

## Mount Vernon Application

**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:		
Mount Vernon City School District (MVCSD)			660900010000		
Lead Contact (First Name, Last Name)					
Ernest Gregg					
Title	Telephone	Fax Number	E-mail Address		
Principal	(914) 665-5070	( )			
Legal School Name for the Priority School Identified in this Application			School Beds Code		
Edward Williams School			660900010002		
Grade Levels Served by the Priority School Identified in this Application			School NCES #		
K-6					
Total Number of Students Served by the Priority School Identified in this Application			School Address (Street, City, Zip Code)		
397			9 Union Ln, Mt Vernon, NY 10553		
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 and Reform Framework <input checked="" type="checkbox"/>		
Closure <input type="checkbox"/>	Evidence-based <input type="checkbox"/>	Early Learning Intervention <input type="checkbox"/>	College/Career <input type="checkbox"/>	Family and Community <input checked="" type="checkbox"/>	Individualized Learning <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, Assurances, Certifications, Appendix A, and Appendix A-1G 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
Type or print the name and title of the Chief Administrative Officer	
Dr. Kenneth R. Hamilton, Superintendent	
DO NOT WRITE IN THIS SPACE	

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<b>CHIEF ADMINISTRATIVE OFFICER</b>	
Signature (in blue ink)	Date

Type or print the name and title of the Chief Administrative Officer

**Dr. Kenneth R. Hamilton, Superintendent**

**DO NOT WRITE IN THIS SPACE**

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

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

<b>M/WBE Documents Package (containing original signatures)</b>			
<input checked="" type="checkbox"/> Full Participation <input type="checkbox"/> Request Partial Waiver <input type="checkbox"/> Request Total Waiver			
Type of Form	Full Participation	Request Partial Waiver	Request Total Waiver
M/WBE Cover Letter	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 100 Utilization Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/A
M/WBE 102 Notice of Intent to Participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/A
EEO 100 Staffing Plan and Instructions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 105 Contractor’s Good Faith Efforts	N/A	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 101 Request for Waiver Form and Instructions	N/A	<input type="checkbox"/>	<input type="checkbox"/>

**SED Comments:**

Has the applicant submitted all of the documents listed above?  Yes  No

Reviewer: \_\_\_\_\_ Date: \_\_\_\_\_

**PROPOSAL NARRATIVE – Turnaround, Restart, Transformation, Innovation and Reform Framework,  
Evidence-based and Early Learning Intervention Models**

**Applicants seeking to implement the Closure model should not respond to this portion of the project narrative.** This proposal narrative applies specifically to *Turnaround, Restart, Transformation, Innovation and Reform Framework, Evidence-based, and Early Learning Intervention* model applications, and contains three sections: I. District-level Plan (20 points); II. School-level Plan (60 points); and III. SIG Budget (20 points). The District-level Plan, School-level Plan, and SIG Budget Documents together make up the full SIG plan for these models. The sections of proposal narrative are further broken down into the following categories with the accompanying final point values:

<b>I. District-level Plan (20 points)</b>	Points
A. District Overview	--
B. Operational Autonomies	4
C. District Accountability and Support	4
D. Teacher and Leader Pipeline	4
E. External Partner Recruitment, Screening, and Matching to Priority Schools	4
F. Enrollment and Retention Policies, Practices, and Strategies	2
G. District-level Labor and Management Consultation and Collaboration	2
<b>Total points for section I</b>	<b>20</b>
<b>II. School-level Plan (60 points)</b>	Points
A. Assessing the Needs of the School Systems, Structures, Policies, and Students	4
B. School Model Selection and Rationale	4
C. Determining Goals and Objectives	6
D. School Leadership	6
E. Instructional Staff	6
F. Partnerships	6
G. Organizational Plan	4
H. Educational Plan	8
I. Training, Support, and Professional Development	6
J. Communication and Stakeholder Involvement/Engagement	4
K. Project Plan and Timeline	6
<b>Total points for section II</b>	<b>60</b>
<b>III. SIG Budget Forms and Budget Narrative (20 points)</b>	Points
A. Alignment with Program Goals and Objectives	10
B. School Size and Need	4
C. Impact on School-Level Implementation	4
D. Sustainability	2
<b>Total points for section III</b>	<b>20</b>
<b>TOTAL POINTS</b>	<b>100</b>

The proposal narrative should not exceed 50 pages (not including required charts and forms). It should be typed, single-spaced, letter-sized, (8.5" X 11") page with 1" margins on all sides. Font should not be less than 12 pt Times New Roman font at 100%. Charts and forms do not require 12pt Times New Roman font. The proposal narrative submission must be organized under the same headings in the same order as are identified in this section. The complete project and budget narratives, including budgets, charts, and forms, may be posted on the NYSED website and shared with stakeholders upon request.

## **I. District-level Plan**

### **A. District Overview**

The Mount Vernon City School District (MVCSD) is a diverse urban/suburban district serving approximately 8,598 students, including 2,561 students in three high schools, 1,427 in two middle schools, and 4,610 in 11 elementary schools. The City of Mount Vernon is comprised of 68,381 residents within 4.4 square miles and is located in southern Westchester County, directly on the Bronx, New York border. The median income level in Mt. Vernon is the lowest for all communities in Westchester County with 14% living below the poverty line, 8.7% unemployed, and 42% considered “cost-burdened,” that is, spending more than 30% of their income on housing. Over 70% of students in the MVCSD receive free or reduced-rate lunch and almost half the families are single-parent led. MVCSD has been designated a Focus District with seven Focus Schools and one Priority School.

### **District Motivation, Theory of Action, and Approach to School Improvement**

MVSD is implementing the following three research-based strategies necessary to support the rapid, dramatic, and sustained improvement needed for success:

1. Building the capacities of district and school leaders to identify, mount, and sustain the processes necessary to improve teacher quality and student learning, resulting in improved and measurable student achievement.
2. Developing a data-driven continuous improvement culture in which all stakeholders focus on driving, monitoring, and measuring student progress relative to clear, actionable, and quantifiable goals.
3. Building the instructional capacity of teachers to provide rigorous and standards-based instruction focused on achievement.

Currently, three key partners are working together to help build district capacity around the following three strands: District Support Systems and Structures (Annenberg Institute for School Reform), Evaluation and Data Driven Instruction (Wellcore Consulting) and Common Core Standards Implementation and Teacher Preparation (REACH).

Additionally, through an open and transparent process involving representation from all stakeholders in both the School District and the Mount Vernon community, the Superintendent has embarked on a restructuring of both the District Central Office and, more important, a restructuring of the present K-6, middle and high school organization. The restructuring of the Central District Office includes an Office of School Improvement, headed by the Assistant Superintendent for Accountability, Innovation and School Improvement and staffed by a District Administrator for Data, Technology and Assessment who has developed Data Inquiry Teams in all 16 schools.

In addition, there are three content area District Standards Administrators: elementary ELA administrator, secondary ELA administrator, and a math/science K-12 administrator. The restructuring of the school organization, researched and assessed by Educorps, has begun with the initial establishment of two K-8 elementary schools and two K-8 school campus models in which neighboring elementary and middle schools will work together as one school.



Beginning in 2015-16, the District partnered with Manhattan College for intensive Professional Learning Community (PLC) work across the district. This focus of the PLC work was to strengthen teacher and leader effectiveness. Selected participants from the District PLC received free graduate education leadership courses from Manhattan College. The District is also a member of the NYSED Diagnostic Tool for School and District Effectiveness (DTSDE) PLC.

In 2016, the District established a partnership with Wellcore data management purchased the i-Ready diagnostic assessment and benchmarking system for students and purchased the *READY* workbooks, grades 3-6. Built for the Common Core, i-Ready combines a valid and reliable growth measure with individualized instruction. *READY* provides rigorous, on-grade-level instruction, practice, and additional downloadable lessons to help meet individual student or small group needs.

### **Approach**

The Superintendent of Schools and the Assistant Superintendent of School Improvement will work with the Mount Vernon School Board to codify the theory of action as a policy to guide the district's efforts in closing the achievement gap, strengthening academic rigor and maximizing student learning at all levels by shaping district level management goals, policies, strategic planning and budgets. The District will work with its partner organizations to fully develop and craft such a policy. For purposes of guiding the district's school improvement efforts, the MVCSD proposes to structure its theory around framework that will enable the district to promote system-wide understanding of its actions, support strategic planning, serve as a basis for decision-making and provide a structure for critical reflection and ultimately serve as a diagnostic tool, or as a self-assessment.

The District has embraced the State's Race To The Top (RTTT) initiatives and is implementing the Common Core Standards in English Language Arts and Mathematics with literacy as both the foundation and focus upon which to build student learning. Additionally, student mastery of 21<sup>st</sup> Century skills (critical thinking and problem solving, communication, collaboration, and creativity and innovation) forms another critical outcome of the teaching and learning process because no 21st Century skills' implementation can be successful without developing core academic subject knowledge and understanding among a literate student body. Students who can think critically and communicate effectively must build on a base of core academic knowledge and literacy. To this end, the MVCSD implemented a 21st Century Pre-K-12 curriculum from Engage NY that is aligned to the Common Core Standards and delivered through research-based instruction using benchmark, formative, and summative assessment from i-Ready. To ensure that there is an effective teacher in every classroom and every building has an effective leader, the district has a NYSED approved APPR and has a process in place to calibrate building leaders' understanding of what constitutes effective teaching and effective leadership.

### **District Readiness**

As part of the School Improvement Grant Round 7 application, the District has selected the Innovation and Reform Framework, Community School Design Model to implement in Edward Williams School, one of the focus schools in the district most in need. The MVCSD intends to keep the current principal, while providing mentoring to the principal and school administrators to improve program success.

Other indicators of District readiness include:

- Undertaking rigorous Learning Walkthroughs of all District Schools
- Making student achievement data the centerpiece of the budget presentations, underscoring for the community the need for immediate change.
- Creating a retirement incentive for the 2015-2016 school year that resulted in 55 staff members separating from the district—providing an opportunity for the district to recruit and hire high-quality staff committed to the work necessary to insure student success.
- The District has hired a new Assistant Superintendent for Curriculum and Instructional Services.
- District adoption of a Balanced Literacy Approach for all students (including the following components: phonics (K-3), vocabulary/word study (4-12), independent reading, shared reading, guided reading, read aloud, shared writing, independent writing, and teacher/student conferences.
- District provision of literacy workshops to support teachers in the implementation of the literacy initiative.
- The provision of supports for struggling learners through robust extended learning time opportunities
- The recent completion of the 2016-2017 District Comprehensive Improvement Plan (DCIP) in consultation with parents, school staff and others in accordance with the requirements of Shared Decision making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan. (May and June 2016)

### **B. Operational Autonomies**

The ability to extend operational autonomies to schools that have been failing through most of the NCLB legislation period requires a leap of faith that this process will work. The early research shows that most districts extend autonomy to schools around the area of hiring of staff; however, the district believes that district leadership must embrace the notion of inequitable distribution of resources to support its weakest schools. The district will support increased autonomy for its priority and focus schools in 1) staffing; 2) school-based budgeting; 3) use of time during and after school; 4) program selection; and 5) educational partner selection), in exchange for increased accountability, which will help to ensure successful student outcomes.

The district has always provided all schools with staffing autonomy; school-based budgeting; use of time during and after school, if funding is available to pay teachers for extra work; and educational partner selection. The district has not provided schools with “program selection” autonomy previously. Under the newly restructured Central Office design, priority and focus schools report directly to the Assistant Superintendent for Accountability, Innovation and School Improvement whose role is to advocate and establish policies that protect schools’ autonomy over their educational programs, staffing, finance, and operations in order to support continued innovation and performance.

In order for Edward Williams School to accomplish its Innovation and Reform Framework, Community School Design approach from a Focus Level school to one of good standing, the

MVCSD will provide the school with operational autonomy in 1) staffing, 2) school-based budgeting, 3) program selection, and 4) educational partner selection.

**Staffing:** In February 2009, the Board of Education of the MVCSD issued a Shared Decision-Making Plan, which enables each school building to exercise more control over staff hiring decisions. Each school building appoints a Planning Team comprised of 50% staff and 50% parents, plus the Principal, PTA representative, and/or a Mount Vernon Federation of Teachers Union designee. Teams meet at least monthly and decisions are by consensus. A subcommittee of each School-Based Planning Team is responsible for recommendations of selected candidates for hiring. The team reviews applications and resumes; screens candidates; and recommends in rank order candidates to the Superintendent of Schools for further screening. Before final action in hiring is taken, decisions and supporting rationale are communicated back to the school team. Additionally, the District has agreed that no ineffective school staff members will be transferred to Edward Williams School.

**School-Based Budgeting:** The District has provided operating flexibility and sustained support so that Edward Williams School will not be hampered by budgetary restrictions to the extent possible. The District will align its resource allocation with the school's instructional priorities, including professional development, parent involvement and engagement, and provide additional staff needed to implement smaller learning communities.

**Educational Partner and Program Selection:** Ernest Gregg, principal at Edward Williams School, will use an in-depth survey with his teaching staff to determine the type of services needed to increase student achievement, teacher efficacy through job embedded professional development, and site-based shared leadership and accountability.

District and school staff formed an Innovation and Reform Framework team, which researched the "track records" of providers who facilitate job-embedded professional development in math and reading. The results of the DTSDE combined with additional input from Williams ES Innovation and Reform Framework team indicated a need for arts and technology-based interdisciplinary programs for ELA and math improvement.

The District staff and school staff, PTA president and the District Superintendent approved the selection of Waterford Early Learning Program, K-2, DIBELS, K-1 and i-Ready, 2-6, for English Language Arts (ELA) intervention and enrichment. Reimagine Excellence and Achievement Consulting House (REACH), LLC in school teacher leader coaching and focused school walks programs, including on site-based decision making, data driven instruction, and embedded professional development in research-based classroom best practices.

### **C. District Accountability and Support**

As noted in the District Overview, MVCSD has established an Accountability, Innovation and School Improvement Office, led by the Assistant Superintendent for Accountability, Innovation and School Improvement and supported by a District Standards Administrator for School Improvement. The School Improvement Office both supports and provides direction to underperforming schools as well as ensures frequent monitoring and reporting. Underway is the creation of a District Accountability and Improvement Team to monitor the district, the individual schools, and the educational partners.

The Team will include the Assistant Superintendent for School Improvement, and the District Director for Data, Technology and Assessment. Monthly meetings will be held with the Edward Williams School Improvement Teams, comprised of the principal, community school coordinator, the assistant principal, classroom teachers, the special education supervisor and the consulting partners in order to review leading indicators and to ensure compliance with this Innovation and Reform Framework, Community School Design approach for school improvement.

The Superintendent along with the School Principal and the lead consultant, Wellcore, will develop a planning cycle of action, evaluation, feedback, and adaptation between the district and the school leadership. This will be a data driven process with detailed data reports provided by the external partner, Wellcore, to the School Principal. The Principal will submit concise summative reports to the district Superintendent on no less than a quarterly basis.

**Chart for Planned Interaction**

<b>Planned Interaction</b>	<b>Person(s) Responsible</b>	<b>Time-2016</b>
Staffing	District Staff- Assistant Superintendent of Human Resources HR Staff and Assistant Principal	June, July and August
School-Based Budget	District Staff – Business Office and Assistant Principal	June, July and August
Program Selection	District Staff – Assistant Superintendent of Curriculum and Instruction, District Administrators for ELA, Math. Science and Technology and School Staff and Assistant Principal	June, July and August
Education Partner Selection	District Staff – Assistant Superintendent of Curriculum and Instruction, District Administrators for ELA, Math. Science and Technology and School Staff and Assistant Principal	June, July and August

**D. Teacher and Leader Pipeline  
Recruitment Goals and Strategies**

From 2012-2015, MVCSD, in collaboration with Bank Street College of Education and under the guidance of the Assistant Superintendent for Human Resources, began the development of a comprehensive approach for recruiting, evaluating, hiring, and retaining high quality staff. In addition, a partnership with Manhattan College focused on developing and supporting effective teachers and school leaders to ensure that every classroom is led by an effective teacher and every school is led by an effective principal. MVCSD representatives have met with teacher preparation colleges to discuss the teacher needs of the district. The approach has been completely codified and operational since the end of the 2014-2015 school year.

