



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 –
GRANT MIDDLE SCHOOL**

Dear School Turnaround Office:

The Syracuse City School District intends to submit 1003(g) School Improvement Grant, Cohort 6 proposals for the following school:

Grant Middle School – Innovation Framework Model

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/mjr

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)

421800010035 GRANT MIDDLE 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:

6 7 8

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

695

School Address (Street, City, Zip Code):

2400 Grant Blvd

Status of School:

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

Priority School - previously funded SIG 1003g Cohort 1

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.

Innovation Framework - College Pathways School Design

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
GRANT MIDDLE SCHOOL			42-1800-01-0035
Grade Levels Served by the Priority School Identified in this Application			School NCES #
6, 7, & 8			362859003862
Total Number of Students Served by the Priority School Identified in this Application			School Address (Street, City, Zip Code)
695			2400 GRANT BOULEVARD SYRACUSE NY 13208-2214
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 checked="" type="checkbox"/>
Closure <input type="checkbox"/>	Evidence-based <input type="checkbox"/>	Early Learning Intervention <input type="checkbox"/>	College <input checked="" 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
<i>Sharon L Contreras</i>	7/20/15
Type or print the name and title of the Chief Administrative Officer	
SHARON L. CONTRERAS, PH.D.	
DO NOT WRITE IN THIS SPACE	

I. A. District Overview

The LEA must demonstrate a commitment to success in the turnaround of its lowest achieving schools and the capacity to implement the model proposed. The district overview must contain the following elements:

- 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 19 of its 33 schools identified as “Priority” schools, 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. The **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 stakeholders accountable, then students will make dramatic achievement gains and ours will be schools in good standing.”

The commitment is evidenced by bold steps taken to accelerate this turnaround. In July 2011, Superintendent Sharon Contreras 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, Dr. 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.

Notable elements of the plan are: CCSS-aligned ELA and math 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 schools in good standing.

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, SCSD established and has been implementing a comprehensive professional development plan which has allowed us to provide 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 (STA) there is common planning time in schools, monthly job-embedded and after-school professional development for all teachers, and 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** - In 2013-14 SCSD implemented the 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. The SCSD followed suit in 2014-2015 with the implementation of another cluster of high priority schools (Cohort 5). Lessons learned from the iZone and Cohort 5 are the catalyst for broader, district-wide reform. Successful practices are expanded with a focus on extending the school day and redesigning the schedule which will apply to Grant Middle School. *(Redesigning the school day – additional time for student learning and collaboration)*

4) **Standards of Service and Systems of Support** - District Central Offices have been reorganized to provide more support to school administrators, staff, students and families by increasing accountability and improving recruitment, hiring, supporting and retention mechanisms. An Office of School Transformation and Innovation (**OSTI**) provides customized support for the 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,

providing opportunities to transform the 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, *Great Expectations*, which serves as the framework for decision-making;
- 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 Mathematics, and on the current Teaching & Learning (T&L) Framework and Rubric. During the summer of 2014 alone, preK-12 teachers and support staff participated in over 4,000 hours of professional development. We expect this focus to increase significantly this summer;
- The SCSD has established a district-wide data-driven culture through its participation in Race to the Top Network Team training, and ongoing turnkey training and intensive professional development for teachers and leaders; 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 implemented an Innovation Zone (iZone) and SIG Cohort 5 cluster, to provide models of educational excellence that will foster widespread educational reform throughout the District. Overseen by the SCSD Office of School Transformation and Innovation (OSTI) and supported by the Office of School Reform with the expertise of external partners, the iZone demonstrates how to prioritize turnaround strategies and supports for chronically underperforming schools.
- The SCSD secured a federal Turnaround School Leaders Program grant from the United States Education Department. This grant, in partnership with consultants from Education First and Public Impact is specifically focused on the training and capacity-building of turnaround school leaders – principals and lead teachers, in those struggling schools.
- In partnership with Insight Education, all schools receive a school review and analysis of their school improvement efforts. This review provides a guide for improvement and the development of strategies moving forward.
- The District has contracted with the National Center for Time & Learning to review building schedules and establish the most effective use of instructional time for students and staff.

I B. Operational Autonomies (4 points)

- 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 Syracuse City School District (SCSD) is providing no less than **three** operational autonomies to Grant Middle School. The school will utilize autonomies that are different and unique from many schools throughout the SCSD.

1) Staffing – Firstly, the school leaders will have discretion over staffing. Through an *Innovation Framework: College Pathways School Design*, the SCSD will empower the principal with the unique opportunity to review the quality of the staff and to retain only those who have the ability to be successful. The principal will also be given responsibility to prevent ineffective teachers from transferring into the school. Furthermore, staffing in the school will be by mutual consent, whereby both the principal and the candidate mutually agree to the job placement. (In most 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). As an additional accountability measure, teachers electing to work in Grant Middle 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 school year). The principal will be given the authority to enforce the EWA. Staff who do not follow the terms and conditions contained therein may be required to transfer. Furthermore, the principal will be held accountable for the quality and effectiveness of the school's teaching staff.

2) Use of Time During and After School – The instructional day and year in the school will be collaborative and will be extended by approximately 180 hours beyond other middle schools throughout the District. Furthermore, the school will establish additional time to be dedicated to professional development, and school leaders will be given the autonomy to make innovative decisions about flexible use of such time. The principal and project staff will design proposals to restructure the school day and establish a schedule that meets both the instructional and social-emotional needs of their students as well as the professional development needs of staff. For accountability purposes, school and district leaders will review the proposed plans for high quality and sustainability, recommend modifications as necessary, and provide approval for the 2015-2016 school year. The principal 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. A conscious decision to follow reviewer recommendations was made and the Superintendent directed that programs and practices that were ineffective in achieving desired results be abandoned. Having analyzed results of the DTSDE reviews, District-level leadership noted a number of findings and recommendations for the school. Senior

leadership identified potential partners to provide support and conducted a rigorous vetting process to assess for clarity and strength, experience, evidence of success and capacity.

The SCSD Chief Academic Officer has vetted and provided information on a range of partners for school improvement. The partners will provide support at the outset of the project. The school 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 (in addition to the EPO identified in this proposal). This process will ensure that the school has access to proven, research-based strategies, and discretion to choose appropriate partners to address those needs. 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, the principal of the school 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 Grant Middle School 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 will pass a resolution (draft attached) to approve the negotiation of an agreement between the Syracuse City School District and the Syracuse Teachers Association. This agreement will assure that the school shall continue to follow state and federal laws and regulations, however the school shall be exempt from certain 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.

The Principal, in collaboration with the School Leadership Team will 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.

- 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.*

A draft Election-to-Work Agreement (EWA) for Grant Middle School is attached. The EWA will be signed by both the principal of the school and the staff who elect to work in that school.

**SYRACUSE CITY SCHOOL DISTRICT
BOARD OF EDUCATION
SYRACUSE, NEW YORK**

Resolution Number

RESOLUTION

Authorization to Enter into Memoranda of Understanding

Whereas: Grant Middle School has been named as a priority school by the New York State Education Department; and,

Whereas: the Syracuse City School District must implement whole school redesign with fidelity in this school in the 2015-2016 school year; and,

Whereas: the Board of Education recognizes that in order for the whole school redesign plans to be successful, this school 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:

ELECTION-TO-WORK AGREEMENT: GRANT MIDDLE SCHOOL

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

1. Introduction and Commitment

I, _____ (name), am voluntarily electing to work at Grant Middle School. By signing this Election-to-Work Agreement, I indicate that I understand and agree to the vision of the Innovation Framework and the following terms and conditions of my employment.

Commitment Statement:

The students of Grant Middle School deserve a high-quality education that will prepare each and every one for success in college, careers and successful competition in the global economy. As such, the school community must 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.

As a faculty member at Grant Middle School I understand the tremendous responsibility that we have to dramatically accelerate and improve student achievement in our 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.

Innovation Framework Overview:

In Syracuse, we face a strong imperative to invest in our district's most struggling schools. The district has instituted Innovation Framework so Grant Middle School can pursue new and creative strategies to bring about rapid and significant improvement.

Grant Middle 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 School Improvement Team will receive increased flexibility and decision-making authority in exchange for heightened accountability. I also understand that the faculty will be required to perform and work in accordance with the terms of any federal/state school reform plan/s, this Agreement, and any work rules identified by the School Improvement Team. 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 at Grant Middle 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 dramatic gains in student achievement.
- Rapid and sustainable school turnaround will require innovative and comprehensive improvement strategies.
- Community collaboration, communications, and partner engagement are fundamental to achieving and sustaining 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 Grant Middle 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.

While not attempting to be exhaustive, this Election-to-Work Agreement highlights the important terms and conditions specific to Grant Middle School.

2. Professional Learning Community

I understand that the vision for faculty at Grant Middle 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.

By signing this agreement, I commit to positive and active participation in all aspects of the Professional Learning Community at Grant Middle 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. 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.

3. Flexible Scheduling and Extended Learning Time

I understand that in order to dramatically improve student achievement, we must be more flexible in how we structure and format the school day, week, and year. 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.

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.

5. Responsibilities and Expectations

Curriculum, Instruction, and Assessment:

Teachers are expected to...

- Hold high expectations for every student's academic performance
- Fully implement SCSD's guaranteed and viable curriculum
- Establish learning targets or benchmarks, collect and analyze student data, and use data to drive instruction
- Continually monitor student achievement and tailor instruction accordingly; differentiate instruction to address students' varying learning styles and needs
- Commit to ongoing development of instructional capacity, especially in regards to delivering content in engaging, relevant, and culturally competent ways
- Reinforce interdisciplinary skills across all content areas (including literacy and numeracy)
- Use interim or formative assessment to measure students' comprehension and content mastery over time and to adjust instruction accordingly and appropriately
- Actively participate in team meetings, professional development, common planning time, and the professional learning community as a whole; identify practices that meet the needs of students and share strategies with colleagues

Student Supports:

Teachers are expected to...

- Build and sustain a positive classroom community and develop strong student-teacher relationships
- Hold high expectations for student conduct; consistently and positively enforce classroom and school rules
- Employ classroom management systems that include positive incentives for individual and class cooperation as well as logical consequences for poor behavior choices
- 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

Family and Community Engagement:

Teachers are expected to...

- Create opportunities for meaningful and ongoing parent, family, and community involvement
- Engage family members as active partners in their child's education and in the school community
- 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
- Model good citizenship through involvement in the community

6. Grievance Procedure

I commit with good faith to attempt to resolve all labor disputes at the building level with the principal and the School Improvement Team.

7. Voluntary Removal

I understand that I may voluntarily remove myself from Grant Middle School at the end of the work year. Faculty are hired to work in Grant Middle School on a voluntary basis and may remove themselves at the end of the school year. Faculty will be asked to inform the principal of this decision verbally by January 2016 and in writing by February 2016. SCSD employees who do not return to Grant Middle School, either for personal reasons or because the vision is not in alignment with their personal teaching philosophies or practices, shall be ensured the right to transfer to another SCSD school.

8. 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 Grant Middle 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 Grant Middle School throughout school year 2015-16.

To be completed by the school principal:

Principal name (print): _____

Principal signature: _____

Date: _____

I C. District Accountability and Support (4 points)

The LEA must have the organizational structures and functions in place at the district-level to provide quality oversight and support for its identified Priority Schools in the implementation of their SIG plans. The LEA plan for accountability and support must contain each of the following elements:

- 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.*

The Syracuse City School District has developed and will implement a whole-school change model with the goal of achieving dramatic school-level achievement gains such that the school will be in good academic standing within three years. The requirements and parameters set forth in the Request for Proposals (RFP) serve as the quality standard for, and are part of, the SIG plan. The SCSD will fully implement the SIG plan in Grant Middle School, through available resources including but not limited to the SIG 1003(g) funds.

The SIG plan is designed to meet one of the seven federal-designated intervention models, *Innovation Framework*. This intervention model is consistent with the United States Department of Education's requirements for SIG funding. In addition, the SIG plan for Grant Middle School directly aligns with the United States Secretary of Education's seven (7) turnaround principles. Coupling this intervention model's requirements with the Secretary's turnaround principles, and the design elements of high quality schools, provides a framework for bold and dramatic school change.

- 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.*

The Syracuse City School District is fortunate to have a visionary superintendent to steer district and school improvement 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 a Master of Arts in Teaching; a Master of Arts in English Literature and a Master of Science in Educational Administration from the University of Wisconsin-Madison. She recently completed her Ph.D. in Educational Leadership and Policy Studies at the University of Wisconsin-Madison.

Dr. Contreras has served as a high school teacher, curriculum specialist, principal, area superintendent and assistant superintendent in Rockford, Illinois; 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 (RI) 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 Strategic Plan 2012-2017*. With resounding support from the Board of Education and the Syracuse community, the strategic plan defines the important work the district is undertaking to ensure the realization of its vision: “to become the most improved urban school district in America.”

The principal of Grant Middle School is Pamela Odom who was appointed to that position in the past year. She possesses a wealth of experience and a strong background to establish and lead the *Innovation Framework* at the school. Her qualifications correspond to the requirements for Principal, a job description of which is attached.

The school-based ELA and Mathematics Instructional Coaches will play key roles in offering unique support to teachers at Grant Middle School. Every Instructional Coach will be selected in part for his/her 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 the school available from all departments of the SCSD, including the Offices of Student Accountability (OSA), Operations, Talent Management (Personnel), 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 the school. The principal will be able to streamline bureaucratic processes, and reach out directly to key support personnel.

Lastly, it is vital that the school 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 the school and the AVID Facilitator will collaborate actively with their colleague coaches and content area supervisors from across the district.

All structured interactions between district and school leadership will be regularly scheduled 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. SCSD is a pilot district for DataCation in the development and early implementation of an adaptive data dashboard that will empower the principal and coaches to monitor and assess school level change 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)	Principal and School Leadership Team (SLT). (With OSA support)	Semi-monthly through 2015-16 school year; thereafter as necessary
Action meetings	Principal	Weekly, utilizing Action Steps protocol
Math Coach Academy, Literacy Coach Academy,	Organized by Chief Academic Officer and Teaching & Learning	Staggered semi-monthly; organized by Chief Academic

Teaching & Learning Meetings	Supervisors; attended by all school-level coaches	Officer and Teaching & Learning supervisors
School-Support focus meetings	Executive Director of Teaching & Learning, and Executive Director of Middle School	Weekly, utilizing Action Steps protocol
SCSD Senior Staff Meetings	Organized by Superintendent , attended by Executive Director of Middle School	Weekly Senior Staff
Board of Education updates and workshops	Principal	Quarterly or as requested by Superintendent of Schools
Regular school-level meetings with AVID Facilitator and EPO	Principals and School Leadership Team	As determined by the Principal
NYSED quality updates and supports	Chief Academic Officer, Director of Special Programs	As determined by NYSED

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, 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.

The principal will ensure that all components of the plan are implemented and that the goals of the plan are achieved. The principal will attend all plan meetings, issue notices of meetings, and follow up on all commitments developed at the meetings. The principal will oversee and monitor the external partners and address any issues that may arise with their involvement with the project. The principal will initiate and coordinate communications within the school about the project (e.g., with the School Leadership Team); as well as communications outside of the school (e.g., with Executive Director of Middle School).

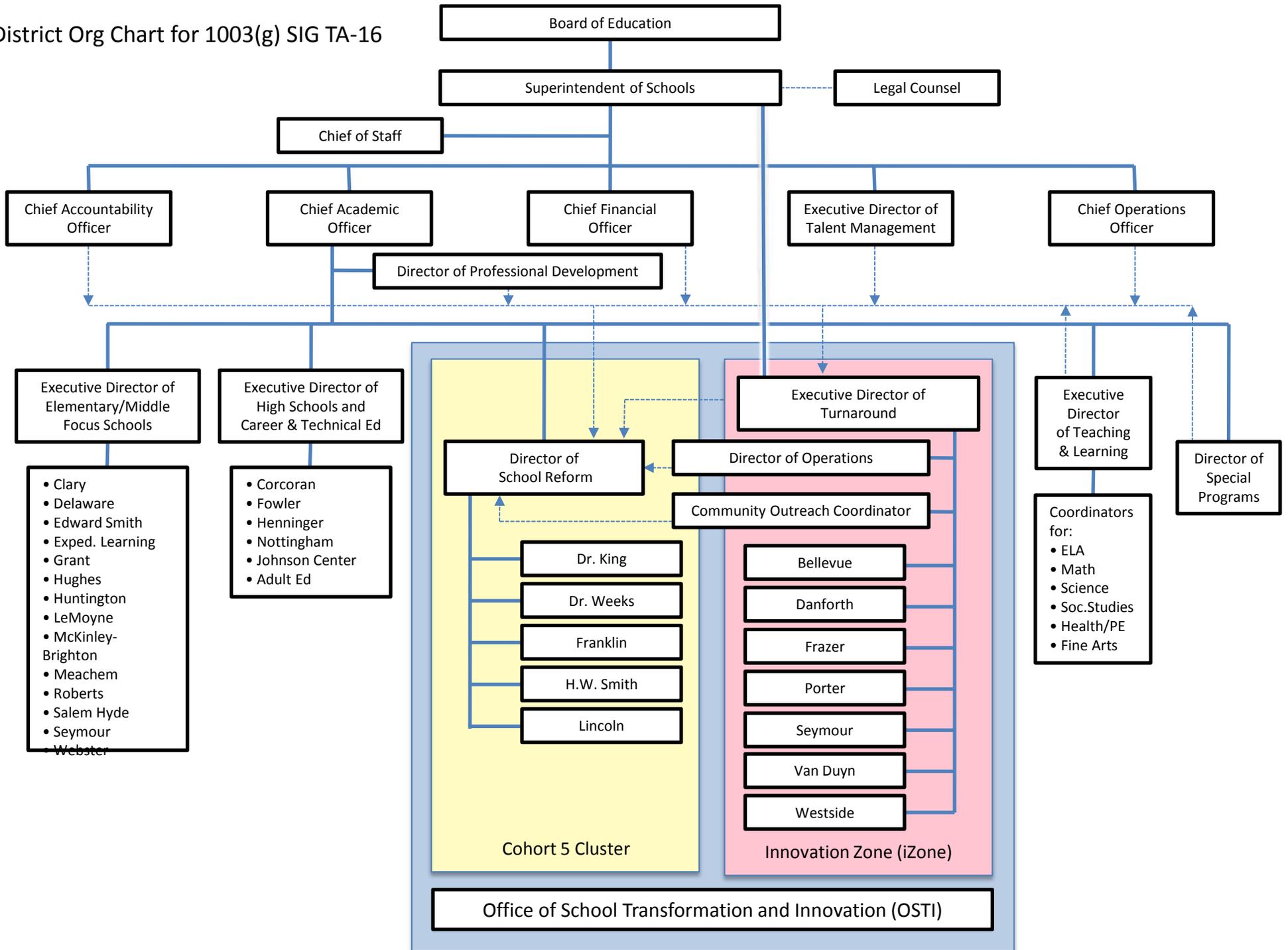
iv. For each planned interaction, provide a timeframe and identify the specific person responsible for delivery.

The **Principal** will serve as the primary school-based administrator for *College Pathways*. She will ensure successful implementation of the SIG plan, toward the goal of becoming a “School in Good Standing.” She will directly address any day-to-day obstacles that may arise. To ensure that the program is school-based, the principal will have meaningful involvement in all relevant decisions for implementing the SIG plan at her school; and no program modification will be made without her approval;

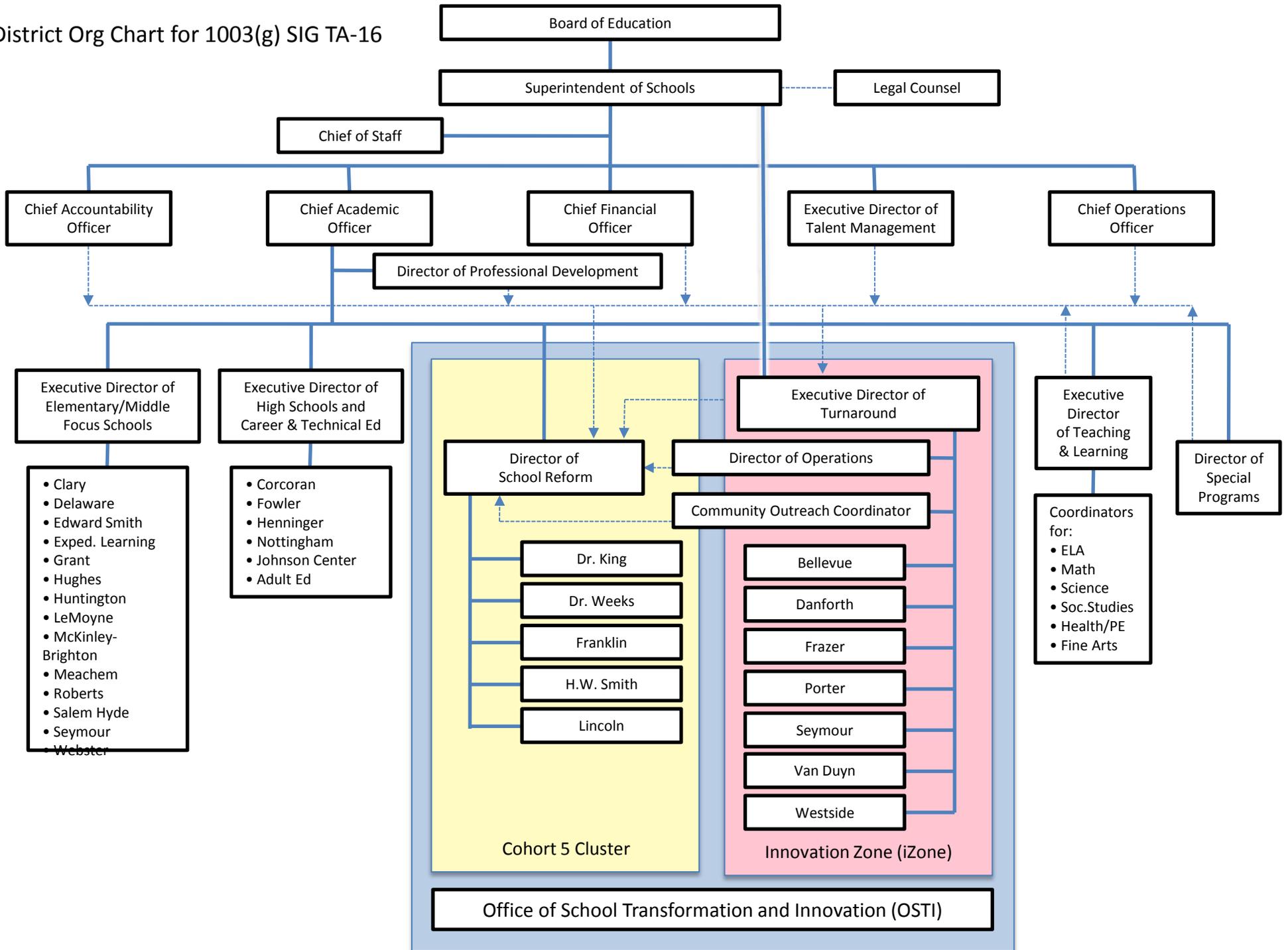
The **AVID Facilitator** will oversee the establishment and implementation of *AVID School wide*. Particular responsibilities are maintaining and reviewing data (e.g., testing), working directly with the external partners, and assisting with program modification;

The **Executive Director of Middle School** will monitor *College Pathways* at Grant Middle School. She will be regularly updated on the program activity, and intervene as necessary to ensure that the program is keeping with the district goal for all students to be college- and career-ready. Any modifications to the program will be done under her guidance, and in conjunction with the superintendent.

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



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



I D. Teacher and Leader Pipeline (4 points)

The LEA must have a clear understanding of the type and nature of teachers and leaders that are needed to create dramatic improvement in its lowest-achieving schools. In addition, the LEA must have a coherent set of goals and actions that lead to the successful recruitment, training, and retention of teachers and leaders who are effective in low-achieving schools. The LEA's plan must include each of the following elements:

- 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 Syracuse City School District (SCSD) recruits and selects 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 to lead and teach in high-poverty, high-minority schools, particularly through the SCSD's experience staffing seven Innovation Zone (iZone) schools that launched in the fall of 2013. The SCSD has since expanded and improved its recruitment efforts, preparing the SCSD to meet the goal of selecting high-quality candidates for all forecasted school leadership vacancies.

SCSD has developed a comprehensive strategy to attract great educators to the District's 33 schools, especially the schools that have historically struggled the most. The SCSD prepares vacancy projection models for teacher and school leader positions, which allow District leaders to more strategically plan recruitment activities. The SCSD's marketing and branding campaign includes a recruitment website for active and passive job seekers:

www.JoinSyracuseCitySchools.com. In an effort to expand and diversify recruiting, the SCSD advertises through such means as: targeting teacher and leader preparation programs (including those at historically black colleges and universities and those with strong reputations for producing excellent educators); paid advertisements in Education Week's Top School Jobs; social media; 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. In partnership with SUPES Academy, the Superintendent launched a Syracuse Aspiring Leaders Academy (SALA) to build a stronger pipeline of internal candidates for future school leadership opportunities. To build a deeper and wider pool of applicants, candidates from within that pool are being trained and selected with increasingly greater precision.

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 Teaching and Learning Framework, which was approved by the New York State Education Department. 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.*

The Teaching and Learning Framework focuses on the practices that are particularly effective in teaching students of color, students with disabilities, English language learners, and economically-disadvantaged students. The SCSD 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 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.

Candidates are required to complete performance tasks and role play scenarios. Staff involved in the hiring process are trained in using these tools. SCSD's top teaching experts (e.g., teacher leaders, coaches or department heads) assist in the review of candidates. Half of all new teachers are selected by the end of April and the rest of the District's known vacancies are filled by the end of June, ensuring new hires are fully prepared for the start of the school year.

Expedited 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. Also, as the District builds a deeper and wider pool of applicants, candidates are selected 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 apply through a new www.TeacherMatch.com platform, whereby teacher applicants complete, as part of their initial application, a research-based online assessment that measures pedagogical skills, attitudinal factors, and cognitive ability. TeacherMatch created the Educator 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 aids in identifying those teachers who will both challenge and support students in the classroom.

- 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 implementation of the specific 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.**

The principal and assistant principal in Grant Middle School will participate in a variety of district-wide training programs. Additionally, all school leaders will participate in district-wide training, as outlined in the attached chart. SCSD provides a Summer Leadership Institute and monthly Principal Leadership Academies throughout the school year. These professional development initiatives have been funded through the Title I 1003 (a) ELA and STEM Enrichment, Professional Development in Advanced Coursework and Leadership Academies grants, and 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 APPR Requirements through actionable feedback in teacher effectiveness.

SCSD has partnered with Education First and Public Impact to develop and implement a program that will build the capacity of current and aspiring turnaround school leaders 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. This 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. This program develops and monitors Individual Learning Plans for each of the principals or aspiring principals that participate in the program. Lastly, this program provides one-on-one coaching and mentoring for each participant by experienced administrators who have a proven track record of success in urban school leadership. These mentors make on-site visits, regular telephone check-ins, and provide in-the-moment telephone and email support to participants.

- 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. District-wide training programs have been specifically designed to support teachers. Additionally, teachers will participate in district-wide professional development designed to build capacity of *all* teachers. SCSD provides 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. Teachers regularly participate in trainings that include but are not limited to Data-Driven Instruction, Common Core Learning Standards, Annual Professional Performance Review, Instructional Framework, Curriculum Orientation, Sheltered Instruction Observation Protocol (SIOP), Danielson/Teachscape, team-building, classroom management and restorative justice.

