. More than 1,000 teachers, administrators and other staff took advantage of these summer learning opportunities. Course evaluations provided by staff reflect a consistent appreciation for the rigor, modeling and resources each session provided.
- The SCSD is well on its way toward establishing a district-wide data-driven culture through its participation in Race to the Top Network Team training. Turnkey training and intensive professional development for teachers and leaders is currently ongoing.
- The District is working to develop and support a comprehensive end-state Teacher and Leader Effectiveness continuum that will achieve a robust systems approach to recruitment, development, retention and equitable distribution of effective teachers and school leaders.
- The SCSD has established clusters of schools — an Innovation Zone (iZone) and Cohort 5 schools — to provide models of educational excellence that will foster widespread educational reform throughout the District. Overseen by the Office of School Transformation and Innovation (OSTI) and with the expertise of external partners, the iZone and Cohort 5 schools have informed us of how to prioritize turnaround strategies and supports for chronically underperforming schools.
- The SCSD continues to utilize national experts on education reform such as Insight Education, Achievement Network, National Center for Time & Learning, and Cross & Joftus to support our transformation efforts and build sustainability.

I B. Operational Autonomies

i Describe the operational autonomies the LEA has created for the Priority School in this application. Articulate how these autonomies are different and unique from those of the other schools within the district and what accountability measures the district has put in place in exchange for these autonomies.

In exchange for greater accountability for performance results, the SCSD has been providing at least three operational autonomies to principals in the Cohort 5 cluster of Priority schools (of which Dr. King is a part of) since July 1, 2014. These Cohort 5 schools have been using autonomies that are different and unique from other schools throughout the SCSD.

- 1) **Staffing** – Firstly, the principal at Dr. King School has discretion over staffing. The agreement between Syracuse Teachers Association (STA) and the SCSD gives Cohort 5 school principals the unique opportunity to review the quality of all staff and to retain only those who have the ability to be successful in the turnaround effort. Cohort 5 school principals are also given responsibility to prevent ineffective teachers from transferring into their schools. Furthermore, staffing in Cohort 5 schools will be by mutual consent, whereby both the principal and the candidate mutually agree to the job placement. (In all other district schools, teachers are assigned by central office staff based on certification vacancies created by such factors as retirement, leaves of absence, resignation and seniority). Accountability measures in this area include the fact that teachers electing to work in a Cohort 5 school must commit to and sign a year-to-year Election-to-Work Agreement (EWA), which defines the school’s unique working conditions (including but not limited to professional development requirements, curricular program and length of the school day and/or school year). The principal has been given the authority to enforce the EWA. Staff who do not follow the terms and conditions contained therein may be required to transfer. Furthermore, principals are held accountable for the quality and effectiveness of their teaching staff.
- 2) **Use of Time During and After School** – The instructional day and/or year in Dr. King is collaborative and beginning in 2014-15, was extended by approximately 300 hours beyond other elementary schools throughout the SCSD. Furthermore, Cohort 5 schools established additional time that is dedicated to collaborative planning and professional development, and school leaders were given the autonomy to make innovative decisions about flexible use of such time. School-based planning teams benefited from ongoing professional development, support and technical assistance from the National Center on Time and Learning, authors of *Time Well Spent: Eight Powerful Practices of Successful Expanded-Time Schools*. With their bolstered knowledge base and a year of experience with an extended learning day, planning teams are currently making adjustments and updates to the 2015-16 schedule that will even better meet both the instructional and socio-emotional needs of their students as well as the professional development needs of staff going forward. For accountability purposes, TIME Collaborative leaders will review the proposed plans for high quality and sustainability, recommend modifications as necessary, and provide approval in time for the start of the 2015-2016 school year. The TIME Collaborative staff and planning teams will conduct ongoing monitoring to ensure that additional time is used in the most effective and appropriate way possible to improve achievement for students and to support professional learning for staff.

3) Educational Partner Selection – External reviewers recommended focusing on doing a few things well, because multiple initiatives driven by availability of funds had led to incoherence and inconsistency across the district. Senior staff has made a conscious decision to follow reviewer recommendations, and the Superintendent directed that programs and practices that were ineffective in achieving desired results be abandoned. Having analyzed results of school reviews (e.g. DTSDE reviews, JITs and SQRs), District-level leadership noted a number of common findings and recommendations among the Cohort 5 schools. Senior leadership identified potential partners to provide Cohort 5 schools support and conducted a rigorous vetting process to assess for clarity and strength, experience, evidence of success and capacity. The Chief Academic Officer then met with School Leadership Teams in each Cohort 5 school and provided information on a range of partners and services that had been so vetted. School teams, led by the principals, weighed in and agreed upon the partners that will provide support at the outset. Each School Leadership Team has already begun to identify *additional* or *unique* school-level needs that might best be addressed by other organizations. With discretionary funding included in the SIG budget for external partnerships to support professional development and student enrichment at each school, the principal will submit recommendations for partner organizations to his supervisor. This process will ensure that each Cohort 5 school has access to proven, research-based strategies, and discretion to choose appropriate partners to address those needs. For example, Dr. Rivers, the newly appointed principal at Dr. King Elementary, has requested funding for turnaround consultant services from Turnaround Solutions, an organization that he has worked successfully with in the past and would like to utilize again at Dr. King. Partners and principals will agree upon the scope and sequence of service, and partners will be held to these parameters. Following each professional development opportunity, staff will complete evaluation surveys and the principal will observe to ensure that new knowledge and skill is put into practice.

In exchange for the above referenced autonomies, Dr. Rivers will be held accountable for ensuring that the redesign plan is implemented with fidelity, that student achievement improves dramatically and that the school is removed from the Priority list by the 2017-18 school year. If—after a reasonable amount of technical assistance and support—the school fails to make progress, the leadership team in the school may be replaced.

ii Provide as evidence formally adopted Board of Education policies and/or procedures for providing the school the appropriate autonomy, operating flexibility, resources, and support to reduce barriers and overly burdensome compliance requirements.

The Board of Education is committed to providing Dr. King Elementary School and other Cohort 5 schools with the appropriate autonomies, operating flexibility, resources, and support to reduce barriers and overly burdensome compliance requirements. As evidence of this support, the Board of Education passed a resolution (see *Attachment IBA: Supporting Labor-Management Documentation*) to approve the negotiation of an agreement between the Syracuse City School District and the Syracuse Teachers Association on February 26, 2014. This agreement will assure that the Cohort 5 schools shall continue to follow state and federal laws and regulations, however they shall be exempt from Board Rules and District policies not directly tied to state and federal laws and regulations. Priority Schools will strive for a model of collaboration and shared decision-making at the school site, embodying freedoms from locally imposed constraints.

Cohort 5 schools are directly supported by the SCSD Office of School Transformation and Innovation (OSTI) and the Office of Teaching and Learning to reduce barriers and compliance requirements that other schools in the district have to navigate. The OSTI works in collaboration with Cohort 5 school leadership and School Leadership Teams to set the school vision, create the annual school-specific agreements and achievement goals, coordinate the internal appeals process, draft aligned school reform/improvement goals and plans, and monitor performance and progress. A copy of the draft MOU is included in *Attachment IBa: Supporting Labor-Management Documentation*.

iii Submit as additional evidence, supporting labor-management documentation such as formally executed thin-contracts or election-to-work agreements, or school-based options, that state the conditions for work that match the design needs of Priority School.

Included in *Attachment IBa* is an Election-to-Work Agreement (EWA) for Dr. King School. The EWA is signed by both the principal and the faculty members who elect to work at Dr. King.

**Attachment I Ba:
Supporting Labor-Management
Documentation**



SYRACUSE CITY SCHOOL DISTRICT
BOARD OF EDUCATION
SYRACUSE, NEW YORK

Resolution Number

RESOLUTION

Authorization to Enter into Memoranda of Understanding

- Whereas: the following five schools, Dr. King, Dr. Weeks, Franklin, HW Smith and Lincoln have been named as priority schools by the New York State Education Department; and,
- Whereas: the Syracuse City School District must implement whole school redesign with fidelity in these five priority schools in the 2014-2015 school year; and,
- Whereas: the Board of Education recognizes that in order for the whole school redesign plans to be successful, these five priority schools must be granted the appropriate autonomy, operating flexibility, resources and supports to reduce barriers and overly burdensome compliance requirements; and,
- Whereas: said autonomy, flexibility, resources and supports shall be reflected in memoranda of understanding with the applicable collective bargaining units; now, therefore, be it
- Resolved: That the Board of Education authorizes the Superintendent of Schools to negotiate and enter into said memoranda of understanding.
- Dated: February 26, 2014

ELECTION TO WORK AGREEMENT: Cohort 5 Schools

The following Election to Work Agreement is the product of collaboration between the Syracuse City School District (SCSD) and Syracuse Teachers Association (STA). Faculty in Cohort 5 Schools must review and sign this agreement to recommit to their current schools OR voluntarily transfer into Cohort 5 Schools, thus demonstrating their dedication to the school transformation process.

1. Introduction and Commitment

I am voluntarily electing to work at **Dr. King Elementary School - Cohort 5 School**. By signing this Election to Work Agreement, I indicate that I understand and agree to the vision of the Cohort 5 School.

Commitment Statement:

The students of **Dr. King Elementary School - Cohort 5 School** deserve a high-quality education which will prepare each and every one for success in college, careers and successful competition in the global economy. As such, the school community will continue to develop and execute a comprehensive reform strategy in order to transform the learning environment and substantially improve student achievement. This represents challenging yet morally necessary work that will require the collective efforts and commitment of faculty, staff, and community members at the school and district levels.

I pledge to support and uphold the mission and vision of Dr. Martin Luther King Elementary School.

The Mission of Dr. King Elementary School is to build, support and sustain a school community that provides all students with a high-quality education that prepares them to graduate as responsible, active citizens ready for success in college and careers and prepared to compete in a global community.

Dr. King Community Elementary School is dedicated to being a safe, orderly and nurturing learning environment where students, staff and families hold high expectations that all children can learn. Our staff is committed to creating a standards-based environment where students experience rigorous lessons while learning perseverance and responsibility. Dr. King Elementary is committed to developing the whole child, which includes providing community-based partnerships and opportunities for all families to become actively involved in every aspect of their child's education.

The vision of Dr. King is to become the most improved elementary school in Syracuse. At Dr. King, Our Dream is to Prepare Our Students to Achieve Their Dreams.

The Instructional Focus determined by the School Leadership Team is a coordinated whole school effort to have all students show measurable growth in their ability to comprehend and respond in writing to various texts using evidence across all subject areas. This will be measured by a common school-based rubric scaffolded across the grade.

The Goals of Dr. King Community are to:

- Provide all students with equitable access to rigorous curriculum across all grade levels via CCLS-aligned instructional materials.
 - Monitor students' learning progress on CCLS using various forms of aligned assessments and plan accordingly.
 - Provide small group, differentiated instruction, based on data, to maximize student achievement.
 - Develop infrastructure to support student success, for example: protocols for staff development and forms for student referrals.
 - Build a culture based on high expectations, respect and co-accountability for performance that recognizes and rewards excellence at all levels of the organization.
 - Provide a safe and supportive learning community where every child can reach his/her full potential.
-

- Communicate effectively with all Dr. King Community stakeholders.
- Welcome parents as our partners in educating their children.

As a faculty member at **Dr. King Elementary School - Cohort 5 School** I understand the tremendous responsibility that we have to accelerate and improve student achievement in our school. Through the creation of SCSD's Cohort 5 School, we have the unprecedented opportunity and directive to realize these gains by recalibrating expectations and re-imagining what is possible in our school. I understand that I am an integral part of the change process and that we, the faculty, have the opportunity and obligation to improve educational outcomes for our students. I understand that we cannot employ the same practices that we have employed in the past and expect radically different results for our students in the future. I pledge to actively support and engage in the school's transformation process; I understand that my participation in the reform process will affect the success of our school moving forward. I am driven by the conviction that all students can and will succeed and that we must act with the best interests of our students in mind.

Cohort 5 School Overview:

In Syracuse, we face a strong imperative to invest in our district's most struggling schools. The district has created a second cohort of schools, or a cluster of schools within the district where struggling schools can pursue new and creative strategies to bring about rapid and significant improvement. **Dr. King Elementary School - Cohort 5 School** has been identified as one of the district's Cohort 5 Schools. As a Cohort 5 School, **Dr. King Elementary School** will receive increased site-based autonomy and staffing and operational flexibility in order to adopt innovative reform strategies.

I understand that the school's principal and Leadership School Team will receive increased flexibility and decision-making authority in exchange for heightened accountability. I also recognize that I am a part of an important initiative designed to identify and replicate successful school improvement strategies district-wide; therefore, I will bring an innovative and collaborative approach to my work. I understand and agree with the following principles, which are foundational to success of the Cohort 5 School:

- All students enrolled in Syracuse City Schools deserve equal access to a high-quality education.
- Our lowest-performing schools represent our best opportunity to produce measurable gains in student achievement.
- Rapid and sustainable school turnaround will require innovative and comprehensive improvement strategies.
- Community collaboration, communication and partner engagement will be encouraged to achieve and sustain excellence. A high-performing school district is based on shared accountability and placing the interests of students above all others.
- Strong leadership, quality instruction, effective support structures, and efficient operations directly impact student performance.
- The school community must establish high expectations and strive for continuous improvement in order to achieve educational excellence.

I understand that by serving in a Cohort 5 School, I will be a leader for reform and innovation district-wide. I will measure my success not only by the success of my students, but also by the extent to which promising practices from our school compel lasting and district-wide change and improvement.

2. Professional Learning Community

I understand that the vision for faculty at **Dr. King Elementary School - Cohort 5 School** is to build and sustain a Professional Learning Community that will improve the quality of all teaching and learning at the school; increase collaboration, transparency, and shared accountability amongst staff; and contribute to a schoolwide culture of excellence

and high expectations for all students and all adults. I agree to participating in (two–four) mandatory professional development dates in August on August 24- 28, as well as eight (6-8) additional six-hour professional development days, of which 5 may take place in the summer based on teacher type and offerings available in the SCSD Summer 2015 PD Catalog.

It is expected that the Professional Development will include training in building and sustaining a positive classroom community and develop strong student-teacher relationships, such as Responsive Classroom, Positive Behavior Management as well as Curriculum and Assessment Planning. These days may be fulfilled by a combination of on-line courses, summer PD, Saturday academies, afterschool PD's and approved independent course work.

As part of our school's mission to improve the academic gains of all students, instructional staff will commit to weekly active participation in grade level content planning meetings. We envision that this focused, meaningful collaborative time will result in improvements in lesson quality, instructional effectiveness, and student achievement. Generally speaking, these improvements result from (1) the improved coordination and communication that occurs among teachers who meet and talk regularly, (2) the learning, insights and constructive feedback that occur during professional discussions among teachers, and (3) the lessons, units, materials and resources that are created or improved when teachers work on them collaboratively.

As a member of the staff at Dr. King Elementary School, I realize that every staff member is expected to fully and meaningfully engage and adopt the professional development strategies and practices prescribed by the professional development partners. This includes, but is not limited to, attending all required training sessions, contributing to the development and growth of their colleagues, and ensuring that the professional practices are implemented with fidelity at the school and classroom levels.

By signing this agreement, I commit to positive and active participation in all aspects of the Professional Learning Community at **Dr. King Elementary School - Cohort 5 School**, which may include some or all of the following activities: professional development workshops; coaching; development of and commitment to professional growth plans; and common planning across grade levels and/or subject areas. I understand that teachers will be expected to collaborate with their peers (e.g., through learning walks, peer observations, study groups), set goals based on evaluation feedback, and actively engage in all aspects of professional development. Application of this professional development will be evident in my classroom. I understand that I must commit to a cycle of ongoing improvement, and I commit to improving my professional practice and that of my peers. I will actively participate in all planning and professional learning time, including that which is embedded into the school day.

3. Flexible Scheduling and Extended Learning Time

I understand that in order to improve student achievement, we must be more flexible in how we structure and format the school day, week, and year. I am aware of the school year 2015-2016 school hours listed below. I will be flexible as the school seeks to expand learning time for students and also seeks to maximize efficiency of all instructional minutes with students. I understand that flexible scheduling may, for example, require a longer school day, longer class periods, staggered schedules, before-/after-school programming, and/or additional time for professional development and common planning. I further understand that this flexibility will function within the parameters of the Cohort 5 School MOU.

4. Teaching Assignments

I agree to accept teaching assignments based on student need and program requirements and understand that teacher preference may only be considered when not in conflict with student need and program requirements. I agree to plan for and provide enrichment for students, based on interest, 90 minutes per week. I understand that I will be compensated at the contractual rate.

5. Responsibilities and Expectations

Curriculum, Instruction, and Assessment:

Teachers are expected to...

- Hold high expectations for every student's academic performance
- Emphasize the Instructional Focus determined by the School Leadership Team: A coordinated whole school effort to have all students show measurable growth in their ability to comprehend and respond in writing to various texts using evidence across all subject areas. Will be measured by a common school-based rubric scaffolded across the grade levels. Fully implement SCSD's and the Cohort 5 School's guaranteed and viable curriculum.
- Integrate the use of technology within instruction as much as possible.
- Establish learning targets or benchmarks, collect and analyze student data, and use data to drive instruction.
- While developing lesson plans, consciously plan to include higher level questions and opportunities for students to do the "heavy lifting" during instruction.
- Continually monitor student achievement and tailor instruction accordingly.
- Based on data, differentiate instruction to address students' varying learning styles and needs. Growth will be measured on a regular basis and documented in student binders.
- Provide small group instruction, based on data, on a daily basis in reading, math and interventions. Lesson plans for these groups will be submitted to administration on a weekly basis.
- Commit to ongoing development of instructional capacity, especially in regards to delivering content in engaging, relevant, and culturally competent ways.
- Commit to research and use effective instructional practice that moves students toward maximizing achievement.
- Reinforce interdisciplinary skills across all content areas (including literacy and numeracy).
- Use pretesting and post-testing, interim or formative assessment to measure students' comprehension and content mastery over time and to adjust instruction accordingly and appropriately. Record students' progress data in data binders for efficient reflection and action-planning.
- Actively participate in team meetings, professional development, common planning time, and the professional learning community as a whole, including embedded planning and professional learning time during the school day; analyze data, identify practices that meet the needs of students and share strategies with colleagues. A schedule for unit unpacking and analysis, to include A-Net, running records, unit tests, etc., will be developed by the Coaches in consultation with the School Leadership Team and Administration.

Student Supports:

Teachers are expected to...

- Build and sustain a positive classroom community and develop strong student-teacher relationships using school wide programs. (This could include training in Responsive Classroom and/or Peaceful People Training if available. This could also include Morning meetings as part of SEL.)
- Hold high expectations for student conduct; consistently and positively enforce classroom and school rules, including the Four B's, starballs, gotchas and PBIS incentives.
- Employ classroom management systems that include positive incentives for individual and class cooperation as well as logical consequences for poor behavior choices, including PBIS activities.
- Plan instructional alternatives, consistent with the Code of Conduct, for students whose behaviors interfere with the learning of others.
- Provide extended learning time for students.
- Participate in team meetings to identify off-track students and develop strategies to meet those students' needs.
- Collaborate with partner organizations that provide wraparound and student support services including the School-based Health Center, Arise, Promise Zone and other organizations as needed.

Family and Community Engagement:

Teachers are expected to...

- Create opportunities for meaningful and ongoing parent, family, and community involvement, such as use of agendas, curriculum nights, student/ child interactive homework, etc. Parents will be asked to sign and return school written messages and agendas.
- Engage family members as active partners in their child's education and in the school community by the use of quarterly school newsletters, robocalls for special events; classroom newsletters; invitations to student celebrations and performances, etc.
- Participate actively in conferences and build strong relationships with parents/family members; maintain ongoing and regular home-school communications
- Participate in school-wide events and celebrations
- Pre and Post Survey parents to gauge their perception of our effectiveness and to make suggestions.
- Model good citizenship through involvement in the community

6. Opt-Out

I understand that I may unilaterally opt-out from **Dr. King Elementary School - Cohort 5 School** within 30 days after receiving a final draft of the 2015-2016 EWA.. Tenured SCSD employees, and if possible probationary employees, who do not return to the Cohort 5 Schools, either for personal reasons or because the Cohort 5 School vision is not in alignment with their personal teaching philosophies or practices, shall be ensured the right to transfer to another SCSD school.

March 16- April 1, 2015

7. Authentication/Authorization:

By signing this document, I acknowledge that I have read all of the provisions of this Election to Work Agreement and that I agree to the terms and conditions outlined herein throughout my employment at **Dr. King Elementary School - Cohort 5 School** during school year 2015-2016.

To be completed by the faculty member:

Faculty name (print):

Faculty signature: _____

Date: _____

By signing this document, I acknowledge that I have read all of the provisions of this Election to Work Agreement and that I commit to honoring the terms and conditions outlined herein at **Dr. King Elementary School - Cohort 5 School** throughout school year 2015-16.

To be completed by the school principal:

Principal name (print): Dr. John Rivers

Principal signature: _____

Date: _____

**MEMORANDUM OF UNDERSTANDING
BETWEEN
SYRACUSE CITY SCHOOL DISTRICT AND
SYRACUSE TEACHERS ASSOCIATION**

DRAFT DR. KING ELEMENTARY AGREEMENT

July 1, 2015

1. **Introduction:** The Syracuse City School District (SCSD) and the Syracuse Teachers Association (STA) are sponsoring the establishment of a model of educational excellence that will help to foster widespread educational reform throughout the SCSD at Dr. King Elementary School. The parties hope to improve dramatically the educational learning environment and thereby improve student performance.

Dr. King has been identified as a "Priority" school by the New York State Education Department (NYSED) and is required by NYSED to begin implementation of a "Whole School Reform Model" in school year 2014-2015. SCSD is required to commit each school to one of the following options:

- The Federal "Turnaround" model
- The Federal "Restart" model
- The Federal "Closure" model
- The Federal "Transformation" model
- The Federal "Innovation Framework" model
- The Federal "Evidence-based" model
- The Federal "Early Learning Intervention" model
- A three-year plan that provides for the redesign of a school by implementation of the turnaround principles as listed below

SCSD and STA have collaborated in good faith to craft this MOU in accordance with the seven turnaround principles articulated by NYSED:

- Providing strong leadership by:
 - Reviewing the performance of the current principal;
 - Either replacing the principal if such a change is necessary, or demonstrating to the Commissioner that the current principal has the ability to lead the turnaround effort;
 - Providing operational flexibility in the areas of scheduling, staff, curricula, and budget.
- Ensuring that teachers are able to improve instruction by:
 - Reviewing the quality of all staff and retaining only those who have the ability to be successful in the turnaround effort;
 - Preventing ineffective teachers from transferring to these schools;
 - Providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.
- Redesigning the school day, week, or year to include additional time for student learning.
- Strengthening the school's instructional program based on student needs and ensuring the instructional program is research-based, rigorous, and aligned with the Common Core.
- Using data to inform instruction and for continual improvement, including the provision of time for collaboration on the use of data.

- Establishing a school environment that improves school safety and discipline, and addressing other non-academic factors that have an impact on student achievement.
- Providing ongoing mechanisms for family and community engagement.

2. **Scope:** This Agreement covers the following school:

Dr. King Elementary

Planning and transitional implementation will commence upon signing of this agreement (MOU), with full implementation to take place during school year 2015-2016. This timeline will allow Dr. King school leaders and staff to meet the needs of students, as well as to fulfill the requirements of NYSED's Whole School Reform Model.

3. **Status of SCSD Employees Who Work at Dr. King Elementary School:** All STA bargaining unit members who elect to work in Dr. King Elementary School shall maintain their full status as members of the STA bargaining unit and as employees of SCSD.
- These employees shall receive, at a minimum, the salary and all health and welfare benefits set forth in the negotiated Collective Bargaining Agreement ("CBA") between SCSD and STA.
 - These employees shall continue to be subject to the rights, protections, obligations and duties applicable to certified employees under the New York State Code, including, but not limited to, the membership in the State Teachers Retirement System. These employees shall continue to accrue seniority in the system.
 - These employees shall continue to attain and maintain "status and classification" as set forth in the New York State Education Law) e.g. probationary, tenured, long-term substitute, etc.)
4. **District-Wide Transfer List:** Due to the urgent nature of the challenge facing the District and in a good faith effort to allow an adequate amount of time to staff Dr. King Elementary School with personnel that meet the needs of each school, the parties agree to modify Article 10, G-H, of the CBA for the 2015-2016 school year only.
5. **Opt-Out Process:**
- Any current teachers at Dr. King schools must inform the district by April 15, 2016 if they are opting out of continuing to teach at the school under the terms of this Agreement. Those teachers electing to opt out of the school will be placed on the District's transfer list. The deadline for submitting a transfer request will be extended to accommodate this process.
 - If they opt out, teachers will be transferred to another school in the District for school year 2016-2017 (using the current transfer process).
 - Teachers opting out of Dr. King cannot be re-hired there.
 - For any teachers considering opt-out from Dr. King, who were eligible for retirement under the 2015-2016 retirement incentive but did not previously file, the District retirement incentive program may be extended.
6. **Opt-In Process:** Teachers from schools other than Dr. King may notify the district, via placement on the district transfer list that they would like to be considered for a position in Dr. King Elementary School. The deadline for submitting a transfer request will be extended to accommodate this process.

- a. Currently staffed teachers who wish to remain in Cohort 5 schools implementing the Transformation model must complete the Cohort 5 Election to Work Agreement (EWS, per section 8 below). Teachers who wish to remain in schools implementing the Turnaround model must submit their intent to re-apply for their position by April 15, 2016, then participate in the process outlined in Section 7 below.

7. Process for Deciding Which Staff are Eligible to Remain in Dr. King School implementing the Turnaround

Model:

Part I: Data Review

- a. Principals or Executive Directors (if the principal has not yet been hired for the school) will review the following data for current Turnaround school teachers:
 - Multiple principal observations of teachers (completed during school years 2012-13, 2013-14, and/or 2014-15)
 - Portfolio of materials, including lesson plans and student work samples
 - *For 3-8 grade ELA and Math teachers only:* Prior year state test data (use 2013-14 test data for 2014-2015 determinations)
- b. Rubrics will be created-aligned to the district's teaching and learning and Danielson frameworks-that set a minimum threshold for teachers who are eligible to remain in Turnaround schools
- c. For the 2015-2016 school year, no teacher with an "ineffective" rating based upon his/her 2014-2015 APPR composite HEDI rating (Persistently Lowest Performing Schools, only) may be considered for placement in Dr. King school.
- d. For all subsequent years of this agreement, no teacher with an "ineffective" rating, based upon the most recently assigned APPR composite HEDI rating, may be considered for placement in Dr. King.

Part II: Interview

Principal, Executive Director, and a STA officer will select the first five teachers hired for each school; they will strive for consensus, but the principal makes the final decision, in keeping with the principle of mutual consent. Those first five teachers, if they so choose and on a voluntary basis, will participate in interviews as members of the hiring team for the remainder of the selection process to hire initial staff for the school.

8. **Staffing:** After the initial opt-out transfer process described in Section 5, all remaining and future open positions at Dr. King shall be staffed by a process of mutual consent whereby the principal and candidate mutually agree to the job placement.

Assignment of each staff member at Dr. King Elementary School is on a year-to-year basis (there is no job security at the site, but staff retain seniority and transfer rights within the SCSD). The staffing plan is based on student needs and staff must be hired and retained to support the vision and mission of the school.

- a. In the 2015-2016 school year and for the remainder of the term of this MOU, all staff must commit to the obligations on the Dr. King Election to Work Agreement(EWA), including approved Addenda to the EWA drafted by Dr. King Elementary School's Turnaround School Team (see Section 10.c., below)
- b. Staff at Dr. King who do not follow the EWA can be required to transfer. Staff who elect to transfer because they do not want to be part of the Innovation School, or those who are asked to transfer when a position is converted or eliminated to support the school's vision and mission, retain the same transfer rights as any other staff in SCSD. Should the principal determine that a staff member does not fulfill the obligations of the EWA, the principal may recommend an administrative transfer

to the Executive Director (ED) Turnaround. Staff may appeal the principal's decision to the Dr. King Advisory Council.

- c. When leadership vacancies arise in Dr. King, the Turnaround School Teams will play a role in interviewing Innovations School principals and will make recommendations to the ED of Turnaround, who makes the final recommendation to the Superintendent. The Superintendent is responsible for hiring principals. By majority vote, the Dr. King Advisory Council may appeal the principal selections recommended by the Ed of Turnaround; the final authority is with the Superintendent. All principals will be evaluated by SCSD.

9. Working Conditions In Dr. King Elementary School: Dr. King shall continue to follow municipal, state and federal laws and regulations, however they shall be exempt from certain Board Rules and District policies not directly tied to state and federal laws and regulations, and shall likewise be exempt from the provisions of the CBA except as is specified below. Dr. King shall strive for a model of collaboration and shared decision-making at the school site, embodying freedoms from locally imposed constraints.

Any STA bargaining unit employee who is displaced from Dr. King and/or is released from a Dr. King (e.g. due to a programmatic change at the school site) during the term of this Agreement shall be transferred to a vacancy for which the employee is qualified at another school in SCSD.

- a. As expressly set forth below, certain provisions of the SCSD-STA Collective Bargaining Agreement shall remain in full force and effect at all times during this MOU. In addition to those referred to in Section 3a. above, the following provisions of the CBA, however, cannot be waived or in any way modified, and shall continue to apply with full force to unit members who work in Dr. King:
 - Definitions (Article 1, a, c-r, and t)
 - Recognition (Article 2)
 - Salary Schedule (Article 3)
 - Salary Administration (Article 4)
 - Lunch and Playground Program (Article 5 d)
 - Rights and Responsibilities (Article 6, c, f-h)
 - Induction Programs (Article 8 a, b)
 - Employment (Article 9,e)-CAVEAT: while assigned to Dr. King Schools, all regular and long-term substitutes are subject to the Articles and Sections set forth in this MOU.
 - Assignments and Transfers (Article 10,a,d,e,f,g,l,j)
 - Vacancies (Article 11)
 - Leaves (Articles 15, 16)
 - Fringe Benefits (Article 18)
 - Building Facilities (Article 20)
 - Association and Board Rights (Article 22, f-i, k-l)
 - Teacher-Administrator Liaison (Article 23)
 - Use of School Facilities (Article 24)
 - Dues Deduction (Article 25)
 - Miscellaneous (Article 27)
 - Duration (Article 28)
- b. The foregoing Articles or sections of Articles shall continue to be subject to the Grievance provisions of the Unit 1 CBA. All other matters shall not be subject to the contractual Grievance

provision and, instead, are subject to review, etc. exclusively through the Internal Appeals Process set forth below.

- c. The provisions of this Dr. King Elementary Agreement are not intended to narrow or expand the rights of the SCSD or of STA to be less or greater than that provided by law, except as specifically set forth in this MOU. If there is a conflict between specific provision of this MOU and legal requirements, all other non-conflicting sections of this MOU shall remain full force and effect.

10. Working Conditions at Dr. King:

- a. The matters set forth below shall be reduced to writing in an Election to Work Agreement (EWA) that shall be provided to each Dr. King teacher at the inception of his/her employment at Dr. King and no later than April 15 annually thereafter. All employees are required to sign such document as a condition of working or continuing to work at the Dr. King Elementary School. In the 2015-2016 school year and annually for the remainder of the terms of this Agreement, the EWA shall include the following information:
 - i. The length of the instructional day, school day, and workday.
 - ii. The length of the instructional year and work year and school calendars.
 - iii. The amount of time an employee is required to render service, including but not limited to participation in professional development activities, beyond the instructional/school/work year or set forth in this Agreement.
 - iv. Any additional required duty time, such as during summers, school breaks, etc.
 - v. Elementary planning in the amount of 200 minutes of planning time every (5) days.
 - vi. Secondary planning in the amount of 240 minutes of planning time every (5) days.
- b. In the 2015-2016 school year, all employees of Dr. King schools will be expected to sign and adhere to the provisions of the "EWA for Cohort 5 Schools," attached as Appendix A to this document. The EWA will confirm to all signatories that, during the 2015-2016 school year, Dr. King teachers will receive compensation for the following additional work hours: one hour daily of instructional time with students, and the equivalent of one half-hour daily for common planning time and/or other components of the school's professional learning community.
- c. For the 2015-2016 school year and annually for the remainder of the terms of this Agreement, a differentiated Addendum to the Dr. King EWA may be drafted at each school site by the principals and School Leadership Teams and will be subject to approval by the Dr. King Advisory Council.
- d. The EWA will confirm to all signatories that, during the 2015-2016 school year, Dr. King teachers will be expected to attend and actively engage in professional development, four days of which is anticipated to be delivered prior to the opening day of school in September 2014. Summer professional development will be paid at the hourly rate for summer training, and professional development during the school year will be paid at the hourly rate for the school year.
- e. Notwithstanding the provisions of this section, Dr. King schools shall, at a minimum, provide at least 180 student instructional days.
- f. Employees in Dr. King will be required to work the full workdays/work year (or the proportionate amount required by their less than full-time assignment) and to perform and render service as prescribed by the terms of the approved Dr. King school plan as set forth in the EWA.
- g. Any additional time required of teachers in Dr. King, beyond the minimum 180 instructional days for other District schools, shall be compensated at a rate to be negotiated between the parties.
- h. The School Improvement Team at Dr. King will consist of no more than thirteen members, with one teacher appointed by the principal, five teachers elected by their colleague teachers, one teaching assistant elected by his/her colleague TAs, the school's Say Yes school support specialist, one

representative of the local community, as well as the school's principal and a vice-principal. The remaining two members must be parents or family members of current students at Dr. King, one to be chosen by the principal and one to be chosen by sitting members of the School Improvement Team. The principal holds the tie-breaking vote.

- School Improvement Team members (with the exception of the principal and vice-principal) cannot serve more than two consecutive years. A School Improvement Team member (with the exception of the principal) may be dismissed from service by a three-quarters majority vote of the School Improvement Team.

11. Oversight of Dr. King: Dr. King shall be overseen by the Dr. King Advisory Council. The Dr. King Advisory Council shall be comprised of District and STA staff, as well as external stakeholders with a vested interest and commitment to dramatically improving student achievement in the district's lowest performing schools, as follows: the Superintendent and two chief-level officers of SCSD; four representatives of STA, including the President; one representative from SAAS; two parents or family members of current students in Dr. King schools; and three community representatives, one to be selected by the Superintendent, one to be selected by the President of STA, and one to be agreed upon jointly by both.

Responsibilities of the Dr. King Advisory Council include: deciding appeals of Dr. King's principals' recommendations to remove staff as put forth in section 8.b, review of EWAs and school-level addenda as put forth in section 10.c, and conducting regular meetings with the Director of Operations and/or the Office of Teaching and Learning of the SCSD to review progress of Dr. King relative to performance goals. In school year 2015-2016, the Dr. King Advisory Council will convene initially during the month of July, then once again during each month of September, October, November, and December, then again during the months of February, April, and June.

12. Support to the Dr. King: Dr. King will be directly supported by the SCSD Office of School Transformation and Innovation (OSTI). The OSTI will work in collaboration with Dr. King leadership and School Improvement Teams to set the school vision, create the annual school-specific Addenda to the Dr. King Election to Work Agreement, coordinate the Internal Appeals Process, draft aligned school reform/improvement goals and plans, and monitor performance and progress.