Teachers hired by MVCSD are held to the following as a minimum expectation:

1. Plan and deliver rigorous creative instruction that is interdisciplinary in scope and based on best practices.
2. Analyze student work and achievement data in order to plan instruction and design assignments.
3. Support the District goals and the Superintendent’s initiatives.
4. Implement and adhere to the District curricula.
5. Communicate effectively to engage and motivate all students.

6. Address the learning needs of all students.
7. Contribute to a positive and effective school climate that supports academic achievement and the needs of the whole child.
8. Integrate literacy into teaching strategies and throughout all content areas.
9. Integrate technology into their teaching strategies.
10. Actively participate in professional development initiatives.
11. Uphold New York State Common Core Learning Standards (CCLS).

During the District's NYSED-led Integrated Intervention Diagnostic Review, the District identified the need to implement the following processes for altering hiring procedures and budget timelines to insure that the appropriate number and types of teachers and principals can be hired in a timely fashion:

1. The continued use of the results of teacher and principal evaluations, the Teacher Improvement Plan procedure, and the Principal Plan Procedure to inform decisions regarding relevant coaching, induction support, and professional development needs; the decision for continuation or termination; and opportunities for advancement, recognition, and additional responsibilities.
2. The development of an action plan that identifies structures and strategies that lead to highly effective personnel.
3. The use of monthly meetings to offer new teachers and their trained mentors the opportunity to share best practices as well as discuss daily routines and district policies.
4. The identification of a cadre of teachers (instructional coaches) to provide leadership and support to teachers to improve their instructional practices as measured by the APPR.
5. The continued partnerships with Wellcore, REACH, and The Annenberg Institute for School Reform to improve instructional leadership and build district, school, administrative, and teacher capacity.
6. The strategic re-assignment of effective teachers and administrators into high need schools.

### **District processes for altering hiring procedures and budget policies**

During the recent NYSED review, the district's statement of practice (*The district is organized and allocates resources in a way that leads to appropriate levels of support for schools based on the needs of the school community [and in such a manner to] promote school improvement and success*) received a HEDI rating of effective. Following are some of the specific actions that led to the rating:

1. Current development of a 3-year financial plan assuming flat state aid increases, current wage/benefit increases and other trend analyses.
2. Staffing Allocation Committee to identify staff needed by March of the preceding school year.
3. The District has conducted a performance audit on the cost of services to students with disabilities (SWD), limited English proficiency (LEP), and general education program to increase cost efficiency.
4. The District continues to conduct annual administrative staffing comparisons and adjust staffing in order to reallocate funds to the instructional program.
5. The District continues to conduct in-depth expenditure analyses and comparisons by functional activity to capture and compare allocation of resources to previous years and to similar districts in order to provide appropriate cost shifting and savings.

**District-wide training programs to build the capacity of leaders**

The MVCSD currently offers district-wide training programs designed to build the capacity of those in leadership positions in leading dramatic change in low-achieving schools. 100% of the administrators at Edward Williams School will participate in training programs. The programs are geared to build leaders’ capacity to implement the six instructional shifts of the CCLS for Math and ELA, building and using data inquiry teams, and conducting low inference observations. The District has set the following targets for its leadership programs:

- 100% of educational leaders, appropriate district personnel, principals and assistant principals will develop an understanding of highly effective teaching and instructional practices as measured by an 80% inter-rater score in the Danielson rubric.
- Educational leaders will be proficient in leading the teaching, learning, and assessing process as measured by no fewer than 75% of principals receiving an effective or highly effective rating on the Multidimensional rubric and the approved Principal APPR plan.
- By the end of 2016-2017 school year, all administrators will have received more than 40 hours of targeted professional development to support the implementation of Common Core State standards, literacy development, and data analysis provided by Wellcore.
- Previously, MVCSD offered an 8-session Leadership Seminar led by Bank Street for principals and administrators on Conducting Low Inference Teacher Evaluations, Providing Appropriate Coaching and Feedback, and Teaching for Impact.

<b>Target Audience, Title</b>	<b>Course Description</b>
<b>All Trainings are based on the Multidimensional evaluation rubric and needs assessment data.</b>	
<b>(Assistant Principals) Data-Driven Differentiated Instruction and Instructional Leadership</b>	Assistant Principals will look at the critical combination of infusing data into our daily work to move schools toward increased achievement. Additionally, training on all of the Danielson components will support instructional leaders in delivering meaningful feedback to help teachers enrich their classroom instructional practices.
<b>(Principals Only) Data-Driven Differentiated Instruction</b>	Principals will look at the critical combination of infusing data into our daily work to move schools toward increased achievement.
<b>(Principals Only) Instructional Leadership and Coaching</b>	Principals will delve deeper into the components of Danielson’s

	<i>Framework for Teaching</i> in order to deliver meaningful feedback that will help teachers enrich their classroom instructional practices.
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**District-wide training programs to build the capacity of teachers**

MVCSD currently offers district-wide training programs designed to build the capacity of teachers in leading dramatic change in low-achieving schools. 100% of the teachers at Edward Williams School will participate in training programs. The programs are geared to build teachers’ capacity to implement the six instructional shifts of the CCSS for Math and ELA, building and using data inquiry team, and conducting low inference observations. Training is provided by SWBOCES, District Administrators for learning standards, turnkey teachers, coaches, Wellcore, and REACH. The following are the goals for teacher professional development:

- Proficiency in teaching, learning, and assessing within their respective content areas as evidenced by a 20% increase in the number of teachers earning an effective rating on the Danielson rubric and the approved teacher APPR plan.
- By the end of school year 2016-2017, teachers will receive more than 30 hours of targeted professional development to support the implementation of Common Core State standards, literacy development, and data analysis.
- By the end of school year 2015, teachers will receive more than 15 hours of targeted school-based professional development to build teacher capacity in the use of data-driven instruction.

Target Audience, Title	Course Description
<b>Best Practices</b>	
<b>(Yr1 Cohort; gr K-4) Beginning Danielson's Domain 1: Planning &amp; Preparation</b>	2016-17 Newly Hired K-4 teachers will develop an in-depth understanding of effective planning and preparation as they apply these skills to classroom instruction. Throughout the year, participants will delve into the key components and defining elements of Charlotte Danielson's Framework for Teaching, Domain 1: 1a Knowledge of Content and Pedagogy, 1b Knowledge of Students, 1c Setting Instructional Outcomes, 1d Knowledge of Resources, 1e Designing Coherent Instruction, 1f Designing Student Assessments.
<b>101: (Yr1 Cohort; gr 5-8) Beginning Danielson's Domain 1: Planning &amp; Preparation</b>	2016-17 Newly Hired 5-8 teachers will develop an in-depth understanding of effective planning and preparation as they apply these skills to classroom instruction. Throughout the year, participants will delve into the key components and defining elements of Charlotte Danielson's Framework for Teaching, Domain 1: 1a Knowledge of Content and Pedagogy, 1b Knowledge of Students, 1c Setting Instructional Outcomes, 1d Knowledge of Resources, 1e Designing Coherent Instruction, 1f Designing Student Assessments.
<b>(Yr1 Cohort; gr 9-12) Beginning Danielson's Domain 1: Planning &amp; Preparation</b>	2016-17 Newly Hired 9-12 teachers will develop an in-depth understanding of effective planning and preparation as they apply these skills to classroom instruction. Throughout the year, participants will delve into the key components and defining elements of Charlotte Danielson's Framework for Teaching, Domain 1: 1a Knowledge of Content and Pedagogy, 1b Knowledge of Students, 1c Setting Instructional Outcomes, 1d Knowledge of Resources, 1e Designing Coherent Instruction, 1f Designing Student Assessments.
<b>(Yr2 Cohort; gr K-6)</b>	2015-16 Newly Hired K-6 teachers will develop an in-depth understanding of effective

<b>Beginning Danielson's Domain 1: Planning &amp; Preparation</b>	planning and preparation as they apply these skills to classroom instruction. Throughout the year, participants will delve into the key components and defining elements of Charlotte Danielson's Framework for Teaching, Domain 1: 1a Knowledge of Content and Pedagogy, 1b Knowledge of Students, 1c Setting Instructional Outcomes, 1d Knowledge of Resources, 1e Designing Coherent Instruction, 1f Designing Student Assessments.
<b>(Yr2 Cohort; gr 6-12) Beginning Danielson's Domain 1: Planning &amp; Preparation</b>	2015-16 Newly Hired 6-12 teachers will develop an in-depth understanding of effective planning and preparation as they apply these skills to classroom instruction. Throughout the year, participants will delve into the key components and defining elements of Charlotte Danielson's Framework for Teaching, Domain 1: 1a Knowledge of Content and Pedagogy, 1b Knowledge of Students, 1c Setting Instructional Outcomes, 1d Knowledge of Resources, 1e Designing Coherent Instruction, 1f Designing Student Assessments.
<b>(gr K-6) Beginning Danielson's Domain 1: Planning &amp; Preparation</b>	Participants will develop an in-depth understanding of effective planning and preparation as they apply these skills to classroom instruction. Throughout the year, participants will delve into the key components and defining elements of Charlotte Danielson's Framework for Teaching, Domain 1: 1a Knowledge of Content and Pedagogy, 1b Knowledge of Students, 1c Setting Instructional Outcomes, 1d Knowledge of Resources, 1e Designing Coherent Instruction, 1f Designing Student Assessments.
<b>(gr 6-12) Beginning Danielson's Domain 1: Planning &amp; Preparation</b>	Participants will develop an in-depth understanding of effective planning and preparation as they apply these skills to classroom instruction. Throughout the year, participants will delve into the key components and defining elements of Charlotte Danielson's Framework for Teaching, Domain 1: 1a Knowledge of Content and Pedagogy, 1b Knowledge of Students, 1c Setting Instructional Outcomes, 1d Knowledge of Resources, 1e Designing Coherent Instruction, 1f Designing Student Assessments.
<b>(Yr2 Cohort; gr K-12) Intermediate Danielson's Domain 1: Planning &amp; Preparation</b>	2015-16 Newly Hired teachers will dive deeper into effective planning and preparation, as they apply these skills to classroom instruction. Throughout the year, participants will further develop their understanding and application of key components and defining elements of Charlotte Danielson's Framework for Teaching, Domain 1: 1a Knowledge of Content and Pedagogy, 1b Knowledge of Students, 1c Setting Instructional Outcomes, 1d Knowledge of Resources, 1e Designing Coherent Instruction, 1f Designing Student Assessments.
<b>(gr K-6) Intermediate Danielson's Domain 1: Planning &amp; Preparation</b>	Participants will dive deeper into effective planning and preparation, as they apply these skills to classroom instruction. Throughout the year, participants will further develop their understanding and application of key components and defining elements of Charlotte Danielson's Framework for Teaching, Domain 1: 1a Knowledge of Content and Pedagogy, 1b Knowledge of Students, 1c Setting Instructional Outcomes, 1d Knowledge of Resources, 1e Designing Coherent Instruction, 1f Designing Student Assessments.
<b>(gr 6-12) Intermediate Danielson's Domain 1: Planning &amp; Preparation</b>	Participants will dive deeper into effective planning and preparation, as they apply these skills to classroom instruction. Throughout the year, participants will further develop their understanding and application of key components and defining elements of Charlotte Danielson's Framework for Teaching, Domain 1: 1a Knowledge of Content and Pedagogy, 1b Knowledge of Students, 1c Setting Instructional Outcomes, 1d Knowledge of Resources, 1e Designing Coherent Instruction, 1f Designing Student Assessments.
<b>(gr K-6) Questioning: Comprehension, Collaboration, Assessment</b>	Provocative questions tap into our natural inquisitiveness. Relevant questions spark the brain's search for personal connection and meaning. Forming questions can be equally challenging and revealing. During this year-long course staff will engage in understanding the methodology behind questioning. As participants continue to



	engage in this course they will develop questions in a variety of content areas to increase comprehension, formatively assess students, and increase student collaboration through question creation.
<b>(gr 6-12) Questioning: Comprehension, Collaboration, Assessment</b>	Provocative questions tap into our natural inquisitiveness. Relevant questions spark the brain’s search for personal connection and meaning. Forming questions can be equally challenging and revealing. During this year-long course staff will engage in understanding the methodology behind questioning. As participants continue to engage in this course they will develop questions in a variety of content areas to increase comprehension, formatively assess students, and increase student collaboration through question creation.
<b>(gr K-6) Differentiating Instruction to Maximize Achievement for All Students</b>	Driven by Danielson’s <i>Framework for Teaching</i> and student data, participants in this year-long course will focus on planning instruction to meet the individual needs of their students.
<b>(gr 6-12) Differentiating Instruction to Maximize Achievement for All Students</b>	Driven by Danielson’s <i>Framework for Teaching</i> and student data, participants in this year-long course will focus on planning instruction to meet the individual needs of their students.
<b>(gr K-6) Giving All Students a Voice through Cooperative Learning</b>	Driven by Danielson’s <i>Framework for Teaching</i> , participants in this year-long course will develop depth in cooperative learning strategies that allow students to take risks and encourage their participation in their learning.
<b>(gr 6-12) Giving All Students a Voice through Cooperative Learning</b>	Driven by Danielson’s <i>Framework for Teaching</i> , participants in this year-long course will develop depth in cooperative learning strategies that allow students to take risks and encourage their participation in their learning.
<b>(gr K-6) Engaging Students Actively in their Learning</b>	Driven by Danielson’s <i>Framework for Teaching</i> , participants in this year-long course will focus on engaging students in learning through well-planned and well-managed lessons, as well as a variety of instructional and grouping techniques.
<b>(gr 6-12) Engaging Students Actively in their Learning</b>	Driven by Danielson’s <i>Framework for Teaching</i> , participants in this year-long course will focus on engaging students in learning through well-planned and well-managed lessons, as well as a variety of instructional and grouping techniques.
<b>(gr K-6) Managing Your Classroom Effectively to Maximize Student Development</b>	Driven by Danielson’s <i>Framework for Teaching</i> , participants in this year-long course will delve deeper into classroom procedures, routines, and practices that develop a classroom community in which students take pride in their surroundings and their outcomes.
<b>(gr 6-12) Managing Your Classroom Effectively to Maximize Student Development</b>	Driven by Danielson’s <i>Framework for Teaching</i> , participants in this year-long course will delve deeper into classroom procedures, routines, and practices that develop a classroom community in which students take pride in their surroundings and their outcomes.
<b>(gr 6-12) Providing Explicit Direct Instruction</b>	Driven by Danielson’s <i>Framework for Teaching</i> , participants in this year-long course will delve deeper into effective strategies for providing direct instruction to their students.
<b>English Language Arts and Social Studies</b>	
<b>(gr 3-6) Understanding Differentiated and Small Group Instruction</b>	This year-long course will provide participants with foundational knowledge and background in differentiated instruction. Through this course, teachers will engage in activities to help differentiate the content, process, and product of core curriculum and work station activities.
<b>(gr 3-6) Teaching Writing</b>	The writing process involves teaching students to write in a variety of genres, encouraging creativity, and incorporating writing conventions. Participants that engage in this year-long course will learn the nuances of teaching the writing process, as well as how to use the process in all areas of the curriculum and how to connect

	instruction with state writing standards.
<b>(gr 7-12) Reading Across the Curriculum</b>	Participants will utilize Advancement Via Individual Determination (AVID) strategies to increase reading comprehension, support student understanding of complex text and increase their vocabulary. Strategies will include marking the text, learning and retaining academic vocabulary, charting the text, and effectively summarizing texts.
<b>(gr 7-12) Writing Across the Curriculum</b>	The writing process involves teaching students to write in a variety of genres, encouraging creativity, and incorporating writing conventions. Participants that engage in this year-long course will learn the nuances of teaching the writing process, as well as how to use the process in all areas of the curriculum (with a focus on using evidence to support your writing), and how to connect instruction with state writing standards.
<b>Mathematics and Science</b>	
<b>(gr 3) enVision Math for Your Students</b>	Take a deeper dive into enVisionMATH. Look at its implementation, impact, instructional outcomes, assessments, technology integration, and more.
<b>(gr 6) enVision Math for Your Students</b>	Take a deeper dive into enVisionMATH. Look at its implementation, impact, instructional outcomes, assessments, technology integration, and more.
<b>(gr 2, 4, 5) Hands-on Mathematics</b>	Participants will have the opportunity to utilize hands-on math approaches, as they explore various math concepts building through the elementary grades.
<b>(gr 7-12) Response to Intervention in Math</b>	Response to Intervention, or “RTI”, begins with quality instruction in the classroom. Build your repertoire of research-based instructional strategies and adapt these protocols to measure students’ acquisition of skills and knowledge. These literacy protocols can be applied across all subject areas.
<b>(gr 6-12) Integrating Thinking Maps® to Provoke Writing</b>	This year-long course will provide an overview and insight into how Thinking Maps® can be used to support all students in every content area, at every level. Participants will examine strategies for assessing and teaching writing in math and the sciences.