- 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.*

[An attachment to this proposal, *District-Offered Training*, reflects training events for teachers and leaders to occur during the year-one implementation period.]

Narrative Attachment

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) (Anticipated)

District-Offered Training to Build Capacity of Leaders in the Achievement Zone*					
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
TBA	<p>Developing an Improvement Mindset This seminar is designed to lay the foundation for dramatic school turnaround with the leaders of the school by reorganizing and refocusing the school service to better serve students. The purpose of the training will be to identify and/or codify the mindsets needed in order to change student outcomes, focusing on approach to school governance, culture, climate and expectations. Attendees will gain skills on effective ways to create, manage and maintain an improvement mindset with their staffs and school communities.</p>	Office of Teaching and Learning (OTL).	<ul style="list-style-type: none"> • 100% of school leadership complete self-assessment; 85% of leadership self-assessed as having a growth or turnaround mindsets by the end of seminar series • School leadership refine staffing plan and assignments for start of 2015-2016 school year • School leadership will write and articulate Theory of Action statements regarding school improvement mindsets • Growth in School Leadership Teams' (SLT) abilities to effectively lead and manage turnaround in the 2015-2016 school year 	<ul style="list-style-type: none"> • Self-Assessment/Rubric from Leverage Leadership to identify stages of development in school Innovation mindsets and leadership • Office of Teaching and Learning (OTL) will administer pre and post assessments to compare Sept 2015 to April 2016 results • OTL reviews, provides feedback, and sign off on principal's staffing/assignment plans based on alignment and fidelity to school goals • OTL leadership personnel will provide analyses and written and verbal feedback of "Theory of Action" statements 	The seminar series establishes the foundation for successful turnaround conditions to be achieved. The foundational skills will be rooted in leadership's ability to set and manage change and create a culture of high expectations for students.
TBA	<p>Developing a strong Data Leadership Team This professional development is designed to communicate the purpose of a data leadership team. The particular skills and responsibilities of each team member will be outlined. Models of successful data leadership teams will be shared. School Leaders and instructional coaches will select the best data leadership teams for their schools.</p>	Office of Teaching and Learning, Office of Shared Accountability (OSA), and Instructional Leadership Team	<ul style="list-style-type: none"> • Strong data leadership teams will be formed for the school. 	<ul style="list-style-type: none"> • Leaders and teachers build effective data-use routines allowing teachers to regularly review student data and adjust their instruction to better address the needs of students. • Schedules and minutes of data meetings • Data Analysis protocols 	Establishing strong data leadership teams will allow the use of data to drive instruction and result in improved student achievement

TBA	<p>Leadership Base Camp Leadership Base Camp is designed to address the <i>why</i> of school Innovation and school improvement. During Part 1 of this three-part leadership series, school leadership will explore three professional development modules that address school improvement, analyzing data, and analyzing root causes to improve student achievement and organizational effectiveness. Aimed at ensuring that leaders develop clear understanding of the current state of the school, this session will allow attendees to discuss the school’s specific current landscape and data, and will establish a baseline for school improvement.</p>	Office of Teaching and Learning	<ul style="list-style-type: none"> • School leaders will create data portraits of their schools and present comprehensive data reports to their staff members • SLT will create three SMART goals based on evidence from root cause analyses, to present at Midway leadership training • Leaders will lead their SLT through the “5 Whys” process and the “Fishbone” exercise regarding root causes. • Strong data leadership teams will be formed for the school. 	<ul style="list-style-type: none"> • Observation, analyses, and feedback of leadership teams’ presentations by OTL for of content, quality of delivery and staff response to data • Principals will be evaluated using a performance checklist on the “Fishbone” exercise and evaluated on the “5 Whys” process 	Base Camp is the first of a three module series that is intended to develop leadership in focused areas crucial to creating and leading a successful turnaround school. The first series focuses on current state analysis, goal setting, and turnaround plan development - providing a much needed analysis on where schools are and where they strive to be.
TBA	<p>Scheduling Time for DDI This training is designed to communicate the importance of allocating time for data driven best practices. The particular components of a data cycle will be outlined. Examples of best practices regarding scheduling time will be shared. Data cycle dates that are best for each school will be selected.</p>	Office of Teaching and Learning, and Office of Shared Accountability	<ul style="list-style-type: none"> • Data meetings will be scheduled for the upcoming school year and leaders will select the data cycle dates for the school. School leaders will lead their school improvement teams through the “5-Whys” process and the “Fishbone” exercise regarding root causes. 	<ul style="list-style-type: none"> • Schedules and minutes of data meetings 	Allocating the appropriate amount of time for DDI review will result in improved teach practices and increase student achievement.

TBA	Goal Setting for DDI – This training is designed to coach the school leadership team on setting meaningful goals at the school and student levels aligned to SCSD goals. Set aligned goals for growth in teacher practice, to support performance.	Office of Teaching and Learning and Office of Shared Accountability	<ul style="list-style-type: none"> • Set achievement and practice objectives and milestones for school. 	<ul style="list-style-type: none"> • Outcomes of NYSED assessment tests and school internal reporting (ex: discipline referrals suspensions etc.) • State Report Card Data • School-based DDI reports • Teacher observation reports 	By setting a meaningful achievement and practice objectives benchmarks, this allows the school to adjust training and practice to meet in-year milestones and yearly objectives
TBA	Leadership Midway Training Session - Leadership Midway Training Session is designed to revisit concepts and skills learned during base camp and to assess the progress of school leadership in utilizing a turnaround framework in their respective school rethinking processes. Midway training will follow Sept Teacher Institute and will allow school leadership to debrief and change course as needed. This session also serves to refocus school priorities on school improvement and successful implementation of turnaround with guidance from Innovation personnel and strategists, and to share ideas and best practices.	Office of Teaching and Learning and Office of Professional Development	<ul style="list-style-type: none"> • Each school’s leadership team will develop a monthly schedule and establish meeting norms for 2015-2016 schedule • Each school’s team will refine plans and prepare materials for the Teacher Institute 	<ul style="list-style-type: none"> • OTL will independently review and approve each school team’s meeting norms and 2015-16 schedule • Teams will deliver presentations to OTL and peers for collegial vetting of plans for Teacher Institute 	Midway Training is the second of a three module series that is intended to develop leadership in focused areas crucial to creating and leading a successful Innovation school. The second series is a tactical and strategic session, collectively analyzing the turnaround plans and strategies employed by each school.
TBA	Leader Orientation – This training is designed to coach school leadership teams on how to develop teachers using a backwards planning from standards protocol and how to use existing common planning time effectively.	Office of Teaching and Learning and Office of Shared Accountability	<ul style="list-style-type: none"> • Achievement goals through “backwards” planning will be established over the 5 year period of the redesign plan 	<ul style="list-style-type: none"> • School-based DDI reports • Teacher observation reports • Student benchmark/ interim results 	By providing regular, real-time checks on student achievement, schools can make appropriate adjustments to training and practice

TBA	DDI Coaching for Leaders – This training will prepare the leadership team to draw conclusions on the data and to determine priority standards. 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.	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
TBA	Data Meetings and Debriefing – OSA will co-facilitate data meetings with the leadership team, gradually releasing facilitation solely to the school leaders as the year progresses. OSA will coach leaders on how to manage staff to follow through on re-teaching plans and align classroom observations to data.	Office of Teaching and Learning and Office of Shared Accountability	<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 	Strengthening leaders' skills of facilitating data meetings and managing staff to ensure they follow re-teaching plans will improve instruction
TBA	Operations Review At the end of each semester, school leadership teams will be convened to review and discuss school-specific data reports, including: discipline, attendance, community involvement, etc. These sessions are designed to problem-solve areas where improved operational support can directly impact student learning.	Office of Teaching and Learning	<ul style="list-style-type: none"> SLT will work collaboratively with OTL leadership team solutions to identify and address school-specific operations challenges that may be negatively impacting student learning. 	<ul style="list-style-type: none"> Actionable operational plans will be created to address 75-100% of problem issues brought to Operations Review OTL will support and monitor implementation of action plans January-June 2016 	The Operations Review is a necessary collaboration series that will provide school leadership teams the opportunity to review turnaround progress, analyze and solve issues, and assess operations.
TBA	Spring Network Event Meeting – Meet to share best practices in leader practice. Engage in individual and group reflection on lessons learned and school priorities	Office of Teaching and Learning and Office of Shared Accountability	<ul style="list-style-type: none"> Best practices discussed and shared among school leaders 	<ul style="list-style-type: none"> Best practices noted during OTL walk-throughs 	Provide open sharing of DDI best practices which establishes a school community that supports the optimal use of data

TBA	DDI Reflection Meetings – Leaders will reflect on the extent to which the school met its student performance goals and on the ways that growing teacher practice in DDI led to progress. Leaders will set priorities for student performance and teacher practice in the coming year	Office of Teaching and Learning and Office of Shared Accountability	<ul style="list-style-type: none"> • Leaders will be able to develop teacher practice and student performance goals for the following year by reflecting on the data from the current school year 	<ul style="list-style-type: none"> • Teacher practice and student performance goals for coming year are 	By setting meaningful benchmarks and performance goals schools can focus on making progress to attain their goals
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*Includes leadership training offered District-wide, training offered to all Priority Schools, and training offered only to SIG 6 Priority schools.

I E. External Partner Recruitment, Screening, and Matching (4 points)

The LEA must have a rigorous process for identifying, screening, selecting, matching, and evaluating partner organizations that provide critical services to Priority Schools.

- 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. A rubric is used to determine whether partners' services are insufficient, meet criteria, or exceed those criteria, which include: 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 our schools, SCSD consulted with this partner for clarification on services they could provide. This information was shared with district leaders who agreed that the recommended partner (as EPO) would suit school-level needs. Grant Middle School will use the same due diligence process in determining other partnerships that may be necessary to support the school redesign plan as it evolves. Further, to assure operational autonomies, additional partners will be included only upon the approval of the principal.

- ii. Describe the LEA processes for procurement and budget timelines (and/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 pre-implementation period and subsequent implementation periods.*

Inherent in school improvement is the notion of reducing overly-burdensome operational or bureaucratic barriers. Grant Middle School is among the very lowest performing schools in Syracuse, and its needs will take precedence. The Superintendent is committed to ensuring that purchase requisitions, contracts and work orders for goods and services needed to support the school will be expedited. In some cases, identified partnerships have *already* been formalized (i.e., AVID), and experts are actively working to support school and district turnaround efforts. Moving forward, the principal will work with the School Leadership Team to identify and prioritize additional needs, and to select *additional* partners or supporting organizations accordingly.

- 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 (i.e., IIT Review), District level leadership noted a number of common findings and recommendations. District leadership identified a potential

partner to provide support and—following the rigorous process described in E.i.—assessed them for clarity and strength, experience, evidence of success and capacity. Reviewing their record of success in addressing the identified needs of our schools, SCSD consulted with the partner for clarification on services they could provide. This information was shared with district leaders who agreed that the recommended partner (as EPO) would suit school-level needs. An Outside Educational expert, Insight Education, was also chosen to review and analyze the SIG plan, and to provide support and guidance through regular meetings with school leaders. Grant Middle School will use the same due diligence process in determining other partnerships that may be necessary to support the school redesign plan as it evolves. Further, to assure operational autonomies, additional partners will be included only upon the approval of the principal.

The School Leadership Team is identifying additional school-level needs that might best be addressed by other organizations. The principal will review these prospective partners and will work cooperatively with the Executive Director of Middle School to formally add these partners in the project. Only partners who are approved by the principal will be added. This process will ensure that the school has access to proven, research-based strategies and effective partners, while maintaining operational autonomies. The principal will ensure that any barriers to utilization of selected services are removed and that procurement of partner services will be expedited.

1 F. Enrollment and Retention Policies, Practices, and Strategies (2 points)

The LEA must have clear policies, practices, and strategies for managing student enrollment and retention to ensure that Priority Schools are not receiving disproportionately high numbers of students with disabilities, English-language learners, and students performing below proficiency.

- 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.

In the 2014-2015 school year, Grant Middle School enrolled 695 students, of whom 19% are English language learners (ELL), and 19% are students with disabilities (SWD). As reflected in the chart below, Grant Middle School serves a significantly higher percentage of ELLs than the District-wide rates. The percentage of students with disabilities is equal to the district-wide rate.

Grant Middle School is located on the City's north side, which has a high concentration of economically-disadvantaged students from diverse ethnic backgrounds. As a major resettlement area in New York, the growing refugee and immigrant populations have fueled growth in specific neighborhoods and led to increases in the ELL population at Grant Middle School. The SCSD is seeking to ensure that schools such as Grant Middle School do not receive a disproportionate rate of ELL students, but that ELL enrollment is balanced across the district.

	% SWDs	% ELLs	Grade 6 % <u>not</u> meeting standards		Grade 7 % <u>not</u> meeting standards		Grade 8 % <u>not</u> meeting standards	
			ELA	Math	ELA	Math	ELA	Math
Grant M.S.	19	19	92	92	93	94	98	99
SCSD	19	14	92	92	93	94	91	99

Data Source: April 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 are from 2014-15 NYS BEDS data.

The academic performance of SCSD students in grades 6, 7, and 8 is far below acceptable levels, which is mirrored in the performance of the students at Grant Middle School. Further, the percent of Grant Middle School 8th grade students who do not meet NYS standards in ELA significantly exceeds the District average. In no grade, in either ELA or Math, do the assessment results for Grant Middle School students exceed the district averages. Believing that this could in part be due to the need for strong instructional leadership, Grant Middle School is proposing to implement the *Innovation Framework* model, to launch a whole-school design. It is expected that staff changes resulting from this model--in concert with the proposed whole-school redesign efforts that incorporate the requisite seven principles and a plan to meet the varying needs of this diverse student population--will reverse student achievement trends and close the gap between Grant Middle School and other middle schools in New York.

- 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.

The district enrollment, which exceeds 21,000, represents diverse racial, cultural, and socio-economic backgrounds in grades preK-12 (19% are SWD, and 14% are ELL). 91% of students performed below proficiency on the NYS ELA assessments in 2014 (91% on the Math assessments). SCSD's mission is to build, support and sustain school communities that provide

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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 work closely with each school and other administrators to ensure that the needs of the SWD and ELL populations are met across the educational spectrum. Special Education 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 district performance in ensuring access to the general education curriculum by SWDs.

Thorough reviews of 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 SWDs and ELLs are appropriately placed during the initial enrollment process 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 (2 points)

The LEA/school must fully and transparently consult and collaborate with recognized district leaders of the principals' and teachers' labor unions about district Priority Schools and the development and implementation of the plan proposed for this specific Priority School proposed in this application. The evidence of consultation and collaboration provided by the LEA must contain each of the following elements:

- 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 STA (teachers) and SAAS (administrators) were members of the Core Planning Team and participated actively in an intensive, collaborative process of drafting, discussion, and community review. 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 STA, SAAS, and SCSD has been a distinctive hallmark of the district under the leadership of Superintendent Dr. Sharon Contreras, as evidenced by the successful negotiation of an APPR agreement that was one of the first approved by NYSED. After additional months of negotiation, union and district leadership's shared commitment to the students of Syracuse has also allowed them to craft and agree upon a groundbreaking Memorandum of Understanding that will allow 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 Grant Middle School.

Specific to the process of developing the proposed SIG implementation plan, the Chief Academic Officer, Executive Director of Teaching & Learning, and Director of Professional Development 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.

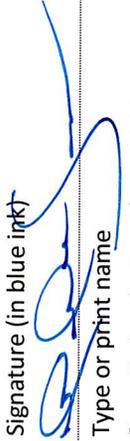
- ii. Complete the Consultation and Collaboration Form and submit with this application (Attachment A).*

Please see the completed Consultation and Collaboration Form (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		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.
Parent Group/President / Lead Signature (in blue ink)  Type or print name Kif W Moore		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 (4 points)

The LEA/school must demonstrate a critical and honest assessment of structural/systems gaps and needs, as well as student achievement gaps and needs that are identified as the result of a systemic analysis process. The assessment of needs section must address each of the following elements:

- 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).

Grant Middle School is located in the northside of Syracuse, a high-poverty area that is riddled by gang activity, and violent crimes including shootings. Of concern is the number of youth from this area who are involved in serious crimes including burglaries and robberies. Families here experience compounding risk factors of illiteracy, mental health issues, drug use, and incarceration that present enormous barriers for students. Many parents are unemployed or underemployed. Many students will be the first generation in their families to attend college.

In the 2014-15 school year, Grant Middle School enrolled 695 students in grades 6-8. Among the student population 19% are students with disabilities (SWD); and more than 70% are from low-income households. Students of color comprise 67% of the student population. Specifically, the racial/ethnic composition of the school is as follows: (43%, African-American; 10%, Hispanic [any race]; and 14%, Asian, American Indian, or multi-racial). English language learners (ELL) represent more than 19% of the student body, significantly higher than the districtwide average of 14%. The low academic performance of student subgroups is demonstrated in the chart below.

Student academic performance at Grant Middle School

Group	Grade 6 % <u>not meeting</u> standards		Grade 7 % <u>not meeting</u> Standards		Grade 8 % <u>not meeting</u> standards		% <u>not meeting</u> standards (all grades)	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
All students	92	92	93	94	98	99	94	95
African American	97	99	97	100	100	100	98	100
American Indian	***	***	***	***	***	***	100	100
Hispanic (any race)	87	87	100	100	96	***	94	95
Asian/Pacific Islander	93	92	88	91	97	***	92	94
White	87	85	88	86	98	97	90	88
Gen Ed	***	90	92	***	98	100	93	94
SWD	100	100	100	***	100	97	100	99
LEP	100	100	100	100	100	***	100	100
Economically Disadvantaged	93	94	94	95	99	***	95	96

Data Source: April 2014 New York State Grades 3-8 English Language Arts and Math Assessment results; not meeting the standards is defined as scoring at levels 1 and 2. *** Data suppressed.

Average daily attendance for Grant Middle School students is 96%, which is comparable to the district-wide average. In the 2013-14 school year the out-of-school suspension rate was 26%, nearly double the district rate of 14% for students in grades 6-8. Discipline referrals and

suspensions significantly impact the academic program and decrease students’ “opportunity to learn.”

The NYS Education Commissioner recently identified Grant Middle School as “Persistently Struggling.” The Commissioner gave this designation to schools where “... whole generations of students have been left behind;” and obliges districts “... to develop robust plans to improve student performance” and “act on conditions that have persisted for too long in these schools.” The Board of Regents Chancellor calls upon communities “... to come together to fundamentally rethink how these schools carry out their obligations to students and families.”

- 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), and/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 NYSED Integrated Intervention Team (IIT), using the Diagnostic Tool for School and District Effectiveness (DTSDE), issued a “School Final Report” in October 2014. The review was co-led by an Outside Educational Expert (OEE) and a representative from the New York State Education Department, and also included a district representative, a Special Education School Improvement Specialist (SESIS), and a representative from the Regional Bilingual Education Resource Network (RBERN). The review team visited a total of 48 classrooms during the two-day review. Reviewers conducted focus groups with students, staff and parents, who examined documents provided by the school, including curriculum maps, lesson plans, school-wide data, teacher feedback, and student work. On the date of the review, the principal had been in her post only six weeks.

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

The IIT issued a rating of *Developing* for each Tenet (Tenet 2 - School Leader Practices and Decisions; Tenet 3 - Curriculum Development and Support; Tenet 4 – Teacher Practices and Decisions; Tenet 5 – Student Social and Emotional Developmental Health; and Tenet 6 – Family and Community Engagement). Notably, the IIT found the school to be “ineffective” in sub-tenets 3.4, 4.4 4.5, 5.4, 6.3 and 6.4.

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

In the “School Final Report” the IIT issued the following recommendations:

Tenet 2 - Improve progress towards achieving school-wide goals by ensuring that: school leaders and staff monitor and evaluate progress towards the school’s major priorities each semester to check on the impact that new systems are having; school staff seek views from parent and student representatives at small and large group meetings each semester and incorporate them into the monitoring process; school leaders monitor the quality of instruction in line with the APPR, providing specific feedback on areas for improvement and arranging follow-up sessions after each visit to check that agreed improvements are being implemented; and school staff at all levels use information from evidence-based systems to inform their evaluation.

Tenet 3 - Improve the quality of curriculum planning and raise teacher and student expectation of achievement by assigning school leaders, multi-classroom leaders (MCLs), and coaches who will: work with teachers at weekly coaching sessions, using for example their lesson plans or assessment data, to reflect on how to match curriculum and tasks to the needs of students of all abilities; encourage and support teachers in planning a wider variety of tasks and assessment opportunities, which engage students' interest and give them opportunities to make decisions (e.g., on how to demonstrate their learning and how to develop higher-level skills), through meetings, feedback or training activities; provide further guidance to teachers on how to set and use targeted goals for students; and monitor teachers' provision of feedback to students with walkthroughs.

Tenet 4 - Improve the quality of instruction and raise teacher and student expectations of achievement by ensuring that teachers: consistently implement the *Code of Conduct, Character, and Support* across all classrooms so that students are clear on both academic and behavior expectations; teach lessons that provide students with consistent opportunities to ask questions, make decisions, and engage with one another; check during every lesson that all students are assigned work that is manageable but challenging for their differing needs and levels; and set goals every few weeks which students understand, refer to the goals regularly during lessons, and provide guidance to students through ongoing feedback on how to reach their goals.

Tenet 5 - Maintain the drive to improve student social and emotional developmental health and make sure all students feel intellectually safe by ensuring that: school leaders, support staff, and teachers use data along with student and parental views to plan interventions that align to student needs, and support students' goals; school leaders, support staff, and teachers hold regular formal consultations each semester with parent and student representatives to gather their feedback and views through discussion and surveys to check that changes to school policies and practice reflect their priorities; and school leaders monitor the implementation of the *Code of Conduct, Character, and Support*, to check that teacher expectations are consistent throughout the school and to provide additional support to teachers and students as necessary to clarify expectations and how they can be met.

Tenet 6 - School leaders should: work closely with school staff and parents to establish accurate family contact information and to identify a preferred language and mode of communication for all parents; provide information and guidance to school staff on how to communicate and work with parents from a range of backgrounds and cultures; and develop a long-term communication plan that enables parents to understand what the school is trying to achieve and how they can support the process at home.

The School Leadership Team will review and prioritize the IIT recommendations and findings in the context of SIG requirements for whole school redesign, the SCSD Strategic Plan, and research and best practices regarding school turnaround. Their team will be further guided by district leaders and consultants to ensure that the redesign plan will achieve dramatic school-level achievement gains and prepare the school for long-term transformation. The SIG plan – including implementing *AVID School wide* -- will meaningfully address the recommendations of the IIT as identified in the “School Final Report.”

II. B. School Model and Rationale (4 points)

The LEA/school must propose and present the SIG plan as a plausible solution to the challenges and needs identified in the previous section, as well as the appropriate fit for the particular school and community. The SIG plan and rationale must contain descriptions of the following elements:

- 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.

A number of factors were taken into consideration when selecting the *Innovation Framework* model for Grant Middle School. This model offers several design options for the school to embark on the path of becoming a “School in Good Standing.” Of the options available, the most applicable is the *College Pathways School Design*. The school requires a dramatic and comprehensive approach to school improvement which can feasibly be achieved through this model and this design.

Under New York State and federal accountability guidelines, Grant Middle School has recently been designated a *Persistently Struggling* school. Improvement efforts over the years have focused on research-based strategies, but they have clearly not resulted in significant school improvement. While school leadership has changed over the years, none of the improvement efforts have included significant, purposeful programmatic changes, nor have they relied on sufficient district- and school-level accountability measures.

Teacher quality is among the most important school-based factors affecting student achievement. Many Syracuse City Schools, including Grant Middle School, were significantly impacted in recent years by staffing changes associated with the implementation of Transformation and Turnaround Plans in the SCSD Innovation Zone (iZone) and Cohort 5 SIG schools. Grant Middle School saw major shifts as the building lost effective and highly effective teachers to iZone and Cohort 5 schools, and received a large number of new teachers who either opted not to stay in -- or were required to transfer out of -- one of the eleven schools implementing SIG plans. Implementing *College Pathways School Design* at Grant Middle School will include intense, specialized professional development, providing an unprecedented opportunity to ensure that the school is staffed by highly-qualified and well-trained teachers.

Through the *College Pathways School Design* Grant Middle School will embrace the seven principles of whole-school reform and will be committed to the task at hand. Systemic school review findings and recommendations outline 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 targeted, high quality professional development in the areas of instructional rigor, critical thinking, multi-tiered systems of support (MTSS), cultural competencies, differentiated instruction, classroom climate, student engagement, maintaining

high expectations for all students, and classroom/time management. These principles will be accomplished with the *College Pathways School Design* at Grant Middle School. The proposal will also result in heightened accountability, ensuring that Grant Middle School realizes dramatic school-level achievement gains.

- 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 Schools are guided by the goals and initiatives laid out in the SCSD strategic plan, *Great Expectations*, which is aligned to the District Comprehensive Improvement Plan (DCIP). The presidents of both the Syracuse Teachers Association (STA) and the Syracuse Association of Administrators and Supervisors (SAAS) were members of the Core Strategic Planning Team and participated actively in an intensive, collaborative process of drafting, discussion, and community review. Development of the strategic plan also included public meetings, public hearings, forums, and other means of soliciting meaningful input from parents and from the Syracuse community at-large. The five goals of the Strategic Plan 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 administration is a hallmark under the leadership of Superintendent Dr. Sharon Contreras, as evidenced by the successful negotiation of an APPR agreement, one of the first plans approved by NYSED. The Superintendent, the Chief Academic Officer, and other administrators have 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. District senior leadership discussed the plight of Grant Middle School, reviewed the seven intervention/redesign models, assessed progress, and offered technical assistance. Follow-up meetings involving the schools' leadership ensued, during which aspects of each of the redesign models were studied and questions or concerns were raised and discussed.

The process of 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 District Office of Teaching & Learning and the Department of Special Programs crafted the resultant SIG grant application. The proposed plan is a reflection of collaborative work among and between district and school leadership.

II. C. Determining Goals and Objectives (6 points)

The LEA/school must determine and present broad goals directly aligned to the in-depth diagnostic review and model selection, as well as specific objectives that have been developed to guide key strategies in a time-specific and measurable manner. This section should demonstrate effort on the part of the LEA/school to backward plan key components of school turnaround specific to the school and must include the following elements:

- 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.*

One goal of the *Innovation Framework: College Pathways School Design* at Grant Middle School is improving the academic achievement in English language arts (ELA). The performance of the students in the New York State ELA Assessments at Grant Middle School is far below acceptable levels. Namely, in the 2014 NYS ELA assessments, the students in grades 6, 7, and 8 who met the state standards (i.e., scored at levels 3 or 4) were, respectively, 8%, 7%, and 2%. An objective toward realizing this goal is improvement in the state ELA assessments, and matching the statewide grade-level averages for ELA of: Grade 6, 30%; Grade 7, 31%, and Grade 8, 34%.

To gauge progress, and to ensure that students are “on track” to accomplish this goal and objective, periodic assessments will be provided throughout each school year. Specialized assistance (e.g., tutoring) will be provided to students as necessary. Teachers will be provided with professional development toward improving the reading comprehension and fluency of students. The professional development will also include sensitivity towards students with disabilities (SWD), English language learners (ELL), and students from low-income households (economically disadvantaged). These populations comprise a very large percentage of the enrollment at Grant Middle School, and their positive outcomes are a linchpin to school-wide success.