13. Internal Appeals Process: Issues related to salary, benefits, and those Articles listed in Section 9 a. of this MOU, are to be resolved through the procedures outlined in Article 26 of the CBA: Grievance Procedure.

All other issues should be addressed at Dr. King in a good faith effort to resolve the concern to the mutual satisfaction of all parties. If a dispute related to working conditions cannot be resolved after a reasonable amount of effort, then the Dr. King Internal Appeals Process (IAP) should be followed. Every Dr. King school employee will receive a written copy of the IAP, and the IAP shall be posted on the Dr. King website. A "day" for purposes of this IAP is defined as any school day, except Saturdays, Sundays, legal or school holidays, or school breaks.

During any or all steps of the IAP process the Dr. King Elementary School staff member may request that the school's STA building representative, or another colleague or school site representative, accompany him/her to IAP meetings. The member may request that the STA representative or other colleague speak on his/her behalf if so desired. All meetings and documents regarding IAP complaints shall be kept confidential by all participating parties.

The steps of the IAP are as follows:

- a. **The complaint shall be presented in writing to the Dr. King school principal.**
- b. **First meeting between the Dr. King staff member and school principal:** Within five days after receipt of written complaint, a meeting shall be conducted between the principal and staff member to discuss the matter and attempt in good faith to resolve it.
- c. **Second meeting with Dr. King School Team:** If the complaint is not resolved at the first meeting, within five days the Dr. King staff member may request (in writing) a second meeting with the School Improvement Team. Within fifteen days, the School Improvement Team will meet with the staff member to review the relevant facts and circumstances of the complaint. The School Improvement Team will issue a written decision to the staff member within 15 days.
- d. **Third/final meeting with Dr. King Appeals Committee:** If the complaint is not resolved by meeting with the School Improvement Team, the Dr. King school staff member may request (in writing) a final meeting with the Dr. King Appeals committee, which will consist of one member selected by the Superintendent, one member selected by STA, and one member jointly agreed upon by both. The Appeals Committee will convene as needed when it determines that a complaint is worthy of review; the Committee is not required to hear all complaints submitted if it determines by majority that the decision of the School Improvement Team may stand. The decisions of the Dr. King Appeals Committee are final and not subject to further appeal.
- e. **The Superintendent's decisions regarding transfers are final and not subject to the Internal Appeals Process.**

14. Duration of MOU:

- a. This MOU shall take effect immediately upon approval by the District and STA and remain in effect through June 30, 2017.
- b. Thereafter, conditions of this MOU shall be re-negotiated on an annual basis.
- c. Each party may re-open negotiations over this MOU. Negotiations shall commence at the request of either party at any time after January 1, 2016.

I C. District Accountability and Support

- i. Describe in detail the manner by which the district ensures that all federal requirements of a school's chosen model are fulfilled and continue to be fulfilled throughout the duration of the grant.*

SCSD has a broad and successful history in providing fiscal and programmatic oversight that ensures that all guidelines (federal, state, local or program specific) are fulfilled when implementing a broad range of preK-12 programs. These programs include, but are not limited to: Title I 1003(a) and (g) School Improvement Grants; 21st Century Community Learning Centers; Extended Day/ School Violence Prevention Programs; Smart Scholars Early College High School Programs; Title II B Math and Science Partnerships Grants; Strengthening Teacher and Leader Effectiveness; High School Graduation Initiative (HSGI); Systemic Supports for District and School Turnaround; and Literacy Zones/Pathways Out of Poverty programming. Specifically, the SCSD's Special Programs and Accounting Departments ensure that all federal fiscal requirements are fulfilled throughout the duration of the grant. From the programmatic side, the Office of Teaching and Learning, and in the case of Title I 1003(a) and (g) School Improvement Grants, the Office of School Reform and Performance Management, ensures that all federal requirements are fulfilled.

- ii. Identify specific senior leadership that will direct and coordinate district's turnaround efforts and submit an organizational chart (or charts) identifying the management structures at the district-level that are responsible for providing oversight and support to the LEA's lowest achieving schools; and*
- iii. Describe in detail how the structures identified in "i" of this section function in a coordinated manner, to provide high quality accountability and support. Describe and discuss the specific cycle of planning, action, evaluation, and feedback, and adaptation between the district and the school leadership. This response should be very specific about the type, nature, and frequency of interaction between the district personnel with school leadership and identified external partner organizations in this specific Priority School application; and*
- iv. For each planned interaction, provide a timeframe and identify the specific person responsible for delivery.*

The Syracuse City School District is fortunate to have a visionary superintendent at the helm to steer district and school turnaround efforts. Dr. Sharon L. Contreras, a 2010 graduate of the prestigious Broad Superintendent's Academy, attended Binghamton University where she earned a Bachelor of Arts degree in English Literature. She has also earned several degrees from the University of Wisconsin-Madison: a Master of Arts in Teaching; a Master of Arts in English Literature; a Master of Science in Educational Administration; and a Doctor of Philosophy (Ph.D.) in Educational Leadership and Policy Studies.

Dr. Contreras has served as a high school teacher, curriculum specialist, principal, area superintendent and assistant superintendent in Rockford, IL; the Chief Academic Officer of Clayton County Public Schools in Jonesboro, Georgia, where she is credited for developing a rigorous K-12 curriculum, expanding Advanced Placement and gifted programming, introducing

research-based interventions for struggling students, developing a research and evaluation department and parent information/registration center, and significantly improving the high-school graduation rate; and --just prior to her transition to Syracuse--the Chief Academic Officer for Providence Public Schools, where she implemented an Aligned Instructional System, improved the graduation rate, and rolled out a Pathways to Prosperity initiative to provide high school students with greater access to college and careers.

In her first two-and-a-half years in Syracuse, Dr. Contreras successfully led the SCSD in the development and adoption of *Great Expectations, Syracuse City School District's Strategic Plan (2012-2017)*. With resounding support from the Board of Education and the Syracuse community, the five-year strategic plan defines the important work the district must undertake to ensure the realization of its vision: "to become the most improved urban school district in America."

As can be seen in the attached organizational chart (*Attachment I Ca: District Leadership Org Chart*), SCSD's Priority schools are overseen and supported by the Office of School Transformation and Innovation ("OSTI"), a streamlined, "lean" department newly created in 2012 to provide efficient support to Dr. King Elementary School and other Priority schools designated as an Innovation Zone ("iZone") or Cohort 5 school. Overseeing the iZone and collaborating with the Teaching and Learning Department is the Executive Director of Turnaround, Zheadric Barbra, Ed.D., who is credited with leading the successful turnaround of Carson Middle School in Greensboro, Georgia. Under his principalship, Carson Middle School made AYP in 2010 for the first time in four years, decreased the achievement gap between white and black subgroups to 6% in Math and 3% in ELA/Reading from 2008 to 2010, increased writing proficiency on the Georgia Middle Grades Writing Assessment from 58% in 2009 to 78% in 2011, decreased discipline referrals by 64% between 2008 and 2010, decreased the amount spent on substitute pay by over 70% between 2007 and 2010, helped develop and implement a system-wide Standard Code of Dress for students, and launched a 10-minute health/wellness break for all students after lunch daily. As a result, he was recognized by the National Alliance of Black School Education as Principal of the Year in 2011.

The SCSD Director of School Reform, Anthony Tolbert, has been providing similar support to the District's Cohort 5 schools as Dr. Barbra provides to the iZone schools. Mr. Tolbert has an extensive background in elementary education and school reform. From September 1984 through December 2006, Mr. Tolbert has held many roles at the elementary school level, including; community assistant, social worker assistant, classroom teacher, administrative intern, vice principal, and principal. In December of 2006 he brought his expertise to the district level when he became the Director of Elementary Education at SCSD, and in August of 2012 assumed his current position as Director of School Reform. In his role as Director of School Reform, his responsibilities include, but are not limited to: assistance with the school review process, whether it be state-, district- or school-led; attending school-based meetings to provide overviews and understanding around the DTSDE rubrics; organizing schedules, including follow-up technical assistance session, based on input from school-based and central offices staff; assisting with the extraction, verification and visualization of various data points to support school-based analysis; and providing direction, guidance and feedback on quarterly SIG progress monitoring reports and draft SCEPS.

Together Mr. Tolbert and Dr. Barbra benefit from a small, focused support staff to maintain an embedded presence in iZone and Cohort 5 schools: a Director of Operations to ensure a direct line of response to physical plant, data, IT and other operational needs; and a Community Outreach Coordinator to support the principal and leadership team in engaging families, neighborhood organizations, and external partners in aligned and proactive ways. Working together with the principals and leadership teams in a small subset of the district's schools, the roles of these individuals focus specifically on streamlining support to the Priority schools for which they are responsible. They are distinguished in part for the following key dispositional attributes: a get-it-done, no-excuses attitude; relentless focus on the learning and well-being of all students; and the willingness to individualize and differentiate supports offered in different buildings.

The Director of Operations and Community Outreach Coordinator support iZone and Cohort 5 schools. This enables the District to manage resources but also more effectively implement the redesign efforts in the Cohort 5 schools through lessons learned and efficiency of scale.

The school-based ELA and Mathematics Instructional Coaches will continue to play key roles in offering unique support to teachers at Dr. King. Instructional Coaches are selected in part for their ability to provide high quality, job-embedded professional development in not just content, but also key turnaround competencies (e.g., positive classroom management techniques and engaging and culturally-relevant instruction).

The district-level organizational chart reflects the direct-line support to Priority schools available from all departments of the SCSD, including Accountability, Operations, Personnel/Talent Management, and Finance. Chief Officers are in the process of identifying effective employees in each department who will serve as a cross-functional work team dedicated to fast-tracking key services to Priority schools. Both principals and the OSTI staffers who directly support them will be able to streamline bureaucratic processes, pick up their phones and reach out directly to members of the cross-functional Cohort 5 work team. Lastly, it is vital that Cohort 5 schools work in close alignment with the district's Office of Teaching and Learning, to ensure that all teachers benefit optimally from the outstanding initiatives underway to develop both materials and capacity for rigorous Common Core instruction. To streamline communications and ensure clarity and alignment, the Instructional Coaches who support each school collaborate actively with their colleague coaches and content area supervisors from across the district. The Executive Directors of Elementary Education and Middle/K-8 Education serve as the key liaisons and support for Cohort 5 school principals, attending requisite meetings and communicating key messages so that school leaders can keep their attention focused relentlessly on their individual school buildings.

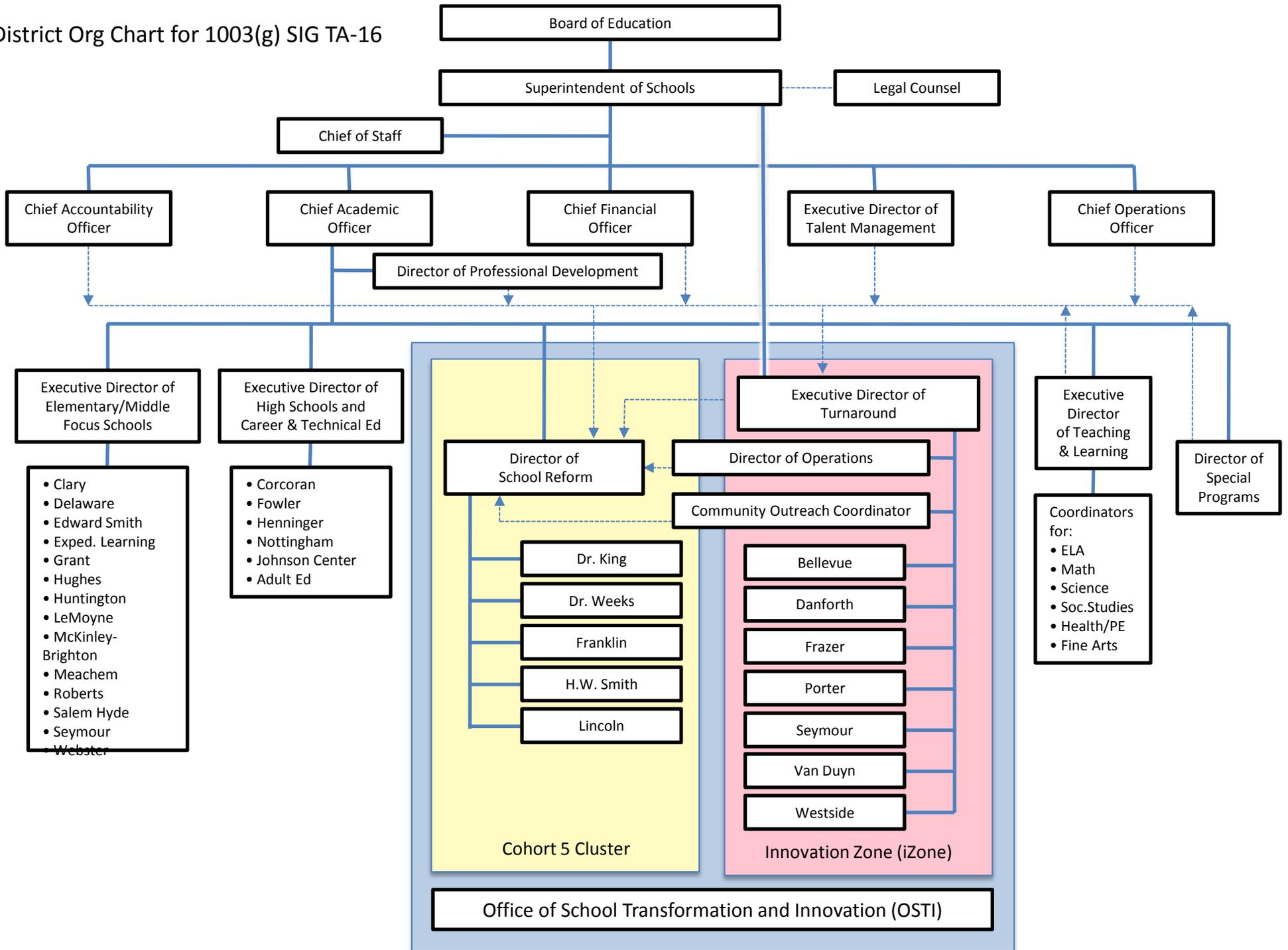
All structured interactions between district and Cohort 5 school leadership will be regularly scheduled (per the table below) and guided by clear protocols to ensure time is well spent and that meetings remain data-driven, results-oriented, and anchored in a Plan-Do-Study-Act cycle to ensure continuous process improvement. As a recipient of NYSED's grant for Systemic Supports for District and School Turnaround, SCSD was supported in this important work by our external partner, Mass Insight Education's School Turnaround Group, who created an Action Steps protocol that the District continues to use. We are also pleased to serve as a pilot district for

DataCation, a division of CaseNEX, LLC that has expertise in providing an array of tools to help schools break down complex student data to inform and support instruction, professional development, curriculum planning, accountability and policy. Specifically, DataCation helped SCSD successfully launch a new Public Data Dashboard on June 30, 2015. This new online tool provides our OSTI staff, principals, students, families and the community with the access to monitor not only the district’s progress as a whole, but the progress made in individual schools on a regular and ongoing basis.

Timeframe of Key Interactions and Persons Responsible

Interaction	Persons Responsible	Timeframe
School-level Data Dashboards (operational and achievement data)	Conducted by Exec. Director of Elementary Education with school admin. team (requires Accountability support in timely generation)	Every two-three weeks through 2015-16; thereafter may be extended to every 3-4 weeks on a school-by-school basis
Cohort 5 Operations Action meetings	OSTI Operations Coordinator and members of district cross-functional work team	Weekly, utilizing Action Steps protocol created by Mass Insight STG
Math Coach Academy, Literacy Coach Academy, Teaching & Learning meetings	Organized by Chief Academic Officer and Teaching & Learning Supervisors, attended by all school-level coaches	Staggered every two weeks and organized by Chief Academic Officer and Teaching & Learning supervisors
OSTI School-Support focus meetings	OSTI staff internal meeting led by Exec. Director of Turnaround and/or the Exec. Director of Elementary Education	Weekly, utilizing OSTI Action protocol created by Mass Insight STG
SCSD Senior Staff meetings	Organized by Superintendent or Chief of Staff, attended by Exec. Director of Elementary Education	Weekly Senior Staff
BOE updates and workshops	Exec. Director of Elementary Education and OSTI staff as appropriate	Quarterly or as requested by Superintendent of Schools
Regular school-level meetings with external partners, including ANet, Insight Education Group, Redhouse, and Pearson	Principals and their School Leadership Teams	As determined by the Principal
NYSED quality updates and supports	Exec. Director of Elementary Education, CAO, OSTI staff, Director of Special Programs	As determined by NYSED

District Org Chart for 1003(g) SIG TA-16



I D. Teacher and Leader Pipeline

- i. Identify and describe recruitment goals and strategies for high poverty and high minority schools to ensure that students in those schools have equal access to high-quality leaders and teachers.*

The SCSD seeks to recruit and select highly effective teachers and principals as early as possible through a comprehensive set of recruitment strategies and rigorous yet candidate-friendly selection processes. The SCSD has demonstrated the capacity to attract large numbers of candidates with a range of prior experiences from the Central New York region and beyond to lead and teach in high-poverty, high-minority schools, particularly through the SCSD's experience staffing seven Innovation Zone schools that launched in the fall of 2013 and the five Cohort 5 schools that launched in the fall of 2014. This school year, the SCSD has further expanded and improved its recruitment efforts, preparing the SCSD to meet the goal of selecting high-quality candidates for all forecasted school leadership vacancies and all known teacher vacancies by the end of June 2015.

The SCSD demonstrated its capacity to meet ambitious recruitment goals most clearly last year. For the 2014-2015 school year, the SCSD hired more than 190 teachers and ancillary staff, along with 49 school and district leaders, coinciding with the expansion of turnaround and transformation models in the SCSD's Innovation Zone and Cohort 5 schools. This was a significant increase in the number of vacancies, after several years with no more than 100 teacher and ancillary staff vacancies annually. Meanwhile, the majority of these new hires were selected to work specifically in one of the iZone or Cohort 5 schools. The SCSD staffed roughly 500 teaching positions in the iZone and Cohort 5 schools completely through a mutual consent process; every returning, transferring or new teacher in an iZone or Cohort 5 school chose (and was specifically selected) to work in that school. Through collaboration between the SCSD's Office of Talent Management, Office of School Transformation and Innovation, and principals, the SCSD successfully identified high-quality candidates with a specific commitment to teach in high-poverty, high-minority, historically low-performing schools.

This year, the SCSD has developed several new components to its comprehensive strategy to attract great educators to the District's 33 schools, especially the schools that have historically struggled the most:

- First, the SCSD created vacancy projection models for teacher and school leader positions, which allow District leaders to more strategically plan recruitment activities.
- Second, the SCSD has launched a marketing and branding campaign with a new recruitment website for active and passive job seekers: www.JoinSyracuseCitySchools.com.
- Third, the SCSD has continued expansion and diversification of job advertising through such means as: targeting teacher and leader preparation programs (including those at historically black IHEs and those with strong reputations for producing excellent educators); paid advertisements in Education Week's Top School Jobs and Monster.com; social media including job-specific accounts on [Facebook](#), [Twitter](#), [Instagram](#), and (again) [Linkedin](#); representation at more diverse, on-site recruitment fairs; and increasing the number of formal partnerships with educator programs at colleges and universities, including a teacher residency program for high-need subject areas at Syracuse University.

- Fourth, in partnership with Education First and Public Impact, the district has continued to build the capacity of current aspiring SCSD school leaders with the intent to build a stronger pipeline of internal candidates for future school leadership opportunities. This year, the program focused on 1st-year vice principals and administrative interns, while also including other district-wide instructional leaders such as our strongest teachers on special assignment.
- Fifth, the SCSD is ensuring that, as the District builds a deeper and wider pool of applicants, we are also training and selecting candidates from within that pool with greater precision than ever before. In particular, we are employing the Behavior Event Interview (BEI) technique as a central part of our selection process for all our building leaders. BEI's can be one of the most reliable tools in predicting an applicant's future on-the-job performance. The theory of behavior event interviewing is simple. It considers the best way for an organization to predict an individual's future behavior and performance is to have the individual talk about their past competencies, behavior and performance.
- Sixth, we have a New Principal Institute that was launched in 2014-2015. This program is led and implemented by our top 11 (approximately one-third) principals to provide professional development and mentoring for any first-year principal in the district. In our first year, this program served 12 principals.
- Finally, four schools began Opportunity Culture work, which is a set of school design models resulting in new teacher-leader positions focused on instructional and behavioral support for struggling teachers. These Multi-Classroom Leaders are given a stipend (approximately 20% of the average teacher salary) to have a reduced teaching load in exchange for coaching, guiding, and mentoring colleagues toward proficiency and mastery in specific areas of our teaching frameworks or in subject-specific areas.

While making these improvements, the SCSD is also continuing best practices in its selection processes. For candidates who are invited to interview for teaching and leadership positions, the SCSD uses rigorous selection processes, grounded in rubrics for assessing candidates on core competencies of instruction and leadership. The teacher selection rubric is fully aligned with the SCSD's Teaching and Learning Framework, which was approved by the New York State Education Department. Similarly, the school leader selection rubric is fully aligned with the SCSD's Building Leadership Framework, which was also approved by NYSED. Stakeholder agreement was garnered on necessary core competencies for teachers and leaders to ensure that all students have access to a high-quality education and can achieve the highest possible academic outcomes.

The District is committed to continuing and expanding the practice of hiring teachers and other staff through mutual consent, given that this has been shown to lead to greater satisfaction, high levels of effectiveness, and longer retention.

ii. Describe the district processes for altering hiring procedures and budget timelines to ensure that the appropriate number and types of teachers and principals can be recruited and hired in time to bring schools through dramatic change.

In the 2012-2013 school year, the SCSD hired Cross & Jofus consultants to redesign the hiring processes for teachers and school leaders. For candidates who are invited to interview for teaching and leadership positions, the SCSD uses rigorous selection processes, grounded in rubrics for

assessing candidates on core competencies of instruction and leadership. The teacher selection rubric is fully aligned with the SCSD's NYSED-approved Teaching and Learning Framework. This framework focuses on the practices that are particularly effective in teaching students of color, students with disabilities, English language learners, and low-income students. The SCSD's teacher hiring process components, screening tools (including the EPI, which uses a comparable four-domain framework of effective instructional practice), and scoring mechanisms are all linked to the core competencies of the SCSD Teaching and Learning Framework. Similarly, the school leader selection rubric is fully aligned with the SCSD's Building Leadership Framework, which was also approved by the New York State Education Department. Stakeholder agreement was garnered on necessary core competencies for teachers and leaders to ensure that all students have access to a high-quality education and can achieve the highest possible academic outcomes.

The revised process for hiring teachers includes: early recruitment of highly effective candidates, more rigorous application screening, initial interview, teaching demonstration/video, reference checks, and school site interview. The SCSD began using a new online application (PATS) on December 20, 2012. This year, the SCSD continues to use these best practices for selection of candidates, while transitioning to a new, more user-friendly online application system (TeacherMatch) that also includes a research-based online assessment for teacher applicants.

A major change in the hiring process is the specific focus on both a review of teaching materials and a teaching demonstration, which are evaluated and scored with the core competency rubric. Candidates must also demonstrate knowledge of pedagogy and content areas. Candidates are required to complete performance tasks and role play scenarios. Staff members involved in the hiring process were trained in using these tools. SCSD's top teaching experts (e.g., "superstar" teacher leaders, coaches or department heads) assist in the review of candidates. The District's known teaching vacancies have nearly been filled, ensuring new hires are fully prepared for the start of the school year.

The process for hiring new principals and leaders includes: early recruitment of highly effective candidates; more rigorous application screening; initial interview; reference checks; on-site interview components including question-and-answer sessions, a data task, and a teacher observation activity; a stakeholder interview and Behavioral Event Interview; and superintendent approval. A rubric guides each step of the process. During the application process, the candidates create a vision for the school, which includes data-driven decision-making. They discuss their leadership and education philosophy, participate in role-plays, and complete performance tasks. All new principals were selected by the end of May.

The annual budget process is crucial to the timely and effective staffing of classrooms with high-quality teachers. The SCSD budget is normally first approved by the Board of Education in March and is typically finalized in April. Because the SCSD has faced a series of significant budget reductions in recent years, positions have been reduced each year, creating a cascading effect as teachers with most seniority in their tenure area are moved into remaining positions.

To minimize these challenges, the District created new vacancy forecasting models so that the budget timeline does not unnecessarily delay hiring. These vacancy projection models for teacher and school leader positions allow District leaders to expedite hiring. Expediting hiring based on

data-based vacancy forecasts allows SCSD to recruit and secure top talent for district classrooms, rather than waiting until the summer when the best candidates have already accepted positions in other districts.

Meanwhile, the SCSD is ensuring that, as the District builds a deeper and wider pool of applicants, we are also selecting candidates from within that pool with greater precision than ever before. From the www.JoinSyracuseCitySchools.com website, potential applicants can link directly to the SCSD job board and apply for one or multiple jobs through an online application. All certified staff now apply through the www.TeacherMatch.com platform, which is another improvement in the last two years, when the District already improved its processes dramatically by moving to an all-online application system. Teacher applicants must now complete, as part of their initial application, a research-based online assessment that measures pedagogical skills, attitudinal factors, and cognitive ability. TeacherMatch created this assessment – called the Educator’s Professional Inventory (EPI) – in partnership with a variety of organizations including the University of Chicago, NWEA (known for the design and implementation of MAP adaptive student assessments), and Education Analytics, which was founded by researchers from the Value-Added Research Center of the University of Wisconsin-Madison. This assessment tool is helping the SCSD identify those teachers that will both challenge and support students in the classroom. The data provided by this assessment also helps expedite the selection process for teachers because District staff can prioritize follow-ups and interviews with candidates who the EPI predicts will have the most success in increasing student achievement levels in Syracuse classrooms.

*iii. Identify and describe any district-wide training programs designed to build the capacity of leaders to be successful in leading dramatic change in low-achieving schools. In addition, describe how these programs are aligned to the specific implementation of the model chosen (Turnaround, Restart, Transformation, Innovation Framework, Evidence-based, or Early Learning Intervention). Provide a history of these or similarly purposed programs in the district, how they are or have been funded, and identify whether the school principals chosen to lead the new school designs proposed in this application have emerged as a direct result of these programs. Please identify the goals in terms of quantity and quality of effective leader development.**

Leaders selected to assume the role of principals and assistant principals in the Cohort 5 schools, - and in particular, Dr. John Rivers who became Dr. King’s principal effective June 15, 2015 - will participate in a variety of district-wide training programs that have been newly developed for Cohort 5 schools who are implementing turnaround, transformation and early-learning intervention models. The capacity-building leadership trainings are outlined in detail in the district-wide trainings chart that is required for District-level Section I D v. Additionally, all Cohort 5 school leaders will participate in district-wide leadership training. These trainings are also outlined in the chart. SCSD has historically provided a Summer Leadership Institute and monthly Principal Leadership Academies throughout the school year. These professional development initiatives have been funded through Title IIA: Teacher and Leader Recruitment and Professional Development. The Summer Leadership Institutes and school-year Leadership Academies cover such topics as: Leadership of the Common Core/CCSS Scope and Sequence as reflected in the SCSD curriculum, Five Pivotal Practices that Shape Instructional Leadership, and

Developing Shared Understanding of the new APPR Requirements through actionable feedback in teacher effectiveness.

In addition, the Syracuse City School District has partnered with Education First and Public Impact to develop and implement a leadership training program that will build the capacity of current and aspiring principals as they lead their schools through the implementation of rigorous curricular and instructional practices aligned with the Common Core Learning Standards. The program will build the capacity of principals to effectively lead their schools in such a way as to foster an increase in achievement levels for all students. The program includes eight (8) on-site training sessions, each focused on seven (7) key topics designed to build the capacity of leaders to be successful in leading dramatic change in low-achieving schools. Education First and Public Impact will also develop and monitor individual learning plans for each of the principals or aspiring principals that participate in the program. Lastly, the program will provide 1-on-1 coaching and mentoring for each participant by experienced administrators who have a proven track record of success in urban school leadership. These mentors will make on-site visits, regular telephone check-ins, and provide in-the-moment telephone and email support to participants.

The SCSD's goals of effective leader development include: (1) All leaders will develop skills on effective ways to create, manage, and maintain an improvement mindset with their staff and school communities. This skill development will be reflected in Teaching and Learning consultant quarterly reports, and feedback from staff, students, and parents; and (2) All leaders will manage staff, data and school processes in ways that foster school improvement. This will be measured by: instructional staff adjusting teaching methods based on review of data (administrative, instructional coaches and consultant walk-throughs will observe changes in teaching methods), data meeting schedules and meeting minutes, and improved school climate as observed in administrative walk-throughs, as well as student and parent feedback.

*iv. Identify and describe any district-wide training programs designed to build the capacity of teachers to be effective specifically in low-achieving schools. Provide a history of these programs in the district, how they are or have been funded, and identify whether the instructional staff chosen for the new school designs proposed in this application have emerged as a direct result of these programs. If the programs are newly proposed, please identify the goals in terms of quantity and quality of effective teacher development.**

The SCSD provides ongoing, high-quality training and support to ensure teachers in low-performing schools have the capacity to effectively instruct students. New, district-wide training programs, detailed in *Attachment I D v – District-Offered Training*, have been specifically designed to support teachers in priority schools. Additionally, all in low performing schools will participate in district-wide professional development designed to build capacity of *all* teachers. These trainings are also outlined in the chart. Historically, SCSD has provided district-wide training for teachers using funds provided through such sources as the General Fund, and Title I, Title IIA, Title III, and Title I 1003(a) School Improvement Grants. Since 2011, teachers have participated in trainings that included but were not limited to such topics as: Data-Driven Instruction, Common Core Learning Standards, Annual Professional Performance Review, Instructional Framework, Curriculum Orientation, Sheltered Instruction Observation Protocol (SIOP), Danielson/Teachscape, and team-building. Not all instructional staff have been selected for Dr King Elementary School, which will be introducing the early learning intervention model.

It is safe to say, however, that the vast majority will have emerged from trainings previously provided by the district. The Cohort 5 teacher training programs are new to the district and the goal is to dramatically improve student academic achievement, which will be measured by performance on local and State assessment tests.

- v. *Identify in chart form, the district-offered training events for items “iii & iv” above, scheduled during the year-one implementation period (September 1, 2015 to June 30, 2016). For each planned event, identify the specific agent/organization responsible for delivery, the desired measurable outcomes, and the method by which outcomes will be analyzed and reported. Provide a rationale for each planned event and why it will be critical to the successful implementation of the SIG plan.*

Attachment I D v – District-Offered Training contains a chart reflecting training events for teachers and leaders to occur during the year-one implementation period.