### ***E. External Partner Recruitment, Screening, and Matching***

On October 27-28, 2015, The MVCSD for Edward Williams School used an in-depth 2015 DTSDE survey prepared and administered by 2015 K12 Insight, LLC to determine the type of services needed to increase student achievement, teacher efficacy through job embedded professional development, and site-based shared leadership and accountability. Data considered from the Edward Williams School NYS Report Card included:

- 78% of students qualify for free or reduced lunch.
- SWD make up 11% of the school population.
- ELL students make up 11% of the school population.
- 6.0% of students score proficient or above in ELA.
- 3% of students score proficient or above in Math.
- Out of School Suspensions = 13% (61 students).
- Turnover rate for teachers 27%.

The school staff, the District staff, PTA president and the District Superintendent approved the selection of the Waterford Early Learning program (grades K-2) DIBELS (grades K-1) and i-Ready (grades 2-6) for improvement in ELA and math. Wellcore will be the educational partner for professional development alignment with the CCLS in math and ELA, providing intervention and enrichment. I-Ready will also be for enrichment, homework assistance and parental involvement. REACH will also provide professional development to increase student achievement and eliminate achievement gaps by increasing administrative and teacher leadership

capacity to strengthen instruction, to improve teacher use of formative and summative assessment data to change instruction. These services will help make sustainable changes that will change the odds for students and the staff who lead and teach them.

**Wellcore Rationale:** MVCSD will partner with an educational consulting group, Wellcore to provide program design, supervision, technical assistance, training, and ongoing consultation. Led by Vickie Shaw and Susan Maher, Wellcore has worked extensively with local districts to develop innovative programming, to improve student academic achievement, and to identify funding to finance these strategies.

Vickie Shaw, Co-Director of Wellcore, has a Master's degree in Education Administration and 16 years of teaching experience in the county. For five years, Ms. Shaw taught health education in a middle school and high school in an extremely diverse community in terms of religion, ethnicity, language, and culture. Working with youth, parents and community members in that district gives her keen insight into issues that affect the Ramapo community. She was faculty advisor for a peer mentoring/counseling program and also supervised social skills training for students. In addition to her academic responsibilities, her background also includes individual and group counseling for health issues and case management for youth and families in crisis.

Susan Maher, Wellcore's other Co-Director, is certified in New York as a School District Administrator, as a Health Educator K-12, and a Registered Nurse. Her unique background and experience includes eight years with South Orangetown Schools as a health education teacher, designing a scope and sequence for health education in the elementary school and teaching at the high school level. She coordinates the school Health/Wellness programs, conducts parent/community education programs, and represents the district at monthly meetings of the countywide Safe and Drug-Free Schools committee. Ms. Maher's expertise in public health and medicine extends to several assignments, including hospital settings, supervision of home care services, direct service in infectious disease clinic, women and child health clinic, and others.

**Reimagine Excellence and Achievement Consulting House (REACH) Rationale:** The 2015 Diagnostic Tool for School and District Effectiveness (DTSDE) Report indicates that the Edward Williams School is at Stage One or developing stage for the following tenets: School Leader Practices and Decisions; Curriculum Development and Support; Teacher Practices and Decisions; and Family and Community Engagement. The report indicated that the school is at Stage Two for Student Social and Emotional Developmental Health to address the crucial need of developing leadership across the school community, the Reimagine Excellence and Achievement Consulting House (REACH), LLC will combine their trademark School Leader Coaching Program™ (SLCP) and Teacher Leader Coaching Program™ (TLCP).

This comprehensive approach will enable the school leader and a subset of Edward Williams School Elementary School staff to develop the skills necessary to address curriculum development, teacher practices, and ultimately increase student achievement.

Since the average mathematics performance of students scoring at or above proficiency on the New York State Education Department (NYSED) assessments for Edward Williams School ES are 6% and 3% in English language arts and mathematics, respectively, and the qualitative

indicators for social emotional and developmental health and family and community engagement yielded all developing ratings with the exception of an effective rating for collaboration between the school and community based organizations, it is clear that the support aimed to improve leadership aligns to academics, as well as, culture and climate dynamics in the school.

**The Approach:** The REACH School Leader Coaching Program™ (SLCP) is based on the premise that school leaders benefit from participating in a leadership support program that helps bridge the inevitable gap between credential leadership programs and the real world experiences of being a school leader. At the same time, we realize that teacher leadership is a growing practice in school improvement. It is particularly important to school leaders to have a teacher or group of teachers to assist with leading various aspects of the school improvement efforts. Coaching begins in July and ends in June of the following year. Cultivating teacher leaders is a sure way for a staff member to feel empowered.

Research has proven that when teachers feel empowered, they begin to subscribe to a sense of shared accountability. According to Joyce and Showers (2002), teachers benefit immensely when they receive coaching focused on developing leadership skills versus one-off professional development workshops. The combined approach of supporting the school leader as well as, the teachers will be implemented to assist the school with preventing what York-Barr and Duke (2004) suggest that many teacher leaders get involved in; administrator roles, facilitating meetings, and other tasks that do not align to student achievement.

To be clear of the goals to be achieved during the 2016-2017 school year and every year thereafter during the SIG granting period will be to increase the following: qualitative ratings on the DTSDE school review report, student achievement, student attendance, positive perceptions aligned to leadership, and decrease teacher absences. The indicators will be mapped-out and monitored by REACH, the district, and school community.

## ***F. Enrollment and Retention Policies, Practices, and Strategies***

The District has worked with NYSED to develop a process that aligns its data systems to ensure that the NYSED receives timely and accurate teacher, course and student data, as well as a process for teacher verification of the courses and/or student rosters assigned to them.

The District shall ensure that the NYSED receives accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course and teacher/student linkage data necessary to comply with the Regulations of the Board of Regents and Commissioner of Education by providing such data in a format and timeline prescribed by the Commissioner. The District's student data system records teacher assignments and student enrollment and attendance. The District will verify assignments of classroom teachers. The system will help to identify the occurrence of disproportionately high enrollment numbers of SWDs, ELLs, and students performing below proficiency within individual classrooms.

The District collects data on student enrollment, attendance, achievement on Statewide assessments utilizing the E-School Student Management System (SMS). The Data Administrator

is directly responsible for maintaining the SMS and transferring data to and from the Lower-Hudson Regional Information Center (LHRIC) and NYSED Data Warehouse systems (SIRS) including, but not limited to, file formatting, data collection, import/exports of data, meeting timelines and regulations as outlined by both the MHRIC and the NYSED. The NYSED's APPR Guidance Document and field memos relating to the Student Information Repository System, (SIRS) provides detailed guidance related to the collection and reporting of data, including student-teacher linkage and student attendance. Teachers review and confirm that their assigned rosters are correct at the start of the school year and prior to state assessments.

MVCSD has an open enrollment policy in place to reduce racial and economic imbalance as much as possible across the school district. The District's enrollment policies for students with disabilities and English Language Learners are governed by location of student services and geographic ease. In 2009 MVCSD developed a promotion and retention policy, basing promotion on satisfactory achievement as indicated by grades and results of nationally normed tests and state and local assessments. As part of the restructuring process, this policy is currently being revised. The MVCSD has Director of Special Education and a Director Bilingual and ESL Education NYS C.R. Part 154 English language learners and C.R. Part 200 for SWD's are strictly adhered to in serving MVCSD students with special needs.

### ***G. District-level Labor and Management Consultation and Collaboration***

The 2016-2017 school calendar has not been completed as of this writing but once the District calendar has been established and approved by the School Board, the Williams ES team will craft a school calendar with all considerations and awareness of school reform instructional goals, actions, supporting professional development and parental engagement.

The MVCSD has collaborated and consulted fully and transparently with recognized District leaders of the principals' and teachers' labor unions about the need of Williams ES. These consultations took into consideration the development and implementation of the plan proposed for Williams ES.

## **II. School-level Plan – Innovation and Reform Framework**

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

Edward Williams School has a student population of 397 students in grades K-6. The population is fairly evenly divided between male (49%) and female (51%). Eighty-two percent of students are Black or African American, 16% are Hispanic or Latino, and 1% are Asian or Native Hawaiian, 1% are white, and 1% are multiracial. English Language Learners comprise 11% of the student population, students with disabilities comprise another 11% and 78% of students are economically disadvantaged. Only 6% of students score proficient or above on the grades 3-8 ELA assessments and 3% of students scored proficient or above on Math assessments. English Language Learners are underperforming in ELA assessments, as 0% tested proficient. Also, only

5% of economically disadvantaged students tested proficient in ELA. Students with Disabilities have not met AYP in ELA or Math.

Edward Williams School completed a Diagnostic Tool for School and District Effectiveness (DTSE) in October 2015. The review was co-led by an Outside Educational Expert (OEE) and a representative from the New York State Education Department. The team also included a district representative, a district-selected Outside Educational Expert, and a Special Education School Improvement Specialist (SEIS).

- The review team visited a total of 62 classrooms during the two-day review.
- Reviewers conducted focus groups with students, staff, and parents.
- Reviewers examined documents provided by the school, including curriculum maps, lesson plans, schoolwide data, teacher feedback, and student work.
- The school provided results of a student survey that 97 students completed.
- The school provided results of a staff survey that 31 staff completed.
- The school provided results of a parent survey that 13 parents completed.

The school was evaluated in five areas: 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.

The results of this evaluation show Edward Williams is at Stage One for all Tenets except Tenet 5 – Social and Emotional Developmental Health, where it is at Stage Two. Of particular concern for school staff is the lack of engagement with the community. In this area, reviewers noted:

- The school leader reported that parent engagement was low, that he did not have a plan in place to increase family involvement, and that he does not routinely communicate with parents. The school leader and student support team shared that they were planning to use Parent University to hold workshops in the future, but they did not have plans for the specific types of workshops. The school leader stated he has shared his vision for student success in grade-level assemblies and for parents of children in kindergarten during a parent meeting. The school's self-reflection document noted that teachers of other grades also met with parents during a "Meet and Greet" session to share the school's expectations. However, the school leader did not provide evidence to indicate how these meetings helped parents to support their child's learning. Correspondence to parents from the school leader examined by the review team was sparse and operational in nature, such as memos on opening school procedures and on evacuation instructions. The school leader also reported the school does not have a school-wide plan in place to ensure that documents sent home to parents are translated into the parents' home language.
- The school leader shared that he expects teachers to communicate with parents using Class Dojo; one of the parents in the focus group described her daily use of Class Dojo and how it helped her gain information about her child's homework and behavior. However, school leadership has not implemented a system to determine how many parents use Class Dojo, if they use it to receive information from or share information with the school, or if this type of communication is supporting improved student learning.
- The review team found no evidence of training for staff on how to engage parents or PD

for staff and parents on building and sustaining home-school partnerships. The parent coordinator stated that there is an information table in the school lobby that has material for parents, but the review team did not find evidence of data regarding the number of parents who accessed this information.

- During the parent focus group meeting, parents indicated that they were aware of the schools accountability status; however, they reported that the school did not provide specific information about the work their child needed in order to be successful. One parent stated that she did not know her child was struggling in school until her child was preparing to leave the school. The review team examined correspondence from individual teachers and grade-level teams to parents about class requirements and expectations but found no evidence that this practice was expected or implemented school-wide consistently throughout the year.

## ***B. School Model and Rationale***

The District staff and school staff researched the NYSED proposed innovative design pathways to address Innovative and Reform Frameworks, and chose the Innovation Framework Community-Oriented School Design Model. The Williams ES Team realized that the data indicated that the “whole child” is in need of services in other areas beyond academics. In addition, the team indicated a need for arts and technology-based interdisciplinary programs for ELA and math improvement.

**Innovation and Reform Framework, Family and Community School Design**– The MVCS D proposes a total redesign of the existing school. The particular design framework proposed and the scope of the re-design is clearly identified and justified as a valid and well-reasoned solution to identified district gaps and needs in the context of a larger district portfolio strategy. The DTSDE results and recommendations, student academic and social behavior data, the lack of a school mission and distancing itself from the community as described above points to the Innovation and Reform Framework, Family and Community School Design as a viable solution to strengthen professional skills and improve student academic and social achievement. Unique to this model, Edward Williams School will partner with two Educational Partnership Organization (EPO) to *jointly* launch the proposed whole-school redesign, Wellcore and REACH, LLC.

Edward Williams School will become a community school with an integrated focus on academics, support services, and opportunities that leads to improved student learning, stronger families, and healthier communities. It is child-centered and all partners are integrated into the governance and decision-making bodies. Effective community schools continually develop a set of four key capacities: comprehensiveness, collaboration, coherence, and commitment. Typical programming at Edward Williams School will be based on an assessment of the community’s needs and resources, overseen by a community school coordinator, and will include parent engagement and involvement, adult education, medical/ dental/mental health/and social services, early childhood, and community and economic development.

Building Community Schools; A Guide for Action published by The Children’s Aid Society and the National Center for Community Schools with support from MetLife Foundation has been

instrumental in selecting the school improvement model. Community schools have always rooted their work in a solid body of research about what it takes to promote student success, including parental involvement in children’s education, rich and engaging out-of-school experiences, student wellness and family stability. The Consortium on Chicago School Research identified five essential ingredients of school improvement: principal leadership; coherent curriculum; professional capacity building; student-centered school climate; and authentic family and community engagement. This firm theoretical grounding can now be coupled with a strong base of empirical evidence indicating that, in the presence of a “whole child” approach to education, all children can succeed and thrive.

Community schools are the products of explicit partnerships between the school and other community resources. Reorganizing that no entity acting alone can improve educational outcomes for all students and that integration is crucial to the success of the strategy, the partners develop a set of shared goals and a system to accomplish these goals. They also share leadership and accountability for results.