The Literacy Instructional Coach, in collaboration with the AVID Facilitator and SUNY-Oswego (the EPO) will collaborate to create a culture and environment where students thrive in reading – and succeed academically. Leadership professional development will be conducted to support transformation. The school leaders in turn will provide classroom coaching and outstanding, individualized professional development to teachers as they work to cultivate positive school culture and dramatically transform student achievement at Grant Middle School. School leadership will be 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. These steps correspond with the recommendations of the Integrated Intervention Team (IIT).

- 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.*

Another goal of the *Innovation Framework: College Pathways School Design* at Grant Middle School is improving the academic achievement of students in mathematics. Again, performance in the New York State Math Assessments is unacceptable. Namely, in the NYS Math assessments, the students in grades 6, 7, and 8 who met the state standards (i.e., scored at levels 3
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or 4) were, respectively, 8%, 6%, and 1%. An objective toward realizing this goal is dramatic improvement in the Math assessments, and matching the statewide grade-level averages of: Grade 6, 31%; Grade 7, 28%, and Grade 8, 28%.

To gauge progress, and to ensure that students are “on track” to meet this goal and objective, periodic assessments will be conducted of students throughout the school year. Specialized assistance (e.g., tutoring) will be provided to students as necessary. Teachers will be provided with professional development toward improving the math comprehension of students, including sensitivity towards students with disabilities, English language learners, and students from low-income households (economically disadvantaged), populations which comprise a large percentage of the enrollment at Grant Middle School. Representing the vast majority of the enrollment, their positive outcomes are paramount toward realizing school-wide success.

The Math Instructional Coach, in conjunction with the AVID Facilitator and SUNY-Oswego (the EPO) will collaborate to create a culture and environment where students thrive in math – and succeed academically. 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. These steps correspond to the recommendations of the Integrated Intervention Team (IIT).

- 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.*

The self-determined priorities for Grant Middle School are to: establish and implement a shared vision for success to promote a safe and orderly school climate and environment; use data to provide specific individualized interventions for struggling learners; increase classroom rigor to engage students in meaningful lessons; increase the use of higher order thinking/questioning when checking for understanding and delivering feedback; and write and deliver lesson plans that promote the shifts in the Common Core Learning Standards (CCLS).

Grant Middle School, a Priority School, will pursue implementation of a whole-school change model with SIG funding. An *Innovation Framework: College Pathways School Design* will be developed for the school. Under this intervention model the school will provide supports to prepare students to participate in dual enrollment and college-credit bearing courses in a college-pathway high school, with *AVID School wide*. The school will partner with SUNY-Oswego as its Educational Partnership Organization (EPO) to jointly launch this whole-school redesign.

School leaders and staff will: monitor and evaluate progress towards the school’s major priorities each semester to check on the impact that new systems are having; seek views from parent and student representatives at small and large group meetings each semester and incorporate them into the monitoring process; monitor the quality of instruction in line with the APPR, providing specific feedback on areas for improvement and arranging follow-up sessions after each visit to check that agreed improvements are being implemented; and use information from evidence-

based systems to inform their evaluation. The principal and the liaison from SUNY-Oswego will meet with staff and review data, to ensure that these recommendations are being followed.

To improve the quality of curriculum planning and to raise teacher and student expectation of achievement, school leaders, instructional coaches, and project staff will: work with teachers at regular coaching sessions, using for example their lesson plans or assessment data, to reflect on how to match curriculum and tasks to the needs of students of all abilities; encourage and support teachers (through meetings, feedback and training activities) in planning a wider variety of tasks and assessment opportunities to engage students' interest and give them opportunities to make decisions (e.g., on how to demonstrate their learning and how to develop higher-level skills); provide further guidance to teachers on how to set and use targeted goals for students; and monitor, with walkthroughs, teachers' provision of feedback to students.

To improve the quality of instruction and to raise teacher and student expectations of achievement teachers will: consistently implement the *Code of Conduct, Character, and Support* across all classrooms so that students are clear on both academic and behavioral expectations; teach lessons that provide students with consistent opportunities to ask questions, make decisions, and engage with one another; check during every lesson that all students are assigned work that is manageable but challenging for their differing needs and levels; and set goals every few weeks which students understand, refer to the goals regularly during lessons, and provide guidance to students through ongoing feedback on how to reach their goals.

School leaders, support staff, and teachers will maintain the drive to improve student social and emotional developmental health and make sure all students feel intellectually safe by using data along with student and parental views to plan interventions that align to student needs, and support students' goals; and hold regular formal consultations each semester with parent and student representatives to gather their feedback and views through discussion and surveys to check that changes to school policies and practice reflect their priorities. School leaders will monitor the implementation of the *Code of Conduct, Character, and Support*, to check that teacher expectations are consistent throughout the school and to provide additional support to teachers and students as necessary to clarify expectations and how they can be met.

Progress will also be gauged by improvements in: student attendance; attendance by instructional staff; interim assessment data; student course completion data; instructional staff turnover rate; instructional staff APPR ratings; in-school and out-of-school suspension rates (school-wide and by sub-group); chronic absenteeism rates; student achievement rates; state assessment data disaggregated by sub-group; student achievement rates compared to State-wide rate; and student achievement rates compared to district-wide rates.

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

For the purposes of this RFP, goals are intended to be broad and to guide the formation of (more specific) objectives. An objective is a statement of intended outcomes that is clear, focused, measurable, and achievable in a specified time frame. In addition, it should be noted that more than one objective may apply to a given goal.

Please see completed School-level Baseline Data and Target-Setting Chart (Attachment B).

Attachment B: Grant Middle School
School-level Baseline Data and Target-Setting Chart

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	District Average (6-8)	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	76,230	70,785	75,600	75,600	75,600
b. Student participation in State ELA assessment	%	96.4	93.1	94.7	95.5	96.4
c. Student participation in State Math assessment	%	93.3	93.3	93.3	93.3	93.3
d. Drop-out rate	%	N/A	N/A	N/A	N/A	N/A
e. Student average daily attendance	%	96	92	93	94	96
f. Student completion of advanced coursework		N/A	N/A	N/A	N/A	N/A
g. Suspension rate	%	26	14	13	12	11
h. Number of discipline referrals	num	10,279	760	684	615	554
i. Truancy rate	%	0.1	0.9	0.8	0.7	0.6
j. Teacher attendance rate	%	96	96	97	98	99
k. Teachers rated as “effective” and “highly effective”	%	97	94	95	96	97
l. Hours of professional development to improve teacher performance	num					
m. Hours of professional development to improve leadership and governance	num					
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num					
II. Academic Indicators						
a. ELA performance index	PI	36.3	35.9	36.0	36.1	36.2
b. Math performance index	PI	21.3	35.2	35.3	35.4	35.5
c. Student scoring “proficient” or higher on ELA assessment	%	8.0	5.7	15	22	30
d. Students scoring “proficient” or higher on Math assessment	%	4.8	5.1	11	17	28
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
h. High school graduation rate	%	n/a	n/a	n/a	n/a	n/a
i. Ninth graders being retained	%	n/a	n/a	n/a	n/a	n/a
j. 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. Learning 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 EducatorsHandbook*
- 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 (6 points)

- 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, to ensure efficient school operation and produce dramatic gains in student achievement. As such, SCSD and NYSED approved a leadership rubric to help identify new leaders and to evaluate current leaders, which consists of two main parts to increase student achievement: highly effective instructional leadership and highly effective organizational leadership.

An effective *instructional leader* 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. An effective *organizational leader* must: 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 drafted a job description for a School Principal (attached). The qualifications of the current principal correspond to these requirements. She has held this position less than a year, and will be retained at Grant Middle School for the *Innovation Framework: College Pathways School Design*.

- 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; OR*

Pamela Odom will serve as principal of Grant Middle School. Her background in education is extensive and she is well-qualified to oversee the school for *Innovation Framework: College Pathways School Design*. Ms. Odom has more than twenty years of experience with the Syracuse City Schools, including serving as principal of Clary Middle School for several years. At Clary, notably, she oversaw the successful planning, implementation and administration of separate gender academies. Her background corresponds to the job description for Principal (attached).

- 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 September 1, 2015, 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. Assistant Principals (also known as *Vice Principal*) will provide transformational leadership in the planning and management of Grant Middle School and will be responsible for assisting in implementing a school improvement model that 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; and building a high-performing staff to achieve the school's vision and goals. The Assistant Principals will collaborate with parents, community members, the SCSD central office, consultants, and other stakeholders to implement new educational programs, school culture, systems reform, tools and other resources to accelerate student achievement. The Assistant Principals will have strong experience teaching in urban schools to accelerate student achievement and learning performance, and proven success in assisting in the turnaround of this *Persistently Struggling* school.

Lisa Costanzo was appointed to the position of Assistant Principal at Grant Middle School in the past year. She possesses the qualifications to serve as Assistant Principal and will continue in that role. Doug Kasouf will also serve as an Assistant Principal. Their resumes and the job description for Assistant Principal are attached.

- 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 current supporting leadership team at Grant Middle School consists of a principal, and two vice principals. These administrators meet on a regular basis with grade level teams to ensure that their vision for the school is realized. Although the principal and vice principals were appointed to these positions at this school during the past year, they each possess an extensive background in education.

The School Leadership Team (SLT), which meets regularly, is comprised of the principal, the vice principal, staff members representing each grade and the teachers' union, and parents. 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 for the school year are scheduled in the fall. The Labor Management Team also meets monthly to address labor or management issues with the District administration. The principal and assistant principals are in their first year at Grant Middle School, and will remain at the school for *College Pathways*.

An AVID Facilitator will be included as a school leader for this initiative.

II. E. Instructional Staff (6 points)

The LEA/school must have the mechanisms in place to assign the instructional staff to the school that have the strengths and capacity necessary to meet the needs of the school and its students. This section must contain the following elements:*

**This standard and the actions that accompany it are required regardless of the model chosen. If the Turnaround model is chosen for the Priority School in this application, responses to this section should be planned/proposed in the context of the requirements for that model, retaining no more than 50% of existing instructional staff. A new school staff meeting the Turnaround requirement must be in place prior to September 1, 2015. If Turnaround staffing requirements are not met by September 1, 2015 SIG funding will be immediately suspended and the LEA will be at risk of having the grant terminated.*

- 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.*

Grant Middle School currently has a total of 63 instructional staff members. The 2013-14 NYS School Report Card for Grant Middle School revealed that 15% of the teachers are “Highly Effective;” 82% are “Effective;” and 3% are “Developing.” No teachers were rated as “Ineffective.”

- 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. Substantial changes in staffing and leadership have occurred at Grant Middle School as a result of district-wide staffing changes in recent school years, resulting in significant disruption to the school. In the last several years, the school has undergone several changes in leadership. To establish consistency, Pamela Odom, who was appointed as principal in the past year, will remain in that role for *Innovation Framework: College Pathways School Design*. She is well-qualified for this position.

Grant Middle School has a large number of veteran teachers – nearly 80 % of the teachers have more than three years of teaching experience. The APPR will serve as a basis for identifying effective teachers and for identifying those who require additional professional development to meet the goals of *College Pathways*. Teachers who do not improve, as measured by APPR, following ample professional development will be replaced. This will address the need to ensure that the school's instructional staff is of the highest quality and committed to the *Innovation Framework*.

Grant Middle School's 63 instructional staff members (excluding administrators) consist of 13 special education teachers, six teaching assistants, 11 common branch elementary teachers, six math teachers, three social studies teachers, five English teachers, four physical education teachers, three music teachers, three science teachers, three ESL teachers, two art teachers, two technology teachers, and two school counselors. There is one each of: family and consumer science teacher, health teacher, industrial arts teacher, library/media specialist, literacy coach, reading teacher, social worker, Spanish teacher, and speech and hearing impaired teacher.

*Syracuse City School District
1003(g) School Improvement Grant, 2015-2020, Grant Middle School*

Quality - Most of Grant Middle School’s staff have advanced degrees in education - 92% hold a Masters Degree. All teachers have valid teaching certificates, and all classes are taught by teachers with appropriate certification. The turnover rate among teachers is 14%. The teacher absence rate is 6.5%, and average teacher attendance is 95.7%. All teachers are engaged to varying degrees and levels in ongoing professional development.

Effectiveness - Despite the qualifications and years of experience of the instructional staff, students at Grant Middle School are woefully underperforming. At every grade level, in both ELA and Math, the percentage of students that have met State standards is extremely low, and in most cases, even lower than the SCSD average.

Appropriateness - Although two-thirds of the enrollment are “students of color,” all but two teachers are white. Nearly one-fifth of the students have disabilities (SWDs), and thirteen teachers have special education certification. Nineteen percent of the students are English language learners (ELL) (compared to 14% district-wide) and three teachers have ESL certification. With such a high population of SWDs and ELLs in an inclusive school, the district must make every effort to hire, train and regularly evaluate teachers whose expertise is SWDs and ELLs. In addition, efforts 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 are needed.

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.

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. Teacher selection focuses on the practices that are particularly effective in teaching to students “of color,” students with disabilities (SWDs), English language learners (ELL), and economically disadvantaged students.

The SCSD selects school leaders who demonstrate competency in: (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.

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: To overcome specific barriers to assigning appropriate staff to priority schools, the SCSD has developed several components of its comprehensive strategy to attract great educators to the District’s 33 schools, especially the Priority Schools. The SCSD prepares

vacancy projection models for teacher and school leader positions, which allow District leaders to strategically plan recruitment activities. This data-based model for forecasting future vacancies removes a barrier to early hiring and desirable candidates being hired by other districts. This common challenge in urban school districts has been repeatedly highlighted by national experts on teacher recruitment and selection as a reason districts like the SCSD fail to attract the highest-quality teacher candidates. The SCSD's vacancy projection models, along with a generous financial retirement notification incentive offered to teachers and other selected employees, have minimized this barrier.

Recruitment: The www.JoinSyracuseCitySchools.com site provides a full picture of serving in Syracuse – and what it will take to be successful doing so. This includes data on the demographics and current performance of SCSD students; information about innovative SCSD programming (Syracuse Latin School, iZone); highlights of the SCSD commitment 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 District 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 as the District seeks a special type of educator: one who is passionate about urban education and energized by the challenge of transforming a district. To many prospects, Syracuse is not on their radar and job-seekers have 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 the reach for new candidates beyond the region, attracting strong teachers, leaders, and support staff from throughout the northeast.

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, among others. School leader applications include a series of essay questions aligned with the District's Building Leadership Framework.

The Office of Talent Management conducts 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 a phone interview with a standard set of questions; only candidates scoring, on average, in the "effective" range are advanced to the pool for consideration by the principal. 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.

The screening process focuses 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 candidate's pedagogy and content areas. Finally, within the screening event and school site interview, candidates attempt performance tasks, such as analyzing student data and creating an instructional plan based on the data, as well as role playing (e.g., dealing with a disruptive student). For each priority school (including Grant Middle 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 and four Cohort 5 schools through a mutual consent process – that minimize these barriers whereby staff are selected fully through mutual consent. Both the principal and the teacher must agree on the assignment.

Election-to-Work agreements: In exchange for greater accountability for performance results, staffing at the school will be by “mutual consent” whereby both the teacher and the principal must agree to the placement (see draft Election to Work agreement). Those staff who do not meet the “mutual consent” requirements would be able to request a 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. This is being addressed by the District by minimizing the ability of probationary teachers to “opt out” of priority schools.

Voluntary transfers can be requested – and can be considered on a rolling basis – at any time. Administrative transfers can occur contingent upon the teacher and the supervisor being notified of the reasons, and the teacher being advised of 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 released from their position and some shifting 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 (6 points)

The LEA/school must be able to establish effective partnerships for areas where the LEA/school lacks specific capacity on their own to deliver. The external partnership/s may vary in terms of role and relationship to the governance of the school. For example the type and nature of educational partner may range from a community-based organization providing wrap-around services with no formal governance functions to an Education Management Organization (EMO) that has a direct role in governing the school. In either case, the partnerships articulated in this section should be those that are critical to the successful implementation of the school. LEA/schools are encouraged to have a few targeted and purposeful partnerships with a shared goal of college and career readiness, rather than a large variety of disconnected partner groups/services with multiple goals. For partnerships selected to support the implementation of the SIG plan, the LEA/school must provide a response to each of the following elements:

- 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.**

**If the model chosen for this school is either Restart or Innovation Framework, the LEA must provide in this application a Memorandum of Understanding, signed by both parties, which identifies joint-agreement and the scope of services of the EPO/EMO and the broad achievement outcomes for the school. The LEA/school must be able to establish effective partnerships to address areas where the school lacks the capacity to improve. The external partnership/s may vary in terms of role and relationship to the governance of the school. If the model chosen for this school is Restart, the fully executed EMO-district contract, signed by both parties, in full accordance with Education Law 211-e must be received by NYSED no later than October 1, 2015. If the fully executed EMO-district contract is not in full accordance with Education Law 211-e, submitted and in place by the date identified, the LEA will be at risk of having the grant terminated. If the model chosen for this school is Innovation Framework, the fully executed EPO-district contract, signed by both parties, must be received by NYSED no later than October 1, 2015*

The Syracuse City School District will partner with the State University of New York at Oswego (SUNY-Oswego), to institute *Innovation Framework: College Pathways School Design* at Grant Middle School. This Educational Partner Organization (EPO) has a successful track record of providing assistance to PK-12 schools, including the SCSD. For the *College Pathways School Design*, the EPO will assist in implementing *AVID School wide*.

SUNY-Oswego has a successful record of implementing AVID, including significant experience with the Syracuse City School District. Since fall 2012, Grant Middle School has hosted several clinically rich residency candidates for semester-long, full-time, placements that included field experience, student teaching, concurrent course work, and professional development for mentor teachers and candidates. Graduate and undergraduate candidates have been placed with teachers of Special Education, TESOL, English, mathematics, and social studies. Mentor teachers and teacher candidates create co-teaching teams, doubling the attention given to every student in the classroom throughout the day from September through May. Key themes of every clinically rich program include attention to Common Core Learning Standards, Teacher Performance Assessment (APPR and edTPA), data driven instruction, and clinically rich teacher preparation.

For the 3-year (2015-18) partnership to support this School Improvement Grant Initiative, SUNY-Oswego is ready to place six to fifteen teacher candidates each semester in Grant Middle School: one each with a social studies, math, and English teacher; three-to-seven with 6th grade teachers and three with three TESOL teachers. The candidates will support the school's efforts

to strengthen the AVID program, as well as supporting the entire school's whole-school change model with the goal of achieving dramatic school-level achievement gains. In addition to supplying full-time, full-semester teacher candidates, a number of Junior-level Education majors will also visit the school on a weekly basis to work in and support the AVID program each year.

Working with more than 60 graduate and undergraduate clinically rich residency candidates and their mentor teachers there have been many positive results over three years of this 21st century (transformative) approach to teacher preparation. An external evaluator of one of the residency programs, the Oswego Residency Initiative for Teacher Excellence (ORITE) graduate program, stated, *"The overarching goal of the Oswego Residency Initiative for Teacher Excellence is to strengthen teacher preparation and residency programs to ensure that new teachers...have the skills to boost student learning and be highly effective in today's diverse and challenging classrooms. Evidence from the Year 2 independent evaluation of the program strongly suggests that this goal is well on its way to being achieved"* (Abacus Research Consultants, Inc, March 2015).

Using internally analyzed data collected from candidates and mentors from the ORITE program, the TESOL undergraduate residency program, and the most recent addition, the MST Adolescence Education program, several outcomes/benefits to students have been identified, including: higher quality instruction than what traditional teacher preparation can provide; more individualized instruction and support from two trained adults (mentor teacher and candidate); more exposure to latest research-based methods and techniques; increased opportunities to learn about college and career ready skills from teacher candidates; and opportunity to observe and participate in instructional collaboration and co-teaching in action.

- ii. *Complete the Evidence of Partner 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.*

Please see Evidence of Partner Effectiveness Chart (Attachment C).

- 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.*

SUNY-Oswego will be held accountable for its performance in the *Innovation Framework: College Pathways School Design* at Grant Middle School. The AVID Facilitator will directly oversee the activities of the EPO. At the onset of the plan, s/he will meet with the EPO and regularly thereafter throughout the duration of the project. S/he will clearly delineate what is expected of the EPO who will inform the AVID Facilitator how those expectations will be met. The AVID Facilitator will include the progress of the EPO in his/her reporting on the project, and will prepare reports particular to the EPO as necessary. The AVID Facilitator will address any issue that may arise relative to the activities of the EPO.

Attachment C
 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.)
SUNY Oswego Carol Taormina Assistant Coordinator for the Field Placement Office SUNY Oswego School of Education 252 Wilber Hall Oswego, NY 13126 carol.taormina@oswego.edu	<ol style="list-style-type: none"> 1. Clary Middle School 2. Danforth Middle School 3. Ed Smith K-8 4. Expeditionary Learning Middle School 5. Frazer K-8 School 6. Grant Middle School 7. H.W. Smith K-8 School 8. Huntington K-8 School 9. Lincoln Middle School 10. Westside Academy 	<ol style="list-style-type: none"> 1. Elaine Fay Burt, AVID Coordinator, 315/435-4852 2. Elaine Fay Burt, AVID Coordinator, 315/435-4852 3. Elaine Fay Burt, AVID Coordinator, 315/435-4852 4. Elaine Fay Burt, AVID Coordinator, 315/435-4852 5. Elaine Fay Burt, AVID Coordinator, 315/435-4852 6. Elaine Fay Burt, AVID Coordinator, 315/435-4852 7. Elaine Fay Burt, AVID Coordinator, 315/435-4852 8. Elaine Fay Burt, AVID Coordinator, 315/435-4852 9. Elaine Fay Burt, AVID Coordinator, 315/435-4852 10. Elaine Fay Burt, AVID Coordinator, 315/435-4852
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.) <ul style="list-style-type: none"> • 	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.) <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8. 9. 10.

MEMORANDUM OF AGREEMENT

between
Syracuse City School District
and
SUNY-Oswego, Oswego, NY

Parties to the Agreement:

This memorandum of agreement is prepared for the purpose of identifying the terms under which the State University of New York, College at Oswego (SUNY-Oswego), School of Education, 252 Wilber Hall, Oswego, New York 13126, will provide contracted services with the Syracuse City School District (District) in relation to the School Improvement Grant, from September 1, 2015 to June 30, 2018.

Terms of Agreement:

SUNY-Oswego will provide the following during the time period September 1, 2015 to June 30, 2018, at Grant Middle School.

Termination:

This Agreement shall commence on September 1, 2015 and terminate on June 30, 2018, if not previously terminated pursuant to the paragraphs below:

Either party may terminate this Agreement without cause by giving the other party thirty (30) days prior written notice of such termination, and

Either party may terminate this Agreement immediately upon reasonable cause and notice to the other.

Description of Services: SUNY-Oswego will provide the following:

- Assist District in supporting, monitoring and evaluating implementation of *AVID School wide*;
- Assist with implementing "AVID Secondary School wide College Readiness Coaching Tool:"
- Assist District with Professional Development to teachers and other school staff to implement *AVID School-wide* to promote use of AVID strategies to develop all students' critical thinking, literacy and math skills across all content areas throughout the school;
- Provide AVID tutors for students;
- Assist with the recruitment and identification of students who meet the criteria for AVID, and targeting those students for opportunities and supports to keep them on track for development of college readiness skills and behaviors for academic success;
- Assist with implementing the 11 AVID Secondary Essentials for students in the AVID Elective; and.
- Related activities & other (See Grant MS proposal for CRTP docx.)

Independent Contractors:

Individuals provided by the SUNY-Oswego shall be and remain employees of SUNY-Oswego. As such, SUNY-Oswego employees shall not be considered employees of the District and shall not be eligible for workers' compensation, disability benefits, unemployment insurance, health insurance, retirement benefits and other benefits provided to District employees.

Insurance:

SUNY-Oswego as part of the State of New York is self-retained with coverage that is reasonably necessary to cover potential claims arising out of the performance of this agreement. Upon request, SUNY-Oswego shall provide the District with proof of such coverage.

Indemnification:

Subject to the availability of lawful appropriation and consistent with the New York State Court of Claims Act, New York State, the State University of New York and SUNY Oswego shall hold Syracuse City School District harmless from and indemnify it for any final judgment of a court of competent jurisdiction to the extent attributable to the negligence of Customer or of its officers or employees when acting within the course and scope of their employment in connection with this Agreement. Regardless of the nature of the claim, SUNY-Oswego further agrees that if any claim or demand is asserted against it which reasonably may result in liability to the District, that SUNY-Oswego shall give prompt notice thereof in writing to the District and shall cooperate in the investigation of the claim and any defenses arising therefrom.

The District agrees to indemnify and hold harmless SUNY-Oswego from any and all losses, damages or liability arising out of negligence or other malfeasance or nonfeasance by the District, its employees, agents and servants, upon or in relation to this Agreement or otherwise which results in loss to SUNY-Oswego, including, but not limited to, the payment for services under this Agreement. Regardless of the nature of the claim, the District further agrees that if any claim or demand is asserted against it which reasonably may result in liability to SUNY-Oswego that the District shall give prompt notice thereof in writing to SUNY-Oswego and shall cooperate in the investigation of the claim and any defenses arising therefrom.

Compliance with Law:

SUNY-Oswego and Syracuse City School District will adhere to all certifications regarding lobbying, debarment, suspension and other responsibility matters, and drug-free work-place requirements.

SUNY-Oswego and Syracuse City School District will comply with all applicable requirements regarding the confidentiality of student records, including the Family Educational Rights and Privacy Act, HIPAA and regulations of the United States and the New York State Education Departments.

SUNY-Oswego will ensure that any and all employee(s) or subcontractors of said agency working with Syracuse City School District (SCSD) students be fingerprinted and registered in compliance with the New York State Department of Education regulations. SUNY-Oswego will maintain documentation of this compliance and provide to the District upon request. Furthermore, SUNY-Oswego assures that no employees will be working with SCSD students until this requirement is met.

Section 2-d of the New York State Education Law requires that a parents bill of rights for data privacy and security must be included with every contract an educational agency enters into with a third party contractor, where the third party contractor receives student data or teach or principal data. Accordingly, this Agreement is deemed to incorporate by reference the District's parents bill of rights for data privacy and security. Contact agrees to comply with all applicable provisions of Section 2-d of the Education law, any rules and regulations of the New York State Education Department issued thereunder, and the District's parents bill of rights for data privacy and security, including any amendments to any of these.

Syracuse City School District Parents' Bill of Rights for Data Privacy and Security

- The Syracuse City School District does not sell or release a student's personally identifiable information for any commercial purposes;
- Parents have the right to inspect and review the complete contents of their child's education record;
- State and federal laws protect the confidentiality of personally identifiable information, and safeguards associated with industry standards and best practices, including but not limited to, encryption, firewalls, and password protection, must be in place when data is stored or transferred.

Adhere to all requirements set forth in Attachment I.

Dispute Resolution:

It is mutually agreed that should a dispute arise, both parties will informally attempt to resolve such dispute or utilize mediation.

Notices:

Any notices by either party shall be in writing and hand-delivered to the offices below or sent by registered or certified mail to the respective addresses as shown below, or such other address as a party may designate by written notice in accordance with this provision within fourteen (14) days. Notices shall be effective upon receipt. Facsimile shall not be considered effective delivery of notice.

Sharon L. Contreras, Superintendent of Schools
Syracuse City School District
725 Harrison Street
Syracuse, New York 13210

SUNY-Oswego
Nichole Brown, Director
Field Placement Office
School of Education
175 Wilber Hall
Oswego, New York 13126

Severability:

If any provision of this Agreement is invalid, illegal or incapable of being enforced, by reason of any rule of law, administrative order, judicial decision or public policy, all other conditions and provisions of this Agreement shall remain in full force and effect. No covenant or provision shall be deemed dependent upon any other covenant or provision unless so expressed herein.

