APPENDIX A
School Innovation Fund (SIF) Performance Agreement

The SIF performance agreement is an accountability agreement between the New York State Education Department (NYSED) and a local education agency receiving a SIF grant for any number of its low-performing schools. The SIF performance agreement also serves as a tool for local leadership teams to review plans and performance, and make continuous improvements based on data. The performance agreement identifies the key actions, indicators of success, and performance targets the school has agreed to meet during its first two years of funding. Since a core feature of the SIF is joint accountability for improved student achievement between an LEA and its lead partner or partner consortia, the performance agreement should identify specifically, which key actions, indicators, and performance metrics are joint responsibility (partner and LEA), which are the responsibility of the LEA, and which are the responsibility of the SIF partners. In addition, the areas, actions, actions and specific metrics to which partners are accountable should be identified explicitly in the Memorandum of Understanding between the LEA and the partner. Ultimately the LEA is responsible for holding the partner accountable for the delivery and effectiveness of its services.

Each school receiving a SIF grant must submit a separate performance agreement, approved by NYSED, by July 1, 2012. In addition, schools receiving a SIF grant must have collective bargaining agreements in place and approved by the Commissioner of Education, that are consistent with the provisions of Education Law 3012c for the annual professional performance review of teachers and principals by July 1, 2012. Failure to have approved performance agreement and collective bargaining agreement approved by NYSED and the Commissioner of Education will result in fund-stoppage for project years two and three.

By signing below, the local education agency and key external partners agree meeting the key actions, indicators, and performance metrics identified in the agreement. Failure to meet the actions, indicators and targets identified in the performance agreement may result in a delayed or stopped payment.

CHIEF ADMINISTRATIVE OFFICER (Superintendent)	
Signature (in blue ink)	Date
Type or print the name and title of the Chief Administrative Officer	

EXTERNAL PARTNER	
Signature (in blue ink)	Date
Type or print the name and title and organization of the partner	

EXTERNAL PARTNER	
Signature (in blue ink)	Date
Type or print the name and title and organization of the partner	

EXTERNAL PARTNER	
Signature (in blue ink)	Date
Type or print the name and title and organization of the partner	

Performance Targets

	Unit	NYS State Average	District Average	Baseline Data	Target for 2012-2013	Target for 2013-2014
I. Leading Indicators						
a. **Number of minutes in the school year**	min					
b. **Student participation in State ELA assessment**	%					
c. **Student participation in State Math assessment**	%					
d. **Drop-out rate**	%					
e. **Student average daily attendance**	%					
f. **Student completion of advanced coursework**						
g. **Suspension rate**	%					
h. **Number of discipline referrals**	num					
i. **Truancy rate**	%					
j. **Teacher attendance rate**	%					
k. **Teachers rated as "effective" and "highly effective"**	%					
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 of high quality interim assessments and data-driven action**	num					
II. Academic Indicators						
o. **ELA performance index**	PI					
p. **Math performance index**	PI					
q. **Student scoring "proficient" or higher on ELA assessment**	%					
r. **Students scoring "proficient" or higher on Math assessment**	%					
s. **Average SAT score**	score					
t. **Students taking PSAT**	num					
u. **Students receiving Regents diploma with advanced designation**	%					
v. **High school graduation rate**	%					
w. **Ninth graders being retained**	%					
x. **High school graduates accepted into two or four year colleges**	%					
School Design-specific Indicators						
a.						
b.						
c.						
d.						
e.						
f.						
g.						
h.						

School Leadership and Governance Structures and Functions														

Key Strategies

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		Timeline (mark or shade-in the box representing the month in which the key action or event will occur)											
Key Actions / Events / Outputs **(please which performance metrics a particular action is intended to impact upon)**	Lead Responsible	July 2012	Aug 2012	Sept. 2012	Oct. 2012	Nov. 2012	Dec. 2012	Jan. 2013	Feb. 2013	Mar. 2013	Apr. 2013	May 2013	June 2013

Quarterly Indicators of Success	**(identify leading, academic, and school-design metrics that will provide early evidence of meeting annual performance targets)**
Quarter 1 July – September	
Quarter 2 October – December	
Quarter 3 January – March	
Quarter 4 April – June	