Sometimes called “full service” schools or community learning centers, community schools develop an array of partnerships – in the areas of health, social services, academics for children and adults, sports, recreation and culture-transforming schools into vital hubs that benefit students, their families, and the surrounding community. These benefits are substantiated by solid research that demonstrates improved student learning, health, and attendance, stronger family engagement. Improved school climate and safer neighborhoods, among other positive results.

Key elements of the Community School model include: a focus on education; school, family and community engagement; extended learning hours and expanded learning opportunities; partnerships; a community school coordinator; wellness; sustainability; continuous support along the way to adulthood; and whole school transformation.

The Edward Williams Elementary School has been partnering with two community based agencies for a number of years. Westchester Jewish Community Services, WJCS, has been operating the Amazing After School Program which registered 125 students at the Edward Williams School in 2015-2016. This program has been funded for many years through a grant to WJCS from NYS Advantage After School Programs. The Mount Vernon Neighborhood Health Center has established a satellite clinic in the basement of the Edward Williams School which has provided supplementary health services that have allowed students to remain in school. One example of a supplemental service would be the in school treatment of students with asthma who previously would have been sent home and lost academic time. Greater collaboration between the Edward Williams ES and these community partners will be explored to work towards a “full service” community school. These two community partners may provide natural pathways to expand stronger family engagement with the Williams ES as well as staff to provide parent workshops.



### **C. Determining Goals and Objectives**

The District will align all work and objectives with the expectations set forth in the NYSED ESEA Flexibility Waiver to create a process to compare the school’s and district’s practices to optimal conditions of learning as defined by the Diagnostic Tool for School and District Effectiveness (DTSDE) rubric. Following are the preliminary goals and actions:

#### **Edward Williams School Elementary School Improvement Goals 2016-2017**

**Goal 1:** Increase student attendance from 92% to 94% or above over 3-year period.

**Goal 2:** Reduce number of suspensions by 10% annually for 3 years.

**Goal 3:** Increase percentage of students achieving at or above Level III in ELA on NYS assessments to 50% at the end of 3-year period.

**Goal 4:** Increase percentage of students achieving at or above Level III in Math on NYS assessments to 45% at the end of 3-year period.

**Goal 5:** Ensure alignment of the taught and tested by providing students with a quarterly assessment of learning per NYSED Learning and Common Core Standards.

**Goal 6:** Increase school leadership capacity to utilize the APPR plan, including observations feedback, and data-based teacher improvement plans.

#### **Accountability Chart:**

<b>Measurable Objectives</b>	<b>Implementation Steps</b>	<b>Periodic Evaluation</b>	<b>Persons Responsible</b>	<b>Timeline</b>
Increase attendance rate to 96% or above	Create student and parent goals for attendance. Provide more emotional and social support, including counseling.	Bi-monthly	Principal Edward Williams School Innovation Framework Team District Accountability Team	1-3 years
Reduce number of suspensions by 10% per year	Utilize PBIS and/or RtI professional development resources from BOCES to promote a positive school climate. Specific teacher/staff professional development to focus on the development of school wide behavioral expectations and classroom management.	Monthly	Principal Edward Williams School staff BOCES Edward Williams School Innovation Framework Team District Accountability Team	1-3 years
Increase percentage of students achieving at or above Level III on ELA state assessments to 50% at end of 3-year period	Increase parent and community involvement using the ELA programs. Implementation of the ELA programs Implementation of the REACH, LLC Intervention and Assessment program	Quarterly	Principal Edward Williams School Innovation Framework Team Teachers Educational Partners District Accountability Team	1-3 years
Increase percentage of students achieving at or above level III	Implementation of embedded math professional development and peer coaching	Quarterly	Principal Edward Williams School Innovation Framework Team Teachers Educational Partners	1-3 years

on Math state assessments to 45% at end of 3-year period			District Accountability Team	
Insure alignment of the taught and tested by providing students with a quarterly assessment of learning per NYSED Learning and Common Core Standards	i-Ready assessments	i-Ready=3 times/year (Pre and post and progress monitoring) quarterly reading assessments for regrouping	Principal Edward Williams School Innovation Framework Team Teachers Educational Partners District Accountability Team	1-3 years
Increase school leadership capacity to utilize the APPR plan, including observations, feedback, and data-based teacher improvement plans	Wellcore meetings with Principal and Assistant Principal	Monthly	Principal Assistant Principal Community School Coordinator Wellcore	

The cycle of planning and implementation to support these actions includes the following:

Create Edward Williams School Innovation and Design Team	Superintendent Edward Williams School Principal	July 2016
Set Benchmarks	Edward Williams School Principal District School Improvement Office Edward Williams School Innovation Framework Team	June – July 2016
Create Accountability and Monitoring Plan	Asst. Superintendent for School Improvement Edward Williams School Principal Educational Partners Community School Coordinator	July – August 2016
Create Teacher Competency Matrix	Edward Williams School Principal Educational Partners	July – August 2016
Data Analysis and Performance Management	Asst. Superintendent for School Improvement District Standards Administrator for Data and Technology Edward Williams School Principal Educator Partners	July – August 2016 ongoing

***D. School Leadership***

Under the seven turnaround principles established by the USDOE, districts are required to provide strong leadership by: 1) reviewing the performance of the current principal, and 2)

replacing the principal if such change is necessary or demonstrating that the current principal has a track record of and the capacity to improve teacher and student achievement and lead the school improvement effort. MVCSD will keep and mentor the existing principal, Mr. Ernest Gregg, at Edward Williams School.

The Core Competencies for a strong school leader in MVCSD include:

- Ability to create a vision for a successful school that allows all students to succeed and to communicate that vision to teachers, students, staff, and community
- Leadership in the development, implementation, and monitoring of the educational program
- A passion for serving as an active, visible participant in the life of the school
- Skill in empowering staff to become problem solvers and critical thinkers, to analyze data and use it to drive instruction, to collaborate, and to plan for long-term solutions and continuous improvement
- Ability to design, manage, and maintain systems
- Ability to prepare and administer budget
- Ability to clearly communicate in many ways on a frequent basis
- Ability to develop a positive school culture
- Ability to develop community partnerships and involvement
- Ability to recruit, inspire, and retain a high quality and dedicated teaching staff

There is currently one assistant principal at Edward Williams School. Responsibilities include:

- Assisting the principal in the overall administration of the school
- Assisting in implementation of the instructional program
- Supervising co-curricular activities
- Assisting in maintaining discipline among the student body
- Supervising reporting and monitoring of student attendance
- Supporting and evaluating teachers
- Supervising content area departments
- Participating on the School Innovation and Reform Framework, Family and Community School Design Leadership Team

The School Principal's immediate goal is to build leadership capacity in his assistant principal. While maintaining manager tasks, the assistant principal has been given support as he learns to become a more effective instructional leader in order to work more closely with teaching staff to monitor instruction and student achievement. Being able to effectively use the Danielson Framework to incrementally improve instruction is a high priority.

Wellcore, an educational consulting group, has provided leadership in program design, supervision, technical assistance, training, and ongoing consultation. Led by Vickie Shaw and Susan Maher, Wellcore works extensively with local districts to develop innovative programming to improve student academic achievement and brings this experience to MVCSD.

The entire staff was given time to discuss beliefs, mission and eventually come to a collective sense of who the Edward Williams School staff really is. Identity that generates from within, results in ownership, motivation, collective efficacy and increased attention to accountability.

Another level of school leadership is developing the capacity within students to take initiative to serve as a school level ‘geek squad’ to provide technological support for peers and staff. Leadership does not solely rest with the appointed leaders but rather is developed and recognized from within at all levels.

The Edward Williams School Innovation Framework Team will utilize the talents of the lead reading and math teachers to support the professional development and capacity of school staff. Their contractual time is split to allow for a complement of data analysis, professional development, monitoring instruction as well as student achievement and serving as classroom teachers.

The PTA President is involved in every decision regarding school the Innovation Framework Team and endorses the Reform efforts. PTA representatives maintain a strong presence and are on campus on a daily basis connecting with staff and students.

The current Edward Williams School leadership team is continually focused on teacher quality and effectiveness as well as monitoring student achievement and the various needs of all Edward Williams School students. The leadership team works to identify barriers and obstacles to better align solutions so academic achievement increases.

### ***E. Instructional Staff***

According to the 2013-14 Annual Professional Performance Review (APPR) Ratings, of the 35 educators, zero were rated as highly effective, 22 (63%) were rated effective, ten (29% were rated developing, and three (9%) were rated ineffective.

Currently, most teachers’ lessons are entirely teacher-directed and do not use a range of strategies to accommodate the differing and diverse learning needs of the students. Most frequently, the teacher is the speaker in the class and student activity is limited to listening and watching. The essential elements of effective instruction are not consistent or precise across all classrooms. The teachers rarely review research and best practices. For example, there is little evidence that data is used to group students or to match tasks to the differing levels of the students. Even with the district’s offering of professional development on the Common Core Learning Standards, there is a lack of rigor in questioning, discussion strategies, higher order thinking application and problem solving. Technology is rarely used as a learning, research, or assessment tool. As a result of collective situation, student engagement in meaningful instruction is poor.

However, the current staff genuinely desires to improve student achievement. They have hope in the Innovation Framework Team and its Family and Community School Design. The inquiry teams and all teacher teams involved in instructional planning will be trained to incorporate the Common Core Learning Standards throughout all classes and coursework.

The Edward Williams School’s Innovation Framework Team will support the embedded professional development from the partners for teachers regarding strategies for integrating core

subject competencies to build a framework for college and career readiness. These strategies will be aimed at reinforcing students' learning and ability to apply their knowledge across subject areas. Edward Williams School has provided professional development for staff in both academic and technology content as well as instructional strategies in the past.

The Edward Williams School Innovation Framework Team will build a professional development structure that takes advantage of resources within the school, including teachers and administrators sharing best practices, as well as external expertise from industry and educational partners. Professional development will encompass curriculum mapping for all disciplines, helping teachers understand what their students are learning and the skills needed in all classes, designing and using project assessments and hands-on coursework, and targeted support for individual teachers, departments, and grade teams specifically in Math and ELA. With REACH, all teachers will have intervention and online enrichment courses to use.

The Principal will be able to utilize staff in the school to dedicate the equivalent of no less than one FTE to support the professional development and capacity building of school staff. The lead reading teachers (who will be members of the Edward Williams School's Innovation Framework Team) will spend half their time teaching classes with the other portion of time serving as professional development resources for their teams.

The Principal will also rely on the new autonomy for hiring, which will offer the opportunity to a pipeline of teachers specially trained to work in schools identified as lowest-performing. Furthermore, the teams will pursue strategies to embed the best practices and expectations from surrounding district schools into the professional development framework.

As part of this effort, leadership will plan to seek learning opportunities such as utilizing coaches, to receive guidance on how to implement a more comprehensive system for observing teachers and deliver more specific, actionable, verbal and written feedback to teachers. The Edward Williams School Innovation Framework Team will also pursue learning opportunities to more effectively document and track progress against key milestones for teachers, using the Danielson framework. This proposal includes the addition of a 1.0 FTE Math Coach.

## ***F. Partnerships***

An in-depth survey with Edward Williams School teaching staff was used to determine the type of services needed to increase student achievement, teacher efficacy through job embedded professional development, and site-based shared leadership and accountability. The District and school staff (the preliminary Innovation Framework Teams) researched the "track records" of providers who facilitate job-embedded professional development in math and reading.

The principal, along with the District's standards administrator for elementary ELA, standards administrator for math and science and other district staff, PTA president and the District Superintendent approved the selection of Waterford Early Reading Program (K-2), DIBELS (K-1), i-Ready programs for reading (2-6), REACH, LLC for strategies for leadership development, site-based decision making, and data driven instruction, and Wellcore as the educational partner

for school improvement in reading/math intervention and enrichment and embedded professional development in research-based classroom practices for math and ELA.

### **Edward Williams School Elementary School's Identified Partners**

#### **Wellcore (Rationale and Data)**

Wellcore provides program design, supervision, technical assistance, training, and ongoing consultation. Led by Vickie Shaw and Susan Maher, Wellcore has worked extensively with local districts to develop innovative programming, to improve student academic achievement, and to identify funding to finance these strategies. The blend of their unique experience and education backed by a highly qualified team of professionals enables Wellcore to serve as a partner in a diversity of roles.

Vickie Shaw, Co-Director of Wellcore, has a Master's degree in Education Administration, nearly two decades of teaching experience, experience in peer mentoring/counseling, and counseling and case management experience. Ms. Shaw has worked in an extremely diverse community in terms of religion, ethnicity, language, and culture both in teaching health education in a middle school and high school and she has worked with youth, parents and community members to provide insight into issues that affect the entire community.

Susan Maher, Wellcore's other Co-Director, is certified as a New York School District Administrator, as a Health Educator K-12, and a Registered Nurse. Her unique background and experience includes as a health education teacher, designing a scope and sequence for health education, and teaching at the high school level. She coordinates the school Health/Wellness programs, conducts parent/community education programs, and represents the district at monthly meetings of the countywide Safe and Drug-Free Schools committee.

#### **REACH, LLC Leadership Development and Coaching (Rationale and Data):**

According to the 2015 Diagnostic Tool for School and District Effectiveness (DTSDE) Report, the tenet that measures school leadership decisions and practices aligned to vision, teacher growth and support, and systems and structures were rated as ineffective, while use of resources was rated developing. In addition, where teacher leadership is expected in the DTSDE, the ratings aligned to teacher leadership in curriculum development and support and pedagogy decisions and practices were rated ineffective, as well.

The report further noted that staff leadership aligned to supporting students and engaging families were developing. To address the crucial need of developing leadership across the school community, the Reimagine Excellence and Achievement Consulting House (REACH), LLC will combine their trademark School Leader Coaching Program™ (SLCP) and Teacher Leader Coaching Program™ (TLCP).

This comprehensive approach will enable the new school leader and a subset of Edward Williams School Elementary School staff to develop the skills necessary to address curriculum development, teacher practices, and ultimately increase student achievement.

Since the average mathematics performance of students scoring at or above proficiency on the New York State Education Department (NYSED) assessments are 6% and 3% in English

language arts and mathematics, respectively and the qualitative indicators for social emotional and developmental health and family and community engagement yielded all developing ratings with the exception of an effective rating for collaboration between the school and community based organizations, it is clear that the support aimed to improve leadership aligns to academics, as well as, culture and climate dynamics in the school.

A high priority for the Edward Williams School was school leadership. REACH, LLC's Professional Development group is a team of experienced teachers and administrators with extensive educational knowledge who are proficient in how the needs of teachers working directly with students. They work with the school to customize a unique learning implementation that includes a professional development plan. REACH, LLC will provide on-site, face-to-face for campus administration and teachers.

The training and schedule will be tailored to meet the needs of each user and their roles in the implementation process. REACH's professional development consultant and support team will provide coaching, mentoring, and ongoing communications throughout the implementation. Follow-up training is available either onsite or via web session.

REACH, LLC strategies meet common core and state standards, engaging students through robust content delivered by interactive, media-rich instruction and experienced, certified teachers. All-new approaches include new instruction, tools, readings, assignments, and multimedia resources, with embedded scaffolds to help all students meet the challenges of more rigorous standards. The curriculum and instructional model are grounded in research, and they monitor results closely.

**The Approach:** The REACH School Leader Coaching Program™ (SLCP) is based on the premise that school leaders benefit from participating in a leadership support program that helps bridge the inevitable gap between credential leadership programs and the real world experiences of being a school leader. At the same time, we realize that teacher leadership is a growing practice in school improvement. It is particularly important to school leaders to have a teacher or group of teachers to assist with leading various aspects of the school improvement efforts.