Subsequent Modification:

No modification made after execution of this Agreement shall be enforceable unless it is in writing and signed by both parties to this Agreement.

Merger Clause:

This Agreement contains the entire agreement of the parties, and no representations, inducements, promises or agreements, oral or otherwise, not appearing therein shall be of any force or effect.

Attachment I SCSD MOA/Subaward Agreement

By signing the MOA/Subaward Agreement, the authorized official of the collaborating agency or organization certifies, to the best of his/her knowledge and belief, that:

Certification Regarding Lobbying

No Federal appropriated funds have been paid or will be paid, by or on behalf of the collaborator, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee or a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Debarment, Suspension and Other Responsibility Matters

Collaborator certifies that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

OMB Circular A-133 Assurance & Reporting

Collaborator assures the Syracuse City School District that it complies with OMB-Circular A-133, or applicable audit standards related to collaborator organization, and that it will notify the District of completion of required audits and of any adverse findings, which impact this MOA/Subaward. The Collaborator will adhere to any awarding agency requirements and regulations pertaining to reporting and will provide the SCSD with requested information in a timely manner, should such request be made.

Remedies for Breach, Sanctions, Penalties

Should collaborator breach any provisions of this agreement, the District may temporarily withhold payments pending correction of the deficiency; disallow all or part of the cost of the activity not in compliance; wholly or partly suspend or terminate the current agreement with the collaborator; withhold further contracts/agreements with collaborator; or, take other legal remedies which may be available to the District.

Compliance with Federal Statutes and Executive Orders

Collaborator certifies that it complies with the following:

Compliance with Executive Order 11246 of September 24, 1965, entitled "Equal Employment Opportunity," as amended by Executive Order 11375 of October 13, 1967, and as supplemented in Department of Labor regulations (41 CFR chapter 60).

Compliance with Copeland "Anti-Kickback" Act (18 U.S.C 874) as supplemented in Department of Labor regulations (29 CFR part 5).

Compliance with the wage rate requirements (40 U.S.C. 3141-3148) as supplemented by Department of Labor regulations (29 CFR part 5).

Compliance with the Contract Work Hours and Safety Standards (40 U.S.C. 3701-3708) as supplemented by Department of Labor regulations (29 CFR part 5).

Compliance with all applicable standards, orders, or requirements issued under section 306 of the Clean Air Act as amended (42 U.S.C. 7606), section 508 of the Clean Water Act (33 U.S.C. 1368), Executive Order 11738, and Environmental Protection Agency regulations (40 CFR part 15).

Compliance with the mandatory standards and policies relating to energy efficiency which are contained in the state energy conservation plan issued in compliance with the Energy Policy and Conservation Act as amended (42 U.S.C. 6321-6326)

Copyrights and Patent Rights

The Federal Awarding Agency, where applicable, reserves a royalty-free, non-exclusive, and irrevocable license to reproduce, publish or otherwise use, and to authorize others to use, for Federal Government purposes the copyright in any work developed under a grant, subgrant or contract under a grant or subgrant and any rights of copyright to which a grantee, subgrantee or a contractor purchases ownership with grant support. Collaborator will adhere to any awarding agency requirements and regulations pertaining to patent rights with respect to any discovery or invention which arises or is developed in the course of or under this agreement.

Records Access

The Collaborator agrees to provide access by the SCSD, the grantor agency, the Comptroller General of the United States, or any of their duly authorized representatives to any books, documents, papers and records of the collaborator which are directly pertinent to this specific agreement for the purpose of making audit, examination, excerpts and transcriptions.

Records Retention

The Collaborator agrees to retain all records in relation to this agreement for five (5) years after the project period had ended all other pending matters are closed.

SUNY Oswego and Grant Middle School (SCSD) on-going partnership to support clinically rich residency teacher preparation programs.

July 16, 2015

Nichole Brown, Director Field Placement

Pat Russo, Director Center for Urban Schools

Starting in fall 2012, Grant MS has hosted several clinically rich residency candidates for semester-long, full-time, placements that included field experience, student teaching, concurrent course work, and professional development for mentor teachers and candidates. Graduate and/or undergraduate candidates have been placed with teachers of Special Education, TESOL, English, mathematics, and social studies teachers.

Mentor teachers and teacher candidates create co-teaching teams, doubling the attention given to every student in the classroom, throughout the day, and across the weeks from September to December, and January to May. See the attached document that more fully describes this program, and its benefits to P-12 students, teacher candidates, mentor teachers, and even college faculty. Key themes of every clinically rich program include attention to Common Core Learning Standards, Teacher Performance Assessment (APPR and edTPA), data driven instruction, and clinically rich teacher preparation.

For the 2015-18 year partnership to support this School Improvement Grant Initiative, we are ready to place six to fifteen teacher candidates each semester in Grant Middle School: One each with a Social Studies, Math, and English teacher, three to seven with a 6th grade teacher and three with three TESOL teachers. The candidates will support the school's efforts to strengthen the AVID program, as well as supporting the entire school's whole-school change model with the goal of achieving dramatic school-level achievement gains. In addition to supplying full-time, full semester teacher candidates, a number of Junior level Education majors will also visit the school on a weekly basis to work in and support the AVID program each year.

Proposed budget for the SUNY Oswego – Grant MS SIG partnership for 2015-16

Budget items	Details	Total
Support for Field Placement Director (or designee) to coordinate this partnership (placements, professional development, data collection, and on-going collaboration)	\$3000 per Fall, Spring and Summer sessions	\$9,000
Support for Director of Center for Urban Schools to assist this partnership (placements, professional development, data collection, and on-going collaboration)	Availability for Fall Spring and Summer sessions	SUNY Oswego contribution
Living stipends for 6 candidates each semester fall and spring, for full-time, semester long placements with one English, Math, Social Studies, and three TESOL teachers	\$3,000 per candidate x 6 candidates x 2 semesters = \$36,000	\$36,000
Stipend for mentor teachers to attend monthly PD sessions (for at least 10 sessions)	\$1,000 per mentor x 6 mentors	\$6,000
		Yearly Total: \$51,000

The parties to the attached contract, license, lease, amendment or other agreement of any kind (hereinafter, "contract") agree to be bound by the following clauses which are hereby made a part of the contract (the word "Contractor" herein refers to any party other than the State, whether a Contractor, licensor, licensee, lessor, lessee or any other party):

1. **EXECUTORY CLAUSE.** In accordance with Section 41 of the State Finance Law, the State shall have no liability under this contract to the Contractor or to anyone else beyond funds appropriated and available for this contract.

2. **PROHIBITION AGAINST ASSIGNMENT**

Except for the assignment of its right to receive payments subject to Article 5-A of the State Finance Law, the Contractor selected to perform the services herein are prohibited in accordance with Section 138 of the State Finance Law from assigning, transferring, conveying, subletting or otherwise disposing of its rights, title or interest in the contract without the prior written consent of SUNY and attempts to do so are null and void. Notwithstanding the foregoing, SUNY may, with the concurrence of the New York Office of State Comptroller, waive prior written consent of the assignment, transfer, conveyance, sublease or other disposition of a contract let pursuant to Article XI of the State Finance Law if the assignment, transfer, conveyance, sublease or other disposition is due to a reorganization, merger or consolidation of Contractor's its business entity or enterprise and Contractor so certifies to SUNY. SUNY retains the right, as provided in Section 138 of the State Finance Law, to accept or reject an assignment, transfer, conveyance, sublease or other disposition of the contract, and to require that any Contractor demonstrate its responsibility to do business with SUNY.

3. **COMPTROLLER'S APPROVAL.** (a) In

accordance with Section 112 of the State Finance Law, Section 355 of New York State Education Law, and 8 NYCRR 316, Comptroller's approval is not required for the following contracts: (i) materials; (ii) equipment and supplies, including computer equipment; (iii) motor vehicles; (iv) construction; (v) construction-related services; (vi) printing; and (vii) goods for State University health care facilities, including contracts for goods made with joint or group purchasing arrangements.

(b) Comptroller's approval is required for the following contracts: (i) contracts for services not listed in Paragraph (3)(a) above made by a State University campus or health care facility certified by the Vice Chancellor and Chief Financial Officer, if the contract value exceeds \$250,000; (ii) contracts for services not listed in Paragraph (3)(a) above made by a State University campus not certified by the Vice Chancellor and Chief Financial Officer, if the contract value exceeds \$50,000; (iii) contracts for services not listed in Paragraph (3)(a) above made by health care facilities not certified by the Vice Chancellor and Chief Financial Officer, if the contract value exceeds \$75,000; (iv) contracts whereby the State University agrees to give something other than money, when the value or reasonably estimated value of such consideration exceeds \$10,000; (v) contracts for real property transactions if the contract value exceeds \$50,000; (vi) all other contracts not listed in Paragraph (3)(a) above, if the contract value exceeds \$50,000, e.g. SUNY acquisition of a business and New York State Finance Article 11-B contracts and (vii) amendments for any amount to contracts not listed in Paragraph (3)(a) above, when as so amended, the contract exceeds the threshold amounts stated in Paragraph (b) herein. However, such pre-approval shall not be required for any contract established as a centralized contract through the Office of General Services or

for a purchase order or other transaction issued under such centralized contract.

(c) Any contract that requires Comptroller approval shall not be valid, effective or binding upon the State University until it has been approved by the Comptroller and filed in the Comptroller's office.

4. **WORKERS' COMPENSATION BENEFITS.** In

accordance with Section 142 of the State Finance Law, this contract shall be void and of no force and effect unless the Contractor shall provide and maintain coverage during the life of this contract for the benefit of such employees as are required to be covered by the provisions of the Workers' Compensation Law.

5. **NON-DISCRIMINATION REQUIREMENTS.**

To the extent required by Article 15 of the Executive Law (also known as the Human Rights Law) and all other State and Federal statutory and constitutional non-discrimination provisions, the Contractor will not discriminate against any employee or applicant for employment because of race, creed, color, sex, (including gender identity or expression), national origin, sexual orientation, military status, age, disability, predisposing genetic characteristics, marital status or domestic violence victim status. Furthermore, in accordance with Section 220-e of the Labor Law, if this is a contract for the construction, alteration or repair of any public building or public work or for the manufacture, sale or distribution of materials, equipment or supplies, and to the extent that this contract shall be performed within the State of New York, Contractor agrees that neither it nor its subcontractors shall, by reason of race, creed, color, disability, sex, or national origin: (a) discriminate in hiring against any New York State citizen who is qualified and available to perform the work; or (b) discriminate against or intimidate any employee hired for the performance of work under this contract. If this is a building service contract as defined in Section 230 of the Labor Law, then, in accordance with Section 239 thereof, Contractor agrees that neither it nor its subcontractors shall by reason of race, creed, color, national origin, age, sex or disability: (a) discriminate in hiring against any New York State citizen who is qualified and available to perform the work; or (b) discriminate against or intimidate any employee hired for the performance of work under this contract. Contractor is subject to fines of \$50.00 per person per day for any violation of Section 220-e or Section 239 as well as possible termination of this contract and forfeiture of all moneys due hereunder for a second or subsequent violation

6. **WAGE AND HOURS PROVISIONS.** If this is

a public work contract covered by Article 8 of the Labor Law or a building service contract covered by Article 9 thereof, neither Contractor's employees nor the employees of its subcontractors may be required or permitted to work more than the number of hours or days stated in said statutes, except as otherwise provided in the Labor Law and as set forth in prevailing wage and supplement schedules issued by the State Labor Department. Furthermore, Contractor and its subcontractors must pay at least the prevailing wage rate and pay or provide the prevailing supplements, including the premium rates for overtime pay, as determined by the State Labor Department in accordance with the Labor Law. Additionally, effective April 28, 2008, if this is a public work

contract covered by Article 8 of the Labor Law, the Contractor understands and agrees that the filing of payrolls in a manner consistent with Subdivision 3-a of Section 220 of the Labor Law shall be a condition precedent to payment by SUNY of any SUNY-approved sums due and owing for work done upon the project.

7. **NON-COLLUSIVE BIDDING CERTIFICATION.**

In accordance with Section 139-d of the State Finance Law, if this contract was awarded based on the submission of competitive bids, Contractor affirms, under penalty of perjury, and each person signing on behalf of Contractor, and in the case of a joint bid each party thereto certifies as to its own organization, under penalty of perjury, that to the best of its knowledge and belief that its bid was arrived at independently and without collusion aimed at restricting competition. Contractor further affirms that, at the time Contractor submitted its bid, an authorized and responsible person executed and delivered it to SUNY a non-collusive bidding certification on Contractor's behalf.

8. **INTERNATIONAL BOYCOTT PROHIBITION.**

In accordance with Section 220-f of the Labor Law and Section 139-h of the State Finance Law, if this contract exceeds \$5,000, the Contractor agrees, as a material condition of the contract, that neither the Contractor nor any substantially owned or affiliated person, firm, partnership or corporation has participated, is participating, or shall participate in an international boycott in violation of the federal Export Administration Act of 1979 (50 USC App. Sections 2401 *et seq.*) or regulations thereunder. If such Contractor, or any of the aforesaid affiliates of Contractor, is convicted or is otherwise found to have violated said laws or regulations upon the final determination of the United States Commerce Department or any other appropriate agency of the United States subsequent to the contract's execution, such contract, amendment or modification thereto shall be rendered forfeit and void. The Contractor shall so notify the State Comptroller within five (5) business days of such conviction, determination or disposition of appeal (2 NYCRR 105.4).

9. **SET-OFF RIGHTS.** The State shall have all of

its common law, equitable and statutory rights of set-off. These rights shall include, but not be limited to, the State's option to withhold for the purposes of set-off any moneys due to the Contractor under this contract up to any amounts due and owing to the State with regard to this contract, any other contract with any State department or agency, including any contract for a term commencing prior to the term of this contract, plus any amounts due and owing to the State for any other reason including, without limitation, tax delinquencies or monetary penalties relative thereto. The State shall exercise its set-off rights in accordance with normal State practices including, in cases of set-off pursuant to an audit, the finalization of such audit by the State, its representatives, or the State Comptroller.

10. **RECORDS.** The Contractor shall establish

and maintain complete and accurate books, records, documents, accounts and other evidence directly pertinent to performance under this contract (hereinafter, collectively, "the Records"). The Records must be kept for the balance of the calendar year in which they were made and for six

(6) additional years thereafter. The State Comptroller, the Attorney General and any other person or entity authorized to conduct an examination, as SUNY and its representatives and entities involved in this contract, shall have access to the Records during normal business hours at an office of the Contractor within the State of New York or, if no such office is available, at a mutually agreeable and reasonable venue within the State, for the term specified above for the purposes of inspection, auditing and copying. SUNY shall take reasonable steps to protect from public disclosure any of the Records which are exempt from disclosure under Section 87 of the Public Officers Law (the "Statute") provided that: (i) the Contractor shall timely inform an appropriate SUNY official, in writing, that said Records should not be disclosed; and (ii) said Records shall be sufficiently identified; and (iii) designation of said Records as exempt under the Statute is reasonable. Nothing contained herein shall diminish, or in any way adversely affect, SUNY's or the State's right to discovery in any pending or future litigation.

11. IDENTIFYING INFORMATION AND PRIVACY NOTIFICATION.

Identification Number(s). Every invoice or New York State Claim for Payment submitted to the State University of New York by a payee, for payment for the sale of goods or services or for transactions (e.g., leases, easements, licenses, etc.) related to real or personal property must include the payee's identification number. The number is any or all of the following: (i) the payee's Federal employer identification number, (ii) the payee's Federal social security number, and/or (iii) the payee's Vendor Identification Number assigned by the Statewide Financial System. Failure to include such number or numbers may delay payment. Where the payee does not have such number or numbers, the payee, on its invoice or Claim for Payment, must give the reason or reasons why the payee does not have such number or numbers.

(b) Privacy Notification. (1) The authority to request the above personal information from a seller of goods or services or a lessor of real or personal property, and the authority to maintain such information, is found in Section 5 of the State Tax Law. Disclosure of this information by the seller or lessor to the State University of New York is mandatory. The principal purpose for which the information is collected is to enable the State to identify individuals, businesses and others who have been delinquent in filing tax returns or may have understated their tax liabilities and to generally identify persons affected by the taxes administered by the Commissioner of Taxation and Finance. The information will be used for tax administration purposes and for any other purpose authorized by law. (2) The personal information is requested by the purchasing unit of the State University of New York contracting to purchase the goods or services or lease the real or personal property covered by this contract or lease. The information is maintained in the Statewide Financial System by the Vendor Management Unit within the Bureau of State Expenditures, Office of the State Comptroller, 110 State Street, Albany, New York 12236.

12. EQUAL EMPLOYMENT OPPORTUNITIES FOR MINORITIES AND WOMEN.

(a) In accordance with Section 312 of the Executive Law and 5 NYCRR 143, if this contract is: (i) a written agreement or purchase order instrument, providing for a total expenditure in excess of \$25,000.00, whereby a contracting agency is committed to expend or does expend funds in return for labor, services, supplies, equipment, materials or any combination of the foregoing, to be performed for, or rendered or furnished to the contracting agency; or (ii) a written agreement in excess of \$100,000.00 whereby a contracting agency is committed to expend or does expend funds for the acquisition,

construction, demolition, replacement, major repair or renovation of real property and improvements thereon; or (iii) a written agreement in excess of \$100,000.00 whereby the owner of a State assisted housing project is committed to expend or does expend funds for the acquisition, construction, demolition, replacement, major repair or renovation of real property and improvements thereon for such project, then the following shall apply and by signing this agreement the Contractor certifies and affirms that it is Contractor's equal employment opportunity policy that:

(1) The Contractor will not discriminate against employees or applicants for employment because of race, creed, color, national origin, sex, age, disability or marital status, and will undertake or continue existing programs of affirmative action to ensure that minority group members and women are afforded equal employment opportunities without discrimination. Affirmative action shall mean recruitment, employment, job assignment, promotion, upgradings, demotion, transfer, layoff, or termination and rates of pay or other forms of compensation;

(2) at SUNY's request, Contractor shall request each employment agency, labor union, or authorized representative of workers with which it has a collective bargaining or other agreement or understanding, to furnish a written statement that such employment agency, labor union or representative will not discriminate on the basis of race, creed, color, national origin, sex, age, disability or marital status and that such union or representative will affirmatively cooperate in the implementation of the Contractor's obligations herein; and

(3) Contractor shall state, in all solicitations or advertisements for employees, that, in the performance of the State contract, all qualified applicants will be afforded equal employment opportunities without discrimination because of race, creed, color, national origin, sex, age, disability or marital status.

(b) Contractor will include the provisions of "1", "2" and "3", above, in every subcontract over \$25,000.00 for the construction, demolition, replacement, major repair, renovation, planning or design of real property and improvements thereon (the "Work") except where the Work is for the beneficial use of the Contractor. Section 312 does not apply to: (i) work, goods or services unrelated to this contract; or (ii) employment outside New York State. The State shall consider compliance by a Contractor or sub-contractor with the requirements of any federal law concerning equal employment opportunity which effectuates the purpose of this section. SUNY shall determine whether the imposition of the requirements of the provisions hereof duplicate or conflict with any such federal law and if such duplication or conflict exists, SUNY shall waive the applicability of Section 312 to the extent of such duplication or conflict. Contractor will comply with all duly promulgated and lawful rules and regulations of the Department of Economic Development's Division of Minority and Women's Business Development pertaining hereto.

13. **CONFLICTING TERMS.** In the event of a conflict between the terms of the contract (including any and all attachments thereto and amendments thereof) and the terms of this Exhibit A, the terms of this Exhibit A shall control.

14. **GOVERNING LAW.** This contract shall be governed by the laws of the State of New York except where the Federal supremacy clause requires otherwise.

15. **LATE PAYMENT.** Timeliness of payment and any interest to be paid to Contractor for late payment shall be governed by Article 11-A of the State Finance Law to the extent required by law.

16. **NO ARBITRATION.** Disputes involving this contract, including the breach or alleged breach

thereof, may not be submitted to binding arbitration (except where statutorily authorized) but must, instead, be heard in a court of competent jurisdiction of the State of New York.

17. **SERVICE OF PROCESS.** In addition to the methods of service allowed by the State Civil Practice Law & Rules ("CPLR"), Contractor hereby consents to service of process upon it by registered or certified mail, return receipt requested. Service hereunder shall be complete upon Contractor's actual receipt of process or upon the State's receipt of the return thereof by the United States Postal Service as refused or undeliverable. Contractor must promptly notify the State, in writing, of each and every change of address to which service of process can be made. Service by the State to the last known address shall be sufficient. Contractor will have thirty (30) calendar days after service hereunder is complete in which to respond.

18. **PROHIBITION ON PURCHASE OF TROPICAL HARDWOODS.** The Contractor certifies and warrants that all wood products to be used under this contract award will be in accordance with, but not limited to, the specifications and provisions of State Finance Law §165 (Use of Tropical Hardwoods), which prohibits purchase and use of tropical hardwoods, unless specifically exempted, by the State or any governmental agency or political subdivision or public benefit corporation. Qualification for an exemption under this law will be the responsibility of the contractor to establish to meet with the approval of the State. In addition, when any portion of this contract involving the use of woods, whether supply or installation, is to be performed by any subcontractor, the prime Contractor will indicate and certify in the submitted bid proposal that the subcontractor has been informed and is in compliance with specifications and provisions regarding use of tropical hardwoods as detailed in Section 165 of the State Finance Law. Any such use must meet with the approval of the State, otherwise, the bid may not be considered responsive. Under bidder certification, proof of qualification for exemption will be the responsibility of the Contractor to meet with the approval of the State.

19. **MacBRIDE FAIR EMPLOYMENT PRINCIPLES.** In accordance with the MacBride Fair Employment Principles (Chapter 807 of the Laws of 1992), the Contractor hereby stipulates that Contractor and any individual or legal entity in which the Contractor holds a ten percent or greater ownership interest and any individual or legal entity that holds a ten percent or greater ownership interest in the Contractor either (a) have no business operations in Northern Ireland, or (b) shall take lawful steps in good faith to conduct any business operations in Northern Ireland in accordance with the MacBride Fair Employment Principles (as described in Section 165(5) of the State Finance Law), and shall permit independent monitoring of compliance with such principles.

20. **OMNIBUS PROCUREMENT ACT OF 1992.** It is the policy of New York State to maximize opportunities for the participation of New York State business enterprises, including minority and women-owned business enterprises as bidders, subcontractors and suppliers on its procurement contracts.

Information on the availability of New York State subcontractors and suppliers is available from:
NYS Department of Economic Development
Division for Small Business
30 South Pearl St., 7th Floor
Albany, NY 12245
Tel: 518-292-5100
Fax: 518-292-5884
email: opa@esd.ny.gov

A directory of certified minority and women-

owned business enterprises is available from:

NYS Department of Economic Development
Division of Minority and Women's Business
Development
633 Third Avenue
New York, NY 10017
212-803-2414

email: mwbecertification@esd.ny.gov
<https://ny.newnycontracts.com/FrontEnd/VendorSearchPublic.asp>

The Omnibus Procurement Act of 1992 requires that by signing this bid proposal or contract, as applicable, Contractors certify that whenever the total bid amount is greater than \$1 million:

(a) The Contractor has made reasonable efforts to encourage the participation of New York State Business Enterprises as suppliers and subcontractors, including certified minority and women-owned business enterprises, on this project, and has retained the documentation of these efforts to be provided upon request to SUNY;

(b) The Contractor has complied with the Federal Equal Employment Opportunity Act of 1972 (P.L. 92-261), as amended;

(c) The Contractor agrees to make reasonable efforts to provide notification to New York State residents of employment opportunities on this project through listing any such positions with the Job Search Division of the New York State Department of Labor, or providing such notification in such manner as is consistent with existing collective bargaining contracts or agreements. The contractor agrees to document these efforts and to provide said documentation to the State upon request; and

(d) The Contractor acknowledges notice that SUNY may seek to obtain offset credits from foreign countries as a result of this contract and agrees to cooperate with SUNY in these efforts.

21. RECIPROCITY AND SANCTIONS

PROVISIONS. Bidders are hereby notified that if their principal place of business is located in a country, nation, province, state or political subdivision that penalizes New York State vendors, and if the goods or services they offer will be substantially produced or performed outside New York State, the Omnibus Procurement Act of 1994 and 2000 amendments (Chapter 684 and Chapter 383, respectively) require that they be denied contracts which they would otherwise obtain. Contact the NYS Department of Economic Development, Division for Small Business, 30 South Pearl Street, Albany, New York 12245, for a current list of jurisdictions subject to this

provision.

22. COMPLIANCE WITH NEW YORK STATE INFORMATION SECURITY BREACH AND NOTIFICATION ACT. Contractor shall comply with the provisions of the New York State Information Security Breach and Notification Act (General Business Law Section 899-aa; State Technology Law Section 208).

23. COMPLIANCE WITH CONSULTANT DISCLOSURE LAW If this is a contract for consulting services, defined for purposes of this requirement to include analysis, evaluation, research, training, data processing, computer programming, engineering, environmental health and mental health services, accounting, auditing, paralegal, legal or similar services, then in accordance with Section 163(4-g) of the State Finance Law, the Contractor shall timely, accurately and properly comply with the requirement to submit an annual employment report for the contract to SUNY, the Department of Civil Service and the State Comptroller.

24. PURCHASES OF APPAREL AND SPORTS EQUIPMENT. In accordance with State Finance Law Section 165(7), SUNY may determine that a bidder on a contract for the purchase of apparel or sports equipment is not a responsible bidder as defined in State Finance Law Section 163 based on (a) the labor standards applicable to the manufacture of the apparel or sports equipment, including employee compensation, working conditions, employee rights to form unions and the use of child labor; or (b) bidder's failure to provide information sufficient for SUNY to determine the labor conditions applicable to the manufacture of the apparel or sports equipment.

25. PROCUREMENT LOBBYING. To the extent this agreement is a "procurement contract" as defined by State Finance Law Sections 139-j and 139-k, by signing this agreement the contractor certifies and affirms that all disclosures made in accordance with State Finance Law Sections 139-j and 139-k are complete, true and accurate. In the event such certification is found to be intentionally false or intentionally incomplete, the State may terminate the agreement by providing written notification to the Contractor in accordance with the terms of the agreement.

26. CERTIFICATION OF REGISTRATION TO COLLECT SALES AND COMPENSATING USE TAX BY CERTAIN STATE CONTRACTORS, AFFILIATES AND SUBCONTRACTORS. To the extent this agreement is a contract as defined by Tax Law Section 5-a, if the Contractor fails to make the certification required by Tax Law

Section 5-a or if during the term of the contract, the Department of Taxation and Finance or SUNY discovers that the certification, made under penalty of perjury, is false, then such failure to file or false certification shall be a material breach of this contract and this contract may be terminated, by providing written notification to the Contractor in accordance with the terms of the agreement, if SUNY determines that such action is in the best interests of the State.

27. IRAN DIVESTMENT ACT. By entering into this Agreement, Contractor certifies in accordance with State Finance Law §165-a that it is not on the "Entities Determined to be Non-Responsive Bidders/Offerers pursuant to the New York State Iran Divestment Act of 2012" ("Prohibited Entities List") posted at: <http://www.ogs.ny.gov/about/regs/dqcs/ListofEntities.pdf>

Contractor further certifies that it will not utilize on this Contract any subcontractor that is identified on the Prohibited Entities List. Contractor agrees that should it seek to renew or extend this Contract, it must provide the same certification at the time the Contract is renewed or extended. Contractor also agrees that any proposed Assignee of this Contract will be required to certify that it is not on the Prohibited Entities List before the contract assignment will be approved by the State.