Narrative Attachment #2

District-Offered Trainings to Build Leader and Teacher Capacity (Chart for District-Level I. D. v.) for Year 1 Implementation Period (September 1, 2015 - June 30, 2016)

District -wide Leadership Training for all Syracuse City School District Instructional Leaders					
Schedule	Planned Training, Support and Professional Development	Agent/ Organization Responsible for Delivery	Desired Measurable Outcomes	Method of Analyzing and Reporting Outcomes	Rationale
Monthly 4 hour session from September 2015-June 2016	The Common Core Standards are the foundation of the district's academically rigorous curriculum enactment of a structured instructional rounds protocol in supporting successful implementation of the curriculum leadership in CCLS and DDI	SCSD CAO Content Supervisors	<ul style="list-style-type: none"> Leadership will develop a theory of action in collaboration with SLT in the Core Areas of instruction and for ELL and students with disabilities. 	<ul style="list-style-type: none"> Report of Instructional Rounds 	Building Administrator's knowledge in CCLS will increase their capacity to serve as instructional leaders
Monthly 4 hour session from September 2015 - June, 2016	APPR- Evaluator Calibration Review- Evaluators review teaching videos and artifacts and apply rubric through a facilitated conversation Evaluators receive professional development in providing growth producing feedback and implementation monitoring.	Insight Education Group SCSD Director of PD SCSD Coordinator of Teacher and Leader Effectiveness	<ul style="list-style-type: none"> Evaluators will consistently collect evidence and apply to rubric with 100% accuracy 	<ul style="list-style-type: none"> Analyzing trends from observation scores to determine components that need further training 	Administrators ability to consistently identify and give feedback on effective and highly effective practices that will lead to consistent practice to all learners
September 2015	DDI Coaching for Leaders - This training will prepare the leadership team to draw conclusions on the data and to determine priority standards. ANet will coach the leadership team on how they will support teachers to use item analysis training to identify student misconceptions, and on what expectations they will set for re-teaching and re-assessment.	Achievement Network, Office of Teaching and Learning and Office of Shared Accountability	<ul style="list-style-type: none"> Leaders will be able to draw conclusions from data and support teachers on how to take information from data and put it to use in the classroom 	<ul style="list-style-type: none"> Classroom observation reports 	Building leaders capacity to draw conclusions on data and determine priority standards will allow them to set clear expectations for staff and student achievement
September 2015 - June 2016	Data Meetings and Debriefing - ANet will co-facilitate data meetings with the leadership team, gradually releasing facilitation solely to the school	Achievement Network, Office of Teaching and Learning and Office of Shared	<ul style="list-style-type: none"> Leaders will become strong facilitators at data meetings and will be able to manage staff to follow through on re-teaching 	<ul style="list-style-type: none"> Classroom observations will reflect teachers re-teaching plan 	Strengthening leaders' skills of facilitating data meetings and managing staff to ensure they follow

	leaders as the year progresses. ANet will coach leaders on how to manage staff to follow through on re-teaching plans and align classroom observations to data.	Accountability	plans		re-teaching plans will improve instruction
Monthly 3 hour session from September 2015 - June 2016	Lead Evaluators receives technical support in the use of Teachscape platform for evaluation, monitoring individualized professional development of staff and facilitating professional learning communities	Teachscape SCSD Coordinator of Teacher and Leader Effectiveness Office of Talent Management Office of Shared Accountability Director of PD	<ul style="list-style-type: none"> Evaluators will process, plan observations, collect evidence and provide feedback to 100 % of teaching staff by all observation deadlines as outlined in SCSD APPR plan 	<ul style="list-style-type: none"> Monthly report and weekly conference call with Teachscape district liaison 	Administrators will establish a culture of learning, growth, through high expectations.
Monthly 2 hour meeting from September 2015 - June 2016	School Governance and Leadership	Executive Directors	<ul style="list-style-type: none"> Evaluators receive effective and /or highly effective rating. 	<ul style="list-style-type: none"> Executive Directors collect evidence artifact using the SCSD Teaching and Learning Leader 	Administrators will establish and implement a shared vision for success, while building and maintaining a climate of accountability for learning. Additionally, Administrators will create professional learning communities that will use data to identify areas of need of improvement

**District-wide Teacher Training for Cohort 5 Cluster Schools
September 1, 2015 - June 30, 2016**

Schedule	Planned Training, Support and Professional Development	Agent/ Organization Responsible for Delivery	Desired Measurable Outcomes	Method of Analyzing and Reporting Outcomes	Rationale
September 2015	Orientation to Data Cycle This training is designed for teachers and provides a summary for how the Achievement Network, the teachers themselves, and their school will implement effective	Achievement Network and Office of Teaching and Learning	<ul style="list-style-type: none"> Teachers will use data continuously throughout the year to improve their instruction and utilize the resources made available to them through ANet 	<ul style="list-style-type: none"> The number of times teachers used ANet resources will be monitored and reported. Student benchmark assessments 	The use of data to drive instruction will result in improved student achievement

	Data Driven Instruction. Key parts of the data cycle will be explored and teachers will reflect on how they are similar and/or different from the current use of data. Teachers will be introduced to key ANet resources that are available to support them in their planning from standards and analyzing data (SAS documents, MY ANet, etc.)			<ul style="list-style-type: none"> • NYSED report card data 	
2015-16 Saturday Academies, Job embedded school based PD time and Conference days	SCSD APPR (All schools): Participants will view a variety of teaching videos and, through the application of the Teaching and Learning Rubric, identify effective and highly effective practice.	SCSD	<ul style="list-style-type: none"> • Improved instructional delivery as measured by scores on the Teaching and Learning Rubric 	<ul style="list-style-type: none"> • Teachscape Proficiency System reporting 	Ongoing analysis of effective instructional practice will provide a deeper understanding of how the Teaching and Learning Framework is applied to their own teaching practice.
2015-16 Saturday Academies, Job embedded school based PD time and Conference days	K-5 Teachers - Inquiry Based Hands On Approach to Elementary Science Instruction	Science Coordinator	<ul style="list-style-type: none"> • Consistent program implementation across classroom 	<ul style="list-style-type: none"> • NYS Grade 4 Science Assessment 	STEM opportunities for both teachers and students will ensure that learners are college and career ready for 21st Century learning standards
2015-16 8 hour session	Nonviolent Crisis Intervention Training	Certified CPI trainers SCSD staff	<ul style="list-style-type: none"> • Reduction in school based In-school Suspension and out of school suspension • Reduction in Workers Compensation Cases due to school based incidents 	<ul style="list-style-type: none"> • CPI instructors review district wide data and provides additional support to participant classrooms as well as staff who have comp cases due to injury from student immediately have a classroom review to provide support and offer participation in course 	Students are clear about behavioral expectations and are active participants in maintain a safe, respectful and positive learning environment.
2015-16 1 – 3 hour training	Highly Effective Communicating with Families for Student Success	SCSD Parent Partnership Network	<ul style="list-style-type: none"> • Parent survey will reflect that teachers and SCSD effectively communicate with family 	<ul style="list-style-type: none"> • Tri-pod Survey • Student Monitoring System 	Highly effective teachers involve individual students and families in the

					planning process
2015-16 Saturday sessions for Cohort 5 teachers only (quarterly dates TBD so as not to conflict with all-district Saturday Academies)	“Quarterly Report” - With support from the Office of Shared Accountability, OTL staff lead a full-day “deep dive” into updated school and student performance data, with all teachers and leaders participating actively in analysis and action planning.	Office of Teaching and Learning (with support from Office of Shared Accountability)	<ul style="list-style-type: none"> Based on school performance data, school leaders and teachers will collaboratively determine root cause(s) to performance deficiencies and develop actionable solutions to school-specific challenges that may be negatively impacting student learning 	<ul style="list-style-type: none"> Cohort 5 teams will work collaboratively to analyze student performance data which will include a thorough review of best practices (“what works vs. what doesn’t) by school, content, and grade area. Actionable plans and strategies will be created by teachers and leaders to address areas that are not achieving the targeted performance standards. 	The comprehensive Quarterly Review is a necessary collaboration session that will provide Cohort 5 school leadership and teachers the opportunity to review student performance data, analyze and solve issues, determine root cause, and improve processes.
September 2015	Data Driven Instruction Teacher Orientation – Introduce teachers to the purpose of data-driven instruction and to what their work with ANet will look like during the partnership. Co-facilitate training with school leadership team on how to unpack standards guides and to align instructional plans to the assessment calendar.	Achievement Network, Office of Teaching and Learning and Office of Shared Accountability	<ul style="list-style-type: none"> Teachers are familiarized with DDI and use ANet for support and guidance in their use of data to inform instruction 	<ul style="list-style-type: none"> Teacher surveys will be conducted ANet reports reflect how frequently and what type of ANet resources were used 	The use of data to drive instruction will result in improved student achievement
September 2015 – June 2016	Year-long ongoing coaching and training support based in varying needs of the Cohort 5 school.	Achievement Network, Office of Teaching and Learning and Office of Shared Accountability	<ul style="list-style-type: none"> Teachers become more proficient in the use of data to inform instruction 	<ul style="list-style-type: none"> Student benchmark data Report card data Teacher observation reports 	The use of data to drive instruction will result in improved student achievement
October 2015	Teacher Assessment Training – Teachers build skill in comparing standards with data items to determine the bar for rigor and mastery. ANet will guide teachers as they break down standards and items to develop standards-aligned formative assessment.	Achievement Network, Office of Teaching and Learning and Office of Shared Accountability	<ul style="list-style-type: none"> Teachers’ ability to compare standards with data items to determine the rigor of their instructional program is improved 	<ul style="list-style-type: none"> Student benchmark data Report card data Teacher observation reports 	Using data to help develop the appropriate rigor to instructional plans will challenge and engage students and improve achievement
January 2016	Mid-year “Step-Back” – Reflect on student progress and improvement	Achievement Network, Office of	<ul style="list-style-type: none"> Receive input from teachers on what is 	<ul style="list-style-type: none"> Priorities for the spring will be set 	Provide open sharing of DDI best

	in teacher practice to date and set aligned priorities for the spring semester.	Teaching and Learning and Office of Shared Accountability	working for them and how the second half of the year can be improved and set priorities		practices to improve teacher practice and student achievement
May 2016	Spring Network Event Meeting – Meet to share best practices in teacher practice. Engage in individual and group reflection on lessons learned and school priorities	Achievement Network, Office of Teaching and Learning and Office of Shared Accountability	<ul style="list-style-type: none"> Best teacher practices discussed, shared and implemented 	<ul style="list-style-type: none"> Administrative observations 	Provide open sharing of DDI best practices to improve teacher practice and student achievement

**District-wide Teacher Training for all Syracuse City School District Teachers
Implementation Period: September 1, 2015 –June 30, 2016**

Schedule	Planned Training, Support and Professional Development	Agent/ Organization Responsible for Delivery	Desired Measurable Outcomes	Method of Analyzing and Reporting Outcomes	Rationale
2015-2016 Saturday Academies and after-school professional development sessions	K-2 Mathematics - All schools <ul style="list-style-type: none"> Reasoning Discourse Representations Procedural Fluency Conceptual Understanding Application CCLS Focus Area (Number and Operations – Base Ten) 	SCSD content coordinators and mathematic coaches	<p>Increased student achievement on the following metrics:</p> <ul style="list-style-type: none"> Universal screening and progress monitoring tools (ex: AIMSweb or STAR) and benchmarks SCSD Curriculum Unit Assessment Rubrics <p>Increased teacher scores on the following metrics:</p> <ul style="list-style-type: none"> Teaching and Learning Framework and Rubric Components (Teach and Create) 	<ul style="list-style-type: none"> Quarterly reporting of data and progress to SCSD Senior Leadership Team 	This professional development is aligned to the instructional shifts outlined in the CCSS for Mathematics. Through in-depth study and practice of both content and instructional practices, teachers will be better prepared to teach to the intentions and rigor of the CCSS.
2015-2016 Saturday Academies and after-school professional development sessions	ELA pre-K-2 <ul style="list-style-type: none"> Core Knowledge Language Arts Foundations of Reading Writing Reading Comprehension Across Genre Classrooms Routines and Rituals: anchor charts, conversation, participation techniques 	SCSD ELA Supervisor and Literacy Coaches	<p>Increased student achievement on the following metrics:</p> <ul style="list-style-type: none"> Universal screening and progress monitoring tools (ex: AIMSweb or STAR) and benchmarks SCSD Curriculum Unit Assessment Rubrics <p>Increased teacher scores on the following metrics:</p> <ul style="list-style-type: none"> Teaching and Learning 	<ul style="list-style-type: none"> Quarterly reporting of data and progress to SCSD Senior Leadership Team and Chief Academic Officer 	These professional development sessions are aligned to the instructional shifts outlined in the CCSS for English Language Arts. Through in-depth study and practice of both content and instructional practices, teachers will be better

			<p>Framework and Rubric Components (Teach and Create)</p> <ul style="list-style-type: none"> • Tripod Student Surveys 		<p>prepared to teach to the intentions and rigor of the CCSS.</p>
<p>2015-2016 Saturday Academies and after-school professional development sessions</p>	<p>Math 3-5</p> <ul style="list-style-type: none"> • Reasoning • Discourse • Representations • Procedural Fluency • Conceptual Understanding • Application • CCLS Focus Area (Number and Operations – Fractions) 	<p>SCSD Math Supervisor and Mathematics Coaches</p>	<p>Increased student achievement on the following metrics:</p> <ul style="list-style-type: none"> • Universal screening and progress monitoring tools (ex: AIMSweb or STAR) and benchmarks • SCSD Curriculum Unit Assessment Rubrics • Interim Assessment results • New York State Assessment results <p>Increased teacher scores on the following metrics:</p> <ul style="list-style-type: none"> • Teaching and Learning Framework and Rubric Components (Teach and Create) 	<ul style="list-style-type: none"> • Quarterly reporting of data and progress to SCSD Senior Leadership Team and Chief Academic Officer 	<p>This professional development is aligned to the instructional shifts outlined in the CCSS for Mathematics. Through in-depth study and practice of both content and instructional practices, teachers will be better prepared to teach to the intentions and rigor of the CCSS.</p>
<p>2015-2016 Saturday Academies and after-school professional development sessions</p>	<p>ELA 3-5</p> <ul style="list-style-type: none"> • Foundations of Reading • Writing • Reading Comprehension Across Genre • Classrooms Routines and Rituals: anchor charts, conversation, participation techniques 	<p>SCSD ELA Supervisor and Literacy Coaches</p>	<p>Increased student achievement on the following metrics:</p> <ul style="list-style-type: none"> • Universal screening and progress monitoring tools (ex: AIMSweb or STAR) and benchmarks • SCSD Curriculum Unit Assessment Rubrics • Interim Assessment results • New York State Assessment results <p>Increased teacher scores on the following metrics:</p> <ul style="list-style-type: none"> • Teaching and Learning Framework and Rubric Components (Teach and Create) 	<ul style="list-style-type: none"> • Quarterly reporting of data and progress to SCSD Senior Leadership Team and Chief Academic Officer 	<p>These professional development sessions are aligned to the instructional shifts outlined in the CCSS for English Language Arts. Through in-depth study and practice of both content and instructional practices, teachers will be better prepared to teach to the intentions and rigor of the CCSS.</p>

<p>2015-2016 Saturday Academies and after-school professional development sessions</p>	<p>Sheltered Instruction Observation Protocol-SIOP A research based model of instruction that is an effective approach for teaching both academic language and content to ELLs that can increase English learners' chances of success in school.</p>	<p>Director of ELL ESL Support Teacher Literacy Coach trained in SIOP</p>	<p>Increased student achievement on the following metrics:</p> <ul style="list-style-type: none"> • SCSD Curriculum Unit Assessment Rubrics • Interim Assessment results • New York State Assessment results <p>Increased teacher scores on the following metrics:</p> <ul style="list-style-type: none"> • Teaching and Learning Framework and Rubric Components (Teach and Create) • Tripod Student Surveys 	<ul style="list-style-type: none"> • Quarterly reporting of data and progress to SCSD Senior Leadership Team and Chief Academic Officer with specific sub-group reports for ELLs 	<p>SIOP is a well-articulated, practical model of instruction that facilitates high-quality instruction for English Language Learners in the general education and mainstream classroom.</p>
<p>2015-2016 Saturday Academies and after-school professional development sessions</p>	<p>Explicit Instruction for Differentiation This workshop will include defining and identifying characteristics of Specially Designed Instruction (SDI) and Explicit Instruction (EI) as it applies to diverse and struggling learners. Participants will learn components and techniques of SDI and EI, watch demonstrations, and participate in activities in order to learn how to deliver instruction to meet the unique needs of students with disabilities and to ensure access to the general curriculum.</p>	<p>SE-SIS staff</p>	<p>Increased student achievement on the following metrics:</p> <ul style="list-style-type: none"> • Universal screening and progress monitoring tools (ex: AIMSweb or STAR) and benchmarks • SCSD Curriculum Unit Assessment Rubrics • Interim Assessment results • New York State Assessment results <p>Increased teacher scores on the following metrics:</p> <ul style="list-style-type: none"> • Teaching and Learning Framework and Rubric Components (Teach and Create) • Tripod Student Surveys 	<ul style="list-style-type: none"> • Quarterly reporting of data and progress to SCSD Senior Leadership Team and Chief Academic Officer with specific sub-group reports for Special Education students 	<p>Increased differentiation in instructional practice ensures that classroom tasks and experiences are appropriate for all learners.</p>
<p>2015-2016 Saturday Academies and after-school professional development sessions</p>	<p>Technology in the Classroom Use of Ipads and Smart boards in the classroom to assist in planning lessons that support project based learning, collaboration and student achievement- The participant learns effective instructional</p>	<p>Teacher Center: Technology Instructional Specialist Educational Technology Team</p>	<p>Increased student achievement on the following metrics:</p> <ul style="list-style-type: none"> • Universal screening and progress monitoring tools (ex: AIMSweb or STAR) and benchmarks 	<ul style="list-style-type: none"> • Through the classroom observation process of APPR plus informal walk through observation by presenters – evidence of use of content learned embedded in lesson delivery, and unit planning. 	<p>Effective technology integration across the curriculum deepens and enhances the learning process.</p>

	strategies across all content areas	(SCSD Teachers who are on assignment to train and monitor the use of technology to improve instructional and learner outcomes	<ul style="list-style-type: none"> • SCSD Curriculum Unit Assessment Rubrics • Interim Assessment results • New York State Assessment results <p>Increased teacher scores on the following metrics:</p> <ul style="list-style-type: none"> • Teaching and Learning Framework and Rubric Components (Teach and Create) • Tripod Student Surveys 		
2015-2016 Saturday Academies and after-school professional development sessions	<p>K-5 Science</p> <p>Unpacking standards, science content</p> <p>Teaching Practice in Science: Inquiry-project based learning</p> <p>Formative Assessment of learning and content and skills</p> <p>Reading and Writing in the Content areas</p>	Science Content Supervisor	<ul style="list-style-type: none"> • Teachers will demonstrate through effective planning students' opportunities to practice and master skills required by the CCLS and apply to prior learning. 	<ul style="list-style-type: none"> • Leadership teams review data provided by the Office of Accountability on state assessments and SLO results Grade Level Team meetings as well as Conference days are used to review the data and to create action steps to correct and deficits in instructional delivery. The implementation of these action steps are being monitored through evaluator observation process which is conducted by both building administration and peer observers specific to the content area. 	Academic rigor in SCSD is characterized by a clear understanding of and focus on the core knowledge of each discipline, uses best practices to challenge mental effort appropriate to mastery of the core knowledge
2015-2016 Saturday Academies and after-school professional development sessions	<p>Social Studies K-8</p> <p>Social Studies at the Core</p> <p>Social Studies Top Strategies</p> <p>Social Studies 2.0</p> <p>Educators will have the opportunity to plan in-depth and create units and daily lesson plans that reflect the CCLS through the content of social studies</p>	Social Studies Content Supervisor and Highly Effective SCSD Teacher	<ul style="list-style-type: none"> • Teachers will demonstrate through effective planning students' opportunities to practice and master skills required by the CCLS and apply to prior learning. 	<ul style="list-style-type: none"> • Educators need to present this action research project to their colleagues participating in these courses as well as key exemplars as observed in both the collection of artifacts and in practice and collected by the SS content coordinator 	Academic rigor in SCSD is characterized by a clear understanding of and focus on the core knowledge of each discipline, uses best practices to challenge mental effort appropriate to mastery of the core knowledge

I E. External Partner Recruitment, Screening, and Matching

- i. Describe the rigorous process and formal LEA mechanisms for identifying, screening, selecting, matching, and evaluating external partner organizations that are providing support to this Priority school.*

The SCSD has a rigorous process for identifying, screening, selecting, matching and evaluating partner organizations that will provide critical services in support of intervention efforts in Priority schools. Working with the Priority schools, we assessed needs in light of findings from external reviews. We then researched potential partners, by looking at other districts with similar needs and student populations. We reviewed the What Works Clearinghouse and contacted external experts on school turnaround to assist us in the identification of potential partners who could address our identified needs.

Finally, we used a rubric to determine whether partners' services were insufficient, met our criteria, or exceeded those criteria. Criteria included: 1) clarity and strength of the organization's model and whether it provides exceptional innovative approaches; 2) experience and ability to replicate success in school turnaround including success of hired staff and supporting partners; 3) evidence of sufficient research and theoretical base to support; 4) governance structure and qualifications of key staff, including effectiveness; and 5) substantiation and explanation of the costs of the scope of work.

Reviewing their record of success in addressing the identified needs of Dr. King School, we consulted with these partners for clarification on services they could provide. This information was shared with Dr. King's School Leadership Team who resoundingly agreed that the recommended partners would suit their school-level needs. Dr. King will use the same due diligence process in determining other partnerships that may be necessary to support the school redesign plan as it evolves.

- ii. Describe the LEA processes for procurement and budget timelines (or any modifications to standard processes) that will ensure this Priority School will have access to effective external partner support prior to or directly at the start of the year-one implementation period and subsequent implementation periods.*

Inherent in the philosophy behind the formation of the initial iZone cluster of schools, followed by the Cohort 5 cluster of schools, is the notion of reducing operational or bureaucratic barriers. In that iZone and Cohort 5 schools represent the very lowest performing schools in the SCSD, their needs will take precedence over other schools in the district. The Superintendent is committed to ensuring that purchase requisitions, contracts and work orders for goods and services needed to support targeted schools will be expedited. In some cases, identified partnerships have *already* been formalized, and experts are actively working to support school and district turnaround efforts. Insight Education Group, for example, began working closely with the OSTI and Cohort 5 principals in the spring of 2014 to frame their whole-school redesign plans. Insight Education continues to work closely with Cohort 5 schools as they review and analyze data from the first year of implementation of their redesign plan and make appropriate

modifications as needed going forward. This review and analysis of data will continue in subsequent implementation periods.

Additionally, under the leadership of the Executive Director of Elementary Education, the principal of Dr. King and their School Leadership Team has identified Redhouse as their extended day enrichment partner for the 2015-16 school year. Redhouse's enrichment programming is fully outlined in Section II F of this proposal under Partnerships. Over the past two years, the Office of School Turnaround has streamlined the procurement and budget timeline processes to ensure that barriers and wait time have been removed or minimized. Preparation using these processes has already begun for the 2015-16 school year and will be in place for subsequent implementation periods. We can assure that all necessary processes for securing external partner support and for making purchases (including MOAs, requisitions and contracts) will be completed in time for project implementation on September 1, 2015.

iii. Describe the role of the district and the role of the school principal in terms of identifying, screening, selecting, matching, and evaluating partner organizations supporting this school. Describe the level of choice that the school principal has in terms of the educational partners available and how those options are accessible in a timeline that matches the preparation and start-up of the new school year.

Having analyzed results of school reviews (e.g., IIT, DTSDE, JIT and SQR Reviews), District-level leadership noted a number of common findings and recommendations. Senior leadership identified potential partners to provide additional support and—following the rigorous process described in E.i.—assessed them for clarity and strength, experience, evidence of success and capacity. The Chief Academic Office then met with each School Leadership Team and provided information on a wide range of partners and services that had been so vetted. These teams, led by the principals, keyed in and agreed upon the partners that will provide support at the outset.

The new principal at Dr. King School, in coordination with his School Leadership Team, has already begun to identify additional school-level needs that might best be addressed by other organizations. The principal will submit recommendations for school-based partnership to the Executive Director of Elementary Education. This process will ensure that the school has access to proven, research-based strategies and effective partners. The Office of School Transformation and Innovation (OSTI) will ensure that any barriers to utilization of selected services are removed and that partner services will be available at the start-up of the new school year.

iv. If the model chosen is Restart, the LEA/school must describe in detail the rigorous review process that includes a determination by the LEA that the selected CMO or EMO is likely to produce strong results for the school. See federal definition of 'strong results' at <http://www2.ed.gov/programs/sif/index.html>. Federal Register, vol. 80, no. 26, pg. 7242.

N/A

I F. Enrollment and Retention Policies, Practices, and Strategies

- i. *Identify and describe similarities and differences in the school enrollment of SWDs, ELLs, and students performing below proficiency in this Priority School as compared with other schools within the district. Discuss the reasons why these similarities and differences exist.*

Dr. King School currently enrolls 659 students in grades Prek-5, of whom 14% are English language learners and 18% are students with disabilities. As reflected in the chart below, Dr. King School serves approximately the same percentage of SWDs as the District’s average of 19%, and the percentage of ELLs mirrors the District’s rate of 14%. Dr. King is located on the city’s South Side, which has a higher concentration of low-income, high-minority families with intensive social and economic needs than other areas of the city.

	% SWDs	% ELLs	Grade 3		Grade 4		Grade 5	
			% <u>not</u> meeting standards		% <u>not</u> meeting standards		% <u>not</u> meeting standards	
			ELA	Math	ELA	Math	ELA	Math
Dr. King	18.0	14.0	100	97.9	95.7	84.0	96.6	95.4
SCSD	19.0	14.0	90.0	87.5	91.1	88.2	92.0	89.8

Data Source: July 25, 2014 NY State Grades 3-8 English Language Arts and Math Assessment results; not meeting the standards is defined as scoring at levels 1 and 2. SWD and ELL data were derived from 2014-15 NYS BEDS data.

With the exception of Grade 4 math, the percent of students who did not meet NYS standards in ELA and math in 2014 exceeded the District average on every measure. Recognizing this trend--and believing that it was likely due in no small part to the need for strong instructional leadership--the SCSD recruited Dr. John Rivers to assume the role of Principal to oversee the redesign efforts at Dr. King School. In addition to his impressive work as a turnaround principal in the Buffalo Public School District, Dr. Rivers also led a transformation effort at Athena Middle School in Greece, which resulted in the school being removed from the New York State list of schools in need of academic improvement two years after he was appointed principal. It is expected that implementation of the proposed whole-school redesign efforts, incorporating the requisite seven principles with a plan to meet the varying needs of Dr. King’s student population and a focus on early learning intervention, will reverse student achievement trends and close the gap between Dr. King and other schools in the SCSD.

- ii. *Describe the district policies and practices that help to ensure SWDs, ELLs, and students performing below proficiency have increasing access to diverse and high quality school programs across the district.*

SCSD serves more than 21,000 students of diverse racial, cultural and socio-economic backgrounds in grades preK-12. Currently, 19% of SCSD students have been identified as having special education needs, 14% are ELLs, and 89.9% of SCSD students performed below proficiency on the NYS ELA assessments in 2014 (89% on the math assessments). SCSD’s mission is to build, support and sustain school communities that provide all students with a high-quality education that prepares them to graduate as responsible, active citizens ready for success in college and careers and prepared to compete in a global economy.

Following comprehensive external diagnostic reviews of the district's practices, processes and systems, SCSD enacted a five-year Strategic Plan to serve as a framework to ensure that *all* students have increasing access to diverse and high-quality school programs through the implementation of five reform-based goals. Pertaining specifically to SWDs and ELLs, Goal 3 of the Strategic Plan calls for the development of an infrastructure to support student success. The underlying strategies include changing the service-delivery model for ELLs to encourage successful transition to English in accord with the research on second language acquisition and in recognition of the academic and social benefits of bi-literacy; and initiating a multi-year process to restructure the service-delivery model for SWDs, aligning special education services to the Response to Intervention (RTI) model, and developing a streamlined identification process.

In addition, the Directors of Special Education and ELL/Bilingual & LOTE work closely with each school and central office administration to ensure that the needs of SWDs and ELLs are met across the educational spectrum. Special Education School Improvement Specialists (SE-SIS) and ESL specialists (including the Director of ELL/Bilingual, the ESL/Bilingual Instructional Specialist, and representatives from the R-BERN) are integral members of the comprehensive school and district review teams. Furthermore, Special Education Quality Assurance Reviews are conducted by NYSED annually to assess the district's performance in ensuring SWDs' access to the general education curriculum. Thorough reviews of SCSD ESL programming are conducted annually by NYSED and SCSD administrators and throughout the year by the SCSD ELL AMAO Corrective Action Plan Team. SWDs' and ELLs' access to diverse and high-quality school programs across the district is further assured by the following: the annual review process of student IEPs; district-wide professional development for all teachers on the CCLS, Sheltered Instruction Observation Protocol (SIOP) and differentiating instruction; provision of assistive technology, appropriate level curriculum materials, and native language texts; and school/home communication translated into multiple languages to ensure broader awareness and access to extracurricular opportunities and summer programs for students. SCSD also employs bilingual, bicultural Nationality Workers to assist with home/school communications.

iii. Describe specific strategies employed by the district to ensure that Priority schools in the district are not receiving or incentivized to receive disproportionately high numbers of SWDs, ELLs, and students performing below proficiency.

SCSD ensures that a full continuum of special education services and ESL programming is equitably balanced and distributed across all schools in the District, thus Priority and non-Priority schools in the SCSD receive equitable shares of English language learners and students with disabilities. The District utilizes a central registration process with formalized procedures and protocols to ensure that during the initial enrollment process SWDs and ELLs are appropriately placed in schools with capacity to provide services for students with extenuating needs. SCSD follows a neighborhood schools philosophy, whereby placements are based primarily on a student's residency. Consideration is also given to the enrollment location of siblings, but it is not SCSD policy to consider student proficiency levels in making decisions regarding school placement.

I. G. District-level Labor and Management Consultation and Collaboration

- i. Describe in detail the steps that have occurred to consult and collaborate in the development of the district and school-level implementation plans.*

At the district level, all schools are guided by the goals and initiatives laid out in the five-year strategic plan, *Great Expectations 2012-2017*, which also serves as the basis for the District Comprehensive Improvement Plan (DCIP). The presidents of both Syracuse Teachers Association (STA) and School Administrators Association of Syracuse (SAAS) were members of the Core Planning Team and participated actively in an intensive, collaborative process of drafting, discussion, and community review between March and June of 2012. The strategic plan's five goals express a firm commitment to impacting all three components of the instructional core (students, teachers, and content) as well as moving the district itself toward becoming a high-performing organization with a true culture of accountability for student achievement.

Collaborative, constructive conversation between and among STA, SAAS, and SCSD has been a distinctive hallmark of the district under the leadership of Dr. Sharon Contreras, as evidenced by the successful negotiation of an APPR agreement that was one of the first approved by NYSED in 2012. After additional months of negotiation, union and district leadership's shared commitment to the students of Syracuse also allowed them to craft and agree upon a groundbreaking Memorandum of Understanding that allows flexible working conditions and innovative staffing practices in SCSD's targeted Priority schools, including utilization of an Election-to-Work Agreement that underscores each teacher's personal dedication to turning around Priority schools such as Dr. King. This commitment to collaboration for improvement extends to all Priority schools, including Dr. King Elementary.

Specific to the process of developing the proposed SIG implementation plan, the Chief Academic Officer, Director of School Reform and Executive Director of School Turnaround have provided professional development and technical assistance to all Priority schools, assisting them in planning to implement accountability mandates associated with New York State's ESEA Waiver. The Superintendent and Chief Academic Officer met collectively with the principals of all targeted priority schools in January or February 2014 to assess progress and offer technical assistance. Prior to this meeting, the Chief Academic Officer and President of Syracuse Teachers' Association met with the School Leadership Team of Dr. King on November 13, 2013, January 16, and February 13, 2014 to ensure school-level consultation and collaboration in the process. Although Dr. King did not receive 1003(g) funding during the 2014-15 school year, the district was able to move forward with Dr. King's redesign efforts and provided them with the same autonomies as the other Cohort 5 schools. An enhancement has been made to Dr. King's redesign plan for the 2015-16 SY. The plan is to expand high quality pre-k programming by expanding a half-day pre-k class to a full-day pre-k class. This pre-k expansion is a reflection of many months of collaborative work among and between district, school and union leadership.

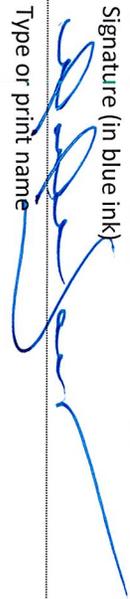
- ii. Complete the Consultation and Collaboration Form and submit with this application (Attachment A).*

The Consultation and Collaboration Form is included in Attachment A.

Attachment A Consultation and Collaboration Documentation Form

The U.S. Department of Education School Improvement Grant guidelines, under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of this SIG application. This form must be completed and submitted to NYSED as a part of this complete SIG application in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows:

1. Representatives of constituency groups who sign the form under their name/title are affirming that appropriate consultation has occurred. (The signature *does not* indicate agreement).
2. For representatives or constituency groups who have consulted with the LEA but whose signatures are unobtainable, supporting documentation providing evidence of consultation and collaboration efforts (e.g., meeting agendas, minutes and attendance rosters, etc.) must be maintained by the LEA and a summary of such documentation must be completed in the "Summary Documentation" box and submitted to NYSED on this form.

Principals Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)  Type or print name Dean Desantis, President, SAAS		
Teachers Union President / Lead Signature (in blue ink)  Type or print name Kevin Ahern, President, STA		
Parent Group President / Lead Signature (in blue ink)  Type or print name Glenda Hesse		Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.

II A. Assessing the Needs of the School Systems, Structures, Policies, and Students

- i. Use statistics and descriptive language, to describe the population of students the school serves, and the unique needs of sub-groups (e.g.: students with disabilities, English language learners, students from households that are eligible for free or reduced lunch, first-generation college-goers, and/or students traditionally underrepresented in college).

Dr. King PreK-5 School is located on the city’s South Side, a high-poverty area that is beset with gang activity and crime, including frequent shootings. A recent concern of city officials is the number of youth from this neighborhood who are under the age of 15 and involved in serious crimes. Families served by Dr. King experience compounding risk factors of illiteracy, unemployment, high percentages of single female-headed households in poverty, drug use, incarceration, and mental health issues that present enormous barriers for students. As indicated in Figure 1, families in neighborhoods served by Dr. King school struggle with high unemployment rates (6% - 40%), as compared to 12% for the City of Syracuse and 8% for Onondaga County. Figure 1 further illustrates that 57% - 75% of all families with children under age 18 residing in the neighborhood (census tracts 32, 42, 43.01, and 53) live below the poverty level, considerably higher than the comparable rates for the City of Syracuse (43%) and Onondaga County (21%).

Figure 1 Representative Statistics of the Dr. King School Neighborhood

	Estimated population	Median household income	% unemployment	% of all people w/income below poverty level	% of all families with related children<18 below poverty level
Census tract 32	1,328	26,438	6.1	42.9	75.0
Census tract 42	2,178	12,134	39.7	66.4	72.7
Census tract 43.01	806	9,089	19.1	67.5	56.5
Census tract 53	1,651	20,550	24.7	61.2	69.4
City of Syracuse	131,752	31,365	12.4	34.6	43.1
Onondaga County	449,963	54,242	7.9	14.8	21.2

Data source: 2009-2013 American Community Survey 5-Year Estimates

Dr. King currently enrolls 659 students in grades PreK-5, of whom 18% are students with disabilities and 94.39% qualify for free or reduced price lunch (FRPL as of June 17, 2015), as compared to the district poverty rate of 81.61%. Students of color make up 96% of the student population: 83% are African-American, 7% are Hispanic, 4% are multi-racial, 1% are Asian, and 1% are American Indian. English language learners represent 14% of the student body, similar to the SCSD average of 15%. Daily attendance for Dr. King students is 90%, slightly higher than the district average of 89% for grades K-5.

Poor student academic performance across all grade levels, for all subgroups, indicates that Dr. King needs significant support to improve academic achievement. Particularly concerning is the fact that not one third grade student tested at a proficient level on the NYS ELA Assessment administered in the spring of 2014. Also concerning is that for the subgroups of Asian, White and SWD, across all 3 grade levels and in both ELA and Math, not a single student tested at a proficient level. Far too many students are not meeting standards on State ELA and Math Assessments as the following chart demonstrates.

Student academic performance by subgroup at Dr. King Elementary School

Group	Grade 3 % <u>not</u> meeting standards		Grade 4 % <u>not</u> meeting standards		Grade 5 % <u>not</u> meeting standards	
	ELA	Math	ELA	Math	ELA	Math
All students	100	97.8	95.7	83.7	96.5	94
African American	100	97.3	94.6	84.2	95.8	95.7
Hispanic	100	100	100	85.7	100	100
Asian/Pacific Islander	100	100	100	100	100	50
White	100	100	100	100	100	100
Multiracial	100	100	100	75	100	100
Gen Ed	100	97.2	95	81.5	95.8	94.3
SWD	100	100	100	100	100	100
LEP	100	100	100	91.7	100	100
Economically Disadvantaged	100	97.7	96.6	85.4	96.2	94.9

Data Source: July 25, 2014 NY State Grades 3-8 2014 English Language Arts and Math Assessment results; not meeting the standards is defined as scoring at levels 1 and 2.

- ii. *Describe the systematic in-depth diagnostic school review of the school conducted by the district, a Joint Intervention Team (JIT), Integrated Intervention Team (ITT), or related outside education experts to determine its existing capacity, strengths, and needs. Include the means by which community and family input were included in this review.*

The results of the following systematic in-depth diagnostic school reviews were examined to determine the existing capacity, strengths and needs of Dr. King Elementary School: Diagnostic Tool for School and District Effectiveness (DTSDE, February 2013 and December 2014 (District-led)), School Comprehensive Education Plan (October 2014), and Joint Intervention Team Review (January 2011). The findings are discussed in section iv below.

The Integrated Intervention Team (IIT) completed their performance review of Dr. King in February 2013 and then a district-led DTSDE review in December 2014. Representatives for the February 2013, IIT included key Directors (School Reform, Bilingual and Foreign Languages, the Coordinator for Student Support Services, a representative from the SCSD Parent Partnership Network, and an Outside Educational Expert [OEE] from Insight Education.) These individuals attended the DTSDE trainings required by NYSED and are responsible for conducting annual diagnostic reviews to evaluate school and district practices based on the following six tenets: 1) District Leadership and Capacity, 2) School Leader Practices and Decisions, 3) Curriculum Development and Support, 4) Teacher Practices and Decisions, 5) Student Social and Emotional Developmental Health, and 6) Family and Community Engagement. It is important to note that, in addition to the findings and recommendations from the JIT and IIT review, the DTSDE rubric was used to frame the School's Comprehensive Educational Plan, and that the SCEP was in turn used to frame components of the proposed SIG plan. In addition, parents and students were interviewed in person and by telephone during the DTSDE review process to obtain their input.

- iii. *Describe the results of this systematic school review, including the existing capacity, strengths, and needs to dramatically improve student achievement.*

The **Joint Intervention Team Review** revealed the following *strengths*: 1) There is a belief system in the school that all students can succeed; 2) Teachers work weekends and evenings to support the community in which they work; 3) The Library Media Center is used extensively to

support classroom instruction. *Key findings* included the fact that the alignment of lesson plans around curricula and the effective use of data to inform instruction are limited and uneven across the school. Whole class grouping was the dominant method of instructional delivery.

Recommendations focused on the need to connect objectives and instruction with the CCLS. The report also indicated a need for collaborative planning and instructional support, including the use of technology. Significant findings in the areas of teaching and learning, school leadership (including the SLT), and increasing communication and participation of parents was indicated.