Curriculum and Instruction (and implementation of the Common Core Learning Standards)														
Key Strategies														
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		Timeline (mark or shade-in the box representing the month in which the key action or event will occur)											
Key Actions / Events / Outputs (please which performance metrics a particular action is intended to impact upon)	Lead Responsible	July 2012	Aug 2012	Sept. 2012	Oct. 2012	Nov. 2012	Dec. 2012	Jan. 2013	Feb. 2013	Mar. 2013	Apr. 2013	May 2013	June 2013

Quarterly Indicators of Success	(identify leading, academic, and school-design metrics that will provide early evidence of meeting annual performance targets)
Quarter 1 July – September	
Quarter 2 October – December	
Quarter 3 January – March	
Quarter 4 April – June	

Data-driven Inquiry and the Use of Common Interim Assessment Data to Improve Student Achievement														
Key Strategies														
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		Timeline (mark or shade-in the box representing the month in which the key action or event will occur)												
Key Actions / Events / Outputs (please which performance metrics a particular action is intended to impact upon)	Lead Responsible	July 2012	Aug 2012	Sept. 2012	Oct. 2012	Nov. 2012	Dec. 2012	Jan. 2013	Feb. 2013	Mar. 2013	Apr. 2013	May 2013	June 2013

Quarterly Indicators of Success	(identify leading, academic, and school-design metrics that will provide early evidence of meeting annual performance targets)
Quarter 1 July – September
Quarter 2 October – December
Quarter 3 January – March
Quarter 4 April – June	

School Climate, Culture, and Discipline														
Key Strategies														

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		Timeline (mark or shade-in the box representing the month in which the key action or event will occur)											
Key Actions / Events / Outputs **(please which performance metrics a particular action is intended to impact upon)**	Lead Responsible	July 2012	Aug 2012	Sept. 2012	Oct. 2012	Nov. 2012	Dec. 2012	Jan. 2013	Feb. 2013	Mar. 2013	Apr. 2013	May 2013	June 2013

Quarterly Indicators of Success	**(identify leading, academic, and school-design metrics that will provide early evidence of meeting annual performance targets)**

Quarter 1 July – September
Quarter 2 October – December
Quarter 3 January – March
Quarter 4 April – June

Annual Professional Performance Review of Teachers and Principals in the full implementation of Education Law 3012c														

Key Strategies														
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Key Actions / Events / Outputs (please which performance metrics a particular action is intended to impact upon)	Lead Responsible	Timeline (mark or shade-in the box representing the month in which the key action or event will occur)											
		July 2012	Aug 2012	Sept. 2012	Oct. 2012	Nov. 2012	Dec. 2012	Jan. 2013	Feb. 2013	Mar. 2013	Apr. 2013	May 2013	June 2013

Quarterly Indicators of Success	(identify leading, academic, and school-design metrics that will provide early evidence of meeting annual performance targets)
Quarter 1 July – September	
Quarter 2 October – December	
Quarter 3 January – March	
Quarter 4 April – June	

Use of Time Throughout the School Day and After School to Improve Instructional and Enrichment Opportunities

		Key Strategies											

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		Timeline (mark or shade-in the box representing the month in which the key action or event will occur)											
Key Actions / Events / Outputs **(please which performance metrics a particular action is intended to impact upon)**	Lead Responsible	July 2012	Aug 2012	Sept. 2012	Oct. 2012	Nov. 2012	Dec. 2012	Jan. 2013	Feb. 2013	Mar. 2013	Apr. 2013	May 2013	June 2013

Quarterly Indicators of Success	**(identify leading, academic, and school-design metrics that will provide early evidence of meeting annual performance targets)**
Quarter 1 July – September	
Quarter 2 October – December	
Quarter 3 January – March	
Quarter 4 April – June	

Meeting the Needs of Unique Student Populations
Key Strategies

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Key Actions / Events / Outputs	Lead	Timeline											
(please which performance metrics a particular action is intended to impact upon)	Responsible	(mark or shade-in the box representing the month in which the key action or event will occur)											
		July 2012	Aug 2012	Sept. 2012	Oct. 2012	Nov. 2012	Dec. 2012	Jan. 2013	Feb. 2013	Mar. 2013	Apr. 2013	May 2013	June 2013

Quarterly Indicators of Success	(identify leading, academic, and school-design metrics that will provide early evidence of meeting annual performance targets)
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Quarter 4 April – June	