During the term of the Contract, should the state agency receive information that a person (as defined in State Finance Law §165-a) is in violation of the above-referenced certifications, the state agency will review such information and offer the person an opportunity to respond. If the person fails to demonstrate that it has ceased its engagement in the investment activity which is in violation of the Act within 90 days after the determination of such violation, then the state agency shall take such action as may be appropriate and provided for by law, rule, or contract, including, but not limited to, imposing sanctions, seeking compliance, recovering damages, or declaring the Contractor in default.

The state agency reserves the right to reject any bid, request for assignment, renewal or extension for an entity that appears on the Prohibited Entities List prior to the award, assignment, renewal or extension of a contract, and to pursue a responsibility review with respect to any entity that is awarded a contract and appears on the Prohibited Entities list after contract award.

THE FOLLOWING PROVISIONS SHALL APPLY ONLY TO THOSE CONTRACTS TO WHICH A HOSPITAL OR OTHER HEALTH SERVICE FACILITY IS A PARTY

28. Notwithstanding any other provision in this contract, the hospital or other health service facility remains responsible for insuring that any service provided pursuant to this contract complies with all pertinent provisions of Federal, state and local statutes, rules and regulations. In the foregoing sentence, the word "service" shall be construed to refer to the health care service rendered by the hospital or other health service facility.

29. (a) In accordance with the 1980 Omnibus Reconciliation Act (Public Law 96-499), Contractor hereby agrees that until the expiration of four years after the furnishing of services under this agreement, Contractor shall make available upon written request to the Secretary of Health and Human Services, or upon request, to the Comptroller General of the United States or any of their duly authorized representatives, copies of this contract, books, documents and records of the Contractor that are necessary to certify the nature and extent of the costs hereunder.

(b) If Contractor carries out any of the duties of the contract hereunder, through a subcontract having a value or cost of \$10,000 or more over a twelve-month period, such subcontract shall contain a clause to the effect that, until the expiration of four years after the furnishing of such services pursuant to such subcontract, the subcontractor shall make available upon written request to the Secretary of Health and Human Services or upon request to the Comptroller General of the United States, or any of their duly authorized representatives, copies of the subcontract and books, documents and records of the subcontractor that are necessary to verify the nature and extent of the costs of such subcontract.

(c) The provisions of this section shall apply only to such contracts as are within the definition established by the Health Care Financing Administration, as may be amended or modified from time to time.

II. G. Organizational Plan (4 points)

The LEA/school must provide a sound plan for how the school will be operated, beginning with its governance and management. It should present a clear picture of the school's operating priorities, delegation of responsibilities, and relationships with key stakeholders. The organizational plan must contain the following elements:

- 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 Grant Middle 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 serves as a true instructional leader and visionary, guiding the school's culture and climate toward its mission and vision. In doing so, she must spend time in classrooms and hallways to ensure effectiveness of the instructional program. The principal is also responsible for ensuring safety and order so that the integrity of the redesign effort is not diminished.

The principal meets weekly with school leaders to ensure that open lines of communication exist to assist the team in effectively leading school improvement efforts. The weekly administrative meeting also allows for the continuous monitoring of the goals identified in the redesign plan at the school. The principal focuses 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 vice principal, who works directly with grade-level teams in supporting their instructional work in classrooms and in managing resources. The vice principal also provides guidance to support staff, including counselors, social workers, psychologists, nurses, custodians and clerks, etc.

Monthly meetings of the School Leadership Team (SLT) will 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 often (e.g., weekly) 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.

- 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.*

SCSD implements an objective, fair and equitable rating system that provides the right supports to the right teachers and school leaders so all can continuously improve their practice. The shared commitment to this work is outlined in the Syracuse City School District strategic plan, *Great Expectations 2012-2017*, a goal of which is to recruit, develop, support, and retain effective teachers and school leaders.

Teachers with ineffective ratings cannot move to or remain in priority schools. Teachers have access to a minimum 50 hours of professional development, guided by principals based on evaluation data and Improvement Plans. Each year, the SCSD 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 three components as follows:

- 1) 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 as 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.
- 2) 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.
- 3) 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 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 three observations: two by a certified administrator (one unannounced); and one by a peer observer (announced). 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 completion of the evaluation process in Teachscape Reflect.

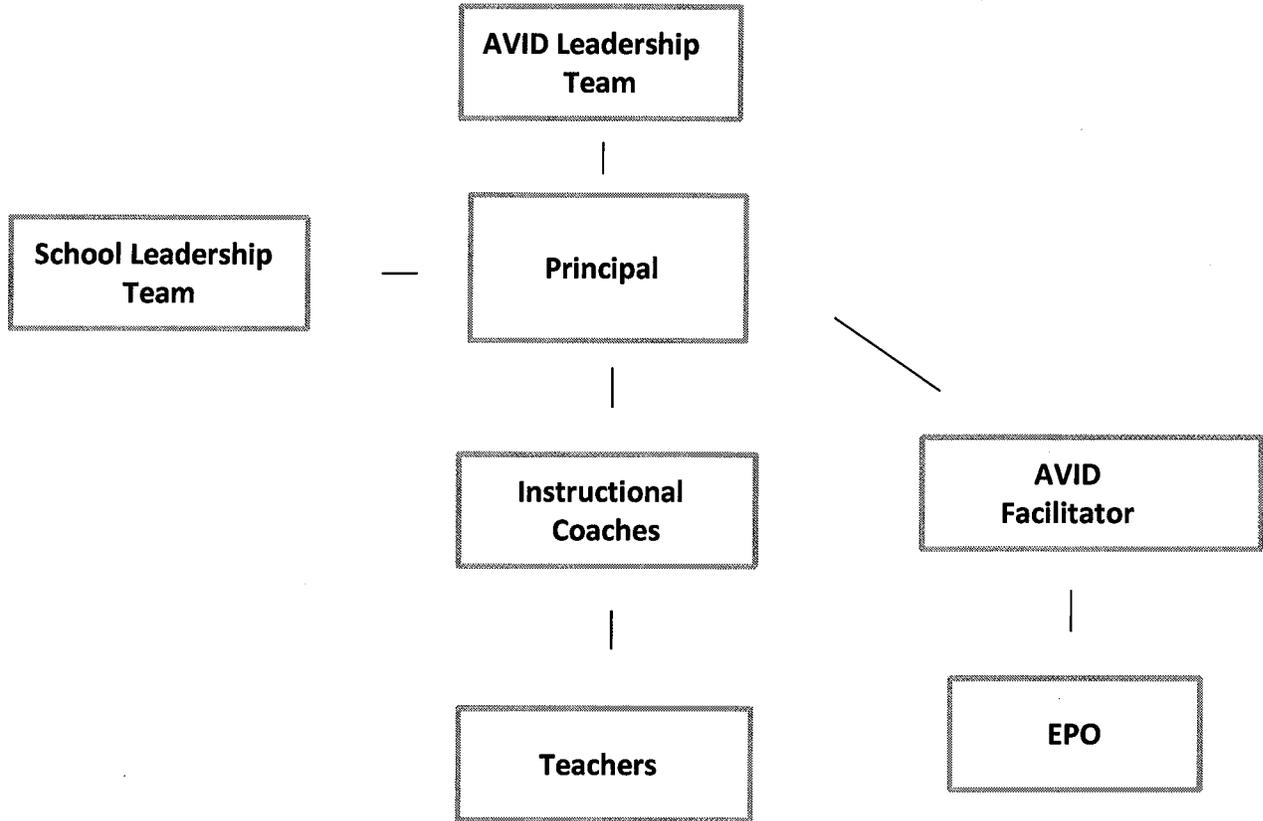
The principal, with oversight by the Chief Academic Officer, is responsible for ensuring that all administrator observations are assigned among all building administrators and completed according to the APPR plan. The Chief Academic Officer also manages the work of Peer Observers to ensure that peer 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.*

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

Organizational Chart



Full Calendar – Schedule of Events – 2015-2016

Timeframe	Action
Before September 2015	Ensure that all staff are recruited, hired and in place
September 2015	Formalize agreements with EPO (and other consultants) to serve as primary partner to coordinate and provide enrichment and youth development
September 2015	Prepare plan for ELT
September 2015	Purchase needed supplies and materials (and submit work orders as necessary)
September 2015	Create monitoring/support calendar with differentiated protocols for data and operational dashboards
September 2015 - ongoing	External and job-embedded professional development
September 2015 - ongoing	Provide 180 additional hours of high-quality instruction to all students annually
September 2015 - ongoing	Monitor and track leading indicators early and often
September 2015 - ongoing	Make rapid and dramatic adjustment when leading indicators suggest that school Innovation is not on track for school-wide student success
September 2015 - ongoing	Principal, AVID Facilitator and EPO implement AVID School wide
By April 30, 2016 (for 2016-2017 school year)	Principal determines who may continue to teach in the school; and dismisses ineffective teachers from the school.
By May 31, 2016	Fill teacher vacancies
Summer 2016	Summer Leadership Institute and Professional Development Academies
Summer 2016	Conduct audit of school facilities and resources
Summer 2016	Refine key messages and answers to FAQs about the redesign plan
August 2016	Revise SIG plan
September 2016	Begin Year 2

II. H. Educational Plan (8 points)

The LEA/school must provide an educationally sound and comprehensive educational plan for the school. The LEA/school must provide a detailed educational plan with a description of each of the following elements:

- 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 Grant Middle School. To ensure equal access to and mastery of the expected learning standards, all English Language Arts and Mathematics curricula are designed around the Common Core Learning Standards (CCLS). The core academic program in the District, including Grant Middle School, 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 Grant Middle School teachers have 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. Additional aligned resources will be obtained. Supplemental resources are provided for teachers at <http://www.syracusecityschools.com/districtpage.cfm?pageid=561>.

English Language Arts - The ELA curriculum units provide the sequencing and pacing of CCLS based instruction supported by rigorous text selection, scaffolded 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.syracusecityschools.com/districtpage.cfm?pageid=561>.

Multiple CCLS-aligned resources are referenced in the curriculum unit maps and are available for teacher use.

- 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. Full-time Literacy and Mathematics Instructional Coaches will 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). 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 Grant Middle School, elementary teachers are common branch (for 6th grade). 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. All elective/special area teachers will have Common Core and instructional shifts for 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 Grant Middle School are designed to result in students who: 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; and Look for and express regularity in repeated reasoning.

Curriculum maps, instructional guidance tools (teaching points, exemplars, resources, etc.) and
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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 will 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 Literacy Instructional Coach will provide additional assistance, support, and guidance to Grant Middle School teachers in successful enactment of these instructional shifts in their daily practice.

AVID School wide will be implemented to address the priorities and achieve the goals. Advancement Via Individual Determination (AVID) is a global nonprofit organization whose guiding principle is to hold students accountable to the highest standards. Through AVID, they are provided academic and social support, to rise to the challenge. Each day AVID students are exposed to research-based curriculum and strategies day that develop critical thinking, literacy, and math skills across all content areas. Off-campus educational experiences are also included for the students.

AVID has developed a “Schoolwide College Readiness Coaching Tool” to assist schools as they strive to establish AVID School wide, empowering students to become college-ready. School leaders will use this tool to generate deep thinking and rich discussions which address their barriers and their issues around student achievement and college readiness for all students. SCSD has partnered with AVID for the past 10 years and offers AVID elective courses at the secondary level to students who have potential - but who need strategies to support their college readiness. The AVID curriculum standards are aligned to the Common Core Standards.

The District AVID program has a long standing partnership with SUNY-Oswego who, as EPO, will provide AVID tutors to support students in classrooms in Grant Middle School. Training, in the AVID curriculum and tutorial, will be delivered to undergraduate students on their campuses, and conducted by the District AVID Coordinator and an AVID National Trainer. In turn, these undergraduate students will provide support to district AVID teachers in conducting inquiry-based curriculum/tutorials in the classroom.

- 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 by extending the school day and/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>

In 2015-16 and beyond, SCSD is committed to providing approximately 180 hours of extended learning time (ELT) for every student in Grant Middle School. SCSD intends to support the principal 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 Grant Middle School 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.” Extensions of Service will be provided for Hall Monitors for the extended learning time.

Grant Middle School will refine the delivery of ELT to meet and exceed the requirements of the Board of Regents: integrating academics with engaging and 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 Middle School schedule for 7-hour instructional day:

Time	# of students	Daily Core Instruction: Optimizing time for student learning	Supplemental Activities: Using time to help students thrive in school and beyond
8:00 – 9:15	75	ELA (1st of 2, may encompass a literacy-based classroom community mtg)	<i>Differentiated opportunities will be offered to meet students’ varying needs: small group tutoring, online/virtual learning, deep-dive STEM inquiry projects from PLTW, arts enrichment, etc.</i>
9:15-20	5	Passing period	
9:20-10:15	55	Science	
10:15-11:35	80	Math (“double dose”)	
11:35-12:05	30	Lunch	
12:05-12:50	45		Elective / Enrichment (PE, art, music)
12:50-12:55	5	Passing period	
12:55-1:35	40	ELA (2nd of 2, may focus on writing or other skill-building)	
1:35-2:20	45	Social Studies	
2:20-3:00	40		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/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 the Grant Middle School *Innovation Framework: College Pathways School Design*, 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 Grant Middle School, 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.

Grant Middle School and the Educational Partner Organization (EPO) will 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 will use formative, interim, and summative assessment results to make instructional and programmatic decisions.

State assessment results are used to inform programmatic decisions about intervention plans/schedules, curriculum revisions, instructional program revisions, grade/course placement, etc. 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 implementation of AVID School wide will facilitate these improvement initiatives.

The District is also implementing Bright Bytes as described below.

The Clarity Platform - The BrightBytes Clarity platform translates complex analysis and cutting-edge research into fast actions that improve student learning. Schools receive a customized, web-based dashboard highlighting strengths and weaknesses, plus a personalized set of recommended improvements. Each of the modules on the platform includes dashboards at the District, Regional and School-level, reports that pull out the most important research and data at the District, Regional and School-level, and Insights, or research-based actionable next steps that are targeted to user by role (teacher, principal, district staff, etc.) as well as district profile (size, socio-economic information, and achievement information).

Technology and Learning Module - Based on 20 years of research, the Technology and Learning Module helps Syracuse measure the impact that technology is having on learning and 21st Century Skills in the district. This will help administrators understand strengths and gaps in student and teacher skills, which will help to inform planning of curriculum and professional development, especially in the context of the transition to personalized, digital learning. The Chief Financial Officer and Chief Accountability Officer can use the data to understand access to technology both at school and at home as well as how the technology is actually being used in the classroom, which helps to inform the district’s SED-required Instructional Technology Plan, the Smart Schools Investment Plan, and the district’s purchasing priorities around technology. The Superintendent will be able to use the data to help to make decisions about which initiatives to expand and which to cut. At Grant Middle School, the principal and teachers will see their strengths and challenges as well as the next steps that they can take to improve areas of growth.

Early Warning Module: The Early Warning Module uses predictive analytics to identify students in Syracuse that are at-risk of not graduating and provide supports to ensure that they are successful. Once the students have been identified, the module provides research-based next steps that principals, teachers, counselors and district staff can take to support each individual student. The platform is highly configurable, and can incorporate Syracuse-specific interventions. The module also includes a behavior reporting tool that allows teachers and other school staff to capture behavioral incidents and socio-emotional concerns about students that can help counselors and school staff to intervene and support students before their behaviors rise to point of referrals, suspensions and expulsions. This can specifically help to address concerns about the disproportionate suspension of low-income students of color.

- v. *Student Support.* Describe the school-wide framework for providing academic, social-emotional, and student support to the whole school population. 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. 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.

Grant Middle 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 the school to make efficient use of available resources while garnering the community support needed to effectively facilitate student performance. Multi-Tiered Systems of Support (MTSS) provides for a school-wide approach to support the entire 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. MTSS allows time and resources for those students who need targeted group interventions and intensive support beyond the universal strategies. This approach is supported by a student monitoring system which 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 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 key interventions, aligned to CR Part 100.2, include enrollment in the afterschool program, 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, anger management groups, earned lunch or special activity with the principal (or other adult in the school), 1:1 counseling with the school counselor, 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. Blended Learning shall be incorporated in the College Pathways School Design as applicable.

- 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 Grant Middle School is committed to providing a safe, orderly, and productive learning environment for all students. 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.

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, Character, and Support*; 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, avoid being rude or disrespectful, and follow school rules and procedures; and recognize and respect the rights of others – all students should show concern for and encouragement of the educational achievements and efforts of others.

Because student behavior and classroom management ranks high among the school's reform priorities, school leaders will be supported 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 and 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.”

- 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 posted on the SCSD website and is mailed 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.

The District has an active Parent Partnership Network, with two full-time parent liaisons. The mission of the Network 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 families.

Annually, each Title I school receives a 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 Grant Middle 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 school's partner organizations are dedicated to supporting the school 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 (6 points)

The LEA/school must have a coherent school-specific framework for training, support, and professional development clearly linked to the identified SIG plan and student needs. The framework articulated must contain each of the following elements:

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

District and school leaders, informed of the school's priority status, and with access to NYSED guidance on ESEA waiver requirements, began to formulate their plans for school redesign several years ago. The central office staff met with the principal to review the seven intervention/redesign models, and discuss the SIG grant application requirements and guidance. Follow-up meetings, which included the Chief Academic Officer, staff from the Department of Special Programs, and the AVID Coordinator, ensued. Once a redesign model was selected based on the needs and strengths of the school, staff from the Office of Teaching and Learning, the Department of Special Programs, and the AVID Coordinator crafted 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.*

The attached Implementation Period Chart represents the planned training, support and professional development events scheduled during the Year One implementation period at Grant Middle 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.*

Administrative monitoring visits will be regularly conducted at Grant Middle School to begin assessing the effects of the training, support, and professional development to be provided to the school. The AVID Facilitator, the Literacy and Math Instructional Coaches, SUNY-Oswego (the EPO), and other qualified external consultants will provide job-embedded professional development. The AVID Facilitator, the instructional coaches and EPO 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.

Classroom observations will be conducted by the principal, vice principal and peer observers. In January 2016, after every teacher has been observed, the professional development and coaching schedule will be modified as needed to provide targeted support in identified areas. The principal, vice principal, peer observers, AVID Facilitator and instructional 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 teachers will have the opportunity to work with a mentor. The EPO will assist in this endeavor. Teachers will be given common planning time to discuss best practices and share ideas. Teachers will be supported and will have the training and resources available to them to provide the best possible instruction for our students.

AVID will provide yearlong professional development to all teachers and administrators, and provide access to curriculum libraries and websites that support schools in the following domains:

- **Instruction:** Entire instructional staff will utilize AVID strategies to ensure college readiness and improved academic performance for all students;
- **Systems:** Governance, curriculum and instruction, data collection and analysis, professional learning, and student and parent outreach will be supported;
- **Leadership:** The vision and tone to promote college readiness and high expectations for all students in the school will be imparted; and
- **Culture:** Beliefs and behaviors will reflect and demonstrate an increase in the number of students meeting college readiness requirements.

School leaders and staff will: monitor and evaluate progress towards the school's major priorities each semester to check on the impact that new systems are having; seek views from parent and student representatives at small and large group meetings each semester and incorporate them into the monitoring process; monitor the quality of instruction in line with the APPR, providing specific feedback on areas for improvement and arranging follow-up sessions after each visit to check that agreed improvements are being implemented; and use information from evidence-based systems to inform their evaluation. The EPO will meet with the principal and review data, to ensure that these recommendations are being followed.

To improve the quality of curriculum planning and to raise teacher and student expectation of achievement, school leaders and instructional coaches will: work with teachers at regular coaching sessions, using for example their lesson plans or assessment data, to reflect on how to match curriculum and tasks to the needs of students of all abilities; encourage and support teachers (through meetings, feedback and training activities) in planning a wider variety of tasks and assessment opportunities to engage students' interest and give them opportunities to make decisions (e.g., on how to demonstrate their learning and how to develop higher-level skills); provide further guidance to teachers on how to set and use targeted goals for students; and monitor, with walkthroughs, teachers' provision of feedback to students.

To improve the quality of instruction and to raise teacher and student expectations of achievement teachers will: consistently implement the *Code of Conduct, Character, and Support* across all classrooms so that students are clear on both academic and behavioral expectations; teach lessons that provide students with consistent opportunities to ask questions, make

decisions, and engage with one another; check during every lesson that all students are assigned work that is manageable but challenging for their differing needs and levels; and set goals every few weeks which students understand, refer to the goals regularly during lessons, and provide guidance to students through ongoing feedback on how to reach their goals.

School leaders, support staff, and teachers will maintain the drive to improve student social and emotional developmental health and make sure all students feel intellectually safe by using data along with student and parental views to plan interventions that align to student needs, and support students' goals; and hold regular formal consultations each semester with parent and student representatives to gather their feedback and views through discussion and surveys to check that changes to school policies and practice reflect their priorities. School leaders will monitor the implementation of the *Code of Conduct, Character, and Support* to check that teacher expectations are consistent throughout the school and to provide additional support to teachers and students as necessary to clarify expectations and how they can be met.

School leaders will work closely with school staff and parents to establish accurate family contact information and to identify a preferred language and mode of communication for all parents; provide information and guidance to school staff on how to communicate and work with parents from a range of backgrounds and cultures; and develop a long-term communication plan that enables parents to understand what the school is trying to achieve and how they can support the process at home.

Narrative Attachment

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) (Anticipated)

District-Offered Training to Build Capacity of Leaders in the Achievement Zone*					
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
TBA	<p>Developing an Improvement Mindset This seminar is designed to lay the foundation for dramatic school turnaround with the leaders of the school by reorganizing and refocusing the school service to better serve students. The purpose of the training will be to identify and/or codify the mindsets needed in order to change student outcomes, focusing on approach to school governance, culture, climate and expectations. Attendees will gain skills on effective ways to create, manage and maintain an improvement mindset with their staffs and school communities.</p>	Office of Teaching and Learning (OTL).	<ul style="list-style-type: none"> • 100% of school leadership complete self-assessment; 85% of leadership self-assessed as having a growth or turnaround mindsets by the end of seminar series • School leadership refine staffing plan and assignments for start of 2015-2016 school year • School leadership will write and articulate Theory of Action statements regarding school improvement mindsets • Growth in School Leadership Teams' (SLT) abilities to effectively lead and manage turnaround in the 2015-2016 school year 	<ul style="list-style-type: none"> • Self-Assessment/Rubric from Leverage Leadership to identify stages of development in school Innovation mindsets and leadership • Office of Teaching and Learning (OTL) will administer pre and post assessments to compare Sept 2015 to April 2016 results • OTL reviews, provides feedback, and sign off on principal's staffing/assignment plans based on alignment and fidelity to school goals • OTL leadership personnel will provide analyses and written and verbal feedback of "Theory of Action" statements 	The seminar series establishes the foundation for successful turnaround conditions to be achieved. The foundational skills will be rooted in leadership's ability to set and manage change and create a culture of high expectations for students.
TBA	<p>Developing a strong Data Leadership Team This professional development is designed to communicate the purpose of a data leadership team. The particular skills and responsibilities of each team member will be outlined. Models of successful data leadership teams will be shared. School Leaders and instructional coaches will select the best data leadership teams for their schools.</p>	Office of Teaching and Learning, Office of Shared Accountability (OSA), and Instructional Leadership Team	<ul style="list-style-type: none"> • Strong data leadership teams will be formed for the school. 	<ul style="list-style-type: none"> • Leaders and teachers build effective data-use routines allowing teachers to regularly review student data and adjust their instruction to better address the needs of students. • Schedules and minutes of data meetings • Data Analysis protocols 	Establishing strong data leadership teams will allow the use of data to drive instruction and result in improved student achievement

TBA	<p>Leadership Base Camp Leadership Base Camp is designed to address the <i>why</i> of school Innovation and school improvement. During Part 1 of this three-part leadership series, school leadership will explore three professional development modules that address school improvement, analyzing data, and analyzing root causes to improve student achievement and organizational effectiveness. Aimed at ensuring that leaders develop clear understanding of the current state of the school, this session will allow attendees to discuss the school's specific current landscape and data, and will establish a baseline for school improvement.</p>	Office of Teaching and Learning	<ul style="list-style-type: none"> • School leaders will create data portraits of their schools and present comprehensive data reports to their staff members • SLT will create three SMART goals based on evidence from root cause analyses, to present at Midway leadership training • Leaders will lead their SLT through the “5 Whys” process and the “Fishbone” exercise regarding root causes. • Strong data leadership teams will be formed for the school. 	<ul style="list-style-type: none"> • Observation, analyses, and feedback of leadership teams’ presentations by OTL for of content, quality of delivery and staff response to data • Principals will be evaluated using a performance checklist on the “Fishbone” exercise and evaluated on the “5 Whys” process 	Base Camp is the first of a three module series that is intended to develop leadership in focused areas crucial to creating and leading a successful turnaround school. The first series focuses on current state analysis, goal setting, and turnaround plan development - providing a much needed analysis on where schools are and where they strive to be.
TBA	<p>Scheduling Time for DDI This training is designed to communicate the importance of allocating time for data driven best practices. The particular components of a data cycle will be outlined. Examples of best practices regarding scheduling time will be shared. Data cycle dates that are best for each school will be selected.</p>	Office of Teaching and Learning, and Office of Shared Accountability	<ul style="list-style-type: none"> • Data meetings will be scheduled for the upcoming school year and leaders will select the data cycle dates for the school. School leaders will lead their school improvement teams through the “5-Whys” process and the “Fishbone” exercise regarding root causes. 	<ul style="list-style-type: none"> • Schedules and minutes of data meetings 	Allocating the appropriate amount of time for DDI review will result in improved teach practices and increase student achievement.