The December 2014, district-led **DTSDE** report rated Dr. King as ineffective in the areas of School Leader Practices and Decisions (Tenet 2) and Student Social and Emotional Developmental Health (Tenet 5) and developing in the areas of Curriculum Development and Support (Tenet 3) and Teacher Practices and Decisions (Tenet 4). *Key findings* included concerns surrounding leadership in the areas of: sharing a common vision across the school community; the use of data to promote student academic and socio-emotional success; and teacher observations and feedback are inconsistently implemented. Additional findings included weaknesses in the behavior management system and systematically addressing the socio-emotional needs of students. *Recommendations* focused on the need to: establish a strong system that provides necessary supports for curriculum development and modification across all grades and subjects; ensure all goals are SMART in nature and prioritized; use data analysis and feedback systematically to assist teachers in adjusting instructional and school-wide practices; develop a vision for social-emotional developmental health around an aligned program; and provide professional development on effective formative data collection, analysis and action.

iv. Discuss how the LEA/school will prioritize these identified needs in the implementation of the SIG plan.

Dr. King's school leadership team--consisting of the Principal, a vice principal, teachers, parents, an instructional coach and a student--conducted an in-depth review and prioritization of the aforementioned recommendations and findings in the context of SIG requirements for whole-school redesign, the SCSD's Strategic Plan, and research and best practices regarding school turnaround. Their efforts were further guided by the Executive Director of Turnaround, the Executive Director of Elementary Education, and expert consultants from Insight Education Group to ensure that the redesign plan will achieve dramatic school-level achievement gains and that the school is prepared for long-term transformation into a high-performance organization.

Furthermore, as a component of the extensive planning work that was completed with the National Center on Time & Learning (NCTL) in the spring of 2014, Dr. King's school leadership team also thoroughly reviewed student demographic, behavioral and assessment data to establish the following school-wide priorities in implementing extended learning time. **Priority Focus #1:** A coordinated whole school effort will continue to be made to ensure that all students show measurable growth in their ability to comprehend and respond in writing to various texts using evidence across all subject areas. This will be measured by a common school-based rubric scaffolded across the grade levels to assess daily/weekly assignments in addition to standardized state and district assessments. **Priority Focus #2:** A coordinated whole school effort will continue to be made to build a school culture of positive behavior which will allow us to focus on the education of the whole child so that students are healthy, physically and emotionally safe, actively engaged, supported and challenged by a well-balanced curriculum. These two focus areas will remain school-wide priorities in the 2015-16 school year.

SCSD, 1003(g) School Improvement Grant, 2015-2020, IIA Assessing the Needs, Dr. King School

II B. School Model Selection and Rationale

- i. Describe the rationale for the selected model (Turnaround, Restart, Transformation, Innovation Framework, Evidence-based or Early Learning Intervention), the research-based key design elements and other unique characteristics of the new school design. The rationale should reference the identified needs, student population, core challenges, and school capacity and strengths discussed above.*

Dr. King Elementary School has been in improvement status since 2003 and has been in Corrective Action and/or Restructuring since 2005. Improvement efforts over the years have focused on research-based strategies (such as Reading First) but they have been piecemeal and have clearly not resulted in significant school improvement. While school leadership has changed over the years, none of the improvement efforts until this past year have included significant staffing changes, nor have they included comprehensive, research-based APPR processes or sufficient district- and school-level accountability measures. Dr. King was designated a Priority school in the 2012-2013 school year, and is among the SCSD's second cohort of Priority schools that was required to initiate a whole-school redesign model in the 2014-2-15 school year. While Dr. King's application for SIG round 5 funding was not funded, the district has been able to utilize Title I 1003(a) Basic SIG and Title IIA funds to provide minimal support for the implementation of their redesign plan in the 2014-15 school year. If awarded, 1003(g) SIG, Cohort 6 funding will be used to continue and enhance implementation of the important reform work currently underway at Dr. King. Specifically, Dr. King will focus on the Early Learning Intervention model by expanding their high-quality pre-k programming.

A number of factors were taken into consideration when selecting the Early Learning Intervention Model for Dr. King School. It is clear that the school required a dramatic and comprehensive approach to school improvement. An abundance of research supports that teacher quality is one of the most important school-based factors affecting student achievement. Many SCSD schools were significantly impacted over the last two years by staffing changes associated with the implementation of Transformation and Turnaround Plans in both the Innovation Zone (Bellevue, Danforth, Frazer, Porter, Seymour, Van Duyn and West Side Academy) and Cohort 5 (Lincoln Middle, HW Smith K-8, Dr. King, Dr. Weeks and Franklin schools). Dr. King was slightly affected, as some higher performing teachers opted to transfer out and into iZone and the other four Cohort 5 schools. Implementing the Early Learning Intervention Model, under which APPR results would serve as the basis for rewarding effective teachers and removing ineffective ones after ample professional development, is providing an unprecedented opportunity to ensure that the school is staffed by highly-qualified and well-trained teachers. Further, the election-to-work agreement and mutual consent policy to be implemented will ensure that Dr. King School is staffed by *motivated* teachers who choose to work in the school, embrace the seven principles of whole-school reform and are committed to the hard work at hand. In addition, Dr. King will expand the high-quality pre-k programming provided at the school by converting a half-day pre-k class into a full-day pre-k class.

Systemic school review findings and recommendations outlined a clear need for the following design components: providing a more rigorous, research-based instructional program aligned to the CCSS; expanding the school day to provide students with additional time to master core content; creating a data-driven instructional culture that ensures that teachers analyze and use data to appropriately differentiate and inform instruction; providing one-on-one coaching support

to assist teachers in improving their instructional practices and implementing research-based strategies; increasing parent engagement; and providing targeted, high quality professional development in the areas of instructional rigor, critical thinking, cultural competencies, differentiated instruction, classroom climate, student engagement, maintaining high expectations for all students, and classroom/time management. We are confident that Dr. King's Early Learning Intervention Plan, with greatly increased accountability at both the district and school levels, will ensure that Dr. King realizes dramatic school-level achievement gains and becomes a "School in Good Standing" by the end of the first three years of the project.

ii. Describe the process by which this model was chosen, including all steps taken to engage the school staff, leadership, labor unions, families, and community stakeholders in the design and decision-making processes for model selection and plan development.

All Syracuse City School District schools are guided by the goals and initiatives laid out in the five-year strategic plan, *Great Expectations*, which is aligned to the District Comprehensive Improvement Plan (DCIP). The presidents of both STA and SAAS were members of the Core Strategic Planning Team and participated actively in an intensive, collaborative process of drafting, discussion, and community review between March and June of 2012. The strategic plan's five goals express a firm commitment to impacting all three components of the instructional core (students, teachers, and content) as well as moving the district itself toward becoming a high-performing organization with a true culture of accountability for student achievement.

Collaborative, constructive conversation between and among STA, SAAS, and the District has been a distinctive hallmark of the district under the leadership of Superintendent Sharon Contreras, as evidenced by the successful negotiation of an APPR agreement, one of the first plans approved by NYSED in 2012. In addition, due to the union and district leadership's shared commitment to the students of Syracuse, an Election-to-Work Agreement was written that underscores each teacher's personal dedication to turning around Priority Schools such as Dr. King.

Specific to the process of developing Dr. King's Early Learning Intervention Plan, the Chief Academic Officer, Director of School Reform and Executive Director of School Turnaround provided guidance, professional development and technical assistance to all Priority Schools, assisting them in planning to implement accountability mandates associated with New York State's ESEA Waiver. Throughout the fall of 2013, the Superintendent, senior leadership and the Syracuse Teachers Association met collectively and individually with the principals of the Cohort 5 schools (Lincoln Middle, HW Smith K-8, Dr. King, Dr. Weeks and Franklin) to discuss their designations as Priority Schools, review the applicable intervention/redesign models, assess progress and offer technical assistance. Follow-up meetings involving the schools' leadership teams (including teachers and parents) ensued, during which aspects of each of the redesign models were studied and questions or concerns were raised and discussed. School leadership teams also met monthly throughout the spring and summer of 2014 to engage in NCTL's TIME Collaborative work, focused on the model's requirement for expanded learning time. Even though Dr. King was not awarded 1003(g) SIG funding for the 2014-15 school year, they still benefited from these early meetings and NCTL's TIME Collaborative work and moved forward with the foundation of their redesign efforts during 2014-15.

With the release of 1003(g) SIG (Round 6) funding on June 10, 2015 which included the introduction of three additional whole-school reform models, the Superintendent, the Chief Academic Officer, and the Executive Director of Early Childhood Programs, went through the model selection process. (Dr. Rivers, the newly appointed principal at Dr. King as of July 6, 2015, was not actively involved in the model selection process for SIG Round 6, but is supportive and excited about the selection of the Early Learning Intervention model.) Model selection included a thorough review of trend data, IIT findings and recommendations, teacher effectiveness data and ratings, and consideration of the impact of the model on the school community. Staff from the Office of Teaching & Learning and the Department of Special Programs met with school leadership to assist them in crafting their SIG grant application. The proposed plan is a reflection of many months of collaborative work among and between district, school and union leadership and has been enhanced to include a focus on Early Learning Intervention by expanding high-quality pre-k programming at Dr. King.

II C. Determining Goals and Objectives

- i. Identify, describe and present at least one goal and corresponding objective(s) directly related to academic achievement in the area of English language arts (ELA). Provide the means by which the objective(s) will be assessed.*

The *goal* of Dr. King’s whole-school redesign plan is to increase student academic achievement in the area of English language arts. The *objective* is to see a 5% increase each year in the percentage of 3rd – 5th grade students that score at proficient levels 3 or 4 on the NY State ELA assessment. The objective will be assessed by the exam results of the “all students” group on the NYS ELA assessments which are administered each school year.

- ii. Identify and present at least one goal and corresponding objective(s) directly related to academic achievement in the area of mathematics. Provide the means by which the objective(s) will be assessed.*

The *goal* of Dr. King’s whole-school redesign plan is to increase student academic achievement in the area of mathematics. The *objective* is to see a 5% increase each year in the percentage of 3rd – 5th grade students that score at proficient levels 3 or 4 on the NY State Math assessment. The objective will be assessed by the exam results of the “all students” group on the NYS Math assessments which are administered each school year.

- iii. As applicable, identify and present additional goal(s) and corresponding objective(s) directly aligned and specific to the needs assessment of the school and the school improvement model selected. Provide the means by which the objective(s) will be assessed.*

An additional *goal* which addresses Tenet 3.4 is to develop a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula. The *objective* is to create a comprehensive plan that allows teachers across all grade levels, including pre-k and kindergarten, (which is why Dr. King has chosen to implement the Early Learning Intervention model), to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities. The objective will be assessed by a completed comprehensive plan being finalized and ready for implementation.

- iv. Complete the School-level Baseline Data and Target-Setting Chart (Attachment B).*

See completed Attachment B for Dr. King.

Attachment B: Dr. King School
School-level Baseline Data and Target-Setting Chart

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	District Average (K-5)	Baseline Data	Target for 2015-16	Target for 2016-17	Target for 2017-18
I. Leading Indicators						
a. Number of minutes in the school year	min	65340	81675	81675	81675	81675
b. Student participation in State ELA assessment	%	95.4	97.6	98	99	99
c. Student participation in State Math assessment	%	96.7	96.5	97	98	99
d. Drop-out rate	%	N/A	N/A	n/a	n/a	n/a
e. Student average daily attendance	%	89	90	93	95	97
f. Student completion of advanced coursework		N/A	N/A	n/a	n/a	n/a
g. Suspension rate	%	2	3	9	5	2
h. Number of discipline referrals	num	326	896	996	300	150
i. Truancy rate	%	0.7	1.3	1.0	0.5	0.2
j. Teacher attendance rate	%	95	95	95	96	97
k. Teachers rated as “effective” and “highly effective”	%	97	100	75	81	88
l. Hours of professional development to improve teacher performance	num	50	50	50	50	50
m. Hours of professional development to improve leadership and governance	num	20	15	25	25	25
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num	30	10	31	35	35
II. Academic Indicators						
a. ELA performance index	PI	37.6	19.8	100	125	162
b. Math performance index	PI	43.1	32.5	140	160	170
c. Student scoring “proficient” or higher on ELA assessment	%	9.0	2.5	25	50	79
d. Students scoring “proficient” or higher on Math assessment	%	11.5	7.6	35	60	82
e. Average SAT score	score	n/a	n/a	n/a	n/a	n/a
f. Students taking PSAT	num	n/a	n/a	n/a	n/a	n/a
g. Students receiving Regents diploma with advanced designation	%	n/a	n/a	n/a	n/a	n/a
i. High school graduation rate	%	n/a	n/a	n/a	n/a	n/a
j. Ninth graders being retained	%	n/a	n/a	n/a	n/a	n/a
k. High school graduates accepted into two or four year colleges	%	n/a	n/a	n/a	n/a	n/a

*Bi-monthly telephone calls will be conducted with LEA’s to consider interim data and progress being made toward yearly targets.

Note:

I. Leading Indicators

- a. Number of minutes: 2014-15 by District Calendar
- b. Student participation in ELA: 2013-14 at State L2RPT
- c. Student participation in Math: same as ELA
- d. N/A
- e. Student Average Daily attendance= 1- total # of absence days/total # of member days, data is as of 4/30/2015.
- f. N/A
- g. Suspension rate= # of students suspended with OSS as of 5/26/15 / Beds Enrollment 2014-15
- h. Number of discipline referrals: data was as of 6/5/15, reported total number by grades and total number in schools; retrieved from Educators Handbook (District average calculated by dividing 5211 referrals for all elementary schools by 16 elementary schools in the district = 326, baseline data = referrals at Dr. King for 2014-15 as of 6/5/15)
- i. Truancy Rate= # of students with truancy / Beds Enrollment 2013-14
- j. N/A
- k. N/A
- l. N/A
- m. N/A

II. Academic Indicators

- a. ELA performance index: SY 2013-14, retrieved from State L2 RPT
- b. Math performance index: same as ELA
- c. Student scoring "proficient" or higher on ELA: SY 2013-14, State L2 RPT
- d. Student scoring "proficient" or higher on Math: same as ELA
- e. N/A
- f. N/A
- g. N/A
- h. N/A
- i. N/A

II D. School Leadership

- i. *Identify and describe the specific characteristics and core competencies of the school principal that are necessary to meet the needs of the school and produce dramatic gains in student achievement. Please refer to, "Competencies for Determining Priority School Leaders" which may be found at: <http://www.p12.nysed.gov/turnaround/CompetenciesforDeterminingPrioritySchoolLeaders.html>.*

There are several specific characteristics and core competencies of a school principal that are necessary to meet the needs of the school, ensure efficient school operation and produce dramatic gains in student achievement. As such, SCSD and NYS approved a leadership rubric in 2011-2012 to help identify new leaders and evaluate existing ones. The Insight Education Group, an expert organization in teacher and school leader effectiveness, wrote and designed this rubric. It consists of two main parts to increase student achievement: highly effective instructional leadership and highly effective organizational leadership. According to the rubric, in order to be an effective instructional leader one must: establish and implement a shared vision; build and maintain a climate of accountability for learning; drive high-quality, rigorous, student-centered instructional programs; create a culture of data-driven decision making; and develop and coach teachers and instructional staff. In order to be an effective organizational leader, one must also manage the organization, operations and resources to promote a safe, efficient and effective learning environment; establish a culture of learning, growth, positive behavior and high expectations; lead with integrity, fairness and ethics; manage and lead change and innovation; and engage families and the entire community of stakeholders. Overall, these skills and attributes are matched with a deep-seated philosophy that all students can be college and career ready. Using this rubric and other best practices, the SCSD created a job description for Cohort 5 School Principals (attached in *Additional Documents*).

- ii. *Identify the specific school principal by name and include in this narrative a short biography, an explanation of the leadership pipeline from which she/he came, as well as the rationale for the selection in this particular school. In addition, provide an up-to-date resume and track record of success in leading the improvement of low-performing schools*

The SCSD recently recruited Dr. John Rivers, Ed.D. to assume the role of Principal at Dr. King School as of July 6, 2015. As highlighted in the attached résumé (included as *Attachment II D a: School Principal Résumé*), Dr. Rivers possesses 18 years of professional education experience, including 9 years as principal and eight years as vice principal. He was selected to lead Dr. King based on his proven track record of improving educational and operational performance through vision, leadership, team building and stakeholder engagement. Dr. Rivers attended the State University College at Brockport, where he received a Bachelor of Science degree in Biology with a minor in Psychology, and Masters' degrees in Secondary Science and Educational Administration. He then earned his Doctorate of Education in Educational Administration at the SUNY University at Buffalo. Dr. Rivers has participated in extensive, high-quality professional development to build his instructional leadership and school management skills, including but not limited to: Supervision Across the Content Area; What Works in Schools; Classroom Instruction That Works; Inquiry-Based Instruction; Differentiated Instruction; Multiple

Intelligences in the Classroom; Integrating Curriculum and Assessments; Summative and Formative Assessments; and Looking at Student Work.

Dr. Rivers comes to Syracuse from Albany, NY, where he served as principal for the Citizenship Academy. Highlights of his tenure there include: administering professional development that resulted in curricular alignment with New York State Standards; increasing daily attendance from 83% to 93% by expanding a building-wide home visit initiative; reducing the number of students being inappropriately referred to the Committee on Special Education; increasing graduation rates by implementing the APEX Program; and overseeing the successful implementation of AVID and the mentoring program. During his tenure as Principal of Athena Middle School, his leadership is credited with significant increases in student achievement that resulted in the school being removed from the New York State list of schools in need of improvement, two years after being appointed principal. More details of his expertise and professional experience are included in the attached résumé.

Dr. Rivers is highly qualified to lead Dr. King and will draw upon his extensive skills in providing leadership in low performing schools, raising expectations for *all* students, and forging strong relationships with parents, students and faculty members. Dr. Rivers embraces the transformative opportunity that exists within this proposed reform effort and is committed to reversing student achievement trends and closing the gap among student subgroups at the school, and between Dr. King and other schools in the SCSD, and ensuring that Dr. King is removed from the Priority School list.

iii. If the specific persons who will serve in this position are not yet known, describe the action steps necessary to put leadership in place, and identify the formal LEA/school mechanisms that enable this personnel action. The principal selected to lead the school must be in place no later than July 1, 2014, to ensure sufficient time to lead summer activities in preparation for the beginning of the school year. Identify any barriers or obstacles to accomplishing these tasks, as well as strategies for overcoming them. If the principal selected to lead the school is not in place by September 1, 2015, or does not meet the quality standards set forth in this application, the SIG will be suspended immediately and the LEA will be at risk of having the grant terminated.

N/A

iv. Provide the specific job description and duties, aligned to the needs of the school, for the following supporting leadership positions; 1) assistant principal/s who will serve in the building; 2) School Implementation Manager (SIM), if the school is utilizing one.

The District is committed to ensuring that there are effective instructional leaders at the helm of every school, along with high-quality teachers in every classroom. Dr. King is fortunate that **Assistant Principal**, Antonio Herrera, will remain as assistant principal at Dr. King, bringing a sense of continuity for students, remaining staff and families, as well as providing institutional knowledge and support to the newly hired principal, Dr. Rivers. Mr. Herrera will be responsible for the following: assisting in implementing the Early Learning Intervention model which focuses on high student achievement; building a positive school climate that supports the whole student and establishes a culture of learning; leveraging research and data to drive instructional practice;

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and building a high-performing staff to achieve the school's vision and goals. Mr. Herrera will continue to collaborate with parents, community members, the SCSD central office, consultants, as well as other internal and external resources and stakeholders to implement new educational programs, school culture, systems reform, tools and other resources to accelerate student achievement. Mr. Herrera has been an Assistant Principal with the SCSD since 2008. He has a proven track record in assisting in the turnaround of chronically low-achieving schools as well as strong experience in teaching in urban schools to accelerate student achievement and learning performance. (Mr. Herrera's resume is attached in *Additional Documents*.)

Dr. King School will also have a full-time **Literacy Instructional Coach** and a full-time **Mathematics Instructional Coach**, dedicated to providing job-embedded instructional support and coaching. Their primary role will be to: work with teachers to support their implementation of the CCSS, district curriculum, and best practices in using data; provide analysis of school-wide trends in instruction; cultivate and support a standards-based, data- and results-oriented culture; identify appropriate research-based strategies for improving instructional delivery; support the development of curriculum; and advise pacing on the scope and sequence based on essential content knowledge as outlined in the state and national standards. The coaches will provide expert advice on improving and enhancing individual lessons and units based on ongoing analysis. Coaches are certified teachers with a strong record of helping students achieve academic success. (Complete job descriptions for instructional coaches are attached in *Additional Documents*.)

The school leaders at Dr. King are certified educational administrators and teachers with proven track records of success in the education of urban children. They have solid experience working with English language learners and highly diverse student populations, and possess the skills necessary to mentor instructional staff and expedite the professional growth curves of teachers. The primary role of the school leaders is to work with teachers to support best practices in instruction, classroom management and student engagement, provide analysis of school-wide trends in support of school transformation priorities, and make recommendations about potential next steps to address areas of need. School leadership is responsible for providing support in execution of consistent and positive behavior management, engaging and culturally relevant 21st century instructional strategies, and research-based practices for effective school turnaround. School leaders participate in leadership professional development and in turn provide classroom coaching and outstanding, individualized professional development to teachers as they work to cultivate positive school culture and dramatically transform student achievement at Dr. King.

v. *Describe and discuss the current supporting leadership profile of the school in terms of quality, effectiveness, and appropriateness to the model proposed and needs of the students. Identify specific individuals who will remain in supporting leadership positions from the previous administration and discuss the strategies employed by the new school principal and the LEA/school to ensure buy-in and support from the entire leadership team. Identify any barriers or obstacles to obtaining leadership buy-in or support as well as strategies for overcoming them.*

The supporting leadership team at Dr. King School consists of one Assistant Principal, a Literacy Instructional Coach, and a Mathematics Instructional Coach. Assistant principal, Antonio Herrera, and both instructional coaches hold a NYS Elementary Teacher Certification (Pre-K – 6) and share many years of elementary classroom teaching. With their background and expertise with working with the Pre-k through 6 student population, we feel the Early Learning

Intervention model is the perfect fit for Dr. King. The team meets on a regular basis with the principal and with grade level teams to ensure that their vision for the school comes to fruition. The Assistant Principal has been in his position since 2012.

The Literacy and Mathematics Instructional Coaches were both appointed in 2012 after a rigorous, four-part interview process, which included vetting through the Chief Academic Officer to ensure an appropriate match of skill set relative to the needs of Dr. King School. They participate regularly in ongoing, intensive professional development.

The School Leadership Team (SLT), which meets monthly, is comprised of the principal and assistant principal, instructional coaches and staff members representing each grade and the teachers' union. Team leaders review information from SLT meetings with their teammates and additional questions are discussed at the monthly faculty meetings. SLT meetings and faculty meetings are scheduled in the fall for the year. The Labor Management Team also meets monthly to address labor or management issues with administration.

Recognizing the need at Dr. King for a well-rounded team with complementary skills, it is the plan at this time that the current members of the supporting team will remain in place. We will honor the commitment to staffing autonomy, by allowing staffing determinations that take into account data on student growth, observation –based assessments, HEDI status, and teachers' agreement to comply with an Election-to-Work Agreement and incentivized pay.

Dr. John Rivers

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Cell: (585) 490-2712

Educational Leader

PROFILE

Accomplished administrative professional with a track record of improving educational and operational performance through vision, leadership, and team building. Skilled educator and excellent communicator with a strong, decisive, and established teaching style.

Sound knowledge of educational practices and broad-based experience creating and implementing dynamic interactive programs to address students' academic and behavioral needs. Ability to forge strong, sustainable relationships with parents, students and faculty members.

Accomplishments

- Provided professional development in data analysis & interpretation, action planning, and goal setting to 6th, 7th & 8th grade English Language Arts teachers that resulted in a significant increase in student achievement across all grade levels on the New York State English Language Arts Assessment.
- Leadership resulted in Athena Middle School being removed from New York State list of schools in need of academic improvement, two years after being appointed principal.
- Implemented Positive Behavioral Interventions & Supports (PBIS) which resulted in a 25% decrease in student disciplinary referrals.
- Implemented SMART (specific, measureable, attainable, result-based, time-bound) GOALS within the context of professional learning communities across all grade levels and content areas resulting in increase student achievement.
- Created a community group that examined the achievement gap between minority students and their Caucasian counterpart that resulted in increase parent involvement and student academic achievement.
- Created a partnership with STEM (science, technology, engineering, and mathematics) Education through the University of Rochester to increase student's awareness and interest in STEM.
- Implemented Second Step program which seeks to foster the social and emotional development, safety, and well-being of children through education and advocacy.

EDUCATIONAL ACCOMPLISHMENTS

SUNY University at Buffalo

Doctorate of Education

Major: Education Administration

State University at Brockport

Masters in Education Administration

Major: Education Administration

State University College at Brockport

Masters in Secondary Science

Major: Secondary Science

State University College at Brockport

Bachelors in Science

Major: Biology/Minor: Psychology

State University College at Oswego

Certificate of Completion (2009)
Transition to Superintendency Program

Professional License:

New York State Certification in Education Administration (C.A.S., S.A.S., S.D.A.), Permanent Certification in Biology & Chemistry.

PROFESSIONAL EXPERIENCE

Albany City School District, Albany, New York Citizenship Academy Principal 2014 – Present

- Supported 9-12 district curriculums writing for Spanish in conjunction with administering professional development to teachers on Rigorous Curriculum Design. This resulted in teachers indentifying Power Standards which resulted in district curriculum being aligned with New York State Standards.
- Supervision of APEX (Academic Program for the Exceptional) Program (credit recovery) which instructed and assessed student’s mastery of New York State Standards in which over four-hundred students were enrolled per marking period. As a result the district has seen a 3 percent point increase in graduation rates.
- In regards to educational research led a book read on the text, “Teach Like A Champion” to the Citizenship Academy teachers. As a result, teachers implemented best practices from the text in their classrooms and engaged in peer visitation and feedback to their colleagues.
- Worked collaboratively with district office and building administrators to adopt a building wide attendance technology program to accurately measure student attendance for a building of over twenty-two hundred students. Our new attendance program allowed corrections in the attendance data to be performed more easily, thereby decreasing the number of man-hours by half.
- Provided guidance and counseling around teacher evaluation system (APPR) for teaching staff in the subject areas of World Languages, Math, Social Studies, English and Science. This resulted in teachers reporting fewer difficulties in providing documentation in My Learning Plan around evidence collection.
- Developed curriculum and instructional materials for mentoring program to address students experiencing academic/attendance/behavioral issues. This mentoring program consisted of over 50 adult mentors from the community including organizations such as 100 Black Men, National Black Child Development Institute, Youth Power, New York State Department of Health, Albany Clergy, Transformative Youth Pathways, etc. As a result, mentors were able to engage students on multiple levels to increase student learning.
- Provide supervision and leadership in AVID (Advancement via Individual Determination) which targets students in the academic middle, who have the desire to go to college and are capable of completing a rigorous curriculum. This program allowed the development of Smart Scholars allowing students to gain college credit during their junior and senior year of high school.
- Supervised educators and support personnel in adhering to district polices pertaining to Special education, 504 Plans and student management. This resulted in reducing the number of students being inappropriate referred to the Committee on Special education.
- Provided instructional leadership through extensive knowledge of theories and principle to work collaboratively with staff to address New York State Diagnostic Tools for School and District Effectiveness (DTSDE). This resulted in creating three goals and complimentary action plans for delivering quality instruction, professional development, and addressing school culture.
- Expanded on a building-wide initiative Saturate the Streets as a school improvement initiative. Saturate the Streets require our attendance team to make home visits to one-hundred households per month to support families in getting their child to school. This in conjunction with other initiatives increased the daily attendance rate from eighty-three percent to ninety-three percent.

Buffalo Public Schools, Buffalo, New York
Turnaround Principal K-8, 2013 – 2014

- Supervised and evaluated over eighty teachers across all grade levels using Annual Professional Performance Review (APPR). This resulted in staff more closely aligning their instruction with New York State Teaching Standards.
- Increase teacher vertical/horizontal planning time by 30 minutes within the block schedule process on a six-day rotation. This allowed teachers and administrators to develop curriculum, create assessments align to New York State Standards, and to implement more technology into the classroom.
- Provided professional development to staff on Power Standards, Data Driven Instruction, SMART GOALS, Common Core Learning, Standards, Castle Learning, Illuminate, Dealing with Difficult Students, etc. This resulted in creating SMART GOALS to address New York State DTSDE report.
- Created partnerships with Veterans of America, Buffalo Area Ministers, Hamlin Park Tax Payers Association, Professional Life Skills Coach, Turn-Around Solutions, American Institute of Research (AIR), Magic Penny, etc. Through the use of these organizations and developing Restorative Justice Practices we were able to reduce the number of disciplinary referrals by twenty-five percent.
- Worked collaboratively with district office officials and our School Based Leadership Team to write New York State SIG grant totaling \$500,000 for the next school year. This grant was designed to provide professional development for teachers especially in English Language Arts and Math, provide support for creating a Wellness Center for students, increase technology in the classroom, etc.
- Created a school within a school model to address academic and behavioral issues with 7th & 8th grade students. This resulted in teachers and administrators having more flexibility in scheduling and how the curriculum was disseminated to students.
- Utilize a variety of database systems to monitor student's attendance, academic/behavior status, and growth overtime – Data Dashboard, Infinite Campus, Western New York State Regional Information Center (WNYRIC), IEP Direct. This allowed data to drive the decision making process around budgeting, personnel management, curriculum implementation, assessments, professional development, etc.
- Provided professional development to School Base Management Teams, School Based Leadership Teams, and faculty meetings in Turnaround Process.

Sterling East Rochester Campus, Webster, New York
Principal K-12, 2010 – 2013

- Analyze data regarding student achievement and teacher practices which resulted in creating action plans to improve student performance.
- Created researched based lesson plans which were adopted as part of our curriculum.
- Provided ongoing professional development to teachers in utilizing Smart Goal progress for creating School Improvement Plans which resulted in substantial gains across the curriculum.
- Provided ongoing professional development to staff on implementing student management systems (Blackbaud). This resulted in teacher being proficient in uploading and using data to drive their instruction.
- Served as the Chairman of the Committee on Special Education which resulted in evaluation, monitoring, and dissemination of services to children in the least restrictive environment. This resulted in increasing teachers ability to collect data to create FBA's/BIPs.
- Provided instruction to Science 11th and 12th graders using virtual classrooms. As a result of teaching students in Trinidad, California, Boston, Detroit, etc., this decrease expenditures for staffing.
- Provided educational leadership and professional development for teachers and support staff which resulted in becoming accredited by AdvancED.

- Designed, planned and conducted new teacher orientations and mentoring opportunities. This resulted in thirty percent increase in teacher satisfaction in being oriented to building protocols.
- Interviewed and recommended teaching candidates to Trustees. This assisted our building in identifying individuals who shared our vision and mission statement.
- Conducted observations and evaluations on all teachers across all content areas. This resulted in identifying and creating professional development opportunities to increase student achievement.

**Athena Middle School/Greece Central School District, Greece, New York
Principal, 2006-2010**

- Implemented Smart Goals process which increased student academic performance which resulted in Athena middle school being removed from the New York State list of schools in need of improvement after two years.
- Implemented benchmark assessments, aligning teaching and formative & summative assessments to allow for early academic interventions.
- Directly responsible for all personnel, curriculum, instruction, and daily operations of a middle school (grades 6-8) of 973 students. Manage \$200,000 plus budget for facilities and operations
- Introduced staff-development programs to support the implementation of Ardith Davis Cole's "Better Answers" model, a school-wide English Language Arts literacy initiative which resulted in significant gains in student's writing ability
- Created a three step attendance policy which resulted in a 30% reduction in students absenteeism
- Implemented Positive Behavioral Intervention and Supports (PBIS) which resulted in 25% percent reduction in student referrals
- Assigned to work with the members of the Superintendent's cabinet and other principals on professional development. This resulted in creating professional development materials and sessions on a monthly basis to district principals around student achievement.
- Redefined how the distributions of the building budget were distributed to various departments. This resulted in building funds being more closely aligned with state standards and building a greater sense of community.

**Monroe Community College, 1000 East Henrietta Road, Rochester, NY 14623
Adjunct Professor of Biology, 2008-2013**

- Teaching lecture/lab for Biology 120, The Living World, which allowed me to have input on curriculum development, student assessments and the use of technology in the course.
- Integrating components of Instruction for All, Paula Rutherford, which allowed lessons to be differentiated to meet the needs of various learning styles.
- Utilized Cooperative Learning techniques to provide in-depth learning. This allowed students to engage in dialogue and behaviors that addressed 21st Century Learning Standards.

**Spencerport High School/Spencerport Central School District –Spencerport, New York
Assistant Principal Alternative High School & Special Education Supervisor, 2005-2006**

- Supervise, hire and direct staff of teachers, educational assistants, and administrative support for Alternative high school and Special education program– Provide fiscal management – Implemented Special Education Inclusion-Administer student discipline. Of the 40 students who were part of the program, ninety-nine percent grades 9-12 were successful in moving to the next grade level.
- Committee on Special Education chairman. Oversee annual evaluations and implementation of IEPs.

- Implemented “READ 180” program-increase of 30% in students reading at or above grade level.
- Implemented student discipline program resulting in 40% reduction of student discipline for referrals.
- Converted period schedule to full-block schedule, allowing greater freedom and flexibility for students.
- Created a brochure defining Special education programs in regard to student characteristics, which increased the level of understanding of faculty and community members of students with special needs.
- Spearheaded Positive Behavioral Intervention & Support process, resulting in partnerships with 17 area business in Spencerport and a \$400.00 New York State grant.

Spencerport High School/Spencerport Central School District-Spencerport, New York
Assistant Principal, 1998-2005

- Supervised teacher in developing new course offerings and aligning Spencerport curriculum with New York State standards in the areas of foreign language, science, social studies, and technology.
- Served as a member of the Instructional Support Team, responsible for working with teachers on the development of intervention programs for children, prior to making referrals to the Committee on Special Education. Reduced the number of referrals to the Committee on Special education by 30%.
- Coordinate all school-site assessments and evaluation programs. Communicated orally and in writing to senior level administrators to revamp our testing program. Worked collaboratively with teachers to increase the number of students taking AP courses.
- Created fair and consistent behavior management plans, placing responsibility for appropriated behavior on students. Worked directly with students, parents, and staff to assist in solving student issues, arrange for counseling and follow district discipline protocols.
- Implemented short-cycle assessments, aligning teaching and testing with mandated test standards and enforcing bi-weekly benchmarks to allow early intervention.
- Empowered teachers, gained their support for changes and percolated culture of excellence
- Actively interviewed, evaluated, and recruited instructional staff.
- Managed the training and development of leadership teams in the area of Inquiry-Based Instruction, Cooperative Learning, Classroom Management, Positive Behavioral Interventions and Instructional Support Teams. This increased our ability to be proactive in addressing the needs of a diverse student population.

Edison Technical and Occupational Education Center/Rochester City School District
– Rochester, New York
House Administrator, 1997-1998

- Observe and evaluate teacher performance, which led to increased alignment of lesson plans with district curriculum.
- Work collaborative to support school programs in regards to the delivery of educational systems in the area of shop classes.
- Effectively communicated Code of Conduct to students, parents, teachers and community members which resulted in creating clear expectations.