Coaching begins in July and ends in June of the following year. Cultivating teacher leaders is a sure way for a staff member to feel empowered. Research has proven that when teachers feel empowered, they begin to subscribe to a sense of shared accountability. According to Joyce and Showers (2002), teachers benefit immensely when they receive coaching focused on developing leadership skills versus one-off professional development workshops.

The combined approach of supporting the school leader as well as, the teachers will be aimed to assist the school with preventing what York-Barr and Duke (2004) suggest that many teacher leaders get involved in; administrator roles, facilitating meetings, and other tasks that do not align to student achievement.

To be clear of the goals to be achieved during the 2016-2017 school year and every year thereafter during the SIG granting period will be to increase the following: qualitative ratings on the DTSDE school review report, student achievement, student attendance, positive perceptions

aligned to leadership, and decrease teacher absences. The indicators will be mapped-out and monitored by REACH, LLC, the district, and school community.

### **Accountability for Partner Performance Rationale**

To yield positive results, it is important to have a Community School Coordinator dedicated to advocating for the desired outcomes and eliminating barriers to success. The Community School Coordinator will ensure the implementation of the program and assume the responsibility for ensuring everyone involved is on board and behind the ultimate success of the project. The Community School Coordinator will be responsible to work with the leadership to: Identify a project's strategic objectives; Work with the project team to ensure the vision for the project is successfully translated into the requirements and solution design; Critically analyze and ensure best practices; Identifying and eliminating obstacles that may threaten the project's viability within the organization itself; Prioritize project phases based on value; Relay timely updates to all stakeholders; and appropriately allocating and organizing internal resources to ensure the successful completion implementation or adoption of the project.

**Wellcore and REACH** believe that all students deserve an education that will challenge, inspire, and prepare them for a better future. Their goal is to help all students read and achieve at the highest levels. Their top priority is the education of disadvantaged and at-risk students in K through grade 6. Their programs and services are based on extensive research to help schools better meet the reading needs of all their students.

The *whole-school* improvement model weaves together four essential strategies to help schools ensure the success of students: *Powerful Instruction*: is built around a cooperative-learning framework that engages students in rich discussion and motivating challenges every day. Tutoring tools provide individualization and extra instructional time for struggling readers; *Leadership for Continuous Improvement*: School leaders, teachers, and other school staff work in collaboration to set quarterly reading goals, select leverage points for improvement, measure progress, and celebrate success; *Schoolwide Support and Intervention Tools*: Proven strategies focus on attendance, parental involvement, positive school culture, family needs, health issues, and individual student support to make sure that students are in school and ready to learn; and *Professional Development and Coaching*: Implementation is supported by extensive job-embedded professional development and coaching that enables teachers and school leaders to make the most of the research-proven approach.

### **Edward Williams School's two partners, Wellcore and REACH, LLC will be responsible for:**

- Meeting agreed upon performance criteria;
- Providing ongoing performance data, including both leading and lagging indicators of success and failure;
- Focusing on one or more agreed upon target areas (e.g., evaluation, curriculum and instruction, leadership) based on the identified needs of the school(s);
- Providing consistent and intense on-site support;
- Ensuring the support provided is strategically aligned with school-wide initiatives and designed for long-term sustainability;
- Participating in data collection, evaluation, and reporting activities as specified by the



district; and accountability indicators will include data such as number of discipline incidents, teacher attendance rates, student attendance rates, promotion and retention data and student achievement on state and district assessments, student, teacher and parent satisfaction survey data.

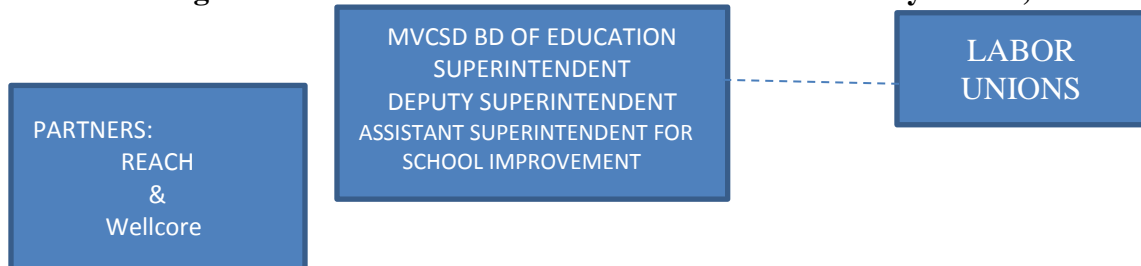
To ensure that partners provide the described deliverables in accordance with agreements and to provide specific support for project oversight, Mount Vernon City School District will assign a community school coordinator for oversight of implementation. The community school coordinator will develop a progress monitoring timeline to track progress and gauge impact.

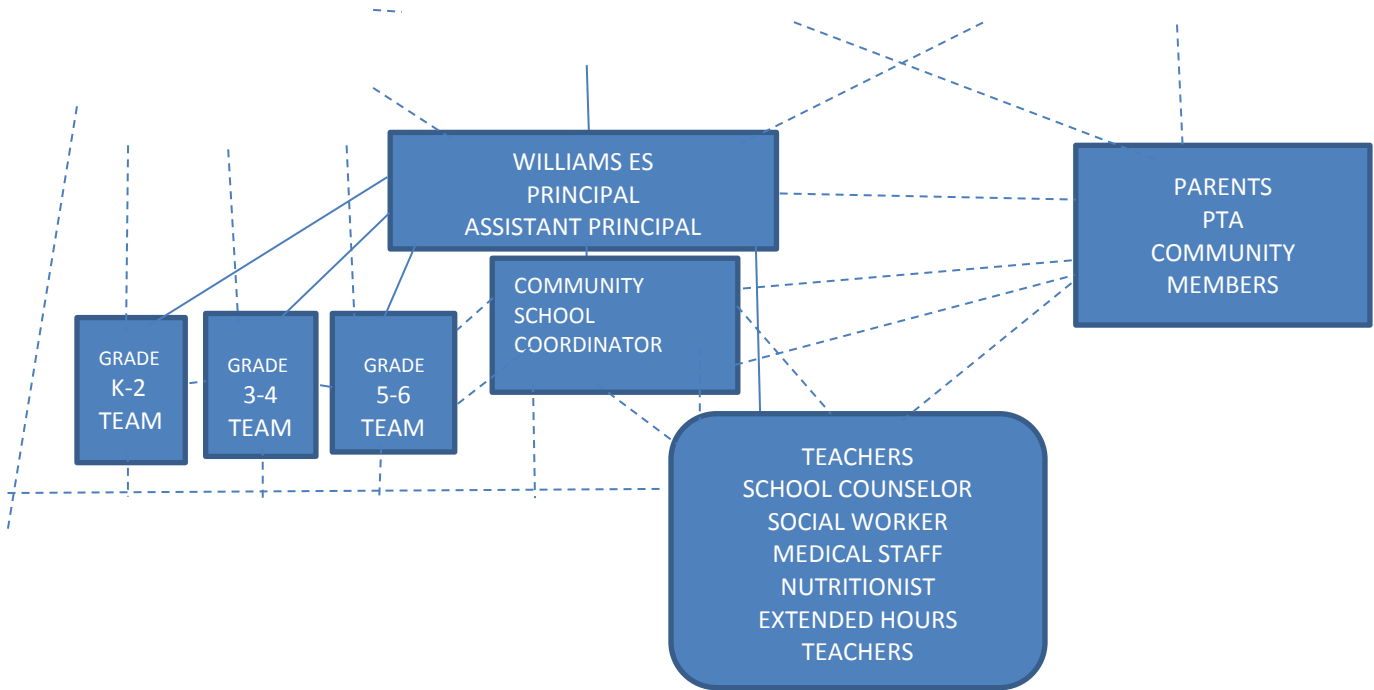
<b>Dates</b>	<b>Goal</b>	<b>Participants</b>
	Quarterly Meetings	
<b>2016</b> June October January March	Partner meeting to review deliverables  Evaluation of progress using student performance indicators.	Wellcore REACH, LLC
<b>2017</b> June September January March	Review of student performance data and staff feedback	
<b>2018</b> June September January March		
July – September 2016	Summer Professional Development for Staff Completed	Wellcore, Inc. REACH, LLC
September 2016	Professional development survey	All staff
January 2017	Professional development survey	All staff
May 2017	Professional development survey	All staff
July – September 2017	Summer Professional Development for Staff Completed	Wellcore, Inc. REACH, LLC
September 2017	Professional development survey	All staff
January 2018	Professional development survey	All staff
May 2018	Professional development survey	All staff
July – September 2018	Summer Professional Development for Staff Completed	Wellcore, Inc. REACH, LLC

### **G. Organizational Plan**

The 2016-2017 school calendar has not been completed as of this writing but once the district calendar has been established and approved by the board, the Williams Innovation Framework Leadership teams will craft a school calendar with all considerations and awareness of school Innovation Framework goals, actions, and supporting professional development.

#### **Management and Team Structures at Williams Elementary School, MVCSD**





**How the structures function in day-to-day operations**

Edward Williams School will adopt a school leadership team model based on the principles of distributed leadership and shared accountability. This team will be the Edward Williams School Innovation Framework p Team. The principal will lead the instructional program and school logistics, while relying on thoughtful input from the Edward Williams School Innovation Framework Team when making critical strategic decisions for the school. This Edward Williams School Innovation Framework Team will consist of the principal, assistant principal, and three sub-teams three teachers (grades K, 1 and 2), two teachers (grades 3 and 4), two teachers (grades 5 and 6), two parents, and reps from REACH, and Wellcore, our professional development partners. The Teams will share leadership and accountability for the implementation of the Innovation Framework Plan and meet twice a month. All decisions made by the team will be communicated to the staff via the Communication Chain; input from staff will also be communicated to the team via the Communication Chain.

Different types of teacher teams will meet weekly during common planning time: data teams, content area teams, and grade level teams. These teams will be the Professional Learning Communities (PLCs) where embedded professional development will start. Wellcore, and REACH, LLC will use these structures for reading, math and intervention/technology professional development.

Edward Williams School is a part of the District PLC that will work with NYSED on the state DTSDE recommendations for MVCSD schools. In turn, members from Edward Williams School will link these recommendations to the Innovation and Reform Framework, Family and Community School Design work at Edward Williams School.

**Implementation of the APPR** - The purpose of the current APPR evaluation system is to ensure that there is an effective teacher in every classroom and an effective leader in every school. The evaluation system will also foster a culture of continuous professional growth for educators to

grow and improve their instructional practices. Under the new APPR Plan, New York State will differentiate teacher effectiveness using four rating categories: *Highly effective, effective, developing, and ineffective (HEDI)*. The APPR will result in a single composite score out of 100 total points that incorporates multiple measures of effectiveness. The ranges for each rating are as follows: ***H (91-100), E (75-90), D (65-74), and I (0-64)***.

All classroom teachers of record (as defined in Section 80-1.1 of the Commissioner’s regulations) including speech teachers, career and technical teachers, and media specialists, who are primarily and directly responsible for a student’s learning activities aligned to the performance measures of a subject/course are required to be evaluated annually with the 100-point system. The principal shall devote at least one faculty meeting each year to the procedures and processes of employee evaluation prior to conducting observations. This meeting shall be held within the first 30 days of the school year. In addition, applicable sections of the APPR Plan shall be included in the staff handbook for review. New hires shall receive APPR training during the two-day orientation prior to the beginning of the new school year. District personnel will provide APPR training for teachers hired after the two-day orientation period.

As stated in the New York State Education Department Guidelines:

Under the new law, New York State will differentiate teacher effectiveness using four rating categories – Highly Effective, Effective, Developing, and Ineffective. Education Law §3012-c (2)(a) requires annual professional performance reviews (APPRs) to result in a single composite teacher or effectiveness score that incorporates multiple measures of effectiveness. The results of the evaluations shall be a significant factor in employment decisions, including but not limited to promotion, retention, tenure determination, termination, and supplemental compensation, as well as teacher professional development (including coaching, induction support, and differentiated professional development. (NYSED Guidelines, 2012, p. 6) None of the descriptions or requirements contained in the district’s APPR is intended to supplant the overriding obligation of the teacher’s supervisor (and/or Superintendent’s Designee) to provide appropriate, individualized support to each teacher including, but not limited to, informal observations, learning walks, interviews, data collection, and artifact study.

Prior to making an employment decision including, but not limited to promotion, retention, tenure determination, termination, and supplemental compensation, the Superintendent, and or the Board of Education, shall review the affected teacher’s annual professional employment review(s), considering said review(s) as significant factor(s) in reaching determinations respecting the aforesaid employment actions. Provided, however, that nothing in this section shall be construed to affect the statutory right of the District or its Board of Education to terminate a probationary teacher for statutorily and constitutionally permissible reasons other than the performance of the teacher in the classroom or school, including but not limited to misconduct. All items in the APPR are subject to collective bargaining, and shall be subject to the grievance and arbitration procedure as set forth in the current agreement between the Mount Vernon School District and the Mount Vernon Federation of Teachers.

The following chart outlines the teacher membership groups and the corresponding performance evaluation requirements. (All referenced observations are formal observations.)

Teacher Groups	Performance Evaluation Requirements
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<p><b>Probationary:</b> This category refers to teachers on probationary (non-tenured) status within the district.</p>	<p>A minimum of, <i>but not limited to</i>, 2 announced observations; not to exceed a maximum total of 4 formal observations within a given school year.</p>
<p><b>Tenured:</b> This category refers to any teacher who is <i>not</i> probationary.</p>	<p>Two (2) Observations: 1 announced observation and 1 unannounced observation, not to exceed a maximum of 2 formal observations within a given school year.</p>
<p><b>Teachers under the TIP program:</b> A tenured or probationary teacher qualifies for the TIP (Teacher Improvement Plan) if he/she has received an <i>ineffective</i> or <i>developing</i> overall composite score, less than 75 points, for a given school year.</p> <p>PPS employees qualify for a TIP if they receive 4 or more <i>unsatisfactory</i> ratings on any given evaluation.</p> <p>Pre-K Teachers qualify for a TIP if they receive 4 or more <i>ineffective</i> ratings on their summative assessment.</p>	<p>The teacher improvement plan (TIP) will include the following elements: (1) specific standards-based goals that a teacher must make progress toward attaining within a specific period of time, (2) identification of areas that need improvement, (3) a timeline for achieving improvement, (4) the manner in which improvement will be assessed, and, where appropriate, (5) differentiated activities to support improvement in these areas.</p> <p>Upon rating a teacher as <i>Developing</i> or <i>Ineffective</i> through an annual professional performance review, the evaluator in collaboration with the teacher, must formulate and commence implementation of a teacher improvement plan (TIP) for that teacher by the tenth day of the following school year.</p> <p>See Section E: Teacher Improvement Plan (TIP)</p>

**FORMAL OBSERVATION TIMELINE CHART - (60 POINTS BASED ON ALL FOUR DOMAINS OF THE 2011 REVISED EDITION OF DANIELSON’S *FRAMEWORK FOR TEACHING*)** Teachers will be evaluated based on the teacher category, evaluation requirements, and due dates as specified below:

Teacher Category	Evaluation Requirement	Due Date
<p>Probationary (Non-tenured)</p>	<p>First Observation Second Observation Third Observation Summative End of the Year Evaluation</p>	<p>November 15<sup>th</sup> March 15<sup>th</sup> April 15<sup>th</sup> By June 15<sup>th</sup> each teacher will receive a score for the 20% locally-selected measures of student achievement and a score on the 60% “other measures.” Prior to the start of classes for the following school year, the teacher will receive a score for the 20% State assessed student growth or SLO(s) to attain a composite score out of 100.</p>
<p>Tenured</p>	<p>Two (2) Observation (maximum 2 observations allowed; 1 announced; must have 10 school days between observations) Summative End of the Year Evaluation</p>	<p>By April 15<sup>th</sup> observations must be complete and paperwork submitted to HR. By June 15<sup>th</sup> each teacher will receive a score for the 20% locally-selected measures of student achievement and a score on the 60% “other measures.” Prior to the start of classes for the following school year, the teacher will receive a score for the 20% State assessed student growth or SLO(s) to attain a composite score out of 100.</p>

Teacher on TIP (Teacher Improvement Plan)	The teacher improvement plan (TIP) will include the following elements: (1) specific standards-based goals that a teacher must make progress toward attaining within a specific period of time, (2) identification of areas that need improvement, (3) a timeline for achieving improvement, (4) the manner in which improvement will be assessed, and, where appropriate, (5) differentiated activities to support improvement in these areas.	The TIP will begin no later than 10 school days from the opening of classes.
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**Formal Observation Steps (Days refers to school days):** The following chart contains the steps, administrator and teacher responsibilities, timeline, and forms necessary to complete formal observations. For announced formal observations, follow steps 1-8. For unannounced formal observations follow steps 4-8. The APPR document and all forms are available online at the MVCSD website located on the homepage under “Staff.” Steps will be confirmed via email or in written communication.