TBA	Goal Setting for DDI – This training is designed to coach the school leadership team on setting meaningful goals at the school and student levels aligned to SCSD goals. Set aligned goals for growth in teacher practice, to support performance.	Office of Teaching and Learning and Office of Shared Accountability	<ul style="list-style-type: none"> • Set achievement and practice objectives and milestones for school. 	<ul style="list-style-type: none"> • Outcomes of NYSED assessment tests and school internal reporting (ex: discipline referrals suspensions etc.) • State Report Card Data • School-based DDI reports • Teacher observation reports 	By setting a meaningful achievement and practice objectives benchmarks, this allows the school to adjust training and practice to meet in-year milestones and yearly objectives
TBA	Leadership Midway Training Session - Leadership Midway Training Session is designed to revisit concepts and skills learned during base camp and to assess the progress of school leadership in utilizing a turnaround framework in their respective school rethinking processes. Midway training will follow Sept Teacher Institute and will allow school leadership to debrief and change course as needed. This session also serves to refocus school priorities on school improvement and successful implementation of turnaround with guidance from Innovation personnel and strategists, and to share ideas and best practices.	Office of Teaching and Learning and Office of Professional Development	<ul style="list-style-type: none"> • Each school’s leadership team will develop a monthly schedule and establish meeting norms for 2015-2016 schedule • Each school’s team will refine plans and prepare materials for the Teacher Institute 	<ul style="list-style-type: none"> • OTL will independently review and approve each school team’s meeting norms and 2015-16 schedule • Teams will deliver presentations to OTL and peers for collegial vetting of plans for Teacher Institute 	Midway Training is the second of a three module series that is intended to develop leadership in focused areas crucial to creating and leading a successful Innovation school. The second series is a tactical and strategic session, collectively analyzing the turnaround plans and strategies employed by each school.
TBA	Leader Orientation – This training is designed to coach school leadership teams on how to develop teachers using a backwards planning from standards protocol and how to use existing common planning time effectively.	Office of Teaching and Learning and Office of Shared Accountability	<ul style="list-style-type: none"> • Achievement goals through “backwards” planning will be established over the 5 year period of the redesign plan 	<ul style="list-style-type: none"> • School-based DDI reports • Teacher observation reports • Student benchmark/ interim results 	By providing regular, real-time checks on student achievement, schools can make appropriate adjustments to training and practice

TBA	DDI Coaching for Leaders – This training will prepare the leadership team to draw conclusions on the data and to determine priority standards. 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.	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
TBA	Data Meetings and Debriefing – OSA will co-facilitate data meetings with the leadership team, gradually releasing facilitation solely to the school leaders as the year progresses. OSA will coach leaders on how to manage staff to follow through on re-teaching plans and align classroom observations to data.	Office of Teaching and Learning and Office of Shared Accountability	<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 	Strengthening leaders' skills of facilitating data meetings and managing staff to ensure they follow re-teaching plans will improve instruction
TBA	Operations Review At the end of each semester, school leadership teams will be convened to review and discuss school-specific data reports, including: discipline, attendance, community involvement, etc. These sessions are designed to problem-solve areas where improved operational support can directly impact student learning.	Office of Teaching and Learning	<ul style="list-style-type: none"> SLT will work collaboratively with OTL leadership team solutions to identify and address school-specific operations challenges that may be negatively impacting student learning. 	<ul style="list-style-type: none"> Actionable operational plans will be created to address 75-100% of problem issues brought to Operations Review OTL will support and monitor implementation of action plans January-June 2016 	The Operations Review is a necessary collaboration series that will provide school leadership teams the opportunity to review turnaround progress, analyze and solve issues, and assess operations.
TBA	Spring Network Event Meeting – Meet to share best practices in leader practice. Engage in individual and group reflection on lessons learned and school priorities	Office of Teaching and Learning and Office of Shared Accountability	<ul style="list-style-type: none"> Best practices discussed and shared among school leaders 	<ul style="list-style-type: none"> Best practices noted during OTL walk-throughs 	Provide open sharing of DDI best practices which establishes a school community that supports the optimal use of data

TBA	DDI Reflection Meetings – Leaders will reflect on the extent to which the school met its student performance goals and on the ways that growing teacher practice in DDI led to progress. Leaders will set priorities for student performance and teacher practice in the coming year	Office of Teaching and Learning and Office of Shared Accountability	<ul style="list-style-type: none"> • Leaders will be able to develop teacher practice and student performance goals for the following year by reflecting on the data from the current school year 	<ul style="list-style-type: none"> • Teacher practice and student performance goals for coming year are 	By setting meaningful benchmarks and performance goals schools can focus on making progress to attain their goals
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*Includes leadership training offered District-wide, training offered to all Priority Schools, and training offered only to SIG 6 Priority schools.

II. J. Communication and Stakeholder Involvement/Engagement (4 points)

The LEA/school must fully and transparently consult and collaborate with key education stakeholders about the school's Priority status and on the implementation status of the SIG plan. The plan for consultation and collaboration provided by the LEA/school must contain the following element:

- 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, a variety of methods will be utilized to ensure the school community is well informed. The principal will oversee all aspects of volunteer participation, special event planning, organization and promotion; and public relations development through community education, involvement and support. She will serve as the point person for marketing and community relations, and will provide printed resources and public presentations to Grant Middle School parents, the neighboring community, district central office, the Board of Education, elected officials and potential school partners. The SCSD Director of Communications and the Community Outreach Coordinator will also provide assistance in this endeavor.

Regular updates will be provided over the five-year award period through a variety of media, including but not limited to: the Grant Middle School website and social media outlets (e.g., Facebook and Twitter), parent and PTSO meetings, school newsletters, the School Messenger automated calling system ("robo calls"), 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. PTSO meetings will be held in the school auditorium and scheduled monthly. Grant Middle School will regularly post documents and updates regarding the *College Pathways School Design* implementation on the school's website during the school year to keep the stakeholder groups abreast of the status of implementation. The school will also send home written communication to parents, providing information regarding the status of the implementation via the school's monthly newsletter and using the school website more frequently when updates occur.

Preliminary Communication Plan

Communication Item	Method	Time / Location
Inform Parents and Community of SIG Plan	PTSO meetings, webpage, Board of Education meeting	Sept 2016: auditorium, web
Extended Learning Initiative Update	PTSO meeting, webpage, newsletter	Sept 2016: Auditorium, web Jan 2017: auditorium, web
Update of SIG Plan	PTSO meeting, webpage, newsletter	Dec 2016, March 2017, 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 2016, June 2017
Summer Programming for students	PTSO meeting, webpage, newsletter	May 2016: auditorium, web

II. K. Project Plan Narrative/Timeline (6 points)

The LEA/school must provide a project plan and timeline that provides a detailed and specific, measurable, realistic, and time-phased set of actions and outcomes that reasonably lead to the effective implementation of the SIG plan and are directly aligned to the components of the selected model. The project plan must contain each of the following elements:

- 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 first three years of the project. Grant Middle School seeks to: develop and implement a whole-school change plan aligned to the tenants of the federally established *Innovation Framework* model; and realize dramatic school-level achievement gains.

Grant School will utilize the following **key strategies** to realize interim targets and achieve success in Year One:

Timeframe	Action
Before September 2015	Ensure that all staff are recruited, hired and in place
September 2015	Formalize agreements with EPO (and other consultants) to serve as primary partner to coordinate and provide enrichment and youth development
September 2015	Prepare plan for ELT
September 2015	Purchase needed supplies and materials (and submit work orders as necessary)
September 2015	Create monitoring/support calendar with differentiated protocols for data and operational dashboards
September 2015 - ongoing	External and job-embedded professional development
September 2015 - ongoing	Provide 180 additional hours of high-quality instruction to all students annually
September 2015 - ongoing	Monitor and track leading indicators early and often
September 2015 - ongoing	Make rapid and dramatic adjustment when leading indicators suggest that school Innovation is not on track for school-wide student success
September 2015 - ongoing	Principal, AVID Facilitator and EPO implement AVID School wide
By April 30, 2016 (for 2016-2017 school year)	Principal determines who may continue to teach in the school; and dismisses ineffective teachers from the school.
By May 31, 2016	Fill teacher vacancies
Summer 2016	Summer Leadership Institute and Professional Development Academies
Summer 2016	Conduct audit of school facilities and resources
Summer 2016	Refine key messages and answers to FAQs about the redesign plan
August 2016	Revise SIG plan
September 2016	Begin Year 2

- 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 implementation of the proposed *Innovation Framework* whole-school redesign plan begins, there will be a number of “**early wins**” that will serve as initial indicators of successful *College Pathways School Design*. For example, the school principal will take specific turnaround actions, including focusing on a limited set of high-priority, short-term goals. She will signal the

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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.

Evidence of growing stakeholder support for turnaround initiatives, school and community investment in what works, and a willingness to discard failed tactics and initiatives will be monitored. The principal and school leadership team will candidly and honestly report on early results and share them in open-air sessions. Professional Development will be scheduled and conducted at the outset. Results from those sessions will be reviewed and analyzed. For example, teachers may become enthused at the prospect of being involved in meaningful improvement for the students. The instructors of the professional development may also reveal positive attitudes and insights from the sessions, as well as early gains that may be realized from the professional development (e.g., decrease in student tardiness).

- 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 necessary major change can be redirected. **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. The SCSD Office of Shared Accountability will gather this data, which will be gathered from a variety of sources, such as eSchool, PeopleSoft, Datacatation, and Teachscape. Data will be reviewed by the Chief of Shared Accountability, the Chief Academic Officer, the AVID Facilitator, and the EPO, for review with the school principal. The principal will report this information to the School Leadership Team monthly. The Chief Academic Officer 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 Educational Partner Organization (EPO) 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 Innovation goals and are developed by the School Leadership Team during the first year of implementation.

The Chief Academic Officer and Executive Director of Teaching and Learning 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 Innovation efforts on target. The Superintendent of Schools, the Chief Academic Officer, and the Chief of Shared Accountability will review the following data annually: school leaders' effectiveness;

existence of a plan including Innovation 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 reviewed with the school principal, who will then share it with the School Leadership Team.

During the summer months, the principal and the School Leadership Team will 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 Chief Accountability Officer will report this data to the New York State Education Department on an annual basis, or more often (if requested).

- iv. Describe the means by which the key strategies identified throughout Sections I and II ensure that each of the required elements of the selected model have been met.*

The review of data will determine the students' academic progress, particularly the progress by the students in ELA and Math. With the overarching goal of becoming a "School in Good Standing" before the end of the first three years of the project, Grant Middle School must improve the performance of the students in ELA and Math. The strategies will aid in revealing whether or not the DTSDE Tenets are being realized, and if dramatic school-level achievement is being realized.

The evidence presented in the data, will reveal if the strategies are being realized. The release and review of the data will allow the principal to readily identify what is succeeding, and where to maintain the course of action; and reveal what is not working, allowing the leaders to adjust course appropriately.

= Required Field

Local Agency Information		
Funding Source:	New York State Education Department	
Report Prepared By:	Michael Puntschenko, Director of Special Programs	
Agency Name:	Syracuse City School District	
Mailing Address:	1025 Erie Blvd. W.	
	Street	
	Syracuse	NY 13204
	City	State Zip Code
Telephone # of Report Preparer:	(315) 435-4140	County: Onondaga
E-mail Address:	mpuntschenko@scsd.us	
Project Funding Dates:	9/1/2015 Start	6/30/2016 End

INSTRUCTIONS
<ul style="list-style-type: none"> ● 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			\$280,462
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Extended Learning			
Teachers & Certified Staff - 26 Staff	1 hr x 180 Days	\$28.88 per hour	\$135,158
School Year Planning & PD			
Extensions-school leadership team 5 team members X 60 hours each	300 hours	\$28.88 per hour	\$8,664
Professional Development Extensions 60 Staff Members X 50 Hours Each	3,000 hours	\$28.88 per hour	\$86,640
AVID Facilitator (Teacher on Special Assignment)	1.0 FTE	\$50,000	\$50,000

SALARIES FOR SUPPORT STAFF

			Subtotal - Code 16
			\$7,200
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Extended Learning			
Hall Monitors	2 staff 1 hr X 180 days	\$20/hour	\$7,200

PURCHASED SERVICES

			Subtotal - Code 40	\$84,366
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure	
Costs for Educational Partner Organization (EPO) to develop and implement <i>AVID Schoolwide</i> ; w/ follow-up reporting to NYSED.	SUNY-Oswego	\$51,000/EPO	\$51,000	
Professional development and training for instructional and administrative staff on improving the instructional program at the school by defining instructional priorities and supporting the development of systems. Includes coaching, data analysis support, job-embedded PD, and feedback.	AVID; and others	13,866	\$13,866	
Stipends to parents to participate in implementing AVID School wide, and SLT meetings	4 parents x 2 hrs/month x 10 months	\$25	\$2,000	
Outside Educational Expert to conduct school wide review and analysis of the SIG program.	InSight Education	\$17,500	\$17,500	

SUPPLIES AND MATERIALS

Subtotal - Code 45			\$14,078
Description of Item	Quantity	Unit Cost	Proposed Expenditure
Instructional materials for the school to assist with implementing the project including software, books, CDs, markers, and AV aids.	38 classrooms	\$200/classroom	\$7,600
Supplies and materials for parent involvement, engagement, community workshops, meetings and training	350 parents	\$18.50/parent (avg)	\$6,478

TRAVEL EXPENSES

			Subtotal - Code 46
			\$5,700
Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures
Students - Field Experiences	Costs for authentic learning experiences that support common core, museums, historical sites, etc; including transportation (buses), and admission.	\$150/classroom x 38 classrooms	\$5,700

Employee Benefits			
		Subtotal - Code 80	\$87,580
Benefit		Proposed Expenditure	
Social Security		\$17,835	
Retirement	New York State Teachers	\$37,862	
	New York State Employees	\$1,346	
	Other - Pension		
Health Insurance		\$16,907	
Worker's Compensation		\$7,939	
Unemployment Insurance		\$128	
Other(Identify)			
Dental		\$1,186	
Vision		\$205	
Medicare		\$4,171	

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	\$479,386
B.	Approved Restricted Indirect Cost Rate	4.30%
C.	Subtotal - Code 90	\$20,614

For your information, maximum direct cost base = **\$479,386.02**

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. \$0.00

PURCHASED SERVICES WITH BOCES

			Subtotal - Code 49
Description of Services	Name of BOCES	Calculation of Cost	Proposed Expenditure

MINOR REMODELING

		Subtotal - Code 30
Description of Work to be Performed	Calculation of Cost	Proposed Expenditure

EQUIPMENT

Subtotal - Code 20			
Description of Item	Quantity	Unit Cost	Proposed Expenditure

III. B. Budget Narratives

The LEA/school must provide an appropriate and complete budget narrative to describe expenditures identified in the above section (Section III, Part A):

- i. A Budget Narrative that identifies and explains all proposed costs for district and school-level activities for the entire project period (three years of implementation, and two years of post-implementation). **In addition, applicants should identify all other sources of income that will support and sustain the whole-school change described in this application.** Organize costs in the Budget Narrative by the major project activity they serve, based on each category of the proposal narrative, for the entire grant term. For each major activity, identify the line item costs associated and provide an explanation/justification for the cost that closely connects to the project activity, goals, and outcomes identified. For each major activity, describe the LEA's strategies for sustaining these actions or for how/why the district/school practice that will result from the activity can be sustained past the whole project period of the grant. Clearly describe and justify any specific district-level administration and support expenses to be funded by SIG at no more than 10% of the total SIG funding request.*

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 three years, 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; 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 professional development initiatives, including consultants and conferences/workshops. In addition, the District will leverage Title IIA, the Strengthening Teacher and Leader Effectiveness grant 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 and the Promise Zone to support families through linkages with social services, community-based organizations, health providers and mental health organizations. 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 and

will replace retired or departing 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 three 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.

Following are details of expenses that will support the 5-year whole school redesign plan:

Category	Description of Budget Item	Proposed SIG allocation	Other Federal, State or General Fund allocations used to support whole school reform	Total Project Allocation
		Five Years (2015-2020)	Five Years (2015-2020)	
CODE 15 Professional Staff	EXTENDED LEARNING Teachers – Instructional and instructional support staff will provide an additional hour of instruction to students. This additional time will be further developed with with the primary goal of enhancing student achievement in the areas of ELA and Mathematics.	540,632	241,200	781,832
	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.	346,560	*	346,560
	Planning Team Extensions – A School Leadership Team (SLT) comprised of 5 instructional staff members, 2 administrators and 2 parents (paid under code 40) will meet weekly to discuss the goals and objectives of the Innovation efforts, evaluate initiatives and make decisions for initiatives based upon data, results and best-practices. 5 team members x 60 hours each	34,656	*	34,656
	AVID Facilitator 1.0 FTE to provide oversight and direction to the initiative.	200,000	*	200,000

Category	Description of Budget Item	Proposed SIG allocation	Other Federal, State or General Fund allocations used to support whole school reform	Total Project Allocation
		Five Years (2015-2020)	Five Years (2015-2020)	
	<u>DISTRICTWIDE EXPENSES</u>			
	1.0 FTE Literacy Instructional Coach – to provide site-based professional development in research-based instructional strategies (such as Common Core, 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.	*	160,000	160,000
	1.0 FTE Math Coach - to provide site-based professional development in research-based instructional strategies (such as Common Core, SIOP, and Formative Assessments), model/coach staff in implementing lessons, and to analyze student assessment data to identify areas in need of improvement.	*	160,000	160,000
	Coaches’ extensions of service - to provide and/or attend 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, provide training for new staff.	*	36,000	36,000
	Teachers’ extensions of service - to provide summer instruction to students on Literacy and Mathematics for 4 hours a day X 25 days.	*	36,000	36,000

Category	Description of Budget Item	Proposed SIG allocation	Other Federal, State or General Fund allocations used to support whole school reform	Total Project Allocation
		Five Years (2015-2020)	Five Years (2015-2020)	
CODE 16 Support Staff	EXTENDED LEARNING Support Staff – All support staff – nurse, clerical, hall monitors will provide an additional 1 hour of building-wide support to students. This 1 hour will be further developed with assistance from the National Center on Time and Learning with the primary goal of enhancing student achievement in the areas of ELA and Mathematics. Nurse at \$3,400 covered by SIG.	28,800	20,000	48,800
	Summer Academic Enrichment Extensions of service for support staff – nurse, clerical, hall monitors during the intensive summer academic intervention program for students.	*	36,000	36,000
	<u>DISTRICTWIDE EXPENSES</u> 0.10 FTE Community Outreach Coordinator – This individual will assist in the coordination of volunteers, mentors, business partnerships, and community-based organization involvement; public relations and coordination of information and involvement of parents and community members in order to build support and sustainability.	*	74,970	74,970
CODE 40 Purchased Services - Consultants	Costs to contract National Center on Time & Learning (or other qualified consultant) to support the planning team on the framework and implementation of expanded learning time to maximize instructional time –Time Collaborative	*	20,000	20,000
	Costs for Educational Partner Organization (EPO) to develop and implement <i>AVID School wide</i> ; and follow-up reporting to NYSED.	204,000	*	204,000
	Professional Development consultants identified through a needs assessment by the school leadership team and with the approval of the principal at the beginning of the school year.	55,464	*	55,464
	Stipends for parents who will participate in implementing <i>AVID School wide</i> .	8,000	*	8,000
	Outside Educational Expert to conduct school wide review and analysis of the SIG program.	70,000	*	70,000

Category	Description of Budget Item	Proposed SIG allocation	Other Federal, State or General Fund allocations used to support whole school reform	Total Project Allocation
		Five Years (2015-2020)	Five Years (2015-2020)	
CODE 45 Supplies and Materials	Instructional materials for use by school staff in implementing the Innovation Framework, including software, books CDs, and A/V aids.	30,400	8,000	38,400
	Supplies, Materials and Food for Parent involvement, engagement, community workshops, meetings and trainings.	25,912	6,400	32,312
	Summer instructional consumable supplies to support extended learning for targeted students during the summer months.	*	20,000	20,000
CODE 46 Travel	Students will participate in field experiences to support content and project-based learning.	22,800	12,000	34,800
	Student busing for students to attend the intensive summer academic enrichment program.	*	20,000	20,000
	Literacy & Math Coach to attend professional development conference on common core implementation and strategies to support instructional staff.	*	16,000	16,000
	Principal, Teacher-leader to attend professional development on Leadership and school turnaround.	*	16,000	16,000
CODE 80 Employee Benefits	Employee benefits as calculated on grant-funded FTE positions and teachers' extensions of service to participate in extended day teaching and professional development opportunities outside of the school day	350,320	*	350,320
	<u>Other Federal, State or General Funds</u> Employee benefits associated with the activities and positions listed in professional staff above.	*	524,160	524,160

Category	Description of Budget Item	Proposed SIG allocation	Other Federal, State or General Fund allocations used to support whole school reform	Total Project Allocation
		Five Years (2015-2020)	Five Years (2015-2020)	
CODE 90 Indirect Cost	<u>DISTRICTWIDE EXPENSES</u> Indirect Costs calculated at the District approved rate of 4.3%	82,456	*	82,456
Grand Total		2,000,000	1,406,730	3,406,730

- ii. *Describe in detail the means by which these funds serve to support the model selected, and address the federal requirements specific to the model. In addition, describe in detail how the LEA/school have ensured that the budget request is commensurate to the size and need of the school.*

The Syracuse City School District will perform all necessary activities to successfully implement the *Innovation Framework* model at Grant Middle School, a Priority School. The district and the school community will seize this opportunity to develop and implement a whole-school change model to achieve dramatic school-level achievement gains such that the school is in good academic standing within three years. The District will partner with SUNY-Oswego to serve as the Educational Partnership Organization (EPO) to jointly launch *College Pathways School Design*, a whole-school redesign.

This intervention model and design are consistent and the United States Department of Education’s requirements for SIG funding. The SIG plan set forth in this application directly aligns with the United States Secretary of Education’s seven (7) turnaround principles. Coupling this intervention model with the Secretary’s turnaround principles, and the design elements of high quality schools, will results in bold and dramatic school change.

The school will partner with SUNY-Oswego and AVID to provide all students with intensive academic and social supports. Students will attain college readiness, and continue these supports throughout their high school tenure to ensure their mastery of college-level work and their development of a college-going culture. The program, *AVID School wide*, will provide similar supports to prepare students to take dual enrollment and college-credit bearing courses in a college-pathway high school.

The District possesses a strong commitment to success in the turnaround of its lowest achieving schools, such as Grant Middle School, and the capacity to use SIG and other available resources to fully and effectively implement the *Innovation Framework* model. The District funds will ensure project success, and implement the SIG plan as herein proposed. In addition to the General Fund, supporting federal funds will include Title I, Title IIA, and Title III. Funding

from New York State directed towards this project include Mentor Teacher Intern Program (MTIP), Teachers of Tomorrow, and Community Schools. Also, Say Yes to Education, a privately funded initiative, provides a multitude of services to students and families at the school, which correspond to the goals and objectives of this SIG Plan.

The budget request is commensurate to the size and need of the school. The enrollment of Grant Middle School is 695. The enrollment is composed of historically-underrepresented populations as follows: students of color, 67%; English language learners, 19%; students with disabilities, 19%; and economically disadvantaged, 70%. These groups fare the lowest in academic performance, and have the greatest need. The resources allocated to place them “on track” to academic success are commensurate with the size and need of the school.

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

SUZANNE SLACK, CFO

Signature/Date

Suzanne Slack

7/21/15

M/WBE Documents

M/WBE Goal Calculation Worksheet

(This form should reflect Multi-Year Budget Summary Totals)

RFP # and Title: RFP# TA-16, School Improvement Grant

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 Budget		2,000,000
2.	Professional Salaries	1,038,016	
3.	Support Staff Salaries	43,588	
4.	Fringe Benefits	325,628	
5.	Indirect Costs	82,456	
6.	Rent/Lease/Utilities*	0	
7.	Sum of lines 2, 3, 4, 5, and 6		1,489,688
8.	Line 1 minus Line 7		510,312
9.	M/WBE Goal percentage (20%)		0.20
10.	Line 8 multiplied by Line 9 =M/WBE goal amount		102,062

*If not included in #5

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.	7321 State Road 251	NYS ESD Certified MBE <input checked="" type="checkbox"/> WBE <input type="checkbox"/>	Supplies Instructional materials for the schools to assist with implanting the project including software, books, CDs, markers, and A/V aids; and supplies and materials for parent involvement, engagement, community workshops meetings, and training.	\$ 56,312
ADDRESS 7321 State Road 251	Victor, New York 14564	NYS ESD Certified MBE <input type="checkbox"/> WBE <input type="checkbox"/>		\$ _____
CITY, ST, ZIP Victor, New York 14564				
PHONE/E-MAIL (585) 924-2050/preeya@gholkars.com				
FEDERAL ID No. 16-133198				
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				

PREPARED BY (Signature) Suzanne Slack DATE 7/21/2015

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
 DATE _____

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

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	Total Work Force	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							
Executive/Sr Level Officials	111	2	1	31	12										45	18	2									
First/Mid-Level Officials/Mgr																										
Professionals	2337	25	10	444	79	5	3								1478	215	66	12								
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																										
Laborers and Helpers	1			1																						
Service Workers	254	6	3	124	51										37	29	4									
TOTAL	2951	34	14	668	151	11	3								1701	277	79	13								

PREPARED BY (Signature): *Suzanne Slack* DATE: 7/21/2013

NAME AND TITLE OF PREPARER: Suzanne Slack
Chief Financial Officer

TELEPHONE/EMAIL: (315) 435-4826
sslack@scsd.us

STAFFING PLAN INSTRUCTIONS

General Instructions: All Bidders/Applicants in the proposal/application must complete an EEO Staffing Plan (EEO 100) and submit it as part of the package. Where the work force to be utilized in the performance of the State contract/project can be separated out, the Bidder/Applicant shall complete this form only for the anticipated work force to be utilized on the State contract/project. Where the work force to be utilized in the performance of the State contract/project cannot be separated out, the Bidder/Applicant shall complete this form for Bidder/Applicant's total work force.

Instructions for Completing:

1. Enter the Project number that this report applies to, along with the name, address, and federal ID number of the Bidder.
2. Check the appropriate box to indicate if the work force being reported is just for the contract/project or the Bidder/Applicant's total work force.
3. Check off the appropriate box to indicate if the Bidder completing the report is the contractor or subcontractor.
4. Enter the total work force by EEO job category.
5. Break down the total work force by gender and race/ethnic background and enter under the heading Race/Ethnicity. Contact the M/W/BE Coordinator, mwbe@mail.nyused.gov, if you have any questions.
6. Enter the name, title, phone number and email address for the person completing the form. Sign and date the form in designated areas.

RACE/ETHNIC IDENTIFICATION

For purposes of this form NYSED will accept the definitions of race/ethnic designations used by the federal Equal Employment Opportunity Commission (EEOC), as those definitions are described below or amended hereafter. (Be advised these terms may be defined differently for other purposes under NYS statutory, regulatory, or case law). Race/ethnic designations as used by the EEOC do not denote scientific definitions of anthropological origins. For the purposes of this report, an employee may be included in the group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. The race/ethnic categories for this survey are:

- **Hispanic or Latino** - A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race.
- **White (Not Hispanic or Latino)** - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
- **Black or African American (Not Hispanic or Latino)** - A person having origins in any of the black racial groups of Africa.
- **Native Hawaiian or Other Pacific Islander (Not Hispanic or Latino)** - A person having origins in any of the peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **Asian (Not Hispanic or Latino)** - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **American Indian or Alaska Native (Not Hispanic or Latino)** - A person having origins in any of the original peoples of North and South America (including Central America), and who maintain tribal affiliation or community attachment.
- **Two or More Races (Not Hispanic or Latino)** - All persons who identify with more than one of the above five races.
- **Disabled** - Any person who has a physical or mental impairment that substantially limits one or more major life activity; has a record of such an impairment; or is regarded as having such an impairment
- **Vietnam Era Veteran** - a veteran who served at any time between and including January 1, 1963 and May 7, 1975.

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.

Submit additional pages as needed.

Suzanne Slack
Authorized Representative Signature

7/21/2013
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*
Date: 7/21/2015
Print or Type Name and Title of Authorized Representative of Bidder/Applicant's Firm

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 Instructional materials for the schools to assist with implementing the project including software, books, CDs, markers, and A/V aids; and supplies and materials for parent involvement, engagement, community workshops meetings, and training.

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 \$ 56,312 over 5 years
Date: 7/20/2015
Signature of Authorized Representative of M/WBE Firm: *Vijayanand Ejanikar*
Printed or Typed Name and Title of Authorized Representative: Vijayanand Ejanikar

REQUEST FOR WAIVER FORM

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

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

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 checked="" type="checkbox"/> WBE Waiver - A waiver of the WBE goal for this procurement is requested.	<input checked="" type="checkbox"/> Total	<input type="checkbox"/> Partial
		45 %	Partial
<input type="checkbox"/> 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: _____		Date of application filing: _____	

PREPARED BY (Signature): Suzanne Sobch DATE: 7/21/2015

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.

TITLE OF PREPARER: Chief Financial Officer TELEPHONE: (315) 435-4826 EMAIL: sslack@scsd.us	REVIEWED BY: _____ DATE: _____ <input checked="" type="checkbox"/> 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:
---	---

**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: [Signature]
 Print or Type Name and Title of Authorized Representative of Bidder/Applicant's Firm: _____
 Date: 7/21/2015

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 Address: 7321 State Road 251 Phone No.: (585) 924-2050
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PART C - CERTIFICATION STATUS (CHECK ONE):

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 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.