Jefferson Middle School/Rochester City School District – Rochester, New York
Middle School Science Teacher, 1987-1997

- Developed local non-regents summative assessments in science at the district level
- Worked collaboratively with core subject area teachers to create curriculum for the Genesee River Valley Project. This resulted in more hands-on learning experiences for kinesthetic learners, which increased passing rates in science by thirty-five percent.
- Ensured effective school implementation of New York State content and performance standards
- Provided Inquiry-Based science instruction in a regular education and inclusive setting, which increased the level of student engagement.

Professional Development

Supervision Across the Content Area ♦ What Works In Schools ♦ Classroom Instruction That Works ♦ Inquiry-Based Instruction ♦ Differentiated Instruction ♦ Strengthening Student Learning In Block Scheduling ♦ Multiple Intelligences in the Classroom ♦ Integrating Curriculum & Assessments ♦ Educating Oppositional and Defiant Children ♦ Autism ♦ Special Education Law ♦ Interpreting IEPs ♦ Cooperative Learning ♦ Summative & Formative Assessments ♦ Looking At Student Work .

Professional Affiliations

Member, Association for Supervision & Curriculum Development	Current
Member, National Association of Secondary School Principals	Current
School Administrators Association of New York State	Current
American Association of School Administrators	Current
Association for Middle School Principals	Current
National Association for the Advancement of Colored People	Current

Volunteer Affiliations

100 Black Men	Pending
Open Door Mission	Current
Operation Transformation Rochester	Current

II E. Instructional Staff

i. Identify the total number of instructional staff in the building and number of staff identified as highly effective, effective, developing and ineffective (HEDI) based on the school's approved APPR system.

Dr. King Elementary School currently has a total of 52 instructional staff members. The most recent HEDI ratings available are from 2013-14, in which 95% of the instructional staff received an effective rating and 5% were deemed highly effective based on Dr. King's approved APPR system.

ii. Describe and discuss the current school-specific staffing picture in terms of quality, effectiveness, and appropriateness for the needs of students in this school. In addition, describe the specific quantitative and qualitative change that is needed in this school's staffing between the time of application and the start-up of model implementation, and throughout the implementation period of the grant.

It is critical for low-performing schools to be staffed with strong, high quality teachers and administrators who can be effective change agents. While substantial changes in staffing and leadership occurred across the District as a result of interventions in PLA and Priority schools over the last five school years, staffing at Dr. King was slightly impacted as some teachers opted to transfer to other schools through an incentivized election-to-work agreement.

There have been a number of administrative changes at Dr. King over the past few years. The previous principal, Dr. Sheadric Barbra, who served at Dr. King during the 2012-13 and 2013-14 school years, left the district in July of 2014. Doreen Bronchetti has been Dr. King's acting principal for the 2014-15 school year. We are pleased that Dr. John Rivers has assumed the role of Dr. King's principal as of July 6, 2015. To speak to Dr. Rivers' successful track record of helping to turnaround poorly performing schools, during his tenure as Principal of Athena Middle School, in Greece, NY, his leadership is credited with significant increases in student achievement that resulted in the school being removed from the New York State list of schools in need of improvement, two years after being appointed principal.

Dr. King has a large number of veteran teachers: 36 have tenure status; 13 are probationary and 3 are in long term substitute roles. Teacher turnover is 6%. The absence rate of teachers is 5%, which is equal to the average absence rate for teachers in the district. Dr. King School will implement the Early Learning Intervention Model, with the requirement that the APPR serve as a basis for rewarding effective teachers and for removing those who are deemed to be ineffective even after ample professional development. This will help to address the need to ensure that Dr. King's instructional staff is of the highest quality and committed to the proposed reform efforts at the school.

Quality - Nearly all (98%) of Dr. King's 52 instructional staff members (excluding administrators) are certified in their respective certification areas and 88% have masters' degrees. The staff consists of 27 common branch elementary teachers, 3 pre-k teachers, 11 special education teachers, 3 speech & hearing impaired teachers, 1 art teacher, 2 ESL teachers, 3 physical education teachers, 1 music teacher and 1 library media specialist. Dr. King also

employs 1 social worker, a psychologist and 28 teaching assistants. The entire staff is engaged in varying levels of professional development.

Effectiveness - According to the latest available APPR data (2013-14), HEDI ratings for teachers at Dr. King are as follows: 5% were rated as *highly effective* and 95% were effective. Unfortunately, Dr. King students are woefully underperforming. At every grade level, in both ELA and math, the percentage of Dr. King students that have met State standards is far too low, and in most cases, even lower than the SCSD average.

Appropriateness - Although 96% of Dr. King's students are students of color, 65% of the staff is white. Eighteen percent of the students have disabilities, and 11 teachers (21.2%) have special education certification, with an additional three teachers serving students with speech and hearing impairments. English language learners represent 14% of the student body, yet only 3.8% (two teachers) have ESL certification. With such a high population of SWD and ELLs in an inclusive school, the district must make every effort to hire, train and regularly evaluate teachers whose expertise is students with disabilities and ELLs. In addition, Dr. King School must make every effort to attract and hire more teachers of color to ensure that its teaching staff is more representative of the demographic makeup of the school's student population.

iii. For each key instructional staff to be employed at the start of model implementation identify and describe the characteristics and core competencies necessary to meet the needs of its students.

Prior to the 2013 hiring season, the SCSD worked with human capital experts at Cross & Joftus to redesign teacher and school leader hiring processes and ground selection decisions in core competencies linked to success in raising student achievement. These processes continue to be followed and drive hiring decision making today.

Successful SCSD educators are passionately committed to urban education and are "all in" for Syracuse students. The SCSD looks for teachers and leaders who: believe strongly that all students can learn at high levels; demonstrate commitment to serving urban students and to closing the achievement gap; demonstrate willingness to put the interests of students above all others; actively contribute to a culture of high expectations in their school and district; and adapt seamlessly to the complexities of the urban school environment.

The teacher selection rubric is fully aligned with the SCSD's Teaching and Learning Framework. This framework focuses on the practices that are particularly effective in teaching students of color, students with disabilities, English language learners, and low-income students. The SCSD's teacher hiring process components, screening tools (including the EPI, which uses a comparable four-domain framework of effective instructional practice), and scoring mechanisms are all linked to the core competencies of the SCSD Teaching and Learning Framework.

The SCSD selects school leaders who demonstrate competency in the following areas: (1) strategic leadership: vision, cultural and equity leadership; (2) instructional leadership: achievement focus; (3) instructional leadership: instructional expertise; (4) human resources management: staff development and coaching; (5) relationship building and communication; (6) managerial leadership; and (7) change management. These selection competencies align directly with the instructional and organizational leadership domains outlined in the District's Building Leadership Framework, which define effective leadership practice for SCSD school leaders.

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- iv. *Describe the process and identify the formal LEA/school mechanisms that enable all instructional staff to be screened, selected, retained, transferred, and/or recruited. Identify any barriers or obstacles to assigning the appropriate staff as required by the model and new school design, as well as strategies for overcoming them.*

New Instructional Staff: Last year and continuing into the 2015-16 year, to overcome specific barriers to assigning appropriate staff to priority schools, the SCSD developed several new components of its comprehensive strategy to attract great educators to the District's 33 schools, especially the schools that have historically struggled the most. First, the SCSD created vacancy projection models for teacher and school leader positions, which allow District leaders to more strategically plan recruitment activities. In the past, the absence of a data-based model for forecasting future vacancies acted as a barrier to early hiring, as the SCSD did not have solid forecasts of specific vacancies until later in the typical school district hiring season. This common challenge in urban school districts has been repeatedly highlighted by national experts on teacher recruitment and selection for the last ten years as a reason districts like the SCSD fail to attract the highest-quality teacher candidates. Now, the SCSD's new vacancy projection models, along with a generous financial retirement notification incentive offered to teachers and some other groups of employees this year, have minimized this barrier. With the confidence engendered by the data provided through this new tool, the SCSD has committed to selecting high quality candidates for all forecasted school leadership vacancies and all known teacher vacancies by the end of July 2015.

The SCSD also invested in developing a new SCSD "brand" and recruitment website, www.JoinSyracuseCitySchools.com, to market SCSD opportunities to active and passive job seekers. To overcome negative perceptions that exist due to historically low performance and a common lack of knowledge of the great work being done to overcome that history, the SCSD developed a new recruitment campaign centered on key tagline: "All In." The recruitment website poses a question to candidates: "We're All In, Are You?" It's a challenge that will appeal to the people we want – people who embrace both personal responsibility and collective commitment to Syracuse students. The SCSD's message to potential team members is this: It won't be easy. We have great expectations for Syracuse students and great work to be done; we must expect great things of ourselves as educators. We want people that are "all in," pushing themselves and giving their best each day. And we must be "all in" as a team – both as a district and as a community. Every person counts and every contribution matters. Together we're building a district where students of all backgrounds learn and thrive.

Recruitment: The www.JoinSyracuseCitySchools.com site provides a full picture of what it's like to work in Syracuse – and what it will take to be successful. This includes: data on the demographics and current performance of SCSD students; information about innovative SCSD programming, such as the Syracuse Latin School, Expeditionary Learning campuses, and the Innovation Zone; highlights of the SCSD's work to develop all teachers and principals through a meaningful APPR and to reward excellence with performance-based bonuses and new, highly-paid teacher leadership opportunities; staff and student photos celebrating the district's diversity and focus on rigorous academics; and profiles of fifteen of the District's teachers, school leaders, and support staff. These profiles give a realistic preview of the job for candidates who are inspired by the SCSD's mission to become the most improve urban district in America.

This recruitment campaign is a key element of the SCSD's work because the District is looking for a special type of educator: people who are passionate about urban education and energized by the challenge of transforming a district. In many cases, right now, Syracuse isn't on their radar and job-seekers had no clear way to learn about working at SCSD. With this website at the core, the SCSD is building a deeper, more diverse teacher applicant pool, particularly in high-need subjects like math, science, ESL, and special education. This big focus on recruitment extends our reach for new candidates beyond the region, attracting strong teachers, leaders, and support staff from cities along the Eastern seaboard.

Another improvement to the SCSD's recruitment work is the continued expansion and diversification of job advertising. Over the past two years, the District expanded the number of locations to which jobs were posted to several dozen, including newspapers, college and university offices of career services, and trade publications. Now, the SCSD advertises open jobs in hundreds of locations. Beyond those locations used in the past, these include additional postings to targeted teacher and leader preparation programs, including those at historically black colleges and universities and those with strong reputations for producing excellent educators. The SCSD has increased the number of paid advertisements posted with online job boards, such as Education Week's Top School Jobs, Monster.com, and LinkedIn, which the SCSD is also using to reach out to targeted groups of mostly-passive, but high-quality potential candidates who have a record of success in urban education. Additionally, the SCSD is using social media more frequently to enhance recruitment efforts, including communicating the "All In" message. The SCSD has job-specific accounts on [Facebook](#), [Twitter](#), [Instagram](#), and (again) [LinkedIn](#).

Screening and Selection: Teacher applicants must complete a research-based online assessment that measures pedagogical skills, attitudinal factors, and cognitive ability. TeacherMatch created this assessment – called the Educator's Professional Inventory (EPI) – in partnership with a variety of organizations including NWEA, known for the design and implementation of MAP adaptive student assessments; the University of Chicago; and Education Analytics, which was founded by researchers from the Value-Added Research Center of the University of Wisconsin-Madison. For school leader applicants, the District is employing the Behavior Event Interview (BEI) technique as a central part of the selection process. BEIs can be one of the most reliable tools in predicting an applicant's future on-the-job performance. School leader applications also include a series of essay questions aligned with the District's Building Leadership Framework.

The Office of Talent Management's selection team, with support from content expert Supervisors in the Office of Teaching and Learning, conduct two rounds of screening before principals consider applicants who successfully advance into the candidate pool for principal evaluation. The selection team reviews basic candidate and certification information and the results of the Educator's Professional Inventory. Selected applicants then participate in phone interview with a standard set of questions; only candidates scoring, on average, in the "effective" range are advanced to the pool for principal consideration. Principals then review a teaching sample and decide whom to interview. On-site interviews are led by principals using a standard rubric and question bank. References are checked for candidates before recommending hire.

A major change to the screening process is the specific focus on both a review of teaching materials (lesson plans, assessments, unit calendars) *and* a teaching demonstration (either live or recorded), all of which are evaluated and scored according to the core competency rubric. There is also an emphasis on candidates truly knowing their pedagogy and content areas. Finally,

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within the screening event and school site interview teachers will be required to do performance tasks, such as analyzing student data and creating an instructional plan based on the data, as well as role plays, such as dealing with a disruptive student. For each priority school, all probationary teachers selected to teach in the school will be offered a position only on the condition that they will be terminated if they do not remain – or the principal does not want them to remain – in the same school for their full probationary period.

Existing Staff: The process for retaining and transferring existing staff is based upon employment contracts. This can be a barrier and an obstacle, as principals do not entirely have “free reign” over their personnel decisions. However, the District has established processes – which are now tested through the experience of staffing seven Innovation Zone schools for the 2013-2014 school year and five Cohort 5 schools (including Dr. King) in the 2014-15 school year through a mutual consent process – that minimize these barriers. In Turnaround schools, staff is selected fully through mutual consent – both the principal and the teacher must agree on the assignment. In Transformation model schools and in Early Learning Intervention model schools, principals will have autonomy to request administrative transfers. In both cases, existing teachers will be evaluated using several pieces of data. This will include APPR data from prior years. Then, the Principal, Executive Director of Elementary Schools, and an STA officer will select the first five teachers hired for each school; they will strive for consensus, but the principal will make the final decision, in keeping with the principle of mutual consent. Those first five teachers, if they so choose and on a voluntary basis, will participate in interviews as members of the hiring team for the remainder of the selection process to hire initial staff for the school which includes a presentation of teaching portfolio materials. Interview questions will be aligned to SCSD’s Teaching and Learning Framework. These on-site interviews will align with the on-site interviews conducted for new hires. Current teachers must be selected by the interview team to remain at the school. Additionally, no teacher with a prior ‘ineffective’ APPR rating may be considered for placement in a Turnaround, Transformation or Early Learning Intervention school. Any teachers with probationary status who received ineffective ratings on their APPR evaluation will be terminated. Any tenured teacher that does not pass the screening and selection process will be removed from the school and will follow the process in the union contract and New York State law to be placed in a different school within the district.

Election-to-Work agreements: As indicated in *District-Level Section B i*, in exchange for greater accountability for performance results, staffing at the school is by a process of “mutual consent” whereby both the teacher and the principal must agree to the placement. Teachers electing to work at the school must sign a year-to-year “Election-to-Work” agreement. Those failing to fulfill the obligations of the EWA can be required to transfer. Similarly, those staff who don’t meet the “mutual consent” requirements can apply for transfer through the SCSD Office of Talent Management. The District is committed to overcoming the challenges created by the need to transfer large numbers of teachers due to requirements for priority schools while having limited flexibility to remove teachers from the District altogether due to State laws and collective bargaining agreements. Two new ways the District is addressing this are: (1) offering a generous retirement incentive to limit the number of retirement-eligible teachers and other staff who request transfer out of a priority school while being guaranteed another position and (2) minimizing the ability of probationary teachers to “opt out” of priority schools.

Voluntary transfers can be requested – and will be considered on a rolling basis – at any time. Administrative transfers can occur as long as the teacher and the supervisor are notified of the reasons and the teacher is informed of any open positions in the district. Administrative transfers may also occur as a result of position reductions, in which case teachers with the least seniority are let go from their position and some shuffling of staff among buildings occurs to fill available positions (determined by seniority in tenure area). Any teacher who is laid off is placed on a recall list for seven years (placement on the list is determined by time as a district employee, not by tenure area), during which time they have rights to any position that becomes available for which they are certified.

II F. Partnerships

*i. Identify by name, the partner organizations that will be utilized to provide services critical to the implementation of the new school design. Additionally, provide the rationale for the selection of each. Explain specifically, the role they will play in the implementation of the new school design.**

The following external partner organizations will be used to support the implementation of Dr. King School's Early Learning Intervention Plan:

The **Achievement Network (ANet)** is a non-profit organization committed to helping all students achieve academic excellence. Founded in 2005 as Massachusetts Public School Performance to serve a small cohort of Boston charter schools, ANet is designed to provide professional development for schools on effective data-driven strategies to identify and close gaps in student learning and embed those strategies into schools' everyday routines. Currently, ANet works with 470 schools impacting 130,000 students in states plus the District of Columbia. ANet is currently working with 12 SCSD Priority Schools, including Dr. King, and will expand to an additional 13 SCSD schools in 2015-16 to support data-driven instruction. **Rationale:** Teachers need to continually assess student learning in order to improve instruction and tailor lessons to individual student needs. **Role:** ANet will continue to provide coaching and support of leadership (including administrators, coaches, and teacher leaders) around the implementation of school-wide benchmark assessments, data analysis, and lesson development to address specific gaps and targets in student learning. ANet will also support professional development with teachers and teacher leaders on the implementation of effective strategies to support more rigorous and targeted instruction, higher levels of student achievement and data-driven instructional cycles.

The National Center on Time & Learning is providing expert technical assistance and support as the school continues to implement an expanded school calendar in which students receive an additional 300 hours of instruction and support each year. **Rationale:** It is evident that students need more time with quality instruction and enrichment to ensure they are engaged and are learning optimally. Clearly instructional staff needs more time to engage in high-quality professional development and common planning initiatives. The school calendar has remained relatively stagnant for decades, and staff, students and families need to understand and embrace the value of additional learning time. **Role:** The National Center on Time & Learning will provide technical assistance, customized support, progress monitoring visits and guidance to school leadership teams on the effective use of time with the extended day model and around enrichment programming.

Insight Education Group is used to drive school improvement efforts in high-need, racially and ethnically diverse urban schools in the areas of ELA/literacy and mathematics. Their work centers on: 1) documentation of program outcomes, both summative and formative; 2) documentation of implementation strength and fidelity; and 3) providing ongoing feedback to improve program implementation. Team members provide Instructional Leadership trainings, embedded professional development, facilitation of teacher workgroup meetings, and analysis of student academic needs based on periodic assessments. **Rationale:** Insight Education consultants will build the capacity of school leaders, teachers, and Math and Literacy Instructional Coaches to implement curriculum. **Role:** Insight Education consultants will provide leadership coaching and development, embedded and targeted school-based professional development and coaching

with teaching staff around effective instructional strategies to support Common Core, effective lesson plans, coaching for instructional coaches, and regular feedback regarding turnaround competencies.

Pearson Learning Teams are used to drive school improvement efforts in high-need, racially and ethnically diverse urban schools in the areas of ELA/literacy and mathematics. Their work centers on: 1) documentation of program outcomes, both summative and formative; 2) documentation of implementation strength and fidelity; and 3) providing ongoing feedback to improve program implementation. Team members provide Instructional Leadership trainings, embedded professional development, facilitation of teacher workgroup meetings, and analysis of student academic needs based on periodic assessments. **Rationale:** Pearson consultants will build the capacity of school leaders, teachers, and Math and Literacy Instructional Coaches to implement Pearson curriculum. **Role:** Pearson Learning Teams and consultants will provide ongoing, site-based support to staff in implementing the Pearson curriculum, including: expert coaching support from ELA and Math consultants, three days a month; three days of summer professional development (4 hours/day) for teachers in both ELA and math; and training and support for Instructional Coaches and Principals with a Pearson consultant three hours monthly (alternating each month for ELA/Math).

Following a rigorous review and selection process, the **Redhouse Arts Center (Redhouse)** has been selected to provide academic and arts enrichment programming during the extended learning time at Dr. King. **Rationale:** Redhouse has a proven track record of providing highly-engaging project-based enrichment programming for struggling SCSD schools; it currently supports extended learning time in three SCSD priority schools (Bellevue, Porter and Seymour elementary schools). **Role:** The Redhouse Fellowship Program will bring teaching artists trained in music, theater, dance, and design from around the country to teach arts-based CCSS-aligned units to engage, apply and reinforce language arts, math, science, and social studies standards.

In order to implement a key component of the Early Learning Intervention model, Redhouse will provide enrichment programming for students in pre-K through 5th grade. The enrichment activities will be extended to students in the half-day pre-K class that is being expended to a full-day pre-K class. Redhouse programming consists of: teaching artists trained in dance, music, drama, and design working to empower students to collaborate, create, problem solve, and communicate as they create works of art that are shared with their peers, school communities and the community at large. Using project-based and immersive learning styles, students participate in nine arts-based units to engage, apply and reinforce language arts, math, science and social studies standards.

ii. Complete the Evidence of Effectiveness Chart (Attachment C). This evidence should be able to be validated by an external source that each partner organization selected has a proven track-record of success in implementing school turnaround strategies that result in measured and timely successes with respect to the school's needs.

The Evidence of Effectiveness Chart has been completed for each of the school's partner organizations. (Please see Attachment C: Evidence of Effectiveness Chart.)

iii. For any key external partner funded through this plan, provide a clear and concise description of how the LEA/school will hold the partner accountable for its performance.

In order to effectuate change and maximize limited resources, the District has implemented the following process to hold partners accountable for performance. The Executive Director of Elementary Education has met with each partner and key district staff members (e.g., the principal of Dr. King, the Chief Academic Officer and the Chief of Shared Accountability) to outline the school's needs and to identify corresponding services to be provided. The parties have established partner responsibilities, targets for deliverables and a timeline for completion. Accountability measures have been agreed upon, and may include but will not be limited to: monthly reports of progress to school improvement team, sign-in sheets and evaluations of sessions by participants, feedback from principals at regularly scheduled meetings, review of lesson plans and student data by principals, presentations to the PTO or other school/community members, or annual reports to the Board of Education. A Memorandum of Agreement has been drafted and formalized to articulate clearly the scope and sequence of the partners', schools', and district's responsibilities.

The Executive Director of Elementary Education will have the responsibility for monitoring the performance of these external partners. Progress to date will be reviewed and adjustments and modifications will be made where appropriate. If modifications are needed, a clear and concise plan will be developed and agreed upon by each partner, outlining the revised deliverables and timelines for completion.

External partners will invoice the district intermittently, and the Executive Director of Elementary Education will verify the completion of services and deliverables. Before payments are made, the Director of Special Programs will audit documentation to ensure that all activities for which invoices are submitted are justified, appropriate and consistent with the terms of the Memorandum of Agreement.

In addition, the District has extended its contract with external evaluator, Hezel Associates LLC, to continue to assist in the assessment of implementation fidelity and quality of our initial 12 Extended Learning Time (ELT) programs, plus an additional 5 ELT programs and the supporting CBO partnerships. Hezel Associates is performing the following services: data analysis and recommendations; interviews with CBO and District administrators; administration and analysis of parent and student surveys; CBO instructor and SCSD teacher focus groups; and interim and final reports that will allow the SCSD to make informed decisions regarding CBO contracts and the development of corrective action plans to improve the quality of services provided to SCSD students.

Attachment C – DR. KING Evidence of Partner Effectiveness Chart

Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner- services.)	References / Contacts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)
<p>Pearson 1919 M Street, NW Suite 600 Washington, DC 20036 Phone (202) 783-3668 Pearson provided whole school reform at all Niagara Falls City School District elementary (K-6) and preparatory (7-8) schools, from 1998-2009. Since 2008, Pearson has provided targeted literacy and math support at Niagara Falls High School, and continues to do so. Pearson is providing K-12 professional development and class support around implementation of the Common Core State Standards in ELA/Literacy, math social studies, and science, and that work continues.</p>	1. 79 th Street Elementary	1. Dr. Carol Gold. Administrator for Curriculum and Instruction, Niagara Falls City School District, cgols@nfschools.net
	2. Harry F. Abate Elementary	2. See No. 1 above
	3. Cataract Elementary	3. See No. 1 above
	4. Hyde Park Elementary	4. See No. 1 above
	5. Henry J. Kalfas Elementary	5. See No. 1 above
	6. Geraldine J. Man Elementary	6. See No. 1 above
	7. Niagara St. Elementary	7. See No. 1 above
	8. Gaskill Preparatory School	8. See No. 1 above
	9. LaSalle Preparatory School	9. See No. 1 above

Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	References / Contacts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)
The Achievement Network (ANET) Amrutha Nagarajan, Director, New Partnerships Boston, MA 02114 Phone (617) 725-0000 ext. 112 ANET provides professional development to schools on the effective use of data-driven strategies to identify and close achievement gaps.	1. New York City – 24 Charters	1. Seth Andrew, CEO Democracy Prep Schools, Snsrew@semocracyprep.org
		2. Karen Bucher, Network Executive Director, Jefferson Parish Schools, Karen.Bucher@jppss.k12.us
		3. Kate Fenton, CAO, Springfield Public Schools, fentonk@sps.springfield.ma.us
		4. Brian Pick, Deputy CAO for Curriculum and Instruction, DCPS
Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	References / Contacts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)
The National Center on Time and Learning (NCTL) 24 School Street, 3 rd Floor Boston, MA 02108 (617) 378-3900 www.timeandlearning.org Jennifer Davis, Co-founder and President The Time Collaborative led by NCTL and funded by the Ford Foundation, provides on-site technical assistance at no cost to schools and districts to ensure effective planning and implementation of a redesigned and expanded school calendar.	1. Kuss Middle School	1. Michael Procacini, Principal, 52 Globe Mills Ave, Fall River MA 2. (508) 675-8335, Mprocacini@fallriverschools.org
	2. Clarence Edwards Middle School, Boston	3. 28 Walker St., Charlestown, MA, (617) 635- 3516
	3. North Star Academy Middle School Newark, NJ	4. Paul Bambrick-Santoyo, www.northstar.uncommonschoools.org/nsa/ourschool
	4. Orchard Gardens K-8 School, Boston	5. Andrew Bott, Principal, 906 Albany St., Boston, MA, (617) 635-1635, www.orchardgardensK-8.org

Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner- services.)	References / Contacts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)
<p>Insight Education Group, Inc. Michael Moody, Founder and CEO 16130 Ventura Blvd., Ste. 300 Encino, CA 91436</p> <p>www.insoghteducationgroup.com</p> <p>With the goal of ensuring that all students get a good education, through the implementation of innovative solutions to support teachers and school leaders. They work with districts to develop frameworks for teacher and leader effectiveness that is tied to the CCSS. Insight provides coaching and professional development around curriculum and instruction</p>	1. Baltimore City Schools	1. Maria Navarro, Chief Academic Officer 200 E. North St Baltimore MA 21202 (410) 396-8810
	2. Memphis City Schools	2. John Aiken, Superintendent of Schools Francis Core Administration Building Shelby County Schools, Incorporated www.scsch12.org
	3. Chicago Public Schools	3. Tracy Martin Thompson Chief Officer of Strategic School Support 125 S. Clark St. Chicago, Il. 60603 (773) 563-1000
	4. Washington DC Public Schools	4. Office of Academic Programming and Support (202) 478 5738 Brian Pick, CAO Curriculum and Instruction (202) 478 5738

Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner- services.)	References / Contacts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)
<p>The Red House Arts Center 201 S. West Street Syracuse, NY 13202 (315) 425-0405 David Cotter, david@theredhouse.org</p> <p>Teaching artists from around the country who are trained in dance, music, drama and design work to empower students to collaborate, create, problem solve and communicate. Using project-based and immersive learning styles, students participate in nine arts-based units to engage, apply and reinforce language arts, math, science and social studies standards. Redhouse designs its units to meet the NYS standards of learning for the Common Core and the national standards of performing arts.</p>	1. Bellevue Elementary School	Nancy Volk, Extended Learning Time Facilitator, SCSD, (315) 435-4216
	2. Porter Elementary School	
	3. Seymour Dual Language Academy	
	4. VanDuyn Elementary School	

N/A

II G. Organizational Plan

- i. Submit an organizational chart (or charts) identifying the management and team structures, and lines of reporting. (If a Restart model is being proposed, be sure to include the specific role of the EMO in governance and decision making that is compliant with education law).*

Please see the attached organizational chart for Dr. King Elementary School.

- ii. Describe how the structures function in day-to-day operations (e.g., the type, nature, and frequency of interaction, data-sources used to drive discussion and decision making, manner in which the results of interactions are communicated and acted upon, etc.).*

The Principal, Dr. Rivers, serves as a true instructional leader and visionary, guiding the school's culture and climate toward its mission and vision. In doing so, Dr. Rivers will be spending time in classrooms and hallways to ensure effectiveness of the instructional program. Dr. Rivers is also responsible for ensuring safety and order so that the integrity of the redesign effort is not diminished.

Dr. Rivers will meet weekly with the administrative team (Assistant Principal, among others) to ensure that open lines of communication exist to assist the team in effectively leading school whole-school change efforts. The weekly administrative meeting will also allow for the continuous monitoring of the goals identified in the Early Learning Intervention redesign plan at the school. The Principal will focus the discussions for such meetings on both formal and informal data points that allow action steps to be created and completed for ensuing administrative meetings.

Day-to-day operational and discipline concerns are handled by the Assistant Principal, who works directly with grade-level teams in supporting their instructional work in classrooms and in managing resources. The Assistant Principal also provides guidance to support staff, including counselors, social workers, psychologists, nurses, custodians and clerks, etc.

Monthly meetings of the School Leadership Team utilize protocols developed to address the school's specific needs and progress towards its goals; the SLT may evolve to a schedule of meeting more or less often as the team deepens capacity and as the school addresses unanticipated challenges. These meetings will allow the SLT to examine data collected through the *Data Dashboard* and other data points to develop, implement, monitor and evaluate the instructional initiatives and goals in the school. SLT members redeliver to the entire school strategies, plans and outcomes from the SLT meetings. This is accomplished through regularly scheduled grade-level and department and whole-school faculty meetings in the building.

The SLT may generate "ad hoc" smaller teams or committees to problem-solve specific situations or concerns during the school year that are identified by data captured in the *Data Dashboard* or other sources. These smaller "ad hoc" teams or committees would be dissolved once the specific situation or concern has been eliminated.

Grade-level meetings will occur once monthly and will be devoted to operational/resources concerns, so that all other meetings can be devoted to discussing student data and setting goals for improvement. The grade-level meetings are attended by teachers for the respective grade level and the Assistant Principal.

- iii. *Describe in detail, the plan for implementing the annual professional performance review (APPR) of all instructional staff within the school. Include in this plan an identification of who will be responsible for scheduling, conducting, and reporting the results of pre-observation conferences, classroom observations, and post-observation conferences.*

The SCSD was one of the first districts in New York State to fully embrace the rigorous academic expectations of the Common Core State Standards and new, more meaningful evaluation systems for teachers and school leaders. In Syracuse, our goal has been to implement an objective, fair and equitable rating system that enables us to provide the proper supports to the appropriate teachers and school leaders so everyone can continuously improve their practice. The shared commitment to this work is outlined in the Syracuse City School District's strategic plan, *Great Expectations 2012-2017*, within which one of five major goals is to recruit, develop, support, and retain effective teachers and school leaders.

Since 2011, we have negotiated APPR plans with Syracuse's teacher and administrator unions each year, making annual adjustments driven by this important goal. By providing instructional staff with the feedback and support they need to succeed, the evaluation system will improve instructional practice and promote learner-centered schools. The SCSD has demonstrated clear commitment to using detailed performance data to inform decisions regarding staff placements, professional development, and retention. Teachers with ineffective ratings cannot move to or remain in priority schools, while the SCSD offers signing bonuses to effective teachers who move to these schools. Teachers have access to 50 hours of professional development, guided by principals based on evaluation data and/or Improvement Plans. And each year, the SCSD's Office of Talent Management and the Superintendent determine whether to approve recommendations for tenure based in large part on APPR data.

The current APPR process for instructional staff has five components: Student Growth on State Assessments, Locally-Selected Measures, Observation #1, Observation #2, and Individual Professional Growth Plan/Self Reflection. APPR composite scores are calculated as described below.

State Growth Measure (20%): Twenty percent of every teacher's APPR score is based on data from State assessments. Grades 4-8 ELA and Math Teachers will be evaluated on student growth on state assessments. For teachers of other courses with State assessments, student growth is measured by Student Learning Objectives (SLOs) developed for each grade and course. The District uses state assessments (including Regents exams), state-approved third party assessments and SCSD-developed assessments to measure growth for these teachers. Teachers of grades and subjects with no State assessments earn a State growth score based on school-wide growth.

Local Measures (20%): Twenty percent of every teacher's APPR score is based on progress toward meeting teacher-developed goals. For Grades 4-8 ELA and Math Teachers, these goals are achievement goals based on the State assessments. For all other teachers, these goals are SLOs developed based on SCSD-developed assessments, including authentic performance tasks.

Professional Practice (60%): The majority of every teacher's APPR score is based on assessments of instructional practice, measured through classroom observations by administrators and trained Peer Observers. The SCSD created a new framework defining

effective instructional practice for teachers, which guides the evaluation of professional practice of teachers in Grades K-5. The Teaching and Learning Framework describes the practices needed to dramatically raise student achievement and turn around low-performing schools. The Danielson Framework for Teaching is used for teachers in Grades 6-12. Through the Peer Observer program, every teacher has access to expert feedback from a peer in the same content area.

The Peer Observation program enables the district to nearly double the number of observations with feedback for each teacher; all teachers are observed 3-4 times as part of the teacher evaluation process rather than just the two times required by administrators. Altogether, tenured teachers receive at least 3 observations; 2 by a certified administrator (1 unannounced); 1 by a peer observer (announced). Tenured teachers may opt to have the peer observation count toward their evaluation. Non-tenured teachers receive at least 4 observations; 2 by a certified administrator (1 unannounced); 2 by a peer observer (1 unannounced). All observations are weighed equally, so a teacher's Professional Practice score is the average of scores from all observations.

At the Exchange Conference for announced observations, the evaluator and practitioner review the rubric and standards of practice; and sign and save the Exchange Conference Form. Prior to actual observation, the practitioner uploads Teachscape Reflect of the pre-observation conference form and the lesson plan. The evaluator and the practitioner will then discuss: goals and objectives of the lesson; alignment to district curriculum and Common Core Learning Standards; instructional practices; modifications/accommodations; and assessments.

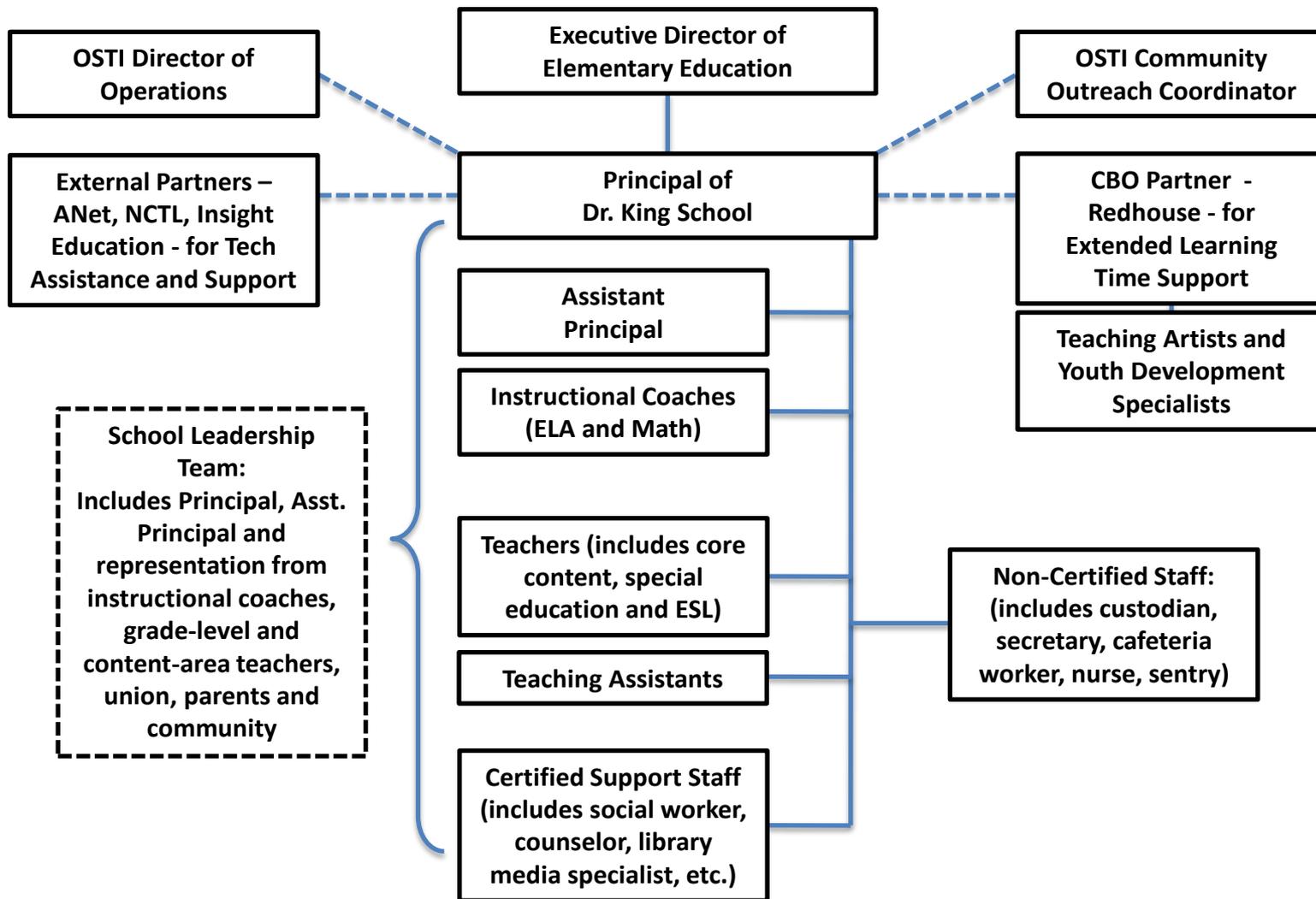
Evaluators record observation evidence in Teachscape Reflect. At the post observation conference, the evaluator and the practitioner engage in discussion reflecting components of the applicable evaluation framework rubric. The evaluation process is completed with the evaluator completing and submitting Teachscape Reflect; the practitioner approves the written Observation Form; and the evaluator confirms complete the evaluation process in Teachscape Reflect.

The Principal, with oversight by both the Executive Director of Elementary Education and the Deputy Executive Director of Educator Effectiveness, is responsible for ensuring that all administrator observations are assigned among all building administrators and completed according to the APPR plan. The Director of Educator Effectiveness also manages the work of Peer Observers to ensure that peer observations are conducted with meaningful compliance.

iv. Provide a full calendar schedule of the events listed in "iii" for the 2015-2016 school year that reaches all instructional personnel who will staff the building.

A proposed APPR Implementation Timeline is included in *Attachment II G. b.*

II Ga. Organizational Chart for Dr. King Elementary School



II G. b - Proposed APPR Implementation Timeline for 2015-2016

Task	Tenured	Non-Tenured
Exchange Conference	By September 30, 2015	By September 30, 2015
Observation Process Begins	By October 1, 2015	By October 1, 2015
First Observation	By December 31, 2015	By December 31, 2015
Second Observation	By January 31, 2016	By January 31, 2016
Third Observation	N/A	By March 15, 2016
Last Observation	By May 15, 2016	By April 15, 2016

II H. Educational Plan

- i. *Curriculum.* Describe the curriculum to be used with the model, including the process to be used to ensure that the curriculum aligns with the New York State Learning Standards, inclusive of the Common Core State Standards and the New York State Testing Program. (see: <http://engageny.org/common-core-curriculum-assessments>).

Standards-driven Curriculum The New York State Learning Standards (inclusive of the Common Core) are the foundation and driver of the curriculum taught and learned at Dr. King School. To ensure equal access to and mastery of the expected learning standards, all English Language Arts and Mathematics curricula have been redesigned around the Common Core Learning Standards (CCLS). The new core academic program in the District, including Dr. King, is based on three inter-related aspects of the instructional core: teachers (instruction), students (learning), and content (curriculum).

The curriculum is a set of guidance tools—comprised of standards, pacing guides, detailed instructional units, and interim, curriculum-based assessments—incorporating all CCLS and in alignment with NYS testing program expectations. Targeted and ongoing professional development is provided to ensure shared, deep understanding of the Common Core Learning Standards. All Dr. King teachers have online access to the curriculum tools and resources, at school and elsewhere, via the district’s curriculum central website. Additional information about the new standards-driven curriculum may be found at: <http://www.syracusecityschools.com/districtpage.cfm?pageid=561>

Mathematics The standards-based curriculum for mathematics emphasizes core conceptual understandings and mathematical procedures starting in the early grades. The standards progress from grade to grade, coordinate with each other within a grade and are clustered together into coherent bodies of knowledge. The mathematics curriculum units and other curricular materials and guidance may be found at <http://www.engageny.org/mathematics>. Multiple CCLS-aligned resources are referenced in the curriculum unit maps and are available for teacher use. As the Common Core standards are relatively new to the district, additional aligned resources will be sought. The district is utilizing Pearson Math programs (Envision Math) as core components of the math curriculum in select schools in the district, including Dr. King. Supplemental resources and instructional guidance, including resources from Engage NY, are provided for teachers at <http://www.scsd.us/Curriculum/Resources>.

English Language Arts - The ELA curriculum units provide the sequencing and pacing of CCLS-based instruction supported by rigorous text selection, scaffold teaching points, and regular checks for understanding that guide teachers’ daily lesson plans. The curriculum offers suggestions for instructional strategies and additional resources but is not intended to dictate classroom practice. The Language Arts curriculum units and other ancillary curricular materials and guidance may be found at <http://www.scsd.us/Curriculum/ELA>. Multiple CCLS-aligned resources are referenced in the curriculum unit maps and are available for teacher use. As the Common Core standards are relatively new to the district, additional aligned resources will be sought. The district is currently utilizing Pearson ELA programs as core components of the ELA curriculum in several of our schools, including Dr. King. In 2015-16, the District will pilot the use of Amplify Core Knowledge Language Arts (CKLA) for grades K-1, with the second grade added in 2016-17. By 2017-18, CKLA will be utilized for grades K-2 and Pearson for grades 3-

5. Supplemental resources and instructional guidance, including resources from EngageNY, are provided for teachers at <http://www.scsd.us/Curriculum/Resources>.

ii. *Instruction.* Describe the instructional strategies to be used in core courses and common-branch subjects in the context of the 6 instructional shifts for Mathematics and 6 instructional shifts for ELA. Provide details of how the events of instruction in additional required and elective courses will be arranged to reflect all of these instructional shifts. Describe a plan to accelerate learning in academic subjects by making meaningful improvements to the quality and quantity of instruction (Connect with iii below.).

All Academic Areas In all subject areas, the major aim of the curriculum is to build the capacity of teachers to deliver high-quality, highly effective instruction, grounded in rigorous standards, curriculum and content, and focused on the differing needs of our students. Language Arts and Mathematics curriculum units contain specific guidance for instruction (including the instructional shifts) in the form of teaching points in each curriculum unit, rubrics, exemplars, and sample suggested lesson plans. In addition, the district has provided guidance related to expected instructional dosages (time/focus) within ELA and Mathematics and across all content areas ensuring equal access to the expected curriculum for all students. Dr. King has full-time Literacy and Mathematics Instructional Coaches that provide on-going professional development, support, and guidance to teachers as they plan and deliver lessons based on the new curriculum making effective use of the expected instructional shifts.

Students participate in a tiered interventions system, including tier 1 (during the school day), tier 2 (during and after school--a variety of discipline content-focused after school programs), and tier 3 (for students in need of specially designed instruction and support). Dr. King will also be incorporating a blended learning component to their instructional delivery. Students will participate in some independent online coursework and activities at school, with the flexibility for home access to allow them some control over time, place, path and pace. Professional development and coaching support/guidance are provided to teachers in the area of accelerated learning in a variety of venues such as Saturday learning academies, Superintendent's conference days, and campus-based professional learning sessions.

At Dr. King School, elementary teachers are common branch. As such, they have received training and resources in the instructional shifts and will integrate these shifts into the content areas. Elementary special area teachers may participate in Common Core professional learning. Progress has been made to ensure that all elective/special area teachers have Common Core and instructional shifts professional development.

The APPR process of developing and implementing Student Learning Objectives (SLOs) has resulted in significant focus on and infusion of the CCLS across discipline areas.

Mathematics The mathematics curriculum provides clear guidance and supports for the six instructional shifts that teachers must incorporate successfully into their practice (focus, coherence, fluency, deep understanding, applications, and dual intensity). Each curriculum unit explicitly groups standards together in support of these focus areas and shifts. The curriculum also offers specific instructional strategies that align with the Standards for Mathematical Practice for learners, which rest on important "processes and proficiencies" with longstanding importance in mathematics. The SCSD math curriculum and instructional expectations for teachers at Dr. King are designed to result in students who:

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- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning.

Curriculum maps, instructional guidance tools (teaching points, exemplars, resources, etc.) and professional development for principals, instructional coaches, and teachers are focused explicitly on effective and appropriate use of these mathematical shifts (teachers) and practices (students). Instructional Coaches provide model lessons and professional development on these instructional shifts.

English Language Arts Effective implementation of this curriculum will ensure that all students receive instruction that promotes high expectations for learning; increases time spent reading, writing, and talking about text, and provides continuous corrective feedback on individual student performance. The CCLS instructional shifts—(Balancing Informational and Literary Text, Building Knowledge in the Disciplines, Staircase of Complexity, Text-Based Answers, Writing from Sources, and Academic Vocabulary)—are woven throughout and illustrated in the ELA curriculum maps. These shifts are also the focus of teacher professional development. The ELA Instructional Coach provides additional assistance, support, and guidance to Dr. King teachers in successful enactment of these instructional shifts in their daily practice.

iii. Use of Time. Present the daily proposed school calendar showing the number of days the school will be in session and sample daily class schedule showing daily hours of operation and allocation of time for core instruction, supplemental instruction, and increased learning time activities. Describe a logical and meaningful set of strategies for the use of instructional time that leads to a pedagogically sound restructuring of the daily/weekly/monthly schedule to increase learning time and/or extend the school day or year. The structure for learning time described here should be aligned with the Board of Regents standards for Expanded Learning Time, as outlined here: <http://www.regents.nysed.gov/meetings/2012Meetings/April2012/412bra5.pdf>

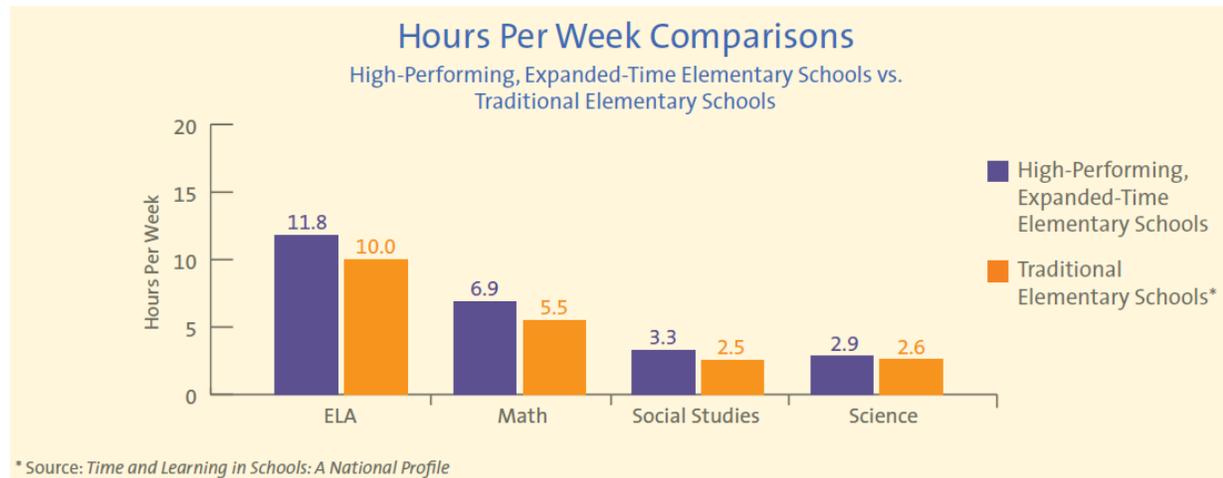
Beginning with the 2014-15 school year, SCSD has committed to provide 300 additional hours of Extended Learning Time for each and every student in Dr. King School. Dr. King School was part of the TIME Collaborative and implemented an extended learning time model in September 2014. SCSD intends to support the leader and leadership team in expressing the school's autonomies over use of time during and after school, program selection, and educational partner selection. The chart below offers one example of how ELT at Dr. King will be part of an integrated approach to school improvement, based on a thorough analysis of the seminal research conducted by the National Center on Time & Learning (NCTL), "*Time Well Spent: Eight Powerful Practices of Successful, Expanded-Time Schools.*" We expect that Dr. King leadership will fully utilize the technical support provided by NCTL to refine the delivery of ELT to meet and exceed the requirements of the Board of Regents: integrating academics with engaging and

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relevant activities; addressing unique learning needs of all types of students; and including enrichment programs that will improve both academic and social-emotional outcomes.

Sample Elementary School schedule for 8-hour instructional day: 3rd grader at Dr. King

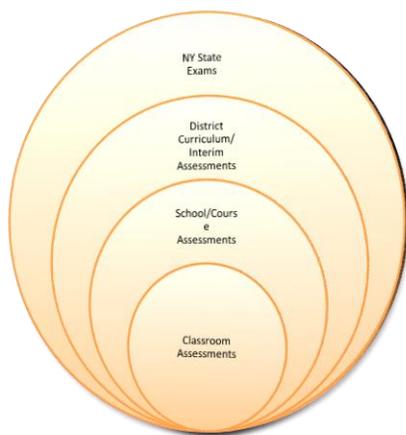
Time	# of minutes	Daily Core Instruction: Optimizing time for student learning	Supplemental Activities: Using time to help students thrive in school and beyond
8:00-8:30	30	Universal breakfast & ELA/Reading Workshop pt1: phonics/word study	<p>Note: While Extended Learning Time for pre-K-5 students allows for some choice/supplemental learning activities, most of the additional hour is utilized to expand core instruction</p>
8:30-9:10	40	ELA/RW continued: whole group Writing	
9:10-9:45	35	ELA/RW continued: small groups/ guided reading with learning stations and/or individual silent reading Content/writing	
9:45 – 10:25	40	ELA continued: writing workshop	
10:25-11:15	50	Science	
11:15- 11:45	30	Lunch	
11:45-1:00	75	Math (double dose) – whole group and small group	
1:05-1:45	40		
1:45-2:35	50	ELA – whole group and small group	Differentiated opportunities will be designed and selected to meet students' varying needs and interests
12:35-3:15	40	Social studies	
3:15-4:00	45	SEL	Academic support, enrichment, individualized learning time, etc.



iv. Data-Driven Instruction/Inquiry (DDI). Describe the school’s functional cycle of Data-Driven Instruction/Inquiry (DDI). Present the schedule for administering common interim assessments in ELA and Math. Describe procedures, and schedule of space and time (e.g., through common planning time, teacher-administrator one-on-one meetings, group professional development, etc.) provided to the teachers for the examination of interim assessment data and test-in-hand analysis. Describe the types of supports and resources that will be provided to teachers, as the result of analysis. (See <http://engageny.org/data-driven-instruction> for more information on DDI).

A core component of the SCSD Strategic Plan, and of Dr. King’s Early Learning Intervention Plan, is that of creating shared accountability for learning through the tracking and reporting of student learning and progress. This expectation necessitates the implementation of data-driven instruction at all schools. In Syracuse City Schools, including Dr. King, this data-driven system is based upon a purposeful and strategic use of performance data from a “nested” system of standards-driven classroom, school, district, and state level assessments.

Dr. King School, along with the seven iZone schools and four other Cohort 5 schools, has partnered with the Achievement Network (ANet) to build additional internal capacity for data-driven instruction. With mastery of the New York State learning standards (including the Common Core) as the basis for the assessment system, teachers and other instructional staff use formative, interim, and summative assessment results to make instructional and programmatic decisions.



*SCSD Assessment System
for
Data-driven Instruction*

State assessment results are used to inform programmatic decisions about intervention plans/schedules, curriculum revisions, instructional program revisions, grade/course placement, etc. New district curriculum assessments include curriculum-based unit assessments, ongoing progress monitoring checks, and other campus-determined interim assessments. Teachers and principals will be provided with and use formative and summative assessment results in data meetings, professional development sessions, collaborative planning meetings, etc.

A focus for improvement in the area of data-driven instruction includes: 1) development of a more focused teaching plan in response to performance results; 2) implementation of a closer supervision process for enactment of data-driven instructional decision; and 3) re-assessment of students after re-teaching and intervention. The partnership with ANet will facilitate these improvement initiatives.

In the 2014-15 school year, Dr. King worked closely with ANet to implement structured frequent data cycles and instructional planning. This includes 120 minutes of teacher collaboration, 160 minutes of professional development, and 240 minutes of data analysis each week. Grade level teams meet regularly to analyze quarterly (NWEA and MAP assessment reports), monthly (formative assessments and progress monitoring) and weekly (student data and intervention team meetings) data points to determine individualized instructional needs. Writing rubrics are used to determine students’ progress in writing. This collaboration will continue into the 2015-16 SY.

- v. *Student Support* - (1) Describe the school-wide framework for providing academic, social-emotional, and student support to the whole school population. (2) List the major systems for the identification of students at-risk for academic failure, disengagement/drop-out, and health issues and then present the key interventions chosen to support them. (3) Describe the school's operational structures and how they function to ensure that these systems of support operate in a timely and effective manner. Student support programs described here should be aligned with Part 100.2 Regulations on implementing Academic Intervention Services.

Dr. King School takes a holistic, comprehensive approach toward academic, social-emotional and student supports. In the current environment of limited resources and increasing student exposure to risk, it is critical for our school to make efficient use of our own resources while garnering the community support needed to effectively facilitate student performance. All SCSD schools utilize a fully integrated, culturally responsive, multi-tiered system of supports (MTSS) framework that addresses the social/emotional and developmental needs of all students, utilizes best practices to enhance academic success, and promotes a safe and positive school climate. The district's MTSS provides for a school-wide approach to support the entire Dr. King school community as well as universal interventions that are both preventive and proactive. Recognizing and supporting positive behaviors impacts up to 80% of the student population in a school-wide, systemic manner. The MTSS framework allows time and resources for those students who need targeted group interventions and intensive support beyond the universal strategies.

The District recently undertook a systemic revision of the Student Code of Conduct to: ensure fair, appropriate and equitable disciplinary policies and procedures; set forth clear expectations for student behavior; align behavior concerns and violations with appropriate evidence-based interventions and consequences; reinforce roles and responsibilities of students, staff and parents; and foster promotion, prevention and intervention. The revised Code includes a realignment of student support structures (i.e. School Climate Teams and School Intervention Teams) in each building to ensure greater efficiency in meeting students' needs at each level. This approach is supported by a student monitoring system facilitated through the *Promise Zone* Student Support Team. The student monitoring system collects data in the areas of academic, health/wellness and social/emotional development, leading to designations of "on-track to thrive", "on-track", or "off-track" in each domain reflecting student attendance, ELA and math scores, report cards, student suspensions and behavior referral data. The student monitoring system is embedded in the *Student Success Plan* module of eSchool, the SCSD's student information system. It allows for the ongoing coordination of efforts among the school and district support staff, Say Yes to Education partners, and community-based organizations in order to match students with the supports, services and enrichment opportunities needed to address identified barriers to success.

The key goals include: *Academic Success* – Teachers and staff regularly review student academic data in order to identify students at-risk of failing; *Social Emotional Success* - Clear behavioral expectations are set for all students and students receive recognition when they meet expectations; *Team Work* - School, family and community partner together to identify children who may struggle in school with behavioral challenges, and identify appropriate supports; and

Effective Interventions – Plans are designed based on the strengths and needs of the youth and family. The plan is monitored regularly to ensure that it is working and to make adjustments when necessary.

The School Intervention team is led by the school social worker and consists of an administrator, counselor or psychologist and school partners (e.g. Promise Zone, Redhouse (who is providing extended learning time enrichments)). The team meets weekly to: review and prioritize at-risk indicators identified by careful review of student data (NWEA, AimsWeb, Pearson Assessments, Formative Assessments, Progress Monitoring); identify and assign appropriate school and community-based interventions and supports for the student(s); and collaborate with social workers, counselors and other stakeholders tracking the effectiveness of interventions utilizing the *Comprehensive Student Success Plan*. Students receive 405 minutes a week of targeted Tier I and II intervention or acceleration centered around reading, math, writing and social emotional health.

The School Climate Team is comprised of administrators, student support team members, special education staff, teachers, parents, students and non-certified staff members. This team is responsible for reviewing and implementing school-wide initiatives that promote a safe, civil, and respectful school climate and culture. The team meets weekly to: assess the status and progress of major school climate initiatives; review discipline data and present data to the entire staff; and coordinate and organize activities and events that support a positive school climate and positive student behavior (e.g. youth development, restorative practices, and peer leadership).

The key interventions, aligned to CR Part 100.2, include tutoring or other appropriate academic intervention services, test score improvement assistance, check and connect strategies, assignment of a mentor, Aggression Replacement Therapy (ART), home visits, social skills groups, individualized case management for students with IEPs and 504 plans, anger management groups, earned lunch or special activity with the principal (or other adult in the school), referral to community-based supports and agencies, restorative discipline conference or circle, 1:1 counseling with the school social worker or psychologist, parent meetings, team meetings, daily or weekly progress reports and a mental health clinician referral. Students experiencing extreme physical or emotional health challenges may apply to District Health Services for a Homebound Tutor when school attendance is adversely impacted due to a health condition.

vi. *School Climate and Discipline* - Describe the strategies the model will employ to develop and sustain a safe and orderly school climate. Explain the school's approach to student behavior management and discipline for both the general student population and those students with special needs.

The leadership of Dr. King School is committed to promoting a safe, healthy, and positive school climate and culture that provides students with a supportive environment where staff and students feel academically, socially, emotionally and physically safe. Student behavior is based on respect and consideration for the rights of others. Students are expected to conduct themselves at all times in a manner that will contribute to the best interest of the school and meet the standards outlined in the *Code of Conduct, Character, and Support*. As such, students are expected to:

- Participate fully in the learning process – students should report to school and class on time, attend all regularly scheduled classes, remain in class until excused or dismissed, pay attention to instruction, complete assignments to the best of their ability, and ask for help when needed.
- Avoid behavior that impedes their own or other students’ educational achievement – students should know and avoid the behaviors prohibited by the student code of conduct, take care of their books and other instructional materials, and cooperate with adults and peers.
- Show respect for the knowledge and authority of teachers, administrators, and other school personnel – students must obey directions, use acceptable and courteous language, and avoid being rude or disrespectful, and follow school rules and procedures.
- Recognize and respect the rights of others – all students should show concern for and encouragement of the educational achievements and efforts of others.

We believe that the responsibility for discipline within the classroom lies with the teacher. Faculty members should strive to assist students to attain the goals of self-discipline during the school year. By setting definite, well-defined limitations for acceptable behavior and being consistently firm, yet caring, we are confident that our students can conduct themselves appropriately. Enforcing school and class rules with fairness positively influences the atmosphere and management or control of each classroom.

SCSD’s newly revised *Code of Conduct, Character, and Support* provides the framework for a progressive restorative justice process whenever discipline is to be imposed including bus misbehavior. Teachers and students will receive training regarding the progressive consequences which will provide students, (both general education and special needs students) the opportunity to change their behavior and avoid receiving further consequences for disciplinary infractions. However, the degree of the consequence to be imposed for any violation, including the first time a student commits a behavioral infraction, will be in proportion to the severity of the violation. When considering the consequences to be imposed, administrators will take into account any and all relevant factors to assure that the appropriate degree of discipline is imposed.

Because student behavior and classroom management ranks high among the school’s reform priorities, we will intensify support for school leaders so that they will be able to: work with teachers to support best practices in classroom management and student engagement; provide analysis of school-wide trends in support of school turnaround priorities; and establish clear expectations for behavior, fostering a positive climate for learning. School leaders will provide extensive professional development to staff regarding building positive relationships and managing classrooms as “warm demanders,” or “no-nonsense nurturers.” Some of the topics will include: *Managing Your Classroom With Heart*, *Building a Positive Classroom Culture*, and *Developing Routines, Rituals and Procedures*.

We also recognize the important role that students play in building and contributing to positive school climate. Both the general education student population and students with special needs will engage in learning sessions throughout the year that address topics to include: bullying, teamwork and building relationships. The students will also participate in quarterly academic and behavioral expectation assemblies that will be led by school administrators.

vii. *Parent and Community Engagement* - Describe the formal mechanisms and informal strategies for how the school will encourage parent/family involvement and communication to support student learning, and how it will gauge parent and community satisfaction. Programs and initiatives described should be aligned with the Title I requirements for parental involvement, as well as Part 100.11 regulations outlining requirements for shared decision-making in school-based planning; accessible at <http://www.p12.nysed.gov/part100/pages/10011.html>

The Syracuse City School District Parent Involvement Policy has been developed with parents of students in the District, and has been established and is enforced in accordance with Title I and shared decision-making requirements. Before the outset of each school year, the District's School Calendar and District Handbook is distributed to every family with a child who attends school within the District. The calendar/handbook displays the District's Parent Involvement Policy in its entirety.

Great Expectations: Syracuse City School District Strategic Plan 2012-2017, calls for the District to "improve communications with families and community members." Under this initiative, the District has developed and is implementing an external communications strategy; providing assistance to school-based staff to strengthen communication with parents and community members; and evaluating and assessing how schools are communicating with and engaging parents and the community.

The District has an active Parent Partnership Network (PPN), with two full-time parent liaisons. The mission of the PPN is to assist parents, the community and District staff in working collaboratively in the learning process. This is accomplished by providing information and referrals, assistance with effective communication, 1:1 support, opportunities for decision-making, governance and advocacy, and establishing networks among those who value the uniqueness and diversity of our families.

Annually, each Title I school receives a Title I parent involvement allocation and devises a Parent Involvement Plan (PIP). The purpose of the PIP is to help guide each school in utilizing their allocation to encourage parent involvement. Each PIP is based on Title I regulations, while remaining consistent with the District's Parent Involvement Policy. The District's Shared Decision-Making and School-Based Planning Regulation ensures the involvement of parents on School Leadership Teams. One parent on the School Leadership Team (SLT) is designated the Title I representative who acts as a liaison between parents and the SLT on decisions surrounding the application of expenditures. Furthermore, the SCSD sets aside funding for parent engagement activities offered through Parent University, representing a partnership between the District and Say Yes to Education.

Family and community communication at Dr. King School will include the active participation of parent volunteers in student supports and services, parent-teacher organization (PTO), and family events and activities. Further, the OSTI *Community Outreach Coordinator* is dedicated to supporting iZone and Cohort 5 schools in strengthening parent involvement including special event planning; and public relations development through community education, involvement and support.

II I. Training, Support, and Professional Development

- i. Describe the process by which the school leadership/staff were involved in the development of this plan.*

School leaders were informed of the school's priority status in July 2012. With access to NYSED guidance on ESEA waiver requirements, they began to formulate their plans for school redesign.

The Superintendent, Chief Academic Officer and Director of School Reform met with the identified Priority Schools' principals to review the allowable intervention/redesign models, and discuss the SIG grant application requirements and guidance. Individual follow-up meetings were then scheduled with each of the five Cohort 5 schools. Attendees at the follow-up meetings included the school's principal and members of the School Leadership Team, the Chief Academic Officer, the Executive Director of School Turnaround, and the president of the Syracuse Teachers Association. Aspects of each of the four original redesign models were reviewed and any input, questions or concerns were raised and discussed. In June of 2015 when the 1003(g) SIG, Round 6 RFP was released, the Superintendent, the Chief Academic Officer, and the Executive Director of Elementary Education (the new principal at Dr. King had not yet started in his position) met and reviewed the additional model options being offered. Model selection included a thorough review of trend data, teacher effectiveness data and ratings, and consideration of the impact of the model on the school community. The Early Learning Intervention model was selected based on the needs and strengths of Dr. King Elementary. Since Principal Rivers arrival on July 6, 2015, he has met with Dr. King's SLT to further develop and refine Dr. King's redesign plan and incorporate the early learning component by expanding a current half-day pre-k class to a full-day pre-k class for the 2015-16 school year. Additionally, staffs from the offices of Teaching and Learning, the Office of Turnaround and Innovation and the Department of Special Programs have met with Dr. King's school leadership to assist them in crafting this SIG grant application.

- ii. Implementation Period. Identify in chart form, the planned training, support, and professional development events scheduled during the year one implementation period (September 1, 2015 to June 30, 2016). For each planned event, identify the specific agent/organization responsible for delivery, the desired measurable outcomes, and the method by which outcomes will be analyzed and reported. Provide in the project narrative, a rationale for each planned event and why it will be critical to the successful implementation of the SIG plan.*

Attachment II Ia: Implementation Period Chart represents the planned training, support and professional development events scheduled during the Year One implementation period at Dr. King School. Included in the last column of the chart are the rationales for each planned event, and why it will be critical to the successful implementation of the SIG plan.

- iii. Describe the schedule and plan for regularly evaluating the effects of training, support, and professional development, including any subsequent modifications to the plan as the result of evaluation, tying in any modification processes that may be the result of professional teacher observations and/or the results of common student interim assessment data.*

The Executive Director of Teaching and Learning is the point person for oversight of professional development in the Cohort 5 schools. Administrative monitoring visits will be regularly conducted at Dr. King School starting in September to assess the effects of the training, support, and professional development provided to the school. The Literacy and Math Instructional Coaches and consultant-based instructional coaches will provide job-embedded professional development. The coaches will observe each teacher, providing them with ongoing coaching, feedback and support to strengthen their instructional practice and to improve their classroom management and student engagement skills.

In addition, classroom observations will be conducted by the principal, assistant principal and/or peer observers. In early January 2016, after every teacher has been observed at least once, the professional development and coaching schedule will be modified as needed to provide targeted support in identified areas. The principal, assistant principal, peer observers and coaches will meet for weekly data meetings to review and analyze student instructional and support data, as well as teacher observations and student interim benchmark data. Based on the classroom observations and data analysis, each teacher will be provided with the necessary support to strengthen any areas that have been identified as needing improvement.

Additional job-embedded coaching will be provided and/or teachers will have the opportunity to work with a mentor. Our external partners identified in Section II F will be utilized. Teachers will be given common planning time to discuss best practices and share ideas. We are committed to supporting our teachers so they have the training and resources available to them to provide the best possible instruction for our students.

Narrative Attachment #4 - DR KING
School-Level Training, Support and PD (Chart for School-Level II. I. ii)
for Year 1 Implementation Period (September 1, 2015 - June 30, 2016)

School-Level Plan for Training, Support and Professional Development*					
Proposed Dates	Planned Training Initiative and Description	Agent/Organization Responsible for Delivery	Desired Measurable Outcomes of Training	Method of Analyzing and Reporting Outcomes	Rationale/Why Training is Critical to SIG Plan
Sept. 2015- June 2016	<p>Pearson Implementation: Job-Embedded Support for Administrators and Coaches</p> <p>Prior to each site visit, administrators, coaches, and Pearson consultants meet to set priorities and determine outcomes for the day's professional development activities. Upon the completion of the visit, they meet to discuss the attainment of outcomes, adjustments to professional development priorities, and areas for follow up between visits.</p>	<p>Pearson consultants,</p> <p>SCSD Instructional Coaches,</p> <p>Office of Teaching and Learning</p>	<ul style="list-style-type: none"> • Consistent program implementation across classrooms • Targeted instructional feedback relative to program implementation and instructional delivery • Tracking of implementation progress and development of targeted goals for follow up 	<ul style="list-style-type: none"> • Technical Assistance Summary Reports will be provided by Pearson consultants at the conclusion of each site visit. 	<p>Ongoing communication between building administrators, instructional coaches, and Pearson consultants will help to ensure consistent program implementation across classrooms.</p>
Sept. 2015- June 2016	<p>Pearson Implementation: Consultative services and administrative coaching as needed during site visits including:</p> <ul style="list-style-type: none"> • conducting classroom walkthroughs • identifying instructional priorities for grade level teams • providing quality feedback to teachers • analyzing data and creating action plans 	<p>Pearson consultants ,</p> <p>Office of Teaching and Learning</p>	<ul style="list-style-type: none"> • Consistent program implementation across classrooms • Targeted instructional feedback relative to program implementation and instructional delivery • Tracking of implementation progress and development of targeted goals for follow up 	<ul style="list-style-type: none"> • Technical Assistance Summary Reports will be provided by Pearson consultants at the conclusion of each site visit. 	<p>Ongoing professional development and support for school administrators by Pearson consultants will serve to ensure consistent program implementation across classrooms as well as support coaches in providing targeted feedback to teachers that will move implementation</p>

					forward and improve instructional practices within the classrooms.
Sept. 2015- June 2016	<p>Pearson Implementation: Job-Embedded Support for Elementary Educators</p> <p>Coaching and Modeling: This two-day, job-embedded coaching cycle provides an effective implementation model for Reading Street, My Sidewalks, or enVision. This offering may be used to support new teachers, expand instructional knowledge of experienced teachers, or provide a professional development opportunity for staff members.</p>	<p>Pearson consultants, SCSD Instructional Coaches, Office of Teaching and Learning</p>	<ul style="list-style-type: none"> • Analyze data from multiple sources to identify student needs, set instructional goals, and determine flexible grouping • Select appropriate priority skills and program components to meet student needs • Anticipate student misconceptions and develop a plan to address misconceptions • Use a gradual-release model that includes consultant demonstration, structured and guided practice through co-teaching, independent practice, and reflective feedback 	<ul style="list-style-type: none"> • Summary Reports will be provided by Pearson consultants at the conclusion of coaching cycle. 	<p>Providing a model for effective implementation allows teachers to deepen their understanding of program components and effective instructional practices.</p>
Sept 2015 – June 2016	<p>Data Meetings and Debriefing – ANet will co-facilitate data meetings with the leadership team, gradually releasing facilitation solely to the school leaders as the year progresses. ANet will coach leaders on how to manage staff to follow through on re-teaching plans and align classroom observations to data.</p>	<p>Achievement Network, Office of Teaching and Learning, Office of Shared Accountability</p>	<ul style="list-style-type: none"> • Leaders will become strong facilitators at data meetings and will be able to manage staff to follow through on re-teaching plans 	<ul style="list-style-type: none"> • Classroom observations will reflect teachers re-teaching plan 	<p>Strengthening leaders’ skills of facilitating data meetings and managing staff to ensure they follow re-teaching plans will improve instruction</p>

<p>Sept. 2015- June 2016</p> <p>Job- embedded Coaching</p>	<p>K-2 Mathematics</p> <ul style="list-style-type: none"> • Discourse • Representations • Procedural Fluency • Conceptual Understanding • Application • CCLS Focus Area (Number and Operations – Base Ten) 	<p>SCSD content coordinators and Mathematic Coaches</p>	<p>Increased student achievement on the following metrics:</p> <ul style="list-style-type: none"> • Universal screening and progress monitoring tools (ex: AIMSweb or STAR) and benchmarks • SCSD Curriculum Unit Assessment Rubrics <p>Increased teacher scores on the following metrics:</p> <ul style="list-style-type: none"> • Teaching and Learning Framework and Rubric Components (Teach and Create) 	<ul style="list-style-type: none"> • Quarterly reporting of data and progress to SCSD Senior Leadership Team 	<p>This professional development is aligned to the instructional shifts outlined in the CCSS for Mathematics. Through in-depth study and practice of both content and instructional practices, teachers will be better prepared to teach to the intentions and rigor of the CCSS.</p>
<p>Sept. 2015- June 2016</p> <p>Job- embedded Coaching</p>	<p>Math 3-5</p> <ul style="list-style-type: none"> • Reasoning • Discourse • Representations • Procedural Fluency • Conceptual Understanding • Application • CCLS Focus Area (Number and Operations – Fractions) 	<p>SCSD Math Supervisor and Mathematics Coaches</p>	<p>Increased student achievement on the following metrics:</p> <ul style="list-style-type: none"> • Universal screening and progress monitoring tools (ex: AIMSweb or STAR) and benchmarks • SCSD Curriculum Unit Assessment Rubrics • Interim Assessment results • New York State Assessment results <p>Increased teacher scores on the following metrics:</p> <ul style="list-style-type: none"> • Teaching and Learning Framework and Rubric Components (Teach and Create) • Tripod Student Surveys 	<ul style="list-style-type: none"> • Quarterly reporting of data and progress to SCSD Senior Leadership Team 	<p>This professional development is aligned to the instructional shifts outlined in the CCSS for Mathematics. Through in-depth study and practice of both content and instructional practices, teachers will be better prepared to teach to the intentions and rigor of the CCSS.</p>

<p>Sept. 2015- June 2016</p> <p>Job- embedded Coaching</p>	<p>ELA pre-K-2</p> <ul style="list-style-type: none"> • Core Knowledge Language Arts • Foundations of Reading • Writing • Reading Comprehension Across Genre • Classrooms Routines and Rituals: anchor charts, conversation, participation techniques 	<p>SCSD ELA Supervisor and Literacy Coaches</p>	<p>Increased student achievement on the following metrics:</p> <ul style="list-style-type: none"> • Universal screening and progress monitoring tools (ex: AIMSweb or STAR) and benchmarks • SCSD Curriculum Unit Assessment Rubrics <p>Increased teacher scores on the following metrics:</p> <ul style="list-style-type: none"> • Teaching and Learning Framework and Rubric Components (Teach and Create) • Tripod Student Surveys 	<ul style="list-style-type: none"> • Quarterly reporting of data and progress to SCSD Senior Leadership Team and Chief Academic Officer 	<p>These professional development sessions are aligned to the instructional shifts outlined in the CCSS for English Language Arts. Through in-depth study and practice of both content and instructional practices, teachers will be better prepared to teach to the intentions and rigor of the CCSS.</p>
<p>Sept. 2015- June 2016</p> <p>Job- embedded Coaching</p>	<p>ELA 3-5</p> <ul style="list-style-type: none"> • Foundations of Reading • Writing • Reading Comprehension Across Genre • Classrooms Routines and Rituals: anchor charts, conversation, participation techniques 	<p>SCSD ELA Supervisor and Literacy Coaches</p>	<p>Increased student achievement on the following metrics:</p> <ul style="list-style-type: none"> • Universal screening and progress monitoring tools (ex: AIMSweb or STAR) and benchmarks • SCSD Curriculum Unit Assessment Rubrics • Interim Assessment results • New York State Assessment results <p>Increased teacher scores on the following metrics:</p> <ul style="list-style-type: none"> • Teaching and Learning Framework and Rubric Components (Teach and Create) • Tripod Student Surveys 	<ul style="list-style-type: none"> • Quarterly reporting of data and progress to SCSD Senior Leadership Team and Chief Academic Officer 	<p>These professional development sessions are aligned to the instructional shifts outlined in the CCSS for English Language Arts. Through in-depth study and practice of both content and instructional practices, teachers will be better prepared to teach to the intentions and rigor of the CCSS.</p>
<p>Sept. 2015-</p>	<p>Social Studies K-5</p>	<p>Social Studies Content Supervisor</p>	<ul style="list-style-type: none"> • Teachers will demonstrate through 	<ul style="list-style-type: none"> • Educators need to present this action research project 	<p>Academic rigor in SCSD is</p>

June 2016 Job-embedded Coaching	<p>Social Studies at the Core</p> <p>Social Studies Top Strategies</p> <p>Social Studies Alive (K-3)</p> <p>Educators will have the opportunity to plan in-depth units and daily lesson plans that reflect the SCSD Social Studies</p>	and Instruction DBQ Project Coach	effective planning students' opportunities to practice and master skills required by the CCLS and apply to prior learning.	to their colleagues participating in these courses as well as key exemplars as observed in both the collection of artifacts and in practice and collected by the SS Supervisor	characterized by a clear understanding of and focus on the core knowledge of each discipline, uses best practices to challenge mental effort appropriate to mastery of the core knowledge
Sept. 2015- June 2016 Job-embedded Coaching	<p>Sheltered Instruction Observation Protocol-SIOP</p> <p>A research based model of instruction that is an effective approach for teaching both academic language and content to ELLs that can increase English learners' chances of success in school.</p>	Director of ELL ESL Support Teacher	<p>Increased student achievement on the following metrics:</p> <ul style="list-style-type: none"> • SCSD Curriculum Unit Assessment Rubrics • Interim Assessment results • New York State Assessment results <p>Increased teacher scores on the following metrics:</p> <ul style="list-style-type: none"> • Teaching and Learning Framework and Rubric Components (Teach and Create) 	<ul style="list-style-type: none"> • Quarterly reporting of data and progress to SCSD Senior Leadership Team and Chief Academic Officer with specific sub-group reports for ELLs 	SIOP is a well-articulated, practical model of instruction that facilitates high-quality instruction for English Language Learners in the general education and mainstream classroom.
Sept. 2015- June 2016 Job-embedded Coaching	<p>Explicit Instruction for Differentiation</p> <p>This workshop will include defining and identifying characteristics of Specially Designed Instruction (SDI) and Explicit Instruction (EI) as it applies to diverse and struggling learners. Participants will learn components and techniques of SDI and EI, watch demonstrations, and participate in activities in order to learn how to deliver instruction to meet the unique needs of students</p>	SE-SIS staff	<p>Increased student achievement on the following metrics:</p> <ul style="list-style-type: none"> • Universal screening and progress monitoring tools (ex: AIMSweb or STAR) and benchmarks • SCSD Curriculum Unit Assessment Rubrics • Interim Assessment results 	<ul style="list-style-type: none"> • Quarterly reporting of data and progress to SCSD Senior Leadership Team and Chief Academic Officer with specific sub-group reports for Special Education students 	Increased differentiation in instructional practice ensures that classroom tasks and experiences are appropriate for all learners.

	with disabilities and to ensure access to the general curriculum.		<ul style="list-style-type: none"> New York State Assessment results <p>Increased teacher scores on the following metrics:</p> <ul style="list-style-type: none"> Teaching and Learning Framework and Rubric Components (Teach and Create) 		
Sept. 2015 – June 2016	<p>Ongoing Virtual Coaching for Teachers:</p> <ul style="list-style-type: none"> Clarify the instructional priorities for the year Increase teachers’ capacity in high impact instructional strategies Increase teachers’ capacity in ELA and Math content areas Classroom instruction is recorded, reviewed by an outside observer and feedback is provided virtually. Feedback is based on the Teaching and Learning Framework. Feedback is provided to the instructional coaches for greater consistency and coordination of teacher support. 	Insight Education Group; Office of Teaching and Learning;	<ul style="list-style-type: none"> Implement program priorities and non-negotiables (80% implementation) Track and monitor implementation progress monthly Deeper understanding of the ELA and Math content standards Increased written feedback provided to teachers 	Weekly Update Reports to be provided on all coaching, professional development or other support.	Ongoing virtual coaching and feedback for classroom teachers from consultants will ensure effective program implementation across classrooms and the cohort of schools. Virtual coaching provides teachers with more frequent feedback on their classroom instruction.
Sept. 2015 – June 2016	<p>Instructional Leadership Coaching:</p> <ul style="list-style-type: none"> Co-conducting classroom walkthroughs Debriefing classroom walkthroughs and observations to identifying instructional priorities and improvement action steps for administrators 	Insight Education Group; Office of Teaching and Learning; Executive Directors	<ul style="list-style-type: none"> Implement program priorities and non-negotiables (80% implementation) Provide monthly targeted instructional feedback relative to program implementation and instructional delivery Track and monitor 	Weekly Update Reports to be provided on all coaching, professional development or other support.	Ongoing professional development and support for school administrators by consultants will serve to ensure consistent program implementation

	<ul style="list-style-type: none"> and instructional coaches • Providing quality feedback to teachers • Co-conducting and debriefing teacher feedback sessions • Analyzing student and teacher data, and planning actions steps for improvement 		implementation progress monthly		across classrooms and the cohort of schools. In addition, the professional development will increase administrators' capacity to provide effective feedback on classroom instruction.
Sept. 2015 – June 2016	<p>Targeted training for instructional coaches:</p> <ul style="list-style-type: none"> • Developing coaches' skills as facilitators of the coaching cycle • Coaching coaches in effectively facilitating collaborative team meetings • Coaching coaches in effectively facilitating instructional planning for diverse learners • Developing coaches' capacity to collect and analyze student performance data (including assessments, exit tickets, checks for understanding and student work samples) • Co-conducting and debriefing teacher feedback sessions 	Insight Education Group; Office of Teaching and Learning; Executive Directors	<ul style="list-style-type: none"> • Implement program priorities and non-negotiables (80% implementation) • Provide monthly targeted instructional feedback relative to program implementation and instructional delivery • Track and monitor implementation progress monthly • Deeper understanding of the coaching cycle • Coaching plans for teachers and teacher teams 	Weekly Update Reports to be provided on all coaching, professional development or other support.	Ongoing professional development and support for instructional coaches by consultants will ensure consistent program implementation across classrooms and the cohort of schools. The professional development will increase coaches' capacity to provide effective feedback on classroom instruction and to support teacher growth.

* Should be job-embedded, school-specific and linked to student instructional and support data, as well as teacher observation and interim benchmark data

II J. Communication and Stakeholder Involvement/Engagement

- i. Describe in detail, the methods, times, and places that will be used for regularly and systematically updating parents, families, the community and other stakeholders on the implementation status of the SIG plan. This should include, but is not limited to, analyses of evidence and leading indicator data to determine the impact of key strategies, as well as planned/approved course-corrections as applicable.*

The Syracuse City School District understands the importance of involving the community it serves in moving forward with dramatic turnaround of its historically underperforming schools. As such, we will utilize a variety of methods to insure the school community is well informed.

Dr. King School, in coordination with the other Cohort 5 Priority schools, will benefit from the support of a Community Outreach Coordinator who will be responsible for: overseeing all aspects of volunteer participation, special event planning, organization and promotion; and public relations development through community education, involvement and support. The Community Outreach Coordinator will serve as the point person for marketing and community relations, and will provide printed resources and public presentations to Dr. King parents, the neighboring community, district central office, the Board of Education, elected officials and potential school partners.

Regular redesign plan progress updates will be provided through a variety of media, including but not limited to: the Dr. King website and social media outlets (e.g., Facebook and Twitter), parent and PTSO meetings, school newsletters, the School Messenger automated calling system, community and business partner meetings, mailings, and flyers. Other informal meetings may also be held in conjunction with PTSO meetings or on special event nights. Monthly PTSO meetings will be held in the school auditorium and scheduled monthly. Dr. King School will post documents and updates quarterly regarding SIG plan implementation on the school's website during the school year to keep the stakeholder groups abreast of the status of SIG plan implementation. These updates will include, but not be limited to: progress made towards the targets set on the leading indicators from Attachment B, updates on State Assessment data, updates on enrichment programming being provided by Redhouse, impact of the expanded pre-k classroom, and the status of Core Knowledge Language Arts implementation in grades pre-K-1. Additionally, if there is a need for any changes or modification to the Early Learning Intervention plan, the reason for the changes or modifications will be communicated and the next course of action will be discussed and decided upon. Lastly, the school will also send home written communication to parents, providing information regarding the status of SIG plan implementation via the school's monthly newsletter and using the school website more frequently when updates occur.

The following is a Preliminary Communications plan which outlines the communication item, the method by which we anticipate the communication will take place and the time and place it will occur.

Preliminary Communication Plan:

Communication Item	Method	Time and/or Place
Inform Parents and Community of status of current redesign plan and the SIG Round 6 RFP with new Early Learning Intervention Model	PTSO meetings, Webpage, Board of Education meeting	June, 2015: Auditorium, Web
Summer Programming for students	PTSO meeting, Webpage, newsletter	May/June, 2015: Auditorium, Web
Extended Learning Initiative Update	PTSO meeting, Webpage, newsletter	June, 2015: Auditorium, Web Jan 2016; Auditorium, Web
Quarterly Update of SIG plan	PTSO meeting, Webpage, newsletter	Sept 2015, Dec 2015, March 2016, June 2016
School Activities	PTSO meeting, Webpage, newsletter	Monthly
Parent Involvement & Engagement Activities	PTSO meeting, Webpage, newsletter	Monthly
Student Achievement Data	PTSO meeting, Webpage, newsletter	Dec 2015, June 2016

II K. Project Plan Narrative/Timeline

- i. *Identify and describe the key strategies for year-one implementation period (September 1, 2015, to June 30, 2016) that are aligned to the goals and objectives identified throughout Section II, with specific reference to student academic achievement, staffing, professional development, partnerships and stakeholder involvement.*

With the overarching goal of becoming a “School in Good Standing” before the end of the three-year implementation and two-year post-implementation period, Dr. King Elementary School seeks to attain the following goals: (1) to develop and implement a whole-school change plan aligned to the tenants of the federally-established Early Learning Intervention Model; and (2) to realize dramatic school-level achievement gains.

It is important to note that Dr. King began its redesign efforts during the 2014-15 school year. The below chart not only outlines the **key strategies** that will take place during the 1003(g) SIG, Round 6, year 1 implementation period of September 1, 2015 through June 30, 2016, but also reflects some important activities that took place in preparation for, and during the 2014-15 school year which are listed in italics.

Timeframe	Action
<i>April 30, 2014</i>	<i>Codified TIME Collaborative plan for ELT, and finalized selection of CBO(s) to serve as primary partner(s) to coordinate and provide enrichment and youth development. Dr. King’s enrichment partner for 2014-15 - SUNY Environmental Science & Forestry</i>
<i>By April 30, 2014</i>	<i>Determined who may continue to teach in the school, and filled 50% of anticipated teacher vacancies; formalized Election-to-Work Agreements</i>
<i>By May 31, 2014</i>	<i>Filled remaining teacher vacancies; formalized Election-to-Work Agreements</i>
<i>Summer 2014</i>	<i>Provide Summer Leadership Institute and Professional Development Academies</i>
<i>September 2014 - June 2015</i>	<i>Implemented portions of a whole-school redesign plan which included extended learning time for students in grades K-5</i>
<i>June 2015</i>	<i>Formalized partner MOAs and agreements – (Enrichment partner for 2015-16 is Redhouse Arts Center.)</i>
<i>July 6, 2015</i>	<i>Dr. John Rivers assumed his role as principal at Dr. King</i>
<i>Summer 2015</i>	<i>Provide Summer Leadership Institute and Professional Development Academies</i>
<i>Summer 2015</i>	<i>Conduct audit of school facilities and resources; purchase needed supplies and materials and submit work orders as necessary</i>
<i>Summer 2015</i>	<i>Refine key messages and answers to FAQs about the Early Learning Intervention model plan</i>
<i>Summer 2015</i>	<i>Create monitoring/support calendar with differentiated protocols for data and operational dashboards</i>
September 2015 - ongoing	Provide ongoing, external and job-embedded professional development
September 2015 - ongoing	Provide 300 additional hours of high-quality instruction to all students annually
September 2015 - ongoing	Monitor and track leading indicators early and often
September 2015 - ongoing	Regularly communicate with parents, family, stakeholders and community members
September 2015 - ongoing	Make rapid and dramatic adjustments when leading indicators suggest that school turnaround is not on track

- ii. *Identify the “early wins” that will serve as early indicators of a successful SIG plan implementation period and foster increased buy-in and support for the plan. In addition, provide evidence of post-implementation planning, such as focused strategies aimed specifically at long-term capacity building and sustainability.*

As we begin the implementation of the proposed whole-school redesign plan, we will look for a number of “**early wins**” that will serve as initial indicators of successful SIG plan implementation. For example, we expect to see the school principal take specific turnaround actions, including focusing on a limited set of high-priority, short-term goals. Dr. Rivers will signal the magnitude and urgency of the need for dramatic change, and will discard failed rules and routines while deploying new tactics for early and dramatic success.

We will also look for a positive response from staff, students, family and the community to the change made in our enrichment partner from SUNY ESF during the 2014-15 school year to Redhouse Arts Center for 2015-16. We expect to see an enthusiastic and energized staff who can help to organize and drive change. We will look for evidence of growing stakeholder support for turnaround initiatives, school and community investment in what works, and a willingness to let go of failed tactics and initiatives. The principal and leadership team will candidly and honestly report on early results and share them in open-air sessions.

iii. Identify the leading indicators of success that will be examined on no less than a bi-monthly and/or quarterly basis. Describe how these data indicators will be collected, how and who will analyze them, and how and to whom they will be reported.

The success of the proposed whole-school redesign plan will depend largely on the speed with which we can quickly redirect major change if necessary. We recognize that **leading indicators** can provide early evidence about whether the school is on track — and if not, how to intervene to increase the odds of success.

The leading indicators will be examined on a monthly, quarterly and annual basis. A data analyst in the Department of Shared Accountability will be responsible for gathering this data. Data will be gathered from a variety of sources, such as eSchool, PeopleSoft, Datacation, and Teachscape. Data will be reviewed by the Chief of Shared Accountability and the Chief Academic Officer before it is shared with the Executive Director of Elementary Education and the school principal. The principal will report this information to the School Leadership Team once a month during the weekly team meetings. In addition, the Executive Director of Elementary Education will report this information to the Superintendent of Schools on a monthly basis.

On a monthly basis, the following leading indicators will be examined: short-cycle assessments; student attendance and truancy; health and social/emotional development; and student suspensions and behavior referral data. The School Leadership Team will quickly utilize this information to address issues identified in the data and will regularly monitor progress.

Quarterly, the following indicators will be examined: ratings on the degree to which leaders engage in action; teacher turnover rates; teacher attendance; student turnover rates; report cards; violent/disruptive incidents that may lead to a suspension; school demand; student, teacher, and parent satisfaction; benchmark tests; and building-based indicators that are aligned to turnaround goals and are developed by and reviewed yearly by the School Leadership Team. The Executive Director of Elementary Education will attend a quarterly meeting with the School Leadership Team to discuss this information and assist in the development of any modifications should they be warranted to keep the school’s turnaround efforts on target.

The Superintendent of Schools, the Chief Academic Officer, the Chief of Shared Accountability and the Executive Director of Elementary Education will review the following data annually:

school leaders 'effectiveness'; existence of a plan including turnaround success actions; level of clarity and detail in goals, steps, and timing for all staff; ratings and timeliness of actions to implement steps in the plan; existence of systems to regularly collect, analyze, and use data; distribution of teacher quality; percentage of students taught by highly effective teachers; number of instructional minutes; implementation of instructional practices; participation in professional development; participation on state assessments; and state test results. This information will be reported to the school principal, who will then share it with the School Leadership Team.

During the summer months, the principal and the School Leadership Team further analyze this data and develop strategies to address areas that are not on track for success to be implemented at the start of the following school year. The Executive Director of Elementary Education will report this data to the New York State Education Department on an annual basis, or more often (if requested).

= Required Field

Local Agency Information		
Funding Source:	SIG 1003(g) @ Dr. King	
Report Prepared By:	Michael Puntschenko, Director of Special Programs	
Agency Name:	Syracuse City School District	
Mailing Address:	1025 Erie Blvd. W	
	Street	
	Syracuse	NY
	City	State
	13204	Zip Code
Telephone # of Report Preparer:	(315) 435-4140	County: Onondaga
E-mail Address:	mpuntschenko@scsd.us	
Project Funding Dates:	_____	
	Start	End

INSTRUCTIONS

- Submit the original FS-10 Budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance.
- The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee.
- An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting.
- For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at <http://www.oms.nysed.gov/cafe/guidance/>.

SALARIES FOR PROFESSIONAL STAFF

			Subtotal - Code 15	\$192,955
Specific Position Title	Full-time Equivalent	Annualized Rate of Pay	Project Salary	
Pre-K Teacher	0.50	\$72,000	\$36,000	
Teaching Assistant	0.50	\$31,000	\$15,500	
ELA Coach	0.50	\$66,390	\$33,195	
Math Coach	0.50	\$66,062	\$33,031	
Extended Learning				
Teachers & Certified Staff 4 pre-k Staff	1 hr. x 184 days	\$6,700 stipend	\$26,800	
Teaching Assistants-4 staff	1 hr x 184 days	\$3,400 stipend	\$13,600	
School Year Planning & PD				
Extensions-school improvement team				
5 team members x 90 hours each	450 hours	\$28.88	\$12,996	
Professional Development Extensions				
63 Staff members x 12 hours each	756 hours	\$28.88	\$21,833	

PURCHASED SERVICES

Subtotal - Code 40

\$190,358

Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Enrichment and Youth Development Instruction to enhance Extended learning Time: teaching artists from around the country who are trained in dance, music, drama and design work to empower students to collaborate, create, problem solve and communicate. Using project-based and immersive learning styles, students participate in nine arts-based units aligned with the Common Core and designed to engage, apply and reinforce language arts, math, science and social studies standards.	The Red House Arts Center	2 classrooms x \$81,429	\$162,858
Contract with OEE to help conduct the school review in accordance with the six tenets of DTSDE	Insight Education	Negotiated Flat Rate	\$17,500
Turnaround consultant services, including but not limited to: leadership development, content area professional development, job-embedded professional development, monitoring and report submissions.	TBD Consultant (e.g., Turnaround Solutions, ClearView Consulting or School Turnaround)	\$10,000	\$10,000

Employee Benefits

Subtotal - Code 80		\$82,932
Benefit		Proposed Expenditure
Social Security		\$11,963
Retirement	New York State Teachers	\$26,049
	New York State Employees	\$0
	Other - Pension	
Health Insurance		\$33,814
Worker's Compensation		\$5,326
Unemployment Insurance		\$200
Other (Identify)		
Dental		\$2,372
Vision		\$410
Medicare		\$2,798

INDIRECT COST

A.	Modified Direct Cost Base -- Sum of all preceding subtotals (codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25,000 and any flow through funds) **Manual Entry	\$347,212
B.	Approved Restricted Indirect Cost Rate	4.30%
C.	Subtotal - Code 90	\$14,930

For your information, maximum direct cost base = \$485,069.69

To calculate Modified Direct Cost Base, reduce maximum direct cost base by the portion of each subcontract exceeding \$25,000 and any flow through funds.

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$192,955
Support Staff Salaries	16	
Purchased Services	40	\$190,358
Supplies and Materials	45	\$11,625
Travel Expenses	46	\$7,200
Employee Benefits	80	\$82,932
Indirect Cost	90	\$14,930
BOCES Services	49	
Minor Remodeling	30	
Equipment	20	
Grand Total		\$500,000

Agency Code:	421800010000
Project #:	
Contract #:	
Agency Name:	Syracuse City School District

<u>FOR DEPARTMENT USE ONLY</u>		
Funding Dates:	_____ From _____	_____ To _____
Program Approval:	_____	Date: _____
<u>Fiscal Year</u>	<u>First Payment</u>	<u>Line #</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Voucher #	_____	First Payment

CHIEF ADMINISTRATOR'S CERTIFICATION

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal (or State) award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims, or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).

7,21,15 *Sharon L Contreras*

 Date Signature

Sharon L. Contreras, Ph.D.

Name and Title of Chief Administrative Officer

Finance: Logged _____ Approved _____ MIR _____

III. B. *i and ii.* BUDGET NARRATIVE – DR. KING ELEMENTARY SCHOOL

The Syracuse City School District is proposing the following costs associated with whole school reform. These costs support the initiatives delineated in the proposal narrative and will, after five year or less, transform this school from a Priority School to a School In Good Standing. These costs include additional personnel to support the redesign efforts, additional instructional time for every student, professional development to improve teaching and learning, implementation of research-based practices and programs to improve student achievement, and partnering with educational experts to guide and support the school, and to build capacity of staff to sustain efforts after the funding ends.

Other sources of income that will support this whole-school change include Title I funds which will support: academic interventions for students; extended learning time – the school day will be extended for students and staff, allowing for more instructional time, embedded professional development and planning; partnerships with CBO's to provide social-emotional and enrichment programming (Dr. King's CBO Partner for 2015-16 is Redhouse Arts Center); staffing to provide additional learning time during the school breaks and summers; salary and benefits of supplemental staff, including social workers and counselors; and parent involvement initiatives. Title IIA will support teacher recruitment to ensure this school is staffed with highly qualified teachers as well as professional development initiatives, including consultants and conferences/workshops. Various other grants will support the partnership with Insight Education to increase the capacity and effectiveness of school-based teams through intensive coaching and professional development and assist in the improvement of the schools' instructional program and systems. In addition, the District will leverage Title IIA and Title IIB MSP funds to further enhance teacher and leader skills. The District has engaged in an effective partnership with Say Yes to Education to support families through linkages with social services, community-based organizations, health providers and mental health organizations. Insight Education also serves as the District's OEE, who assists with conducting a comprehensive review of the school. This review report is used by the school improvement team to develop and/or enhance initiatives to improve student learning, enrich teaching and build a school community that is focused and driven toward whole school reform. Over the 5 year SIG cycle, the District will gradually increase General Fund allocations and reallocate Title I funding to ensure that initiatives being implemented for school reform, such as Extended Learning Time, embedded professional development and partnerships with the community-based organizations, will be sustained.

Sustainability will be primarily achieved by building the capacity of teachers to effectively teach to the Common Core, providing professional development opportunities to enhance their skills and knowledge of content and pedagogy, and ensuring that the supporting structures are in place to accomplish this. Partnerships with external partners and vendors outlined in the proposal and budget narrative will be instrumental in enhancing what is being taught and how it is being taught in a continuous improvement cycle. The District will actively recruit skilled teachers to teach in the Cohort 5 schools and will replace retired or leaving teachers with new teachers who accept the challenge of turning around a school. Professional development will be provided to new teachers so that they are on par with their more experienced colleagues. It is also the District's goal that through collective bargaining agreements, the increase in the instructional day will become standard and the anticipated results achieved through this initiative will support those efforts. After five years, the capacities developed to support and sustain a positive climate for learning and a culture of high expectations for all students will no longer require the assistance of SIG funding.

Projected Costs for 2015-2020 – Dr. King Elementary School						
FS-10 Budget Code	Description	Year 1	Year 2	Year 3	Year 4*	Year 5*
Code 15	Professional Salaries					
	<u>EXPANDED PRE-K PROGRAM</u> 0.50 Pre-K Teacher – to provide instruction to four year old children in activities designed to promote social, physical and intellectual growth needed to prepare them for entry into kindergarten. Dr. King is expanding a current half-day pre-k class to a full-day pre-k class for 2015-16. Cost to cover half of the Pre-K teacher’s salary as now providing full-day programming.	36,000	36,000	36,000	18,000	18,000
	0.50 Teaching Assistant (Pre-K) – to provide support and assistance to Pre-K teacher in the provision of Pre-k programming. Cost to cover half of TA’s salary as now providing full-day programming.	15,500	15,500	15,500	7,750	7,750
	<u>SCHOOL-WIDE SUPPORT</u> 0.50 FTE ELA Coach – to provide site-based professional development in research-based instructional strategies (such as CCL, SIOP, and Formative Assessments), model/coach staff in implementing the 4-tiered student support framework, and to analyze student assessment data to identify areas in need of improvement. \$66,390 x 0.50 FTE = \$33,195	33,195	33,195	33,195	16,598	16,598
	0.50 FTE Math Coach – to provide site-based professional development in research-based instructional strategies and coaching to teachers as they work to implement the Common Core State Standards in mathematics. The Math Coach will work with	33,031	33,031	33,031	16,516	16,516

	teachers to support best practices in using data, provide analysis of school-wide trends in instruction and make recommendations about potential next steps to address areas of need. \$66,062 x 0.50 FTE = \$33,031					
	<u>EXTENDED LEARNING</u> Teachers – Pre-k instructional staff will provide an additional hour of instruction to students. This additional time will be further developed with assistance from the National Center on Time and Learning (TIME Collaborative) with the primary goal of enhancing student achievement in the areas of ELA and Mathematics. 4 FTE Pre-k teachers X \$6,700 stipend each	26,800	26,800	26,800	13,400	13,400
	Teaching Assistants – Pre-k teaching assistants will provide an additional hour of instruction to students. 4 FTE Pre-k TAs X \$3,400 stipend each	13,600	13,600	13,600	6,800	6,800
	<u>SCHOOL YEAR PLANNING and PD</u> Planning (School Improvement) Team Extensions – A school improvement team comprised of 5 instructional staff members, 2 administrators and 2 parents will meet weekly to discuss the goals and objectives of the whole-school reform efforts, evaluate initiatives and make decisions for initiatives based upon data, results and best-practices. 450 hours x \$28.88 per hour = \$12,996	12,996	12,996	12,996	6,497	6,497
	Teachers’ extensions of service - to actively engage in professional development on research-based instructional strategies (such as Common Core, SIOP, and Formative Assessments), the usage and integration of technology, school culture and student expectations, classroom management and instructional practices. 756 hours x \$28.88/hour = \$21,833	21,833	21,833	21,833	10,916	10,916

	<u>Total 1003(g) SIG funding for Code 15:</u>	<u>192,955</u>	<u>192,955</u>	<u>192,955</u>	<u>96,477</u>	<u>96,477</u>
	<i>Total Other Federal, State or General Fund allocations used to support Dr. King's whole-school reform for Code 15 include, but may not be limited to: Title I, Title IIA, Title IID, and Title III</i>	350,000	364,000	378,560	393,702	409,450
	<u>Total Projected Allocation for Code 15:</u>	<u>542,955</u>	<u>556,955</u>	<u>571,515</u>	<u>490,179</u>	<u>505,927</u>
Code 16	Support Staff Salaries	N/A				
Code 40	Purchased Services					
	Contractual service with The Redhouse Arts Center to provide enrichment and youth development instruction to enhance extended learning time. This programming will be a component of the longer instructional day and will provide SCSD staff the ability to partake in team planning and professional development during the school day. Costs to expand extended learning to include both pre-k and kindergarten grade levels. 2 grade levels x \$81,429 each = \$162,858	162,858	162,858	162,858	81,429	81,429
	Contract with Insight Education to serve as our Outside Educational Expert to help conduct the school review in accordance with the six tenets of DTSDE	17,500	17,500	17,500	8,750	8,750
	Turnaround consultant services with TBD consultant (ex: Turnaround Solutions, ClearView Consulting or School Turnaround) to provide leadership development, content area professional development and job-embedded PD	10,000	10,000	10,000	5,000	5,000
	<u>Total 1003(g) SIG funding for Code 40:</u>	<u>190,358</u>	<u>190,358</u>	<u>190,358</u>	<u>95,179</u>	<u>95,179</u>
	<i>Total Other Federal, State or General Fund allocations used to support Dr. King's whole-school reform for Code 40 include, but may not be limited to: Title I, Title IIA, and General Fund</i>	325,716	388,735	402,284	418,375	435,110

	<u>Total Projected Allocation for Code 40:</u>	<u>516,074</u>	<u>579,093</u>	<u>592,642</u>	<u>513,554</u>	<u>530,289</u>
Code 45	Supplies and Materials					
	Instructional supplies to assist with implementing the project, including, but not limited to: supplemental reading materials, software, A/V aids, additional pre-k supplies (finger paints, blocks, dolls, etc.) and other tactile learning supplies. 24 classrooms x \$400 per class = \$9,600	9,600	9,600	9,600	4,800	4,800
	Supplies and materials for parent involvement and engagement, community workshops, meeting and trainings. 225 parents x \$9 per parent = \$2,025	2,025	2,025	2,025	1,013	1,013
	<u>Total 1003(g) SIG funding for Code 45:</u>	<u>11,625</u>	<u>11,625</u>	<u>11,625</u>	<u>5,813</u>	<u>5,813</u>
	<i>Total Other Federal, State or General Fund allocations used to support Dr. King's whole-school reform for Code 45 include, but may not be limited to: Title I and General Fund</i>	25,000	25,500	26,000	26,500	27,000
	<u>Total Projected Allocation for Code 45:</u>	<u>36,625</u>	<u>37,125</u>	<u>47,625</u>	<u>32,313</u>	<u>32,813</u>
Code 46	Travel					
	Student field experiences. Classes, primarily pre-k and kindergarten, will participate in authentic learning experiences at museums, historical sites, zoos, farms, etc. to support the Core Knowledge Language Arts program. 6 field trips per year x 4 classrooms @ \$300 per trip = \$7,200	7,200	7,200	7,200	3,600	3,600
	<u>Total 1003(g) SIG funding for Code 46:</u>	<u>7,200</u>	<u>7,200</u>	<u>7,200</u>	<u>3,600</u>	<u>3,600</u>
	<i>Total Other Federal, State or General Fund allocations used to support Dr. King's whole-school reform for Code 46 include, but may not be limited to: Title I and General Fund</i>	5,000	5,500	6,000	6,500	7,000

	<u>Total Projected Allocation for Code 46:</u>	<u>12,200</u>	<u>12,700</u>	<u>13,200</u>	<u>10,100</u>	<u>10,600</u>
Code 80	Employee Benefits					
	Employee benefits as calculated on grant-funded FTE positions and teachers' extensions of service to participate in extended learning time instruction and professional development opportunities outside of the school day	82,932	82,932	82,932	41,466	41,466
	<u>Total 1003(g) SIG funding for Code 80:</u>	<u>82,932</u>	<u>82,932</u>	<u>82,932</u>	<u>41,466</u>	<u>41,466</u>
	<i>Total Other Federal, State or General Fund allocations used to support Dr. King's whole-school reform for Code 80 include, but may not be limited to: Title I and General Fund</i>	<i>87,500</i>	<i>91,000</i>	<i>94,640</i>	<i>147,638</i>	<i>153,544</i>
	<u>Total Projected Allocation for Code 80:</u>	<u>170,432</u>	<u>173,932</u>	<u>177,572</u>	<u>189,104</u>	<u>195,010</u>
Code 90	Indirect					
	Indirect cost is calculated at the District approved restricted rate of 4.3%	14,930	14,930	14,930	7,465	7,465
	<u>Total 1003(g) SIG funding for Code 90:</u>	<u>14,930</u>	<u>14,930</u>	<u>14,930</u>	<u>7,465</u>	<u>7,465</u>
Code 49	BOCES Service	N/A				
Code 30	Minor Remodeling	N/A				
Code 20	Equipment	N/A				
	<u>Grand Total 1003(g) SIG funding:</u>	<u>500,000</u>	<u>500,000</u>	<u>500,000</u>	<u>250,000</u>	<u>250,000</u>
	<i>Grand Total "other" funding:</i>	<i>793,216</i>	<i>874,735</i>	<i>907,484</i>	<i>992,715</i>	<i>1,032,104</i>
	<u>Grand Total 1003(g) SIG and "other" funding combined:</u>	<u>1,293,216</u>	<u>1,374,735</u>	<u>1,407,484</u>	<u>1,242,715</u>	<u>1,282,104</u>

* Years 4 and 5 post-implementation periods, 1003(g) SIG contribution will decrease and other funding sources will be used to sustain staffing and programming.

M/WBE Documents

Dr. King Elementary

M/WBE Goal Calculation Worksheet

RFP # and Title: RFP# TA-16 1003(g) School Improvement Grant (SIG)

Applicant Name: Syracuse City School District

The M/WBE participation for this grant is 20% of each applicant's total discretionary non-personal service budget over the entire term of the grant. Discretionary non-personal service budget is defined as the total budget, excluding the sum of funds budgeted for direct personal services (i.e., professional and support staff salaries) and fringe benefits, as well as rent, lease, utilities, and indirect costs, if these are allowable expenditures.

Please complete the following table to determine the dollar amount of the M/WBE goal for this grant application.

	Budget Category	Amount budgeted for items excluded from M/WBE calculation	Totals
1.	Total 3 year Budget		\$2,000,000
2.	Professional Salaries	\$ 771,819	
3.	Support Staff Salaries		
4.	Fringe Benefits	\$ 331,728	
5.	Indirect Costs	\$ 59,720	
6.	Rent/Lease/Utilities		
7.	Sum of lines 2, 3 ,4 ,5, and 6		\$ 1,163,267
8.	Line 1 minus Line 7		\$ 836,733
9.	M/WBE Goal percentage (20%)		0.20
10.	Line 8 multiplied by Line 9 =M/WBE goal amount		\$ 167,347

M/WBE COVER LETTER Minority & Woman-Owned Business Enterprise Requirements

NAME OF GRANT PROGRAM 1003(g) School Improvement Grant (SIG) RFP# TA-16

NAME OF APPLICANT Syracuse City School District

In accordance with the provisions of Article 15-A of the NYS Executive Law, 5 NYCRR Parts 140-145, Section 163 (6) of the NYS Finance Law and Executive Order #8 and in fulfillment of the New York State Education Department (NYSED) policies governing Equal Employment Opportunity and Minority and Women-Owned Business Enterprise (M/WBE) participation, it is the intention of the New York State Education Department to provide real and substantial opportunities for certified Minority and Women-Owned Business Enterprises on all State contracts. It is with this intention the NYSED has assigned M/WBE participation goals to this contract.

In an effort to promote and assist in the participation of certified M/WBEs as subcontractors and suppliers on this project for the provision of services and materials, the bidder is required to comply with NYSED's participation goals through one of the three methods below. Please indicate which one of the following is included with the M/WBE Documents Submission:

- Full Participation – No Request for Waiver (PREFERRED)
- Partial Participation – Partial Request for Waiver
- No Participation – Request for Complete Waiver

By my signature on this Cover Letter, I certify that I am authorized to bind the Bidder's firm contractually.
Suzanne Slack
Typed or Printed Name of Authorized Representative of the Firm
Chief Financial Officer
Typed or Printed Title/Position of Authorized Representative of the Firm
<i>Suzanne Slack, Chief Financial Officer</i>
Signature/Date
<i>7/21/15</i>

M/WBE UTILIZATION PLAN

INSTRUCTIONS: All bidders/applicants submitting responses to this procurement/project must complete this M/WBE Utilization Plan unless requesting a total waiver and submit it as part of their proposal/application. The plan must contain detailed description of the services to be provided by each Minority and/or Women-Owned Business Enterprise (M/WBE) identified by the bidder/applicant.

Bidder/Applicant's Name Syracuse City School District Telephone/Email: (315) 435-4826/sslack@scsd.us
 Address 725 Harrison Street Federal ID No.: 15-6010157
 City, State, Zip Syracuse, New York 13210 RFP No.: TA-16

Certified M/WBE	Classification (check all applicable)	Description of Work (Subcontracts/Supplies/Services)	Annual Dollar Value of Subcontracts/Supplies/Services
NAME Gholkars, Inc. ADDRESS 7321 State Road 251 CITY, ST, ZIP Victor, New York 14564 PHONE/E-MAIL (585) 924-2050/preeya@gholkars.com FEDERAL ID No. 16-133198	NYS ESD Certified MBE <input checked="" type="checkbox"/> WBE <input type="checkbox"/>	Classroom and instructional supplies	\$ <u>2,025</u>
NAME Island School & Art Supply, Inc. ADDRESS 3030 Route 112 CITY, ST, ZIP Medford, NY 11763 PHONE/E-MAIL (631) 736-3630 rthompson@educationalmaterial.com FEDERAL ID No. 11-2780794	NYS ESD Certified MBE <input type="checkbox"/> WBE <input checked="" type="checkbox"/>	Instructional supplies such as crayons, paper, markers, paints, folders	\$ <u>9,600</u>

PREPARED BY (Signature) *Suzanne Slack* DATE _____

SUBMISSION OF THIS FORM CONSTITUTES THE BIDDER/APPLICANT'S ACKNOWLEDGEMENT AND AGREEMENT TO COMPLY WITH THE M/WBE REQUIREMENTS SET FORTH UNDER NYS EXECUTIVE LAW, ARTICLE 15-1, 5 NYCRR PART 143 AND THE ABOVE REFERENCE SOLICITATION. FAILURE TO SUBMIT COMPLETE AND ACCURATE INFORMATION MAY RESULT IN A FINDING OF NONCOMPLIANCE AND/OR PROPOSAL/APPLICATION DISQUALIFICATION.

NAME AND TITLE OF PREPARER: Suzanne Slack, Chief Financial Officer
 (print or type)
 TELEPHONE/E-MAIL (315) 435-4826/sslack@scsd.us

REVIEWED BY _____	DATE _____
UTILIZATION PLAN APPROVED YES/NO _____	DATE _____
NOTICE OF DEFICIENCY ISSUED YES/NO _____	DATE _____
NOTICE OF ACCEPTANCE ISSUED YES/NO _____	DATE _____

DATE _____

**M/WBE SUBCONTRACTORS AND SUPPLIERS
NOTICE OF INTENT TO PARTICIPATE**

INSTRUCTIONS: Part A of this form must be completed and signed by the Bidder/Applicant unless requesting a total waiver. Parts B & C of this form must be completed by MBE and/or WBE subcontractors/suppliers. The Bidder/Applicant must submit a separate M/WBE Notice of Intent to Participate form for each MBE or WBE as part of the proposal/application.

Bidder/Applicant Name: Syracuse City School District Federal ID No.: 15-6010157
 Address: 725 Harrison Street Phone No.: (315) 435-4826
 City: Syracuse State: NY Zip Code: 13210 E-mail: sslack@scsd.us

Signature of Authorized Representative of Bidder/Applicant's Firm: *Suzanne Slack*
 Print or Type Name and Title of Authorized Representative of Bidder/Applicant's Firm: Suzanne Slack, Chief Financial Officer

PART B - THE UNDERSIGNED INTENDS TO PROVIDE SERVICES OR SUPPLIES IN CONNECTION WITH THE ABOVE PROCUREMENT/APPLICATION:

Name of M/WBE: Island School & Art Supplies Federal ID No.: 11-2780794
 Address: 3030 Route 112 Phone No.: (631) 736-3630
 City, State, Zip Code: Medford, NY 11763 E-mail: rthompson@educationalmaterial.com

BRIEF DESCRIPTION OF SERVICES OR SUPPLIES TO BE PERFORMED BY MBE OR WBE:

Instructional supplies for S.I.G. Grant at dr. King Elementary School, including but not limited to: crayons, markers, paper, paints and folders

DESIGNATION: MBE Subcontractor WBE Subcontractor MBE Supplier WBE Supplier

PART C - CERTIFICATION STATUS (CHECK ONE):

The undersigned is a certified M/WBE by the New York State Division of Minority and Women-Owned Business Development (MWBD).

The undersigned has applied to New York State's Division of Minority and Women-Owned Business Development (MWBD) for M/WBE certification.

THE UNDERSIGNED IS PREPARED TO PROVIDE SERVICES OR SUPPLIES AS DESCRIBED ABOVE AND WILL ENTER INTO A FORMAL AGREEMENT WITH THE BIDDER/APPLICANT CONDITIONED UPON THE BIDDER/APPLICANT'S EXECUTION OF A CONTRACT WITH THE NYS EDUCATION DEPARTMENT.

The estimated dollar amount of the agreement \$ 38,400 over 5 years

Date: 7/20/2015
 Signature of Authorized Representative of M/WBE Firm: *Robert Thompson*
 Printed or Typed Name and Title of Authorized Representative: Robert Thompson

**M/WBE SUBCONTRACTORS AND SUPPLIERS
NOTICE OF INTENT TO PARTICIPATE**

INSTRUCTIONS: Part A of this form must be completed and signed by the Bidder/Applicant unless requesting a total waiver. Parts B & C of this form must be completed by MBE and/or WBE subcontractors/suppliers. The Bidder/Applicant must submit a separate M/WBE Notice of Intent to Participate form for each MBE or WBE as part of the proposal/application.

Bidder/Applicant Name: Syracuse City School District Federal ID No.: 15-6010157
 Address: 725 Harrison Street Phone No.: (315) 435-4826
 City: Syracuse State: NY Zip Code: 13210 E-mail: sslack@scsd.us

Signature of Authorized Representative of Bidder/Applicant's Firm: *Syamee Sda*
 Print or Type Name and Title of Authorized Representative of Bidder/Applicant's Firm: _____
 Date: _____

PART B - THE UNDERSIGNED INTENDS TO PROVIDE SERVICES OR SUPPLIES IN CONNECTION WITH THE ABOVE PROCUREMENT/APPLICATION:

Name of M/WBE: Gholkar, Inc. Federal ID No.: 16-133195
 Address: 7321 State Road 251 Phone No.: (585) 924-2050
 City, State, Zip Code: Victor, NY 14564 E-mail: vijay@gholkars.com

BRIEF DESCRIPTION OF SERVICES OR SUPPLIES TO BE PERFORMED BY MBE OR WBE:

Supplies for S.I.G. Grant at Dr. King School, including but not limited to supplies and materials for parent involvement, engagement, community workshops, meetings and trainings.

DESIGNATION: MBE Subcontractor _____ WBE Subcontractor MBE Supplier _____ WBE Supplier _____

PART C - CERTIFICATION STATUS (CHECK ONE):

The undersigned is a certified M/WBE by the New York State Division of Minority and Women-Owned Business Development (MWBD).
 _____ The undersigned has applied to New York State's Division of Minority and Women-Owned Business Development (MWBD) for M/WBE certification.

THE UNDERSIGNED IS PREPARED TO PROVIDE SERVICES OR SUPPLIES AS DESCRIBED ABOVE AND WILL ENTER INTO A FORMAL AGREEMENT WITH THE BIDDER/APPLICANT CONDITIONED UPON THE BIDDER/APPLICANT'S EXECUTION OF A CONTRACT WITH THE NYS EDUCATION DEPARTMENT.

The estimated dollar amount of the agreement \$ 8,100 over 5 years.
 Date: 7/20/2015
 Signature of Authorized Representative of M/WBE Firm: *Vijayanand Eantkar*
 Printed or Typed Name and Title of Authorized Representative: Vijayanand Eantkar

EQUAL EMPLOYMENT OPPORTUNITY - STAFFING PLAN (Instructions on Page 2)

Applicant Name: Syracuse City School District Telephone: (315) 435-4826

Address: 725 Harrison Street Federal ID No.: 15-6010157

City, State, ZIP: Syracuse, NY 13210 Project No: RPF# TA-16

- Report includes:
- Work force to be utilized on this contract OR
- Applicant's total work force

Enter the total number of employees in each classification in each of the EEO-Job Categories identified.

EEO - Job Categories	Race/Ethnicity - report employees in only one category																	
	Hispanic or Latino		Male						Female									
	Male	Female	White	African-American or Black	Native Hawaiian or Pacific Islander	Asian	American Indian or Alaska Native	Two or More Races	Disabled	Veteran	White	African-American	Native Hawaiian or Pacific Islander	Asian	American Indian or Alaska Native	Two or More Races	Disabled	Veteran
Total Work Force	2	1	31	12							45	18	2					
Executive/Sr Level Officials	111																	
First/Mid-Level Officials/Mgr	2337	10	444	79		5	3				1478	215	66	12				
Professionals																		
Technicians	25		11	3		1					9	1						
Sales Workers																		
Administrative Support Workers	171		10	3		5					131	14	7	1				
Craft Workers	52	1	47	3							1							
Operatives																		
Labors and Helpers	1		1															
Service Workers	254	6	124	51							37	29	4					
TOTAL	2951	34	668	151		11	3				1701	277	79	13				

PREPARED BY (Signature):  DATE: _____

NAME AND TITLE OF PREPARER: Suzanne Slack Chief Financial Officer TELEPHONE/EMAIL: (315) 435-4826 sslack@scsd.us

M/WBE CONTRACTOR GOOD FAITH EFFORTS CERTIFICATION (FORM 105)

PROJECT/CONTRACT # RFP# TA-16 1003(g) School Improvement Grant (SIG)

I, Suzanne Slack
(Bidder/Applicant)

Chief Financial Officer of Syracuse City School District
(Title) (Company)

725 Harrison Street, Syracuse, New York 13210 (315) 435-4826
(Address) (Telephone Number)

do hereby submit the following as *evidence* of our good faith efforts to retain certified minority- and women-owned business enterprises:

(1) Copies of its solicitations of certified minority- and women-owned business enterprises and any responses thereto;

(2) If responses to the contractor's solicitations were received, but a certified minority- or woman-owned business enterprise was not selected, the specific reasons that such enterprise was not selected;

(3) Copies of any advertisements for participation by certified minority- and women-owned business enterprises timely published in appropriate general circulation, trade and minority- or women-oriented publications, together with the listing(s) and date(s) of the publication of such advertisements;

(4) Copies of any solicitations of certified minority- and/or women-owned business enterprises listed in the directory of certified businesses;

(5) The dates of attendance at any pre-bid, pre-award, or other meetings, if any, scheduled by the State agency awarding the State contract, with certified minority- and women-owned business enterprises which the State agency determined were capable of performing the State contract scope of work for the purpose of fulfilling the contract participation goals;

(6) Information describing the specific steps undertaken to reasonably structure the contract scope of work for the purpose of subcontracting with, or obtaining supplies from, certified minority- and women-owned business enterprises.

(7) Describe any other action undertaken by the bidder to document its good faith efforts to retain certified minority - and women- owned business enterprises for this procurement.

All supplies and materials for this grant will be procured from MWBE vendors. Due to the specialized nature of turnaround services, SCSD will be contracting with non-MWBE vendors.

Suzanne Slack
Authorized Representative Signature

7-21-15
Date

REQUEST FOR WAIVER FORM

BIDDER/APPLICANT NAME:
Syracuse City School District
ADDRESS: 725 Harrison Street
Syracuse, New York 13210
CITY, STATE, ZIP CODE:

TELEPHONE:
EMAIL: (315) 435-4826
FEDERAL ID NO.: 15-6010157
RFP#/PROJECT NO.: RFP# TA-16

INSTRUCTIONS: By submitting this form and the required information, the bidder/applicant certifies that Good Faith Efforts have been taken to promote M/WBE participation pursuant to the M/WBE goals set forth under this RFP/Contract. Please see Page 2 for additional requirements and document submission instructions.

BIDDER/APPLICANT IS REQUESTING (check all that apply):

<input checked="" type="checkbox"/> MBE Waiver - A waiver of the MBE goal for this procurement is requested. <input type="checkbox"/> Total	<input checked="" type="checkbox"/> WBE Waiver - A waiver of the WBE goal for this procurement is requested. <input type="checkbox"/> Total
--	--

Waiver Pending ESD Certification
(check here if subcontractor or supplier is not certified M/WBE, but an application for certification has been filed with Empire State Development)
Subcontractor/Supplier Name: Suzanne Abel Date of application filing: _____

PREPARED BY (*Signature*): _____ DATE: _____

SUBMISSION OF THIS FORM CONSTITUTES THE BIDDER/APPLICANT'S ACKNOWLEDGEMENT AND AGREEMENT TO COMPLY WITH THE M/WBE REQUIREMENTS SET FORTH UNDER NYS EXECUTIVE LAW, ARTICLE 15-A, 5 NYCRR PART 143, AND THE ABOVE REFERENCED SOLICITATION. FAILURE TO SUBMIT COMPLETE AND ACCURATE INFORMATION MAY RESULT IN A FINDING OF NONCOMPLIANCE AND/OR PROPOSAL DISQUALIFICATION.

<p>TITLE OF PREPARER: Chief Financial Officer TELEPHONE: (315) 435-4826 EMAIL: sslack@scsd.us</p>	<p>REVIEWED BY: _____ DATE: _____</p> <p>WAIVER GRANTED <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> TOTAL WAIVER <input type="checkbox"/> PARTIAL WAIVER <input type="checkbox"/> ESD CERTIFICATION WAIVER <input type="checkbox"/> NOTICE OF DEFICIENCY <input type="checkbox"/> CONDITIONAL WAIVER COMMENTS:</p>
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N/A

N/A

Attachment D - (1003g) Budget Summary Chart – Dr. King School

Agency Code	4		2		1		8		0		0		0		1		0		0		0	
Agency Name	Syracuse City School District																					
Year 1 Implementation Period (September 1, 2015 - June 30, 2016)			Year 2 Implementation Period (July 1, 2016 - June 30, 2017)			Year 3 Implementation Period (July 1, 2017 - June 30, 2018)																
Categories	Code	Costs	Categories	Code	Costs	Categories	Code	Costs														
Professional Salaries	15	192,955	Professional Salaries	15	192,955	Professional Salaries	15	192,955														
Support Staff Salaries	16		Support Staff Salaries	16		Support Staff Salaries	16															
Purchased Services	40	190,358	Purchased Services	40	190,358	Purchased Services	40	190,358														
Supplies and Materials	45	11,625	Supplies and Materials	45	11,625	Supplies and Materials	45	11,625														
Travel Expenses	46	7,200	Travel Expenses	46	7,200	Travel Expenses	46	7,200														
Employee Benefits	80	82,932	Employee Benefits	80	82,932	Employee Benefits	80	82,932														
Indirect Cost (IC)	90	14,930	Indirect Cost (IC)	90	14,930	Indirect Cost (IC)	90	14,930														
BOCES Service	49		BOCES Service	49		BOCES Service	49															
Minor Remodeling	30		Minor Remodeling	30		Minor Remodeling	30															
Equipment	20		Equipment	20		Equipment	20															
Total		\$500,000	Total		\$500,000	Total		\$500,000														

Year 4 Post-Implementation Period (July 1, 2018 - June 30, 2019)			Year 5 Post-Implementation Period (July 1, 2019 - June 30, 2020)			TOTAL Project Period (September 1, 2015 - June 30, 2020)		
Categories	Code	Costs	Categories	Code	Costs	Categories	Code	Costs
Professional Salaries	15	96,477	Professional Salaries	15	96,477	Professional Salaries	15	771,819
Support Staff Salaries	16		Support Staff Salaries	16		Support Staff Salaries	16	
Purchased Services	40	95,179	Purchased Services	40	95,179	Purchased Services	40	761,432
Supplies and Materials	45	5,813	Supplies and Materials	45	5,813	Supplies and Materials	45	46,501
Travel Expenses	46	3,600	Travel Expenses	46	3,600	Travel Expenses	46	28,800
Employee Benefits	80	41,466	Employee Benefits	80	41,466	Employee Benefits	80	331,728
Indirect Cost (IC)	90	7,465	Indirect Cost (IC)	90	7,465	Indirect Cost (IC)	90	59,720
BOCES Service	49		BOCES Service	49		BOCES Service	49	
Minor Remodeling	30		Minor Remodeling	30		Minor Remodeling	30	
Equipment	20		Equipment	20		Equipment	20	
Total		\$250,000	Total		\$250,000	Total		\$2,000,000

Additional Documents

Dr. King Elementary School

Job Descriptions



PRINCIPAL, Cohort 5 Cluster School(s)

The Syracuse City School District is undergoing a new phase of innovation and transformation with the goal of ensuring that all students graduate high school with the skills needed to be ready for college and career. For Syracuse, all means all – including students who fall behind or have been considered “hard to serve” for a host of reasons. The School Board and Syracuse community have charged Superintendent Sharon Contreras with improving student achievement, and she is seeking a dedicated leadership team to partner with her in moving the district toward its goals. The Syracuse City School District represents 33 schools and 4 alternative education programs, serving more than 21,000 students Pre-K-12.

JOB DESCRIPTION:

The district is committed to ensuring that there is an effective school leader at the helm of every school and a high quality teacher in every classroom. Cohort 5 principals provide transformational leadership to planning and managing one of the district’s Cohort 5 schools. This includes: implementing a school improvement model which focuses on high student achievement; building a positive school climate that supports the whole student; leveraging research and data to drive instructional practice; and building a high-performing staff and leadership team to achieve the school’s vision and goals. The Cohort 5 principal will collaborate with parents, community members, the SCSD central office, consultants, as well as other internal/external resources and stakeholders to implement new educational programs, capital improvements, systems reform, tools and other resources to accelerate student achievement.

REPORTS TO: Executive Director of Elementary Schools or Executive Director of Middle Schools

DUTIES AND RESPONSIBILITIES:

The Cohort 5 School Principal will be expected to fulfill the following responsibilities:

Results Orientation

- Promote a widely shared institutional belief that every child deserves and can have expert instruction and that all team members must be advocates for students
- Set high performance goals for self and others despite instability and obstacles to success
- Create a sense of urgency and take immediate action to ensure early successes
- Establish and enforce high standards for excellence with students, teachers, staff, and other stakeholders
- Align school resources and prioritize activities to achieve maximum results based on vision and goals
- Relentlessly focus school activities on student achievement

Action Orientation

- Effectively plan and take action to achieve goals and objectives without direction
- Consistently identify potential issues and obstacles and proactively take action to create and implement solutions
- Formulate and execute on action plans despite ambiguity, obstacles or resistance

Impact and Influence

- Establish a culture of learning and achievement
- Act consistently to influence others’ thinking and behavior to achieve results
- Communicate a clear vision of success and benefits to engage all stakeholders (e.g. families, students, teachers, community members)

- Identify and engage stakeholders to drive consensus, build trust and facilitate change
- Anticipate and respond to stakeholder concerns and identify and engage key influencers and community resources necessary for success
- Influence others to take action and demand change

Develop and Lead High Performing Teams

- Effectively build and organize adult teams to mirror vision and produce maximum results
- Understand strengths and areas of growth for both team and individuals
- Effectively delegate to others and engage team in shared decision-making when appropriate
- Encourage learning and consistently provide instruction, expectations, feedback and other developmental activities to encourage leadership and build capacity
- Consistently inspire excellence and promote high morale

Strategic Planning and Problem Solving

- Quickly recognize patterns and trends related to school performance
- Analyze complex information to formulate strategic vision and develop action plans
- Identify appropriate metrics and use qualitative and quantitative data to assess performance and drive goals and decision-making.
- Recognize cause and effect between instructional activities and results
- Develop right balance of strategic and tactical plans to achieve immediate success while maintaining long-term vision
- Develop effective processes to achieve desired results

The Principal will be expected to perform additional related duties as required.

EDUCATIONAL AND PROFESSIONAL QUALIFICATIONS:

- Possession of a Master's Degree in Educational Leadership or related field
- Proven success leading and turning around chronically low-achieving schools
- Minimum of three years administrative experience in education
- Adaptable to the complexities of the urban school environment
- Strong belief that all students can learn at high levels and focus on building this culture school-wide
- Proven experience leading urban schools to accelerate student academic and learning performance
- Establishes a safe school culture that is conducive to student needs and student learning
- Familiar with school-level best practices to build and sustain change
- Deep knowledge of current trends and best practices in education policy and research, including comprehensive assessment systems and data-driven instruction
- Experienced in successful design and delivery of educator professional development
- Proven success in conducting rigorous evaluations of educator and school staff performance
- Proven experience managing school budgets and finance

CERTIFICATE REQUIREMENTS:

- Certificate of Advanced Study (CAS) from an accredited College or University;
- New York State Certificate in Education Administration (School District Administrator or School District Leader).

The Syracuse City School District is an Equal Opportunity Employer.
For more information about SCSD, please visit our website at www.syracusecityschools.com

Literacy Instructional Coach - Elementary

The Syracuse City School District (SCSD) is undergoing a new phase of innovation and transformation with the goal of ensuring that all students graduate high school with the skills needed to be ready for college and career. For Syracuse, all means all – including students who fall behind or have been considered “hard to serve” for a host of reasons.

JOB DESCRIPTION:

The Literacy Instructional Coach will provide instructional support and coaching to SCSD teachers as they work to implement the Common Core State Standards and district curriculum. The primary role of the literacy coach is to work with teachers to support best practices in using data, provide analysis of school-wide trends in instruction and make recommendations about potential next steps to address areas of need. As an advisor to teachers and principals, the literacy coach is responsible for providing support in designing of units and lessons, content knowledge in literacy, analyzing data in order to modify curriculum and forms of assessment and sharing of best practices.

REPORTS TO:

Supervisor of English Language Arts

DUTIES AND RESPONSIBILITIES:

- Provide comprehensive instructional coaching in literacy.
- Collaborate with teachers and provide specific strategies for improved instructional delivery.
- Serve as a resource in identifying appropriate research-based instructional strategies and interventions to improve literacy achievement for Pre-K – 6 students. Specific emphasis will be placed on appropriate strategies for improving the academic achievement of English Language Learners (ELLs), students with disabilities, and struggling readers.
- Support teachers by providing feedback on lessons and assessments that align with the Common Core State Standards and the Syracuse City School District curriculum.
- Provide professional development and materials to support elementary teachers.
- Serve as a coach to teachers by providing expert advice on improving and enhancing individual lessons and units based on ongoing analysis. This will include, but is not limited to:
 1. Reviewing lesson plans, unit plans and assessments
 2. Understanding the District scope and sequence
 3. Observing classroom instruction and offering comprehensive analysis and feedback
 4. Conducting demonstrations and modeling lessons for classroom teachers
- Support the development of curriculum and advise pacing on the scope and sequence based on essential content knowledge as outlined in the state and national standards.
- Cultivate a standards-based, data and results-oriented culture.
- Make recommendations on best practices for supporting curricular alignment across all grade levels and individual schools.
- Collaborate with master teachers and principals in determining appropriate resources and support for teachers.
- Lead teacher study groups to increase content and pedagogical knowledge of literacy instruction.
- Assist teachers with implementation of Response-to-Intervention framework.

- Collaborate with the teacher support team to develop and implement plans designed to assist struggling students.
- Complete any additional duties as assigned by the Chief Academic Officer and Supervisor of English Language Arts.
- Willingness to be a contributing member of school redesign and turnaround.
- Eagerness to attend professional development and ability to turnkey train staff as needed.

KNOWLEDGE, EXPERIENCE AND TRAINING:

- Strong record of helping students achieve academic success, primarily with students of color and low-income students.
- Significant experience with literacy curriculum development and daily lesson planning.
- Experience in analyzing data and using results to modify lessons.
- Knowledge of and experience with backwards designed curricular models and Understanding by Design.
- Significant experience with instructional best practices.
- Ability to model positive and healthy character traits and habits, such as being organized, consistent and understanding.
- Comfort and willingness to actively participate in school community.
- Unquestioned integrity and commitment to the SCSD mission and willingness to serve the SCSD community.
- Experience in professional development and leadership roles working with adults
- Ability to plan, model, coach and provide feedback to individual teachers and teams of teachers to improve teaching and learning.
- Experience implementing effective instructional practices, designing engaging lessons, using data and formative assessment in the classroom and implementing the four-tiered intervention system.

QUALIFICATIONS:

- Minimum five (5) years of teaching experience required.
- Minimum three (3) years experience leading other teachers to achieve strong academic results.
- New York State Elementary (Pre-K – 6) or Childhood Education (1-6) Certification.*
- Possess an entrepreneurial spirit; be flexible, willing and able to play different instructional roles at the school; and be willing to go above and beyond to meet the varied and constant needs of the students of the SCSD.
- Excellent organizational, communication and facilitation skills.

*** (Teachers with additional certification in Special Education or TESOL encouraged to apply; Minor in Social Studies preferred)**

SPECIAL REQUIREMENTS:

- Ability to work beyond the ten-month school year and student day.

Mathematics Instructional Coach - Elementary

The Syracuse City School District is undergoing a new phase of innovation and transformation with the goal of ensuring that all students graduate high school with the skills needed to be ready for college and career. For Syracuse, all means all – including students who fall behind or have been considered “hard to serve” for a host of reasons.

JOB DESCRIPTION:

The Mathematics Instructional Coach will provide instructional support and coaching to SCSD teachers as they work to implement the Common Core State Standards and district curriculum. The primary role of the mathematics coach is to work with teachers to support best practices in using data, provide analysis of school-wide trends in instruction and make recommendations about potential next steps to address areas of need.

As an advisor to teachers and principals, the mathematics coach is responsible for providing support in designing of units and lessons, content knowledge in mathematics, analyzing data in order to modify curriculum and forms of assessment and sharing of best practices.

REPORTS TO:

Supervisor for Mathematics

DUTIES AND RESPONSIBILITIES:

- Provide comprehensive instructional coaching in mathematics.
- Collaborate with teachers and provide specific strategies for improved instructional delivery.
- Serve as a resource in identifying appropriate research-based instructional strategies and interventions to improve mathematics achievement for Pre-K – 6 students. Specific emphasis will be placed on appropriate strategies for improving the academic achievement of English Language Learners (ELLs), students with disabilities, and struggling readers.
- Support teachers by providing feedback on lessons and assessments that align with the Common Core State Standards and the Syracuse City School District curriculum.
- Provide professional development and materials to support teachers.
- Serve as a coach to teachers by providing expert advice on improving and enhancing individual lessons and units based on ongoing analysis. This will include, but is not limited to:
 1. Reviewing lesson plans, unit plans and assessments
 2. Understanding the District scope and sequence
 3. Observing classroom instruction and offering comprehensive analysis and feedback
 4. Conducting demonstrations and modeling lessons for classroom teachers
- Support the development of curriculum and advise pacing on the scope and sequence based on essential content knowledge as outlined in the state and national standards.
- Cultivate a standards-based, data and results-oriented culture.
- Make recommendations on best practices for supporting curricular alignment across all grade levels and individual schools.
- Collaborate with master teachers and principals in determining appropriate resources and support for teachers.
- Lead teacher study groups to increase content and pedagogical knowledge of mathematics instruction.

- Lead teacher study groups to increase content and pedagogical knowledge of mathematics instruction.
- Assist teachers with implementation of Response-to-Intervention framework.
- Collaborate with the teacher support team to develop and implement plans designed to assist struggling students.
- Complete any additional duties as assigned by the Chief Academic Officer and Coordinator for Mathematics.
- Willingness to be a contributing member of school redesign and turnaround.
- Eagerness to attend professional development and ability to turnkey train staff as needed.

KNOWLEDGE, EXPERIENCE AND TRAINING:

- Strong record of helping students achieve academic success, primarily with students of color and low-income students.
- Significant experience with math curriculum development and daily lesson planning.
- Experience in analyzing data and using results to modify lessons.
- Knowledge of and experience with backwards designed curricular models and Understanding by Design.
- Significant experience with instructional best practices.
- Ability to model positive and healthy character traits and habits, such as being organized, consistent and understanding.
- Comfort and willingness to actively participate in school community.
- Unquestioned integrity and commitment to the SCSD mission and willingness to serve the SCSD community.
- Experience in professional development and leadership roles working with adults
- Ability to plan, model, coach and provide feedback to individual teachers and teams of teachers to improve teaching and learning.
- Experience implementing effective instructional practices, designing engaging lessons, using data and formative assessment in the classroom and implementing the four-tiered intervention system.

QUALIFICATIONS:

- Minimum five (5) years of teaching experience required.
- Minimum three (3) years experience leading other teachers to achieve strong academic results.
- New York State Elementary (Pre-K – 6) or Childhood (1-6) Certification.*
- Possess an entrepreneurial spirit; be flexible, willing and able to play different instructional roles at the school; and be willing to go above and beyond to meet the varied and constant needs of the students of the SCSD.
- Excellent organizational, communication and facilitation skills.

(Teachers with additional certification in Special Education or TESOL encouraged to apply; Minor in Mathematics or Science preferred)

SPECIAL REQUIREMENTS:

- Ability to work beyond the ten-month school year and student day.

Resumes

Antonio A. Herrera
150 Brookside Lane, Fayetteville, NY 13066
(315) 882-2145 aherre43@scsd.us

**CAREER
INTEREST
EXPERIENCE**

Educational Administration

Assistant-Principal, Dr. King Elementary School 7/12-Present

Active role as an instructional leader. Coordinate, supervise, and evaluate PBIS, Special Ed., Testing and Parent Involvement.

Assistant-Principal, Westside Academy at Blodgett 7/11-6/12

Administrative Intern and Assistant-Principal Bellevue Middle School Academy 7/08-6/11

Assist the principal in the overall instructional and operational management of the school. Specific duties include, supervising and evaluating an entire grade level and overseeing the Special Education.

Assistant-Principal, Seymour Dual Language Elementary School Academy, SCSD

Assist the Principal with all the school matters and district initiatives, supervise staff, and conduct weekly meetings. Assist bilingual Parents.
7/07/08

Administrative Intern, Shea Middle School and Bellevue Middle School Academy, SCSD

Collaborate, supervise, and evaluate staff for two schools within one building. Participated in the phase-in and phase-out plan. 9/06-6/07

Administrative Intern/Assistant Principal for Summer School, SCSD
7/06-8/06

Administrative Intern, Shea Middle School, SCSD 8/05-7/06

Bilingual Elem. Teacher, Delaware Academy Elementary School
9/99-6/05

EDUCATION

Certificate of Advance Studies, Syracuse University, Educational Leadership, 7/06

Master of Science, Syracuse University, Elementary Education, 8/02

Elementary Education, SUNY Cortland, 5/99

CERTIFICATION

School District Administrator, NYS Permanent, 9/01/06
Control #13392061

Pre k- 6 Elementary Teacher, NYS Permanent, 9/01/03
Control #493320041

Bilingual Edu. Extension, NYS Permanent, 9/01/04
Control #575921051

**COMMUNITY
ACTIVIST**

Past member of the Syracuse Sunrise Rotary Club

Board member of the La Casita Cultural Center