ACTION/TIMELINE	ADMINISTRATOR	TEACHER	FORM/TOOL
<b>Establish Date and time for Announced Observation</b>	Both parties mutually agree upon date, time, and duration for formal observation.		Via email and/or memo
<b>Complete and Collect Pre-Observation Form</b>	Requests teacher to complete pre-observation form #1	Submit form #1 to the evaluator (hard copy, electronically or via face to face conference as mutually agreed) no less than 3 days prior to observation visit	Pre-observation Form #1
<b>Review and Return Pre-Observation Form to Teacher</b>	Reads the plan, provides feedback to the teacher, and asks any clarifying questions as necessary and returns form #1 no less than one day prior to the formal observation	Applies feedback to adjust lesson if necessary	Pre-observation Form #1
<b>Classroom Observation Visit</b>	Conducts observation of practice, collects evidence on form #2	Conducts the lesson	Evidence Collection Form #2/Teacher Self-Assessment Form #2
<b>Teacher Self-Assessment</b>		Prior to the post conference, completes the teacher section of Teacher Self-Assessment form #2 and provides evidence.	Evidence Collection Form #2/ Teacher Self-Assessment Form #2
<b>Post-Teaching Conference</b>	At a mutually agreed upon date and time within 5 days from the observation, the evaluator and teacher collaboratively discuss and clarify components of the observed lesson using the administrator’s evidence collection Form # 2 and teacher’s self-reflection form #2. In the event that the evaluator and teacher disagree, the evaluator’s assessment will stand as valid		Evidence Collection/ Teacher Self-Assessment Form #2

	record.		
<b>Complete Conversion Flow Chart</b> Following the post-teaching conference (excluding Pre-K teachers)	The evaluator completes step #3 on the conversion flow chart to calculate the “other measures” score and records it on Form #4. (The highest score of the year is recorded on Form #5)		Conversion Flow Chart and Form #4
<b>Signing Off Observation Documents/Placement in File</b>	Within three days of the post conference, the evaluator gives the observation to the teacher	Teacher has three days from receiving the observation to sign it (indicating receipt only) and return it to the evaluator for placement in personnel file.	Observation Report Form #4

**Informal Observations** - For the purpose of informal observations, no collaborative conference is required. The evaluator provides a copy of the Evidence Collection Form # 3 to the teacher with appropriate remarks at the bottom of the form. Informal observation Evidence Collection Form #3 shall not be placed in the teacher’s personnel file. Informal observations should not exceed 20 minutes, and can be performed as frequently as deemed necessary by the evaluator.

**H. Educational Plan**

**Curriculum:** Edward Williams School Elementary School students need intensive reading support; 6% of students scored proficient on the NYS ELA Assessments. Researched by over thirty institutions for more than two decades, Waterford Early Learning Programs (K-2) and i-Ready (3-6) have been found to increase reading and math achievement, cut the achievement gap between African Americans, Hispanic, and white students, and prepare teachers to meet the needs of English language learners.

Wellcore’s continuous improvement approach draws upon research in the areas of systemic change, leadership, organization change, professional development, professional learning communities, researched-based instructional strategies, assessment, and school improvement. This Innovation Framework Innovation and Reform Framework, Family and Community School Design is designed to help schools develop the capacity to sustain improvement structures, processes and attitudes and respond to future challenges. Wellcore employs a systemic approach based on a coherent, articulated theory of change that helps schools understand and manage the complexity of change. This approach is built upon a set of research-based school, teacher, and leadership practices and student characteristics that are correlated with improved student achievement, as found in the research book, *What Matters Most* by Robert Marzano.

The simultaneous development of a school leadership team increases shared leadership for school improvement. In an age of increased accountability for student success, principals learn how to build shared leadership into a dynamic process of mutual influence, responsibility, and accountability for collective goals. As teacher-leaders work with other teachers on grade-level or cross grade-level teams, leadership team members increase the capacity of other individual teachers and the staff as a whole to improve instruction. This increased school and individual teacher capacity are mutually reinforcing and lead to the ultimate goal of improved student achievement.

The instructional component of *Success in Sight* is based upon Wellcore’s research in the book, *Classroom Instruction that Works* (2012) by Dean, et al. Wellcore will focus on math and ELA instruction and job embedded professional development for math and ELA elementary school teachers through the school PLC structure. Attachment C includes a list of schools where Wellcore’s work has been effective in raising student achievement.

To improve student achievement, a highly effective, cooperative learning approach to teaching and learning in ELA will be used that strongly exemplifies the Six Pedagogical Shifts demanded by the Common Core State Standards.

**Shift 1: Balancing Informational and Literary Text.** While the foundational texts within the ELA classroom remain primarily literary texts (fiction and poetry), the curriculum identifies informational text types correlated with these literary texts, to be used in building background and for enrichment, extension, and research activities. In addition, the curriculum includes longer non-fiction (informational) works at a variety of reading levels, so that every ELA class has the opportunity to concentrate fully on a significant informational work during the academic year.

**Shift 2: Knowledge in the Disciplines.** Professional development for teachers in all content areas to help improve students’ literacy skills as applied to content-area texts, including training in literacy strategies, a simulation of the infusion of literacy strategies into content-area instruction, and subject-specific breakouts.

**Shift 3: Staircase of Complexity.** Students will read the central, grade-appropriate text around which instruction is centered. Student Team Literature Discussion Guides provide the resources necessary to help teachers create time, space, and support for close reading. Writer’s Craft Boxes, and Listening Comprehension activities, in particular, prepare students to navigate texts that present increasingly complex literary structures and devices.

**Shift 4: Text-based Answers.** Students are organized into cooperative learning teams in which they engage in evidence-based conversations about the text following the Discussion Questions provided in the Student Team Literature Student Discussion Guides. Teachers follow up by leading whole-class Guided Discussions on the texts, using both selected questions from the team discussions and additional suggestions provided in Teacher’s Guides.

**Shift 5: Writing from Sources.** After engaging in team and class discussions about the text, students write individual brief constructed responses to Discussion Questions, providing evidence from the text to support their answers. In addition, Literature-Related Writing activities following each instructional sub-unit provide opportunities for students to develop written arguments as well as literature-related narratives in a variety of literary forms (letters, essays, editorials, personal narratives, etc.)

**Shift 6: Academic Vocabulary.** Student Team Literature Discussion Guides identify vocabulary words found in the text that may be unfamiliar to students, and among these, highlight “starred” vocabulary words—high frequency words that students are most likely to encounter in everyday discourse as well as academic reading—and provide teachers a framework to build these into students’ active vocabulary through interactive learning and the elaboration of meaningful sentences. Students’ mastery of these starred vocabulary words is assessed weekly.

### **Instruction**

A multi-tiered approach to building instructional capacity makes it possible for all students to engage in a standards-based curriculum that is coherent, focused, and challenging. Professional

development in math, ELA, and student support services, combined with follow-up curriculum coaching and implementation support from both coaching partners, Wellcore and REACH, LLC. The Innovation Framework Team and the onsite math and ELA coaches will enable teachers to develop instructional approaches that focus on teaching for understanding, peer-assisted learning, providing students with background knowledge, developing meta-cognitive strategies, and engaging students with questions that provoke higher-order thinking.

There will be an emphasis on cooperative learning in heterogeneous teams of two to four students builds on young adolescents' social nature and maximizes student interest and learning potential. To help students learn to work cooperatively, Wellcore will provide professional development in explicitly teaching cooperative social skills, such as active listening, staying on task, clarifying ideas, and negotiating. Instruction is reinforced by teacher and student modeling and role-playing as well as teacher monitoring during partner, team, and class activities. The program also offers "All Hands on Deck" professional development for teachers in content areas to help improve students' literacy skills and prepare them for challenging subject-specific texts.

Wellcore and REACH, LLC use strategies that engage students with diverse backgrounds, learning styles, and interests. Reading selections in language arts and social studies curricula feature authors, themes, and historic figures and movements reflecting a variety of backgrounds. In reading these texts, students build their awareness of their ethnic and cultural identity as well as their knowledge of cultures and viewpoints that differ from their own. This strategy is crucial in engaging student motivation to close persistent achievement gaps.

The alignment of the instructional program with the CCLS Six Instructional Shifts for ELA is described in detail above. Wellcore will support the specific professional development in math instructional practices will be used with the adapted math curricula. The methodology and structure behind Wellcore mathematics facilitation and acceleration strongly exemplify the Six Pedagogical Shifts demanded by the Common Core State Standards:

**Shift 1: Focus.** A TBD Mathematics Coach will work closely with local instructional coaches, individual teachers, and math departments to adjust the pacing and implementation of foundational mathematical skills and concepts to better ensure that students are prepared for the sequence of courses in 6th through 8th grades. By implementing strategies for students who are performing more than two years below grade level, schools help these students grasp the foundational concepts and skills needed for success in math and ELA.

**Shift 2: Coherence.** Schools implementing the Mathematics Coach practices will enjoy the benefits of facilitators and coaches supporting dialogues and discussions around pacing and spiraling topics to ensure that students have deep conceptual understanding of core mathematics.

**Shift 3: Fluency.** The Innovation Framework leadership teams will focus on extending the learning time through longer class periods, as well as extra practice in REACH, LLC labs for those students with the greatest struggles, provides opportunities for students to spend more time developing procedural knowledge and to develop speed and accuracy in arithmetic operations.

**Shift 4: Deep Understanding.** Wellcore helps teachers shift from teacher-centered classrooms to student- and learning-centered activities and classrooms. As Wellcore facilitators and coaches plan, implement, and debrief with teachers, they communicate a focus on the best approaches to help students understand, apply, and see mathematics.



**Shift 5: Applications.** Teachers supported by Wellcore benefit from facilitators and coaches that can help teachers back-map from goals and assessments to activities rich in application, helping not only students, but teachers, have a better understanding of how to link mathematical knowledge and concepts to real-world situations in a variety of fields. As facilitators and coaches help teachers analyze student work, they learn to continually adjust instruction and activities to enrich students' experiences.

**Shift 6: Dual Intensity.** Students and teachers in schools implementing this model benefit from extended learning time and the extra-help REACH, LLC lab to increase the opportunities and likelihood that students will develop both conceptual understanding and procedural fluency. Students who may be several years behind academically and who have difficulty completing assignments at home have the needed support in school to increase time dedicated to practicing and understanding mathematics.

### **Waterford Early Learning Program for Grades K-2 - (Reading, Math. And Science)**

**Rationale:** Based on Decades of Research – *Waterford Early Learning* is the combination of two powerful programs developed by the nonprofit Waterford Research Institute: *Waterford Early Reading Program* and the *Waterford Early Math and Science: Complete, Research-based Instruction* - Based on nearly two decades of research, these programs provide a complete continuum of instruction tailored to each student's individual learning needs. **Child Friendly** - Waterford is designed specifically for the early grades, Pre-k through second grade, with easy navigation, scaffolded instruction, audio, and multimedia prompts to ensure success.

Made by Teachers for Teachers - As educators themselves, the developers of *Waterford Early Learning* recognize that teachers are already overburdened. With this in mind, the developers ensured that the program requires only three minutes to get started each day. Easy-to-read reports are also available on demand.

Unlike any other program, Waterford provides a rich multimedia environment with songs, stories, biographies, artwork and games from around the world. Waterford provides more than 450 hours of instruction through 15,000 activities within 2,500 lessons.

**Principles of Effective Reading Instruction** - The following principles are the foundation for instruction in *Waterford Early Reading Program*™.

Consistent, high-quality reading education should be provided to all students. Reading instruction should be based on research, national and state standards, and best teaching practices; Emergent readers need to understand how print works; Rapidly recognizing individual letters is a critical determinant of reading proficiency; Phonological awareness plays a critical role in learning to read; Beginning readers need to understand the relationships between written letters and spoken sounds or the alphabetic principle Beginning readers need practice reading and listening to a variety of texts; Beginning readers need to develop automatic word recognition skills so they can pay attention to meaning; Readers should practice spelling and writing new words; Readers need practice reading orally with expression and with automaticity; Readers can develop comprehension strategies that help them better understand what they read; and Readers should practice writing connected text to express ideas and to learn basic grammar and usage skills that improve their writing.

Expert Consultants	Major Research Sources
Marilyn J. Adams	Adams, M. J. (1990). <i>Beginning to read: thinking and learning about print</i> . Cambridge, MA: MIT Press.
Isabel L. Beck	Neuman, S. B., Copple, C., & Bredekamp, S. (2000). <i>Learning to read and write: developmentally appropriate practices for young children</i> . Washington, DC: National Association for the Education of Young Children. Burns, M. S., Griffin, P., & Snow, C. E. (1999). <i>Starting out right: a guide to promoting children’s reading success</i> . Washington, DC: National Academy Press. Committee on the Prevention of Reading Difficulties in Young Children, Snow, C. E., Burns, M. S., & Griffin, P. (1998). <i>Preventing reading difficulties in young children</i> . Washington, DC: National Academy Press. Armbruster, B. B., Lehr, F., Osborn, J., & Adler, C. R. (2001). <i>Put reading first: the research building blocks for teaching children to read: kindergarten through grade 3</i> . Washington, DC: National Institute for Literacy, National Institute of Child Health and Human Development, U.S. Dept. of Education. National Reading Panel (U.S.). (2000). <i>Teaching children to read</i> . Washington, DC: National Institute of Child Health and Human Development, National Institutes of Health.
Philip Gough	
Bill Honig	
Richard K. Olson	
William H. Teale	
Joseph Torgesen	
Grover J. (Russell) Whitehurst	
Barbara Wise	

**Principles of Effective Early Math Education (K-2)**

The following principles are the foundation for instruction in *Waterford Early Math and Science™*.

Consistent, high-quality math education should be provided to all students. Math instruction should be based on research, national and state standards, and best teaching practices; Math learning needs to build on students’ understandings, abilities, and experiences with the physical world; Problem solving, reasoning, flexibly representing concepts, formulating proofs, communicating, and making connections should be encouraged; Mathematics processes need to be modeled for, directly taught to, and used by early learners; Math learners need to develop solid understanding of concepts before using written symbols; Hands-on investigation is an integral part of early math education; Students need to develop an understanding of the relationship between math and their everyday lives; Familiarity with key vocabulary in context enhances students’ understanding of number, operations, algebra, geometry, measurement, data analysis, and probability; and appropriate use of technology and of tools aids students as they learn math concepts and processes.