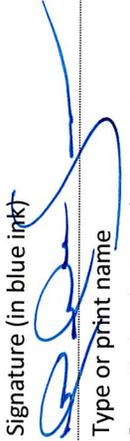
The estimated dollar amount of the agreement \$ 56,312 over 5 years
 Signature of Authorized Representative of M/WBE Firm: [Signature]

Date: 7/20/2015
 Printed or Typed Name and Title of Authorized Representative: Vijayanand Eganikar

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	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 Kevin Ahern, President, STA		
Parent Group 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 Kif W Moore		

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

SUZANNE SLACK, CFO

Signature/Date

Suzanne Slack

7/21/15

M/WBE Documents

M/WBE Goal Calculation Worksheet

(This form should reflect Multi-Year Budget Summary Totals)

RFP # and Title: RFP# TA-16, School Improvement Grant

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 Budget		2,000,000
2.	Professional Salaries	1,038,016	
3.	Support Staff Salaries	43,588	
4.	Fringe Benefits	325,628	
5.	Indirect Costs	82,456	
6.	Rent/Lease/Utilities*	0	
7.	Sum of lines 2, 3, 4, 5, and 6		1,489,688
8.	Line 1 minus Line 7		510,312
9.	M/WBE Goal percentage (20%)		0.20
10.	Line 8 multiplied by Line 9 =M/WBE goal amount		102,062

*If not included in #5

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.	7321 State Road 251	NYS ESD Certified MBE <input checked="" type="checkbox"/> WBE <input type="checkbox"/>	Supplies Instructional materials for the schools to assist with implanting the project including software, books, CDs, markers, and A/V aids; and supplies and materials for parent involvement, engagement, community workshops meetings, and training.	\$ 56,312
ADDRESS	Victor, New York 14564	NYS ESD Certified MBE <input type="checkbox"/> WBE <input type="checkbox"/>		
CITY, ST, ZIP	(585) 924-2050/preeya@gholkars.com			
PHONE/E-MAIL	16-133198			
FEDERAL ID No.				
NAME				
ADDRESS				
CITY, ST, ZIP				
PHONE/E-MAIL				
FEDERAL ID No.				

PREPARED BY (Signature) Suzanne Slack DATE 7/21/2015

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
 DATE _____

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

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	Total Work Force	Race/Ethnicity - report employees in only one category																							
		Hispanic or Latino		Not-Hispanic or Latino							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						
Executive/Sr Level Officials	111	2	1	31	12										45	18	2								
First/Mid-Level Officials/Mgr																									
Professionals	2337	25	10	444	79	5	3								1478	215	66	12							
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																									
Laborers and Helpers	1			1																					
Service Workers	254	6	3	124	51										37	29	4								
TOTAL	2951	34	14	668	151	11	3								1701	277	79	13							

PREPARED BY (Signature): Suzanne Slack DATE: 7/21/2013
 NAME AND TITLE OF PREPARER: Suzanne Slack
Chief Financial Officer

TELEPHONE/EMAIL: (315) 435-4826
sslack@scsd.us

STAFFING PLAN INSTRUCTIONS

General Instructions: All Bidders/Applicants in the proposal/application must complete an EEO Staffing Plan (EEO 100) and submit it as part of the package. Where the work force to be utilized in the performance of the State contract/project can be separated out, the Bidder/Applicant shall complete this form only for the anticipated work force to be utilized on the State contract/project. Where the work force to be utilized in the performance of the State contract/project cannot be separated out, the Bidder/Applicant shall complete this form for Bidder/Applicant's total work force.

Instructions for Completing:

1. Enter the Project number that this report applies to, along with the name, address, and federal ID number of the Bidder.
2. Check the appropriate box to indicate if the work force being reported is just for the contract/project or the Bidder/Applicant's total work force.
3. Check off the appropriate box to indicate if the Bidder completing the report is the contractor or subcontractor.
4. Enter the total work force by EEO job category.
5. Break down the total work force by gender and race/ethnic background and enter under the heading Race/Ethnicity. Contact the M/W/BE Coordinator, mwbe@mail.nyused.gov, if you have any questions.
6. Enter the name, title, phone number and email address for the person completing the form. Sign and date the form in designated areas.

RACE/ETHNIC IDENTIFICATION

For purposes of this form NYSED will accept the definitions of race/ethnic designations used by the federal Equal Employment Opportunity Commission (EEOC), as those definitions are described below or amended hereafter. (Be advised these terms may be defined differently for other purposes under NYS statutory, regulatory, or case law). Race/ethnic designations as used by the EEOC do not denote scientific definitions of anthropological origins. For the purposes of this report, an employee may be included in the group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. The race/ethnic categories for this survey are:

- **Hispanic or Latino** - A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race.
- **White (Not Hispanic or Latino)** - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
- **Black or African American (Not Hispanic or Latino)** - A person having origins in any of the black racial groups of Africa.
- **Native Hawaiian or Other Pacific Islander (Not Hispanic or Latino)** - A person having origins in any of the peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **Asian (Not Hispanic or Latino)** - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **American Indian or Alaska Native (Not Hispanic or Latino)** - A person having origins in any of the original peoples of North and South America (including Central America), and who maintain tribal affiliation or community attachment.
- **Two or More Races (Not Hispanic or Latino)** - All persons who identify with more than one of the above five races.
- **Disabled** - Any person who has a physical or mental impairment that substantially limits one or more major life activity; has a record of such an impairment; or is regarded as having such an impairment
- **Vietnam Era Veteran** - a veteran who served at any time between and including January 1, 1963 and May 7, 1975.

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.

Submit additional pages as needed.

Suzanne Slack
Authorized Representative Signature

7/21/2013
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*
 Date: 7/21/2015
 Print or Type Name and Title of Authorized Representative of Bidder/Applicant's Firm

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 Instructional materials for the schools to assist with implementing the project including software, books, CDs, markers, and A/V aids; and supplies and materials for parent involvement, engagement, community workshops meetings, and training.

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 \$ 56,312 over 5 years
 Date: 7/20/2015
 Signature of Authorized Representative of M/WBE Firm: *Vijayanand Ejanikar*
 Printed or Typed Name and Title of Authorized Representative: Vijayanand Ejanikar

REQUEST FOR WAIVER FORM

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

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

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 checked="" type="checkbox"/> WBE Waiver - A waiver of the WBE goal for this procurement is requested.	<input checked="" type="checkbox"/> Total	<input type="checkbox"/> Partial
<input type="checkbox"/> 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)		<input checked="" type="checkbox"/> Total	<input type="checkbox"/> Partial
Subcontractor/Supplier Name: _____ Date of application filing: _____			

PREPARED BY (Signature): Suzanne Sobch DATE: 7/21/2015

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.

TITLE OF PREPARER: Chief Financial Officer TELEPHONE: (315) 435-4826 EMAIL: sslack@scsd.us	REVIEWED BY: _____ DATE: _____ <input checked="" type="checkbox"/> 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:
---	---

**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: [Signature]
 Print or Type Name and Title of Authorized Representative of Bidder/Applicant's Firm: _____
 Date: 7/21/2015

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

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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 \$ 56,312 over 5 years
 Signature of Authorized Representative of M/WBE Firm: [Signature]

Date: 7/20/2015
 Printed or Typed Name and Title of Authorized Representative: Vijayanand Eganikar

Additional Attachments

Organizational Chart

Job Descriptions

Principal

Assistant Principal

Literacy Instructional Coach

Math Instructional Coach

Draft Board Resolution for EWA

Draft Election-To-Work Agreement (EWA)

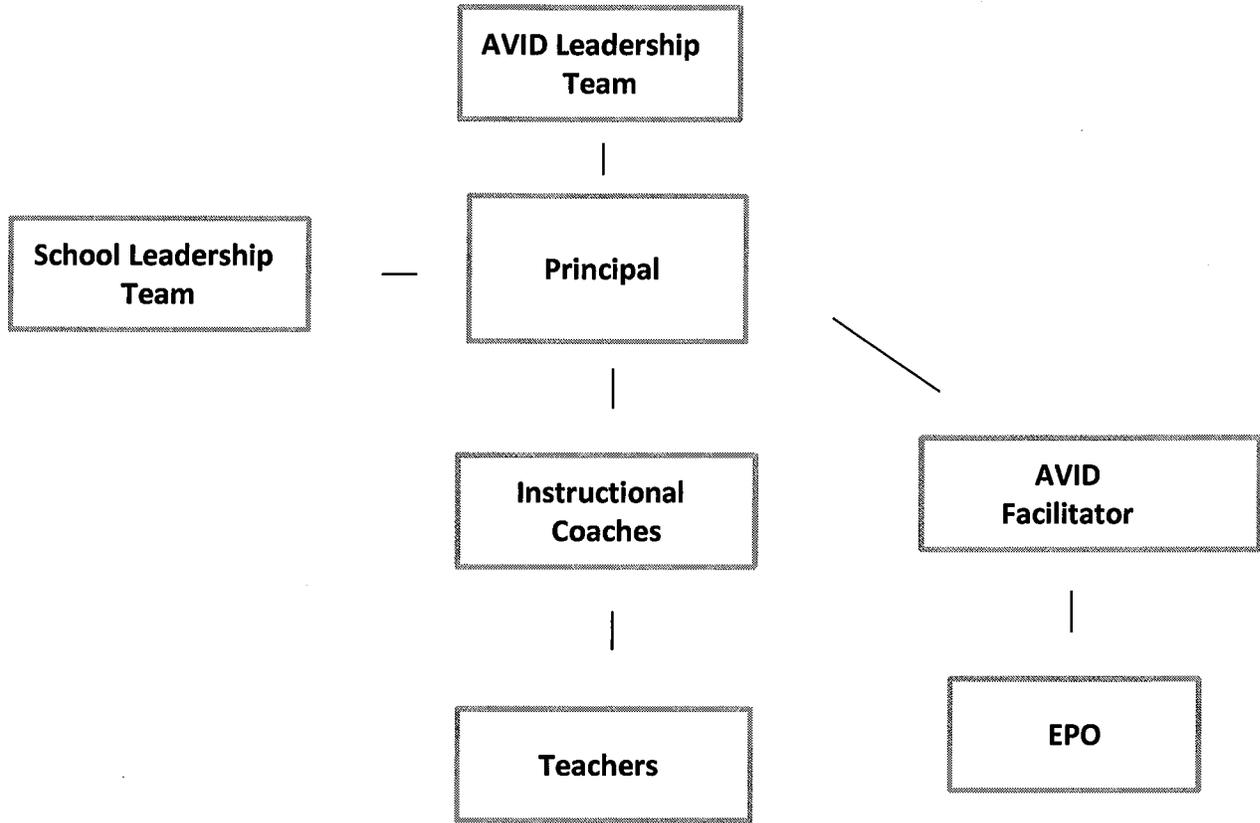
District Offered Training

Resumes

Assistant Principals (2)

EPO staff (3)

Organizational Chart



PRINCIPAL

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 Dr. 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 21,030 students Pre-K-12, of whom 80% qualify for free or reduced price lunch, 20% are served by the Office of Pre-Special Education, and 74% are students of color.

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. Principals provide transformational leadership to planning and managing 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 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: Chief Academic Officer

DUTIES AND RESPONSIBILITIES:

The 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).

ASSISTANT PRINCIPAL

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 Dr. 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 21,030 students Pre-K-12, of whom 80% qualify for free or reduced price lunch, 20% are served by the Office of Pre-Special Education, and 74% are students of color.

JOB DESCRIPTION:

The district is committed to ensuring that there is an effective school leadership at the helm of every school and a high quality teacher in every classroom. Assistant principals provide transformational leadership to planning and managing one of the district’s schools. This includes: assisting in 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 to achieve the school’s vision and goals. The Assistant 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, school culture, systems reform, tools and other resources to accelerate student achievement.

REPORTS TO: Principal

DUTIES AND RESPONSIBILITIES:

The Assistant 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
- Establish and enforce high standards for excellence with students, teachers, and staff
- Relentlessly focus school activities on student achievement
- Promote a widely shared institutional belief that every child deserves and can have expert instruction and that it is their responsibility to help ensure this practice
- Assist in creating a sense of urgency and in taking immediate action to ensure early successes

Action Orientation

- Effectively plan and take action to achieve goals and objectives under the direction of the principal
- 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

- Identify and engage teachers to drive consensus, build trust and facilitate change
- Establish a culture of learning and achievement
- Act consistently to influence others' thinking and behavior to achieve results
- Assist in anticipating and responding to stakeholder concerns and identify and engage key influencers and community resources necessary for success

Lead High Performing Teams and Develop and Execute Rigorous, Standards-Aligned Instruction

- Know and execute teaching and learning best practices, including involving different modalities and engaging a variety of students
- Coach teachers on recognizing cause and effect between instructional activities and results
- Effectively organize adult teams to mirror vision and produce maximum results
- Understand strengths and areas of growth for both team and individuals
- Effectively 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 and a positive school culture

Strategic Planning and Problem Solving

- Quickly recognize patterns and trends related to school performance
- Analyze complex information to help formulate strategic vision and implement action plans
- Use qualitative and quantitative data to help in assessing performance and to help drive goals and decision-making
- Quickly recognize patterns and trends related to student academic performance and be able to develop this skill in teachers

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

EDUCATIONAL AND PROFESSIONAL QUALIFICATIONS:

- Possession of a Master's Degree or Certification in Educational Leadership or related field
- Proven success in assisting in the turnaround of chronically low-achieving schools
- Minimum 3 years of teaching experience in an urban district
- 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 in teaching in urban schools to accelerate student academic and learning performance
- Demonstrated success establishing a safe and positive school and/or classroom culture that is conducive to student needs and student learning
- Familiar with classroom and/or school level best practices to build and sustain change
- Knowledge of current trends and best practices in education policy and research, including comprehensive assessment systems and data-driven instruction
- Experience participating in successful design and delivery of educator professional development
- Demonstrated success in school leadership activities (student activities, department head, etc.)

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).

Literacy Instructional Coach - Secondary

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 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 students in grades 7-12. 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 English 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 Innovation Framework.
- 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 minority 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 literacy teaching experience required.
- Minimum three (3) years experience leading other teachers to achieve strong academic results.
- New York State Literacy, Reading (Pre-K – 12) or ELA (7-12) Certification.*
- Possess an entrepreneurial spirit; be flexible, willing and able to play different roles at the school, and 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 - Secondary

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:

Coordinator 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 students in grades 7-12. 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.
- 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 Innovation Framework.
- 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 math teaching experience required.
- Minimum three (3) years experience leading other teachers to achieve strong academic results.
- New York State Mathematics (7-12) 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.

SYRACUSE CITY SCHOOL DISTRICT
BOARD OF EDUCATION
SYRACUSE, NEW YORK

Resolution Number

RESOLUTION

Authorization to Enter into Memoranda of Understanding

Whereas: Grant Middle School has been named as a priority school by the New York State Education Department; and,

Whereas: the Syracuse City School District must implement whole school redesign with fidelity in this school in the 2015-2016 school year; and,

Whereas: the Board of Education recognizes that in order for the whole school redesign plans to be successful, this school 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:

DRAFT

ELECTION-TO-WORK AGREEMENT: GRANT MIDDLE SCHOOL

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

1. Introduction and Commitment

I, _____ (name), am voluntarily electing to work at Grant Middle School. By signing this Election-to-Work Agreement, I indicate that I understand and agree to the vision of the Innovation Framework and the following terms and conditions of my employment.

Commitment Statement:

The students of Grant Middle School deserve a high-quality education that will prepare each and every one for success in college, careers and successful competition in the global economy. As such, the school community must 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.

As a faculty member at Grant Middle School I understand the tremendous responsibility that we have to dramatically accelerate and improve student achievement in our 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.

Innovation Framework Overview:

In Syracuse, we face a strong imperative to invest in our district's most struggling schools. The district has instituted Innovation Framework so Grant Middle School can pursue new and creative strategies to bring about rapid and significant improvement.

Grant Middle 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 School Improvement Team will receive increased flexibility and decision-making authority in exchange for heightened accountability. I also understand that the faculty will be required to perform and work in accordance with the terms of any federal/state school reform plan/s, this Agreement, and any work rules identified by the School Improvement Team. 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 at Grant Middle 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 dramatic gains in student achievement.
- Rapid and sustainable school turnaround will require innovative and comprehensive improvement strategies.
- Community collaboration, communications, and partner engagement are fundamental to achieving and sustaining 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 Grant Middle 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.

While not attempting to be exhaustive, this Election-to-Work Agreement highlights the important terms and conditions specific to Grant Middle School.

2. Professional Learning Community

I understand that the vision for faculty at Grant Middle 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.

By signing this agreement, I commit to positive and active participation in all aspects of the Professional Learning Community at Grant Middle 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. 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.

3. Flexible Scheduling and Extended Learning Time

I understand that in order to dramatically improve student achievement, we must be more flexible in how we structure and format the school day, week, and year. 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.

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.

5. Responsibilities and Expectations

Curriculum, Instruction, and Assessment:

Teachers are expected to...

- Hold high expectations for every student's academic performance
- Fully implement SCSD's guaranteed and viable curriculum
- Establish learning targets or benchmarks, collect and analyze student data, and use data to drive instruction
- Continually monitor student achievement and tailor instruction accordingly; differentiate instruction to address students' varying learning styles and needs
- Commit to ongoing development of instructional capacity, especially in regards to delivering content in engaging, relevant, and culturally competent ways
- Reinforce interdisciplinary skills across all content areas (including literacy and numeracy)
- Use interim or formative assessment to measure students' comprehension and content mastery over time and to adjust instruction accordingly and appropriately
- Actively participate in team meetings, professional development, common planning time, and the professional learning community as a whole; identify practices that meet the needs of students and share strategies with colleagues

Student Supports:

Teachers are expected to...

- Build and sustain a positive classroom community and develop strong student-teacher relationships
- Hold high expectations for student conduct; consistently and positively enforce classroom and school rules
- Employ classroom management systems that include positive incentives for individual and class cooperation as well as logical consequences for poor behavior choices
- 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

Family and Community Engagement:

Teachers are expected to...

- Create opportunities for meaningful and ongoing parent, family, and community involvement
- Engage family members as active partners in their child's education and in the school community
- 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
- Model good citizenship through involvement in the community

6. Grievance Procedure

I commit with good faith to attempt to resolve all labor disputes at the building level with the principal and the School Improvement Team.

7. Voluntary Removal

I understand that I may voluntarily remove myself from Grant Middle School at the end of the work year. Faculty are hired to work in Grant Middle School on a voluntary basis and may remove themselves at the end of the school year. Faculty will be asked to inform the principal of this decision verbally by January 2016 and in writing by February 2016. SCSD employees who do not return to Grant Middle School, either for personal reasons or because the vision is not in alignment with their personal teaching philosophies or practices, shall be ensured the right to transfer to another SCSD school.

8. 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 Grant Middle School during school year 2015-2016.

To be completed by the faculty member:

Faculty name (print): _____

Faculty signature: _____

Date: _____

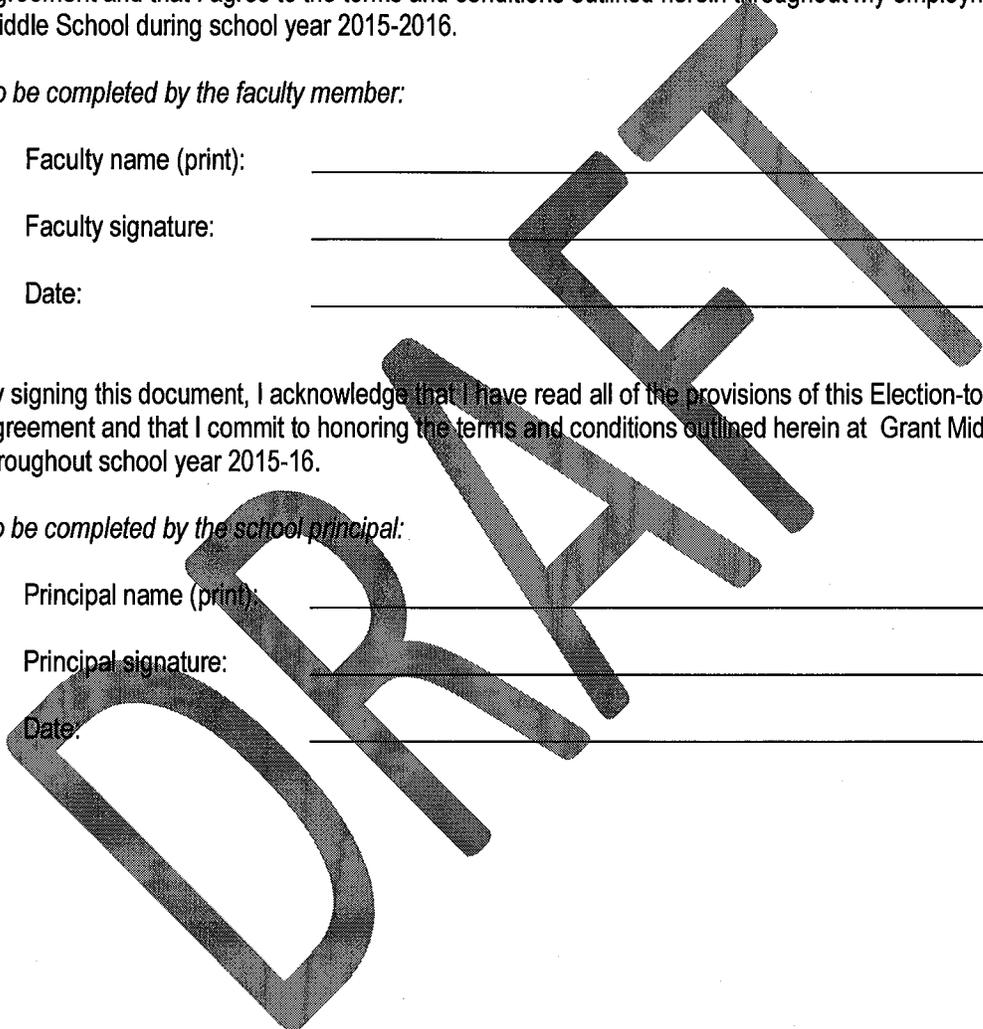
By signing this document, I acknowledge that I have read all of the provisions of this Election-to-Work Agreement and that I commit to honoring the terms and conditions outlined herein at Grant Middle School throughout school year 2015-16.

To be completed by the school principal:

Principal name (print): _____

Principal signature: _____

Date: _____



Narrative Attachment
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) (Anticipated)

District-Offered Training to Build Capacity of Leaders in the Achievement Zone*					
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
TBA	Developing an Improvement Mindset This seminar is designed to lay the foundation for dramatic school turnaround with the leaders of the school by reorganizing and refocusing the school service to better serve students. The purpose of the training will be to identify and/or codify the mindsets needed in order to change student outcomes, focusing on approach to school governance, culture, climate and expectations. Attendees will gain skills on effective ways to create, manage and maintain an improvement mindset with their staffs and school communities.	Office of Teaching and Learning (OTL).	<ul style="list-style-type: none"> 100% of school leadership complete self-assessment; 85% of leadership self-assessed as having a growth or turnaround mindsets by the end of seminar series School leadership refine staffing plan and assignments for start of 2015-2016 school year School leadership will write and articulate Theory of Action statements regarding school improvement mindsets Growth in School Leadership Teams' (SLT) abilities to effectively lead and manage turnaround in the 2015-2016 school year 	<ul style="list-style-type: none"> Self-Assessment/Rubric from Leverage Leadership to identify stages of development in school Innovation mindsets and leadership Office of Teaching and Learning (OTL) will administer pre and post assessments to compare Sept 2015 to April 2016 results OTL reviews, provides feedback, and sign off on principal's staffing/assignment plans based on alignment and fidelity to school goals OTL leadership personnel will provide analyses and written and verbal feedback of "Theory of Action" statements 	The seminar series establishes the foundation for successful turnaround conditions to be achieved. The foundational skills will be rooted in leadership's ability to set and manage change and create a culture of high expectations for students.
TBA	Developing a strong Data Leadership Team This professional development is designed to communicate the purpose of a data leadership team. The particular skills and responsibilities of each team member will be outlined. Models of successful data leadership teams will be shared. School Leaders and instructional coaches will select the best data leadership teams for their schools.	Office of Teaching and Learning, Office of Shared Accountability (OSA), and Instructional Leadership Team	<ul style="list-style-type: none"> Strong data leadership teams will be formed for the school. 	<ul style="list-style-type: none"> Leaders and teachers build effective data-use routines allowing teachers to regularly review student data and adjust their instruction to better address the needs of students. Schedules and minutes of data meetings Data Analysis protocols 	Establishing strong data leadership teams will allow the use of data to drive instruction and result in improved student achievement

TBA	<p>Leadership Base Camp Leadership Base Camp is designed to address the <i>why</i> of school innovation and school improvement. During Part 1 of this three-part leadership series, school leadership will explore three professional development modules that address school improvement, analyzing data, and analyzing root causes to improve student achievement and organizational effectiveness. Aimed at ensuring that leaders develop clear understanding of the current state of the school, this session will allow attendees to discuss the school's specific current landscape and data, and will establish a baseline for school improvement.</p>	Office of Teaching and Learning	<ul style="list-style-type: none"> • School leaders will create data portraits of their schools and present comprehensive data reports to their staff members • SLT will create three SMART goals based on evidence from root cause analyses, to present at Midway leadership training • Leaders will lead their SLT through the "5 Whys" process and the "Fishbone" exercise regarding root causes. • Strong data leadership teams will be formed for the school. 	<ul style="list-style-type: none"> • Observation, analyses, and feedback of leadership teams' presentations by OTL for of content, quality of delivery and staff response to data • Principals will be evaluated using a performance checklist on the "Fishbone" exercise and evaluated on the "5 Whys" process 	<p>Base Camp is the first of a three module series that is intended to develop leadership in focused areas crucial to creating and leading a successful turnaround school. The first series focuses on current state analysis, goal setting, and turnaround plan development - providing a much needed analysis on where schools are and where they strive to be.</p>
TBA	<p>Scheduling Time for DDI This training is designed to communicate the importance of allocating time for data driven best practices. The particular components of a data cycle will be outlined. Examples of best practices regarding scheduling time will be shared. Data cycle dates that are best for each school will be selected.</p>	Office of Teaching and Learning, and Office of Shared Accountability	<ul style="list-style-type: none"> • Data meetings will be scheduled for the upcoming school year and leaders will select the data cycle dates for the school. School leaders will lead their school improvement teams through the "5-Whys" process and the "Fishbone" exercise regarding root causes. 	<ul style="list-style-type: none"> • Schedules and minutes of data meetings 	<p>Allocating the appropriate amount of time for DDI review will result in improved teach practices and increase student achievement.</p>

TBA	Goal Setting for DDI - This training is designed to coach the school leadership team on setting meaningful goals at the school and student levels aligned to SCSD goals. Set aligned goals for growth in teacher practice, to support performance.	Office of Teaching and Learning and Office of Shared Accountability	<ul style="list-style-type: none"> Set achievement and practice objectives and milestones for school. 	<ul style="list-style-type: none"> Outcomes of NYSED assessment tests and school internal reporting (ex: discipline referrals suspensions etc.) State Report Card Data School-based DDI reports Teacher observation reports 	By setting a meaningful achievement and practice objectives benchmarks, this allows the school to adjust training and practice to meet in-year milestones and yearly objectives
TBA	Leadership Midway Training Session - Leadership Midway Training Session is designed to revisit concepts and skills learned during base camp and to assess the progress of school leadership in utilizing a turnaround framework in their respective school rethinking processes. Midway training will follow Sept Teacher Institute and will allow school leadership to debrief and change course as needed. This session also serves to refocus school priorities on school improvement and successful implementation of turnaround with guidance from Innovation personnel and strategists, and to share ideas and best practices.	Office of Teaching and Learning and Office of Professional Development	<ul style="list-style-type: none"> Each school's leadership team will develop a monthly schedule and establish meeting norms for 2015-2016 schedule Each school's team will refine plans and prepare materials for the Teacher Institute 	<ul style="list-style-type: none"> OTL will independently review and approve each school team's meeting norms and 2015-16 schedule Teams will deliver presentations to OTL and peers for collegial vetting of plans for Teacher Institute 	Midway Training is the second of a three module series that is intended to develop leadership in focused areas crucial to creating and leading a successful Innovation school. The second series is a tactical and strategic session, collectively analyzing the turnaround plans and strategies employed by each school.
TBA	Leader Orientation - This training is designed to coach school leadership teams on how to develop teachers using a backwards planning from standards protocol and how to use existing common planning time effectively.	Office of Teaching and Learning and Office of Shared Accountability	<ul style="list-style-type: none"> Achievement goals through "backwards" planning will be established over the 5 year period of the redesign plan 	<ul style="list-style-type: none"> School-based DDI reports Teacher observation reports Student benchmark/interim results 	By providing regular, real-time checks on student achievement, schools can make appropriate adjustments to training and practice

TBA	DDI Coaching for Leaders – This training will prepare the leadership team to draw conclusions on the data and to determine priority standards. 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.	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
TBA	Data Meetings and Debriefing – OSA will co-facilitate data meetings with the leadership team, gradually releasing facilitation solely to the school leaders as the year progresses. OSA will coach leaders on how to manage staff to follow through on re-teaching plans and align classroom observations to data.	Office of Teaching and Learning and Office of Shared Accountability	<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 	Strengthening leaders' skills of facilitating data meetings and managing staff to ensure they follow re-teaching plans will improve instruction
TBA	Operations Review At the end of each semester, school leadership teams will be convened to review and discuss school-specific data reports, including: discipline, attendance, community involvement, etc. These sessions are designed to problem-solve areas where improved operational support can directly impact student learning.	Office of Teaching and Learning	<ul style="list-style-type: none"> SLT will work collaboratively with OTL leadership team solutions to identify and address school-specific operations challenges that may be negatively impacting student learning. 	<ul style="list-style-type: none"> Actionable operational plans will be created to address 75-100% of problem issues brought to Operations Review OTL will support and monitor implementation of action plans January-June 2016 	The Operations Review is a necessary collaboration series that will provide school leadership teams the opportunity to review turnaround progress, analyze and solve issues, and assess operations.
TBA	Spring Network Event Meeting – Meet to share best practices in leader practice. Engage in individual and group reflection on lessons learned and school priorities	Office of Teaching and Learning and Office of Shared Accountability	<ul style="list-style-type: none"> Best practices discussed and shared among school leaders 	<ul style="list-style-type: none"> Best practices noted during OTL walk-throughs 	Provide open sharing of DDI best practices which establishes a school community that supports the optimal use of data

TBA	<p>DDI Reflection Meetings – Leaders will reflect on the extent to which the school met its student performance goals and on the ways that growing teacher practice in DDI led to progress. Leaders will set priorities for student performance and teacher practice in the coming year</p>	Office of Teaching and Learning and Office of Shared Accountability	<ul style="list-style-type: none"> Leaders will be able to develop teacher practice and student performance goals for the following year by reflecting on the data from the current school year 	<ul style="list-style-type: none"> Teacher practice and student performance goals for coming year are 	By setting meaningful benchmarks and performance goals schools can focus on making progress to attain their goals
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*Includes leadership training offered District-wide, training offered to all Priority Schools, and training offered only to SIG 6 Priority schools.