**Principles of Effective Early Science Education (K-2)**

The following principles are the foundation for instruction in *Waterford Early Math and Science™*.

Consistent, high-quality science education should be provided to all students. Science instruction should be based on research, national and state standards, and best teaching practices; Science learning needs to build on students’ existing understandings, abilities, and experiences with the physical world; Observing, asking questions, forming hypotheses, designing experiments, collecting data, analyzing results, communicating findings, and refining explanations and understandings through further research should be encouraged; Science inquiry processes need to be modeled for, directly taught to, and used by early science learners. Hands-on investigations

are an integral part of early science education; Students need to develop an understanding of the relationship between science and their everyday lives; Familiarity with key vocabulary in context enhances students’ understanding of physical science, life science, earth and space science, science and technology, science in personal and social perspectives, and the history and nature of science; and appropriate use of technology and of tools aids students as they learn science concepts and processes.

<b>Expert Consultants</b>	<b>Major Research Sources</b>
James Barufaldi Douglas Clements David C. Geary Patricia Kerr Stephanie Sheffield Robert Siegler	Project 2061 (American Association for the Advancement of Science). (1993). <i>Benchmarks for Science literacy</i> . New York: Oxford University Press. Baroody, A. J. (1987). <i>Children’s mathematical thinking: a developmental framework for preschool, primary, and special education teachers</i> . New York: Teachers College, Columbia University. Charlesworth, R., & Lind, K. (1990). <i>Math and science for young children</i> . Albany, NY: Delmar Publishers. Geary, D. C. (1994). <i>Children’s mathematical development: research and practical applications</i> . Washington, DC: American Psychological Association. Hogben, L. T. (1993). <i>Mathematics for the million</i> . New York: W.W. Norton. Holt, B.-G. (1989). <i>Science with young children</i> . Washington, DC: National Association for the Education of Young Children. Ma, L. (1999). <i>Knowing and teaching elementary mathematics teachers’ understanding of fundamental mathematics in China and the United States</i> . Mahwah, NJ: Lawrence Erlbaum Associates. National Council of Teachers of Mathematics. (2000). <i>Principles and standards for school mathematics</i> . Reston, VA: National Council of Teachers of Mathematics. National Research Council (U.S.). (1996). <i>National Science Education Standards: observe, interact, learn</i> . Washington, DC: National Academy Press.

**DIBELS Program for Grades K-1**

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills. The DIBELS assessments have been researched and validated specifically for benchmark testing in kindergarten through sixth grade. We recommend screening all students three times per year with grade-level materials. Research indicates that early identification and early intervention are essential for helping students who are at risk for future reading difficulties, or are currently having reading difficulties. Screening all students, including those who met earlier benchmark goals, also provides a complete data set that is needed to determine if reading instruction is effective with all students at the school or district level.

Ardoin, S. P., & Christ, T. J. (2009). Curriculum-based measurement of oral reading: Standard errors

associated with progress monitoring outcomes from DIBELS, AIMSweb, and an experimental passage set. *School Psychology Review*, 38(2), 266-283.

Elliott, J., Lee, S. W., & Tollefson, N. (2001). A reliability and validity study of the Dynamic Indicators of Basic Early Literacy Skills–Modified. *School Psychology Review*, 30(1), 33-49.

Elliott, S. N., Huai, N., & Roach, A. T. (2006). Universal and early screening for educational difficulties: Current and future approaches. *Journal of School Psychology*, 45(2), 137-161.

Francis, D. J., Santi, K. L., Barr, C., Fletcher, J. M., Varisco, A., & Foorman, B. R. (2008). Form effects on the estimation of students' oral reading fluency using DIBELS. *Journal of School Psychology*, 46(3), 315-342.

### **i-Ready Program for Grades 2-6 (Math. And ELA)**

**Rationale:** i-Ready provides data-driven insights and support for successful implementation of the new standards; i-Ready's adaptive Diagnostic pinpoints students' needs down to the sub-skill; i-Ready is proven to predict student performance on state assessments. Built for the Common Core, i-Ready combines a valid and reliable growth measure and individualized instruction in a single online product that saves teachers time at a fraction of the cost of similar products. A single K–12 adaptive Diagnostic for reading and mathematics that pinpoints student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets. Teacher-Led instruction provides rigorous, on-grade-level instruction and practice with i-Ready and additional downloadable lessons to help meet individual student or small group needs. Student instruction and practice provides personalized student instruction targeted to students' unique areas of needs and mobile apps to boost achievement. Easy-to-use reporting and ongoing progress monitoring provide educators with real-time insights for each student at the class, school, and district level.

i-Ready – RESEARCH AND CASE STUDIES:

Independent third party data analysis provided by:

Educational Research Institute of America, [www.eriaonline.com](http://www.eriaonline.com)

email: [info@eriaonline.com](mailto:info@eriaonline.com)

An affiliate of Beck Evaluation & Testing Associates, Inc.

### **i-Ready Works for All Students Case Study:**

PS 1 Courtland School, Bronx, NY “i-Ready provides the extra tools to meet the needs of all students.”

School Profile • Title I school • 698 Pre-K–5 students • 45 teachers • 60 support personnel and administrators • 98% eligible for free/reduced lunch • 20% English language learners i-Ready Implementation • Average 14 weeks between test 1 and test 2 • 340 students in grades 2–5 Quick Success Facts • 143% increase in students on or above grade level in math • 118% increase in students on or above grade level in reading.

### **Differentiation, Engagement, and Common Core in One Digital Solution Case Study:**

PS 49 Willis Avenue, Bronx, NY “The fact that i-Ready is interesting to students and differentiated are two huge keys for any student population.”

School Profile • Title I school • 687 Pre-K–5 students • 70 teachers, support personnel, and administrators • 98% eligible for free/reduced lunch • 23% English language learners i-Ready Implementation • Average 14 weeks between test 1 and test 2 • 60 students in grades 2 and 4 • Used to boost reading achievement Quick Success Facts • 275% increase in students on or above grade level in reading • 25 scale score point increase.

**Online Assessment and Instruction Together Leads to Improved SOL Pass Rate Case Study:**

Farmington Elementary School, Culpeper, VA

School Profile • Title I school • 495 K–5 students • 26 teachers • 15 support personnel and administrators • 52% eligible for free/reduced lunch i-Ready Implementation • 30–45 mins per day, 4–5 days per week • Less than 18 weeks • 370 students • Tier 2 4th and 5th grade students who had failed prior year’s reading SOLs • K–3 students in need of foundational reading skill building • K–1 students for math skill building Quick Success Facts • 75%–88% pass rate for Tier 2 students after none passed last year • 72% increase in students at or above grade level in reading • 260% increase in students at or above grade level in math.

**High Achievement Propelled Higher, Continuing a Tradition of Excellence Case Study:**

Springfield Elementary School, New Middletown, OH

After using i-Ready, Springfield Elementary saw improved performance. For mathematics, there were increases at every grade level from test 1 to test 2. The percentage of students scoring at or above grade level more than doubled for most grades. In reading, the increase in average test scores from test 1 to test 2 was also statistically significant. In fact, after 6 months the national percentile rank for grade 4 students increased by 20%.

School Profile • Title I Targeted Assisted building • High-performing • 410 K–4 students • 16 teachers • 9 support personnel and administrators • 29% eligible for free/reduced lunch • 14% special education i-Ready Implementation • 6 months • 399 students in grades K–4 Quick Success Facts • 20% increase in reading national percentile rank in reading • 40 scale score point increase in math • 37 scale score point increase in reading.

**Use of Time:** The daily schedule for Edward Williams School is as follows:

Time	K	1	2	3	4	5	6
8:30-9:30	RTI/PLC (Tuesday’s)	RTI/PLC (Tuesday’s)	RTI/PLC (Tuesday’s)	RTI/PLC (Wednesday’s)	RTI/PLC (Wednesday’s)	RTI/PLC (Thursday’s)	RTI/PLC (Thursday’s)
9:35-10:10	ELA	ELA	Prep	ELA	ELA	ELA	ELA
10:10-10:45	ELA	Prep	ELA	ELA	ELA	ELA	ELA
10:45-11:20	ELA/Social Studies/ Science	ELA	ELA	ELA	Science/ Social Studies	ELA	Prep
11:20-11:55	Lunch 11:30 – 12:30	ELA/Math	ELA	Lunch 11:30 – 12:30	Prep	Lunch 11:30 – 12:30	Lunch 11:30 – 12:30
11:55-12:30	Lunch 11:30 – 12:30	Math	S.S./ Science	Lunch 11:30 – 12:30	Introduction Math	Lunch 11:30 – 12:30	Lunch 11:30 – 12:30
12:30-1:05	Introduction to Math	Lunch 12:40 – 1:40	Lunch 12:40 – 1:40	Math	Lunch 12:40 – 1:40	Math 12:40-1:40	MATH
1:05-1:40	Prep	Lunch 12:40 – 1:40	Lunch 12:40 – 1:40	Math	Lunch 12:40 – 1:40	Math/ Groups/RTI	MATH
1:40-2:15	Math	Math	MATH	Prep	Math	Science/ Social Studies	Science/ Social Studies
2:15-2:50	Math/Small Groups/RTI	Social Studies/Science	MATH	Science/ Social Studies	Math/ Groups/RTI	Prep	Science/ Social

		** these times change**					Studies
3:00-5:00	Extended Learning ELA/Math Sports/Art Science	Extended Learning ELA/Math Sports/Art Science	Extended Learning ELA/Math Sports/Art Science	Extended Learning ELA/Math Sports/Art Science	Extended Learning ELA/Math Sports/Art Science	Extended Learning ELA/Math Sports/Art Science	Extended Learning ELA/Math Sports/Art Science

There are 180 days in the school year. Continuously throughout the year content area learning will be increased through the use of overlapping curriculum elements across subject areas.

Extended learning time will take place, after school, three times a week for two hours each session for 30 weeks each year for all grades, K-6 for a total of 180 hours for each grade level.

Edward Williams School will continue the practice of consecutive ELA and Math periods. Students receive core and supplemental instruction through a mix of whole group and small group settings. Intervention services are, whenever possible, provided at times that would supplement rather than supplant core instruction. Maximizing actual time on task will be a specific area of focus to address time lost through transitions and classroom disruptions. In addition, before and after school program and support times will be made more accessible to students to advance their academic learning and increase engagement.

**Data-Driven Instruction and Inquiry**

Wellcore’s continuous improvement approach draws upon research in the areas of systemic change, leadership, organization change, professional development, professional learning communities, researched-based instructional strategies, assessment, and school improvement. This Innovation and Reform Framework, Family and Community School Design is designed to help schools develop the capacity to sustain improvement structures, processes and attitudes and respond to future challenges. This is a systemic approach based on a coherent, comprehensiveness, collaboration, commitment and articulated theory of change that helps schools understand and manage the complexity of change.

This approach is built upon a set of research-based school, teacher, and leadership practices and student characteristics that are correlated with improved student achievement, as found in the research book, *What Matters Most* by Robert Marzano. Edward Williams School will utilize i-Ready, BOCES data warehouse and classroom teacher assessment data to regularly monitor student progress. The Mount Vernon City School district will provide teacher training in accessing and analyzing the available data. Students will receive progress monitoring assessments on a quarterly basis. Student progress monitoring reports will be sent home coupled with student-led conferences to ensure understanding of the opportunities for interventions available to each student.

Student data will be reviewed monthly in Professional Learning Community (PLC) teams as a part of Response to Intervention (RTI) for each student. The Innovation Framework leadership teams will review identified student indicators of success on a monthly basis as a method of monitoring progress and making the needed adjustments to programming to ensure the highest levels of student success.

**Student Support**

Edward Williams School staff believe in a multi-tiered approach to student support. The following supports are provided for all students.

- ANDRUS partnership for social emotional and trauma theory support
- Rockland Psychiatric clinic onsite
- Special education teachers each have a period daily for resource
- Two ESL teachers
- Integrated co-teaching model
- Added a full time elementary school counselor
- Active Student Support Team
- Tutoring built-in to before, during and after school
- Implementation of the Positive Behavior and Interventions Support (PBIS) framework
- Multiple after school clubs, tutoring, STEM, culture and athletics.

### **School Climate and Discipline**

**Discipline Code** Edward Williams School Discipline Code encourages staff and students to address individual problems at the classroom teaching team level; with increasingly more serious cases (Level Two and Level Three violations) being resolved by the school counselor and administrators. An effective age appropriate discipline plan fosters shared responsibilities on the part of students, staff and parents. Examples of Level One and Level Three Disciplinary violations and possible consequences follow:

#### **Level One: Classroom Disciplinary Situations**

In general, these concerns will be handled within the classroom. Violations may include: tardiness; failure to follow classroom rules and procedures; inappropriate behavior in the classroom; failure to bring textbook or other learning materials; failure to complete class work or homework assignments; and minor disagreements between students. Consequences may include: contact with a parent/guardian; assignment to after-school detention in the teacher's classroom; holding an individual conference with student; and consulting with other team members and/or counselor.

#### **Level Three: Disciplinary Situations referred to School Administrators**

Students will be referred immediately to the Assistant Principal's Office for discipline for more serious violations including: Chronic Level One or Two behaviors; theft; truancy; fighting; graffiti; possession of alcohol and/or tobacco; possession of weapons or other dangerous objects; vandalism; trespassing on school ground; possession of illegal substances or paraphernalia; threats or harassment; and inappropriate touching.

The Assistant Principal will meet with the student and may assign one of the following consequences: Detention during lunch or after school; In-School Suspension (ISS) - Students shall be assigned no more than two ISS; Formal Suspension The student remains home during school hours under direct supervision of the parent and may not come to school for as few as one or as many as five days. The parent/guardian may be required to attend a meeting with school officials on or before the last day of a formal suspension. Documentation is recorded in the student's file; Alternative School Placement Option will be reviewed after 3 formal suspensions; and the Zero Tolerance Program which automatically prescribes certain steps.

**Reporting Problems** – Students are encouraged to bring their concerns to an administrator, a teacher, a counselor, a teacher assistant, the office personnel, a lunch supervisor, or a custodian. The MVCSD has hired a District wide full time school counselor and social worker to support positive behavior.

**Parent and Community Engagement**

Edward Williams School Elementary School will join the National Network for Partnership Schools (NNPS) with Johns Hopkins University beginning with training in September 2016. Facilitators will work closely with the school social worker, Parent Resource Center, and PTA to enhance family outreach.

NNPS is designed to assist schools with organizing research-based and goal-oriented programs of school, family, and community partnerships. NNPS also guides district and school leaders in creating a welcoming climate of partnership and to implement involvement activities linked to school goals for student success. Community representatives and stakeholders will be invited to participate in quarterly report card conferences and achievement celebrations with Edward Williams School students.

An established Action Team for Partnership (ATP) – a committee of educators, parents, and community partners who work together to engage all families and the community in productive ways. Action Team for Partnership (ATP) will tailor partnership plans and activities to meet learning goals for students and to meet the needs and interests of its students, parents, and teachers. Edward Williams School will then evaluate its efforts and continually improve the quality of its partnership program.

The NNPS School Model includes four essential elements: Action Team for Partnerships; Framework of Six Types of Involvement; One-Year Action Plan for Partnerships; and Program Evaluation.

***I. Training, Support, and Professional Development***

**Process by which the staff was involved in the development of this plan**

The principal at Edward Williams School will use an in-depth survey with his teaching staff to determine the type of services needed to increase student achievement, teacher efficacy through job embedded professional development, and site-based shared leadership and accountability. The principal and several members of his staff (the preliminary Innovation Framework leadership team) researched the “track records” of providers who facilitate job-embedded professional development in math and reading. The Principal, along with school staff, district staff, PTA president and the district Superintendent approved the selection of Waterford Early Reading Program, SuccessMaker and iLIT for reading, REACH, LLC extended time for reading/math intervention and enrichment, and Wellcore as the educational partner for school improvement in site-based decision making, data driven instruction, and embedded professional development in research-based classroom practices for math and ELA and REACH, LLC for school leadership skills development

**Implementation Period Year One**

Partner	Outcome	Method
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Wellcore	Data Driven Instruction in math and ELA Increased math and ELA achievement	Staff Evaluation Surveys Review interim math and ELA assessment data
REACH, LLC	Leadership Development	Leadership responsibilities in practice
Waterford Early Reading Program, and i-Ready	Data Driven Instruction in reading Increased student achievement in reading and math Increased parent engagement	Staff evaluation surveys Review of quarterly reading and math assessments

Year One Planned Events	Rationale
<p>Wellcore will hold a two-day session with all of the Edward Williams School staff in the summer of 2016 to review the year one plan. The change process and accepting and managing transitions</p> <p>Overview of the next three years' work: expectations, timelines, content of PD and outcomes.</p> <p>Lesson design using Wellcore's Common Core booklets</p> <p>Learning objectives using Wellcore research in <i>Classroom Instruction that Works (2012)</i></p> <p>Common Core Shifts</p> <p>Wellcore will focus on math instruction, Professional Learning Communities (PLCs) and data driven instruction. Edward Williams School staff will develop knowledge and skills in five outcome areas to improve student achievement in math by:</p> <p>Using a systematic and systemic continuous improvement process</p> <p>Using research-based practices associated with improving student achievement (e.g., developing and implementing a guaranteed and viable curriculum, using effective instructional strategies)</p> <p>Using data to set and monitor improvement goals for individual students and the school as a whole</p> <p>Developing and maintaining a purposeful community*</p> <p>Sharing leadership for improvement (i.e., principal and teachers who work together to fulfill the leadership responsibilities that research has shown are associated with increases in student achievement)</p> <p>The 2016-2017 school year will be a time for continuous professional support and embedded professional development. The School Innovation Framework Teams, comprised of one assistant principal, three teachers (grades K, 1 and 2), two teachers (grades 3 and 4), two teachers (grades 5 and 6) and two to three parents in each sub-team and reps from the consulting partners, will meet twice a month to monitor incremental progress toward improving student achievement, specifically in reading (REACH, LLC) and math (Wellcore/REACH, LLC). The Edward Williams School Innovation Framework Leadership Teams will be responsible for leading the changes needed to improve student achievement and make Edward Williams School a purposeful community school. A Wellcore Facilitator will meet monthly with the School Innovation Framework Team to:</p> <p>review short term math initiatives and math data</p> <p>teach, discuss and monitor leadership responsibilities</p> <p>teach, discuss and monitor the steps for making Edward Williams School a purposeful community</p> <p>teach and use the Wellcore data process for data driven instruction</p> <p>A Wellcore Facilitator will meet monthly with math content PLCs to:</p> <p>teach strategies</p> <p>review standards and math practices</p> <p>monitor math data from math initiatives</p>	<p>Edward Williams School staff will need to review expectations for year one.</p> <p>5% of Edward Williams School S\students score proficient or better on the state assessment.</p> <p>The new Edward Williams School Innovation Framework Team will need intense leadership training in data driven instruction, shared leadership responsibilities, communication, and purposeful community.</p> <p>The teachers need intense embedded PD in math practices, strategies, instruction, formative assessment, summative assessment, and curriculum alignment. They will also receive training in how to do peer coaching so that their learning can be sustained.</p> <p>Teachers need expert RtI (Response to Intervention) training for differentiating instruction for the needs of all students.</p>

<p>set up peer observations and peer coaching observe math lessons give feedback and plan next steps model math lessons teach formative assessment assist with designing common assessments assist with designing lessons A Wellcore Facilitator will meet monthly with all staff to: address culturally responsive education address RtI address issues about how the three Partners' work is interconnected During Year 1, there will be at least one or more site visits. Each site visit will be a total of three days with the exception of April and May when the on-site support will be abbreviated due to state testing. Following each visit, a site visit summary report will be generated.</p>	
<p><u>Introductory Workshops</u> - Consulting coaches will conduct and plan a kickoff meeting with the school Leadership teams. This meeting will be at the school site in preparation for the program-introduction workshops that will be conducted for the full staff. Program-introduction workshops involving all staff members will present the schoolwide structures and instructional processes with an emphasis on preparing teachers to use the researched-based instructional tools and classroom materials for ELA and math. After a one-day whole-school overview, teachers meet in break-out groups, each guided by a Wellcore coach, for an introduction to The Reading Edge. Staff responsible for increasing school attendance, enhancing parent involvement, managing student interventions, and creating community engagement will be provided with three days of workshops over the course of the year to develop the Schoolwide Solutions program for the school.</p> <p><u>Ongoing Coaching</u> - Wellcore and REACH, LLC coaches will visit throughout the year (approximately two to four days per month) to provide coaching. During visits, coaches will review progress relative to previously set goals and against previously selected progress metrics and will carry out observations of classrooms, discussions with teachers, reviews of student progress data with teachers and school leaders, reviews of implementation self-assessments, planning for achievement growth, and meetings with school staff responsible for schoolwide initiatives related to prevention and intervention (such as attendance, parent involvement, and student referrals). Coaches are also available by telephone and e-mail to check on progress, answer questions, and problem solve between visits.</p>	<p>Edward Williams School staff will need to review expectations for year one.</p> <p>6.0% of Edward Williams School students scored proficient or better on the state assessment, so there is an intense need for reading support.</p> <p>The new Edward Williams School Innovation Framework Leadership Team will need intense leadership training in data driven instruction for reading and parent involvement.</p> <p>The teachers need intense embedded PD in reading strategies, instruction, goal-setting, formative assessment, and summative assessment.</p>

**Evaluation of Services** - To yield positive results, it is important to have a project champion or manager dedicated to advocating for the desired outcomes and eliminating barriers to success. The community school coordinator will ensure the implementation of the project. This position will assume the responsibility for ensuring everyone involved is on board and behind the ultimate success of the project. This position will be responsible to work with the leadership to:

- Identify a project's strategic objectives.
- Working with the project team to ensure the vision for the project is successfully translated into the requirements and solution design.
- Critically analyzing and ensuring best practices.
- Identifying and eliminating obstacles that may threaten the project's viability within the organization itself.
- Prioritizing project phases based on value.
- Relaying timely updates to all stakeholders.

- Appropriately allocating and organizing internal resources to ensure the successful completion implementation or adoption of the project.

To ensure that partners provide the described deliverables in accordance with agreements and to provide specific support for project oversight, Mount Vernon City School District will assign a community school coordinator for oversight of implementation. The community school coordinator will develop a progress monitoring timeline to track progress and gauge impact.

Dates	Goal	Participants
	Quarterly Meetings	
<b>2016</b> June October January March	Partner meeting to review deliverables	Wellcore REACH, LLC, Inc.
	Evaluation of progress using student performance indicators.	
<b>2017</b> June September January March	Review of student performance data and staff feedback	
<b>2018</b> June September January March		
July – September 2016	Summer Professional Development for Staff Completed	Wellcore REACH, LLC
September 2016	Professional development survey	All staff
January 2017	Professional development survey	All staff
May 2017	Professional development survey	All staff
July – September 2017	Summer Professional Development for Staff Completed	Wellcore REACH, LLC
September 2017	Professional development survey	All staff
January 2018	Professional development survey	All staff
May 2018	Professional development survey	All staff
July – September 2018	Summer Professional Development for Staff Completed	Wellcore REACH, LLC

### ***J. Communication and Stakeholder Involvement/Engagement***

Edward Williams School Elementary School will join the *National Network for Partnership Schools* (NNPS) with Johns Hopkins University beginning with training in September 2016. Facilitators will work closely with the school social worker, Parent Resource Center, and PTA to enhance family outreach.

NNPS is designed to assist schools with organizing research-based and goal-oriented programs of school, family, and community partnerships. NNPS also guides district and school leaders in creating a welcoming climate of partnership and to implement involvement activities linked to school goals for student success. Community representatives, parents and other stakeholders will

be invited to participate in quarterly report card conferences and achievement celebrations with Edward Williams School students.

An established Action Team for Partnership (ATP) – a committee of educators, parents, and community partners who work together to engage all families and the community in productive ways. Action Team for Partnership (ATP) will tailor partnership plans and activities to meet learning goals for students and to meet the needs and interests of its students, parents, and teachers. Edward Williams School will then evaluate its efforts and continually improve the quality of its partnership program.

The NNPS School Model includes four essential elements: Action Team for Partnerships; Framework of Six Types of Involvement; One-Year Action Plan for Partnerships; and Program Evaluation.

The National Network of Partnership Schools indicate that there six types of involvement to successful partnership: Parenting-Assist families with parenting skills and setting home conditions to support children as students. Also, assist schools to better understand families; Communicating: Conduct effective communications from school to home and from home to school about school programs and student progress; Volunteering-Organize volunteers and audiences to support the school and students. Provide volunteer opportunities in various locations and at various times; Learning at Home-Involve families with their children on homework and other curriculum related activities and decisions; Decision Making-Include families as participants in school decisions, and develop parent leaders and representatives; and Collaborating with the Community-Coordinate resources and services from the community for families, students and the school and provide services to the community.

## ***K. Project Plan Narrative/Timeline***

### **Goals and Key Strategies for the Implementation Period:**

The goals and key strategies for the Pre-Implementation Period are:

#### 1. Innovation and Reform Framework, Family and Community School Design leadership

- District will work with the principal to identify and establish a school-based Innovation Framework, Team.

#### 2. Hiring

- Other key leadership hires for Edward Williams School as necessary
- Additional instructional staff recruitment as needed

#### 3. School Organization

- The community school coordinator will work with Innovation Framework Leadership Teams to organize Edward Williams School into small learning communities each led by a team of subject area teachers (math, ELA, history and science)
- The community school coordinator will work with Innovation and Reform Framework, Family and Community School Design Leadership Teams to establish a Master Schedule
- Development of a School Innovation Framework Plan

4. Awareness

- Current Edward Williams School staff will become familiar with the proposed Innovation and Reform Framework, Family and Community School Design;
- Continuing staff will receive initial TDS awareness training
- Awareness activities with family and community stakeholders

5. Professional Development and Training

- NNPS team training in May 2016
- Innovation and Reform Framework, Family and Community School Design principal and onsite math and ELA coaches receive Wellcore, and REACH, LLC training and support
- All instructional staff (continuing and new recruits) receive pre-service Professional Development in instructional practices and school climate/ tiered intervention strategies

6. Data collection and management

- School utilizes i-Ready and BOCES data warehouse with SchoolNet dashboard to management and analyze data
- provides professional development and assistance to leadership team in data collection and management

7. Planning

- School leadership team (principal, community school coordinator, assistant principal and teacher team leaders) plans school climate and student support policies and activities
- Instructional staff (content area teams and SLC teacher teams) plan yearly goals and objectives and detailed first quarter planning
- REACH, LLC and Wellcore instructional materials ordered

**Specific, measureable, activities for Pre-Implementation Period:**

<b>Key Strategies</b>	<b>Specific Activities</b>	<b>Timeline/Deadline</b>	<b>Person/Organization Responsible</b>
School-based Innovation Framework Team	Members of Innovation Framework Leadership Teams identified and recruited	September 2016	Community School Coordinator
Innovation Framework Leadership Teams meets weekly (minimum)		September 1, 2016 – June 30, 2017	Team members
Community school coordinator meets with Innovation Framework Team every other week		September 1, 2016 – June 30, 2017	Community School Coordinator
Other key leadership hires as necessary		September 1, 2016	School District
Onsite coaches/consultants for math and ELA from Wellcore		September 1, 2016	School District
Additional instructional staff as needed		September 1, 2016	School District

**New York State Education Department:**  
 Local Education Agency (LEA) 1003(g) School Improvement Grant Application  
 Under 1003(g) of the Elementary and Secondary Education Act of 1965

School Organization	School Innovation Framework Plan developed and submitted to Field Manager and District	September 1, 2016	Site Coordinator and Innovation Framework Leadership Teams
Edward Williams School organized into small learning communities each led by a four-teacher team		September 30, 2016	Site Coordinator and Innovation Framework Team
Detailed Master Schedule with extended learning period		September 1, 2016	Site Coordinator and Innovation Framework Team

**III. SIG Budget Forms and Budget Narrative**

Applicants must submit:

- i. An FS-10 for the year-one implementation period (September 1, 2016 to June 30, 2017).
- ii. A complete Budget Summary Chart for the entire five-year implementation project period (Attachment D).
- iii. Budget Narrative that describes expenditures identified in Section III, item i.

**A. Alignment with Program Goals and Objectives**

The budget materials must identify and explain all proposed costs for district and school-level activities for the entire five-year implementation project period. The proposed expenditures must be reasonable and necessary to support the proposal’s initiatives and goals/objectives.

- i. Describe in detail the means by which these funds serve to support the model selected, and address the federal requirements specific to the model.
- ii. 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.
- iii. Demonstrate how the expenses are supplemental to and do not supplant existing district funding sources.

**B. School Size and Need**

Demonstrate and describe how the LEA has ensured that the budget request is commensurate to the size and need of the particular school.

**C. Impact on School-Level Implementation**

The LEA/school should ensure that budget items are **directly** impacting the school-level implementation of the SIG plan proposed in this application.

- i. 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.

**D. Sustainability**

In the Budget Narrative, identify all other sources of income that will support and sustain the whole-school change described in this application.

- i. Organize costs by the major project activity they serve, based on each category of the proposal narrative, for the entire grant term. 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.

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: collective bargaining units, school leaders, teachers, parents, and community members.

The superintendent's signature below verifies that there was appropriate consultation with school stakeholder groups including collective bargaining units, school leaders, teachers, parents, and community members.

\_\_\_\_\_ (Signature)

Dr. Kenneth R. Hamilton (Printed Name of Superintendent)

July 11, 2016 (Date)



## Memorandum of Understanding

**Mount Vernon City School District** will be implementing an *Innovation and Reform Framework*, which identifies joint-agreement and the scope of services of the Educational Partnership Organization (EPO) and the broad achievement outcomes for the school. The EPO selected by MVCSD for this application is Wellcore.

Programs and services are as explained in the narrative grant application and are as allowable by NYSED.

The unifying elements around this model include the following specifications: (1) each school must partner with an Educational Partnership Organization (EPO) to jointly launch its innovative whole-school redesign; (2) the chosen pathway must include intentional innovative activities and/or services which provide students with a skill set that is in addition to a sound educational plan; (3) the pathway must draw support from multiple stakeholder groups with vested interest in realizing increased student achievement at the school.

Wellcore will be assisting with program implementation at Edward Williams Elementary School: As noted in the RFA, an elementary school program should focus on a comprehensive reading model and approach to literacy mastery. Students reading at grade level by third grade, by age 8, the age at which reading to learn becomes essential. When provided frequent, quality reading experiences in the home, and high-quality instruction in school, nearly every child can learn to read by third grade.

Wellcore will be assisting and providing consultation on program implementation on Pathway 2: Family and Community School Design: Schools will partner with one or more agencies with an integrated focus on rigorous academics and the fostering of a positive and supportive learning environment, and a range of school-based and school-linked programs and services that lead to improved student learning, stronger families, and healthier communities. Programming will