Lisa L. Costanzo

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Minoa, New York 13116
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lcostanzo@scsd.us

Objective

To acquire a leadership position that provides an opportunity to facilitate academic, social and personal growth of all students.

Professional Summary

- Excellent communication and interpersonal skills
- Very good problem solving and conflict resolution skills
- Able to manage and prioritize multiple projects within deadlines
- Detail oriented, highly organized
- Analyze student learning needs and develop viable solutions and/or alternatives
- Team leader/Team player
- Work well under pressure and without direct supervision
- Sensitive to the needs of children and their parents
- Familiar with various business and educational software packages

Education

Syracuse University, Syracuse, New York
Certificate of Advanced Studies

Summer 2013

Master of Arts in Special Education
Honors
Phi Kappa Phi Honor Society

Summer 2000

Le Moyne College, Syracuse, New York
Bachelor of Arts in Psychology
Honors

Summer 1993

Onondaga Community College, Syracuse, New York
Syracuse, New York
Associate of Arts in Humanities

Spring 1990

Certification

Permanent Certification in Special Education K-12, Moderate to Severe Disabilities

Professional Experience

Grant Middle School
Syracuse City School District, Syracuse, New York
Vice Principal

2014-Present

Central Office
Syracuse City School District, Syracuse, New York
Smaller Learning Communities Coordinator

2013-2014

Clary Middle School
Syracuse City School District, Syracuse, New York

Administrative Intern

2012 - 2013

Clary Middle School

Syracuse City School District, Syracuse, New York

Special Ed. Teacher 6th – 8th

2001- 2013

Syracuse City School District High School Summer Program, Syracuse, New York

Summer School Administrator

Summer 2011

Summer 2012

Administrator Substitute

2006 – Present

Syracuse City School District Summer Inclusive Program, Syracuse, New York

Summer School Special Ed Teacher K-4th

2001-2010

Shea Middle School

Syracuse City School District, Syracuse, New York

Special Ed. Teacher 6th – 8th

2000-2001

Corcoran High School

Syracuse City School District, Syracuse, New York

Student Teacher English 9th – 12th

Summer 2000

Committees and Organizations

- SCSD Strategic Plan 3.3 2013-Present
- SBIT-B Coordinator 2013-Present
- SCSD Go Green Team Member 2012-2013
- PTO School Representative 2012-2013
- School Leadership Team 2010-Present
- Gender-Based Academies Committee Member 2010-2011
- Special Education Team Leader 2010-Present
- Coordinator for Pupil's Alternative to Suspension from School 2006-2011
- Coordinator for Special Education Fundraising 2008-2011
- Pupil Service Team 2007-2008
- Coordinator for Liberty Partnership Program 2005-2008
- Coordinator for After School Program 2012-2013
- Clary Intervention Team 2012-Present

Computer Skills

- IEP Direct
- Teachscape
- Windows
- Word
- Excel

References

Pamela Odom- Principal at Grant Middle School, Syracuse City School District – 315-435-4433

Julie Sayles- Vice Principal at Lincoln Middle School, Syracuse City School District – 315-435-4450

Daniel Straub- Vice Principal at Corcoran High School, Syracuse City School District – 315-435-4321

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E-mail: dkasouf@scsd.us

Education

In progress Certificate of Advanced Study in Educational Building and District Leadership from Syracuse University
5/2004 Masters of Science in Education, Niagara University
5/2000 Bachelor of Arts in English, minor in Communications Studies Niagara University

Certification

9/2012 NYS Professional Certification English Language Arts 7-12
9/2012 NYS Professional Certification English Language Arts 5-9

Professional Experience

2014-2015 **Syracuse City School District, Grant Middle School**
Job Assignment:

- Administrative Intern
- Supervised teachers in the 8th Grade and 7/8 split team
- Evaluate teachers in a variety of subject areas
- Assisted in implementing new Code of Conduct
- Led use of Educator's Handbook
- Led budget allocation for staff
- Assisted in arrival/dismissal procedures
- Meet with PTO and community agencies to improve student engagement
- Coordinated Field Trips
- Monitored Staff Absences
- Was appointed by district to serve on the Master Teacher Selection Committee

2008 - 2014 **Syracuse City School District, Fowler High School**
Job Assignment:

- English Language Arts Department Chair
- English Language Arts Instructor
- Responsible for planning, teaching, assessing ELA 9-12
- Participate in team meetings with colleagues
- Team Leader
- Collaborate with colleagues in developing meaningful lessons and valid assessments
- Member of Walk-Through Team
- Member or Leadership Committee for State Review
- Member of School Leadership Team
- Apex Credit Recovery Team Member
- Class Advisor
- Chaperone for extracurricular student activities
- Varsity Baseball Coach

- Administrative Substitute
 - Student discipline
 - Participate and facilitate in daily meetings

2007-2008

East Syracuse Minoa School District, Pine Grove Middle School

Job Assignment:

- English Language Arts Instructor
- Responsible for planning, teaching, assessing ELA 7
- Participate in team meetings with colleagues
- Collaborate with colleagues in developing meaningful lessons and valid assessments
- Responsible for planning and teaching character Ed.
- Modified Basketball Coach

2004 - 2007

Diocese of Syracuse, Bishop Ludden Junior/Senior High School

Job Assignment:

- English Language Arts Instructor
- Responsible for planning, teaching, assessing ELA 7-12
- Participate in weekly team meetings with colleagues
- Collaborate with colleagues in developing meaningful lessons and valid assessments
- Varsity Baseball Coach
- Athletics Supervisor for Basketball Games
- Class Advisor

Professional Development Participation and Trainings

Formative Assessment

SIOP (Instructional strategies for English language learners)

Courageous Conversations about Race In-Service Training

Cognitive Coaching Training

Peer Coaching Training

Smaller Learning Communities In- Service Training

Driven by Data

Castle Learning

Apex

Ramp-Up to Literacy

Strategic Reading

Rapid Results

Collaborative Coaching and Learning

Translanguaging

Danielson Rubric Training

Smart Board

Data Analysis

Field Placement Office
SUNY Oswego
315-312-3098 (Office)
nichole.brown@oswego.edu

29 Birch Lane Apartment 24F
Oswego, NY 13126
(615)210.5589 (Mobile)

EDUCATION

2010: Ed.S., Curriculum and Instruction, Middle Tennessee State University, Murfreesboro, TN

Concentration: English as a Second Language

Thesis: *The Friend or Foe: The Impact of the No Child Left Behind (NCLB) Reformation on Urban Teacher Education Programs*

2007: M.Ed., Administration and Supervision, Middle Tennessee State University, Murfreesboro, TN

Concentration: K-12 Administration

2005: B.S., Elementary Education, University of Tennessee at Martin, Martin, TN

Concentration: Human Learning and Development (K-8)

AREA OF EXPERTISE

- Directing and coordinating field placements, practicum, and clinical practices for pre-service teachers and other advanced program professionals;
- Supervising and evaluating student teachers, University Supervisors and Cooperating Teachers;
- Coordinating and facilitating faculty, staff, student, and P-12 educators' workshops (e.g., TK20 assessment system, Student Teaching Orientation, Praxis I and II review, and University Supervisors/Cooperating Teachers professional development);
- Coordinating and facilitating entrance and exit Teacher Education interviews
- Leadership skills related to designing, implementing and evaluating programs as specified by national, state, and institutional standards (e.g., National Council for Accreditation of Teacher Education (NCATE) guidelines; Tennessee Board of Regents, Tennessee State Board of Education Framework for Evaluation and Professional Growth (Performance Standards); College of Education – Professional Education Unit's Knowledge, Skills, and Dispositions).

GRANTS/AWARDS

- 2014-2017 Teacher Opportunity Corps (TOC) Grant- Three year (spring 2011-spring 2014) grant (\$50,063) awarded by the NYS Education Department to support and recruit primarily teachers of color from urban areas who will return to teach in urban schools. Co-developed and serve as Director and project evaluator
- 2011-2014 Teacher Opportunity Corps (TOC) Grant- Three year (spring 2011-spring 2014) grant (\$43,910) awarded by the NYS Education Department to support and recruit primarily teachers of color from urban areas who will return to teach in urban schools. Co-developed and served as co-director and project evaluator

EXPERIENCE

Present - 2/2011 Field Placement Office Director

State University of New York at Oswego, Field Placement, Oswego, NY

- Oversight of all field placement appointments for undergraduate and graduate education candidates for Curriculum and Instruction, Technology Education, and Vocational Teacher
- Visit P-12 schools and other educational agencies to meet regularly with school administrators, particularly urban and high needs districts, to develop and/or increase high quality placement opportunities and foster vibrant partnerships
- Supervise and support all Field Placement Office personnel
- Monitor the Field Placement Office's database and coordinate its alignment with the School of Education's TK20 assessment/data management system

2/2011 - 09/2008 Field Experience Coordinator

Tennessee State University, Teacher Education and Certification, Nashville, TN

- Coordinate placements for field experiences and clinical practices for undergraduate and graduate students in the College of Education and Arts and Sciences

- Monitor student eligibility for admission to Teacher Education and approval to Student Teach (e.g., background checks, gpa, dispositions, test scores, etc.)
- Coordinate and monitor Teacher Education interviews for Admission to Teacher Education and Student Teaching
- Assistant to Dean of Teacher Education to ensure compliance with professional, state, and local policies and procedures
- Coordinate and facilitate faculty, staff, students, and P-12 educators TK20 trainings

07/2008 - 08/2007

Fourth Grade Teacher (English Language Learners)/Summer School Teacher

J.E. Moss Elementary, Metropolitan Nashville Public School, Nashville, TN

Fourth Grade Teacher (ELL)

- Designed and implemented appropriate lessons as outlined in the Tennessee State curriculum guide for fourth grade ELL students
- Implemented Guided Reading groups for 25 ELL students (e.g., five different groups ranging from levels 0-32)
- Implemented Accelerated Reading to increase students reading levels
- Met the academic and social needs of 25 students in Reading class
- Co-taught Math, Social Studies and Science
- Used Compass Learning, Safari Montage, ThinkLink, STAR and other educational websites/tools to enhance student learning
- Tutored fourth grade students in Reading Enrichment After-school programs
- Wrote weekly lesson plans for Reading Enrichment After-school program

Summer School Teacher

- Implemented Guided Reading program for ELL students
- Designed and implemented creative and appropriate lessons for 4th grade ELL enrichment program as outlined in the Tennessee curriculum guide

12/2008 - 04/2008

K-1 Grade ELL Teacher (Saturday only)

EA (Estoy Aprendiendo): Family Literacy Program, Nashville, TN

- Designed and implemented creative and appropriate lessons for ELL students in grades K-1
- Implemented Guided Reading groups for ELL students
- Assisted with guidance of parents and students regarding classroom activities during PACT (Parent and Child Together) time

05/2007 - 04/2006

Interim Teacher (Metropolitan Nashville Public Schools)

First, Fourth, and Fifth Grades - McCann Alt. Learning Center

- Designed and implemented appropriate lessons for students as outlined in the Tennessee curriculum guide for 1st, 4th, and 5th grades (self contained)
- Wrote lesson plans for all subjects weekly
- Maintained a safe and positive learning environment

First Grade - J.E Moss Elementary

- Designed and implemented appropriate lessons for 19 students as outlined in the Tennessee curriculum guide for 1st grade
- Wrote lesson plans for all subjects weekly
- Implemented small guided reading groups

Ninth Grade - Antioch Freshman Academy

- Designed and implemented appropriate lessons for 135 students as outlined in the Tennessee curriculum guide for 9th Language Arts
- Prepared students for the State writing exam

Fourth Grade- Una Elementary

- Designed and implemented appropriate lessons for 22 students as outlined in the Tennessee curriculum guide for 4th graders
- Prepared students for TCAP and proctored TCAP

LEADERSHIP ROLES

Present-2014: Co-Chair- SUNY FEAC (State University of New York Field Experience Administrators' Consortium)

Present-2013: Project Director- TOC/TRUST (Teacher Opportunity Corps/Teacher Recruitment for Urban Schools Today)

2013-2012: Project Co-director- TOC/TRUST (Teacher Opportunity Corps/Teacher Recruitment for Urban Schools Today)

2012-2011: Project Evaluator- TOC/TRUST (Teacher Opportunity Corps/Teacher Recruitment for Urban Schools Today)

2013-2011: Mentor- SUNY Oswego Leadership Mentoring

PROFESSIONAL COMMITTEES

Present-2014: School of Education representative- UUP Teacher Education Task Force

Present-2011: Field Placement Office representative- Diversity Committee

Present-2011: Field Placement Office representative- Team Sheldon Committee

Present-2011: Field Placement Office representative- Administrative Advisory Council

Present-2011: Field Placement Office representative - Assessment Committee

2011 - 2008: Teacher Education representative - TEC (Teacher Education Council) Professional

2011 - 2008: Teacher Education representative - PEC (Professional Education Council) Professional

2011 - 2008: Teacher Education representative - Assessment Committee

PRESENTATIONS AND WORKSHOPS

Brown, N., Job Readiness/Training Workshops

Brown, N. and Davis, R. 2015 & 2014 Teacher Certification Workshops

Brown, N., TOC Interns, SUNY Oswego Student Leaders, College Readiness and Career Exploration Presentations (School District and Community Partners, occurs multiple times each year)

Walsh, C., Proud, R., Anderson, A., **Brown, N.**, Gabriele, A., and Zalewski, B. Presented at the 2015 National Professional Development Conference held in Atlanta, GA. (Presentation: A Study of Equity Among Adolescents in Our "More Clinically Rich" Middle School)

Hampton, B., Davis, R., and **Brown, N.** Presented at the 2014 Making Diversity Count Equity Inclusion Access and Impact Conference held in Albany, NY. (Poster Session: SUNY Oswego School of Education Diversity)

Brown, N. and TOC Interns. Presented at 2014, 2013 & 2012 SUNY Oswego Quest Conference in Oswego, NY. (Presentation: Impact of Teacher Opportunity Corps)

PATRICIA E. RUSSO
Abbreviated RESUME

Curriculum & Instruction Department 2539 State Route 48
Oswego State University Fulton, NY 13069
Oswego, NY 13126 (315)391-3619
(315)312-2632 pat.russo@oswego.edu
www.oswego.edu/~prusso1

EDUCATION

Syracuse University	PhD	Educational Foundations	1995
SUNY College at Oswego	CAS	Educational Administration	1985
SUNY College at Oswego	MS	Reading Education	1979
SUNY College at Oswego	BS	Elementary Education	1972

PROFESSIONAL EXPERIENCE

Director, (2000-present) Center for Urban Schools (and facilitate urban education initiatives), School of Education, SUNY Oswego; Coordinator of ITI TESOL Graduate Certificate Program (2014-16). Co-director of Graduate and Undergraduate Clinically Rich Teacher Preparation Pilot Projects (2012-15). Co-Director of Teacher Opportunity Corps (TOC) program (2006-12).

Professor, (2003-present) School of Education Curriculum & Instruction Department, SUNY Oswego. Teach Edu 301, Schooling, Pedagogy & Social Justice; Edu 430/530, Professionalism and Social Justice; Edu 501, Foundations of Educational Inquiry; and Edu 505 Teaching About Social Justice; provide undergraduate and graduate student advisement, and support department and college committee work. Coordinated MSED and MST Graduate Programs (2011-2014).

Associate Professor (1999-2003) Curriculum & Instruction Department, SUNY Oswego. Taught Edu 301, Schooling, Pedagogy, and Social Justice; Edu 305/505, Topics in Education: Schools and Urban Society; Edu 305/505 Topics in Education: Summer in the City; and co-taught Edu 505 Topics in Education, Project SMART course each summer. Worked with Project SMART and Goals 2000 funded projects. Coordinator of Center for Urban Schools since Spring 2002. Also provide student academic advisement, Master's project and thesis advisement, Senior Honors Thesis advisement, and support departmental and college committee work.

Assistant Professor (1993-1999) Curriculum & Instruction Department, SUNY Oswego. Taught EDU 301, Foundations of Education; EDU 305, Topics in Education: Schools and Urban Society; EED 306, Curricular Foundations of Social Studies; EDU 505, Topics in Education: Using Action Research to Enhance School Science, Mathematics, and Technology Teaching; EDU 505 Topics in Education: Teaching Through Inquiry To Meet the Needs of Diverse Learners EDU 509, Sociology of Education; EDU 513, Teaching Culturally Different Children; EDU 555, Curriculum Development; EDU 596, Methods and Techniques of Research. Also provided student academic advisement, Master's project and thesis advisement, Senior Honors Thesis advisement, advised Education Club, and supported departmental and college committee work.

Program Evaluator (1996-2003) and **Consultant** (1995-96) Project SMART (Interdisciplinary Professional Development and Curriculum Development program for classroom teachers), SUNY Oswego. Supported grant writing for interdisciplinary projects to improve the teaching of elementary mathematics and science, consulted with teachers, and supported the preparation of conference papers reporting on projects of this effort.

PRESENTATIONS AND WORKSHOPS

Peng, L., Ann, J., **Russo, P.**, and McEvoy, A. (May 28, 2015). TESOL Clinically Rich Residency Program: Promises and Challenges. Presented at the 2015 Higher Education Faculty Development Project's End-of-Project Conference organized by Commission on Independent Colleges and Universities held in Albany, New York from May 27 to 28, 2015.

Long Peng, B., Ann, J., **Russo, P.** and McEvoy, A. (April 20, 2015). Clinically Rich Teacher Preparation: Promises and Challenges. Presented at the 2015 Annual Meeting of American Education Research Association held in Chicago, Illinois from April 15 to 20, 2015.

Peng, L., Ann, J., **Russo, P.**, and McEvoy, A. (February 28, 2015). Transforming TESOL Teacher Preparation: Clinically Rich Model, Promises and Challenges. Presented at the 67th Annual Meeting of American Association of Colleges for Teacher Preparation held in Atlanta, Georgia from February 27, 2015 to March 1, 2015.

Ann, J., McEvoy, A., Long, P., **Russo, P.** (May 28, 2014). Clinically Rich Teacher Preparation. Presented at the 2014 Higher Education Faculty Development Project's End-of-Project Conference organized by Commission on Independent Colleges and Universities held in Albany, New York from May 27 to 28, 2014.

Ann, J., McEvoy, A., Peng, L., and Russo, P., (April 2014). Clinically Rich Teacher Preparation, Webinar, developed for the Central West Region Mini-Webinar project for the NYS Regents Reform Agenda Faculty Professional Development project administered by Conference of Independent Colleges and Universities (cIcu) and Syracuse University.

Ann, J., McEvoy, A., Peng, L., and **Russo, P.** (November 16, 2013). A Collaborative Model of Clinically-Rich Teacher Preparation. Presented at the 43rd Annual New York State TESOL Conference held in White Plains, NY from November 15 to 17, 2013.

Fairbrother, A. & **Russo, P.** (2010, April) Manifestations of Injustice: Teaching for Social Justice within Ecologies of Classroom, School, Community, and Society. Presented at the Annual Meeting of AERA, Denver, CO. (I did not attend).

GRANTS

Below is a chronological list of the granted projects and grant proposals in which I have participated.

Dates	Project or Agency	Description of my involvement
2015	SUNY Teacher and Leader Network (S-TEN +) Campus-Based Expansion Project to support SUNY agenda including: Common Core Learning Standards, Teacher Performance Assessment, Data Driven Instruction, Clinically-Based Practice, and Technologies for Effective Teaching	Assisted J. Das, program coordinator, in developing this expansion project. Awarded \$21,290.
2014-16	NYSED, ITI TESOL Graduate Certificate Program,.	Program coordinator. NYSED, Syracuse City School District, SUNY Oswego, and participating candidates contribute to support this \$200,000 per year project. NYSED contribution: \$110,000 per year.

2014-15	NYSED, Race to the Top Graduate Clinically Rich Teacher Preparation Pilot Project for Math/Spec Ed, Sci/Spec Ed, and TESOL/Spec Ed	Assumed co-director responsibilities with A. McEvoy in 2014-15.
2012-15	NYSED, Race to the Top Undergraduate Clinically Rich Teacher Preparation Pilot Project for TESOL.	Co-director with B. Long Peng and J. Ann. Awarded 553,488.
2010-12	Teacher Opportunity Corps (TOC-NYSED) grant update on proposal for 2008-11. For recruiting, supporting urban pre-teachers.	Supported the writing of this re-application. Funded for \$44,000. R.D. Davis and N. Brown co-directors
2008-10	Teacher Opportunity Corps (TOC-NYSED) grant update on proposal for 2008-11. For recruiting, supporting urban pre-teachers.	Co-developed with R. D. Davis. Award continued for 2009-10., and for 2010-11 \$10,784.
Spring 2008	Teacher Opportunity Corps (TOC-NYSED) grant proposal 2008-11. For recruiting, supporting urban pre-teachers.	Co-developed with R. D. Davis: Awarded \$10,784 for 2008-09.
Spring 2007	Teacher Opportunity Corps (TOC-NYSED) grant proposal 2007-10. For recruiting, supporting urban pre-teachers.	Co-developed with R. D. Davis, F. Maina, G. Porter. June 2007: NYSED withdrew RFP.

NEW YORK STATE TEACHING CERTIFICATIONS

School District Administrator, September 1985
 Reading Teacher, Permanent, February 1980
 N-6 and English 7-9, Permanent, September 1977

(updated July 2015)

Carol Taormina

- Objective** To assist with the implementation of engaging learning environments that develops students' critical thinking skills to foster college readiness and academic success.
- Qualification Summary**
- CTE Computer Technology teacher with 18 years experience in secondary and adult education
 - Successful in technology integration to maximize learning opportunities for diverse students
 - Developed student academic skills by integrating ELA and Math (1 credit) in Digital Media class
 - Lifelong learner keeping pace with technology as well as challenges and initiatives in education
 - Effective communicator with proven ability to engage various constituents in collaborative efforts for improvement in education and student outcomes
- Certifications** **NYS Certification in Business and Distributive Education (K-12) - Permanent**
- NYS Certification Extension – Coordinator of Work-Based Learning Programs
 - Certified in MS Word, Excel, Access, PowerPoint; IC3 certification; Adobe (ACA) in Photoshop, Flash, and Dreamweaver
- Experience** **SUNY Oswego - Assistant Coordinator of Field Placement (School of Education)**
- Coordinate and track field experience placements for teacher candidates throughout NYS
 - Plan and participate in AVID orientation and registration events regarding field placements
 - Assist candidates in developing professional skills necessary for teaching
 - Collaborate to enhance school partnerships to better meet the needs of districts and students
- Oswego County & Cayuga-Onondaga BOCES - Digital Media Technology Instructor**
- Taught high school - PC and Mac, AS/400, Office Suite, Internet, Programming, Web and Graphic Design, Animation, Multimedia, Desktop Publishing, and Career & Financial Management
 - Ongoing development of technical curriculum; (lessons, labs, projects, tests) with integrated Math
 - Coordinated student internships, field trips, and community projects
 - Served on various committees, assisted in marketing endeavors, and led staff development
- OCM BOCES - Adult Computerized Business Careers Instructor**
- Taught Accounting, Business Math, Business Communications, and computer classes
- Corning, Incorporated - Computer Programmer**
- Developed software to computerize manufacturing plant & trained production workers
- Education** 2011–present SUNY Oswego Oswego, NY
- Certificate of Advanced Studies in Educational Administration** (in progress)
- Vocational Technical Education – Business and Distributive Education**
- MS in 1995, GPA 3.98 BS in 1992, GPA 3.94
 - National Business Education Award of Merit and Summa Cum Laude graduate
- 1986–1988 Corning Community College Corning, NY
- AAS – Data Processing**, GPA 3.86
- Skills** **Hardware** - PC, Mac, AS/400, Digital & Video cameras, Scanners, Printers, Tablets
- Software** – Google Drive/Classroom, Online learning environments (Blackboard, Angel, Moodle), MS Office Suite, Adobe: Dreamweaver, Flash, Fireworks, Photoshop, Illustrator, InDesign, Soundbooth, Premiere, After Effects, and Acrobat Pro; Programming languages, Social Media
- References** Available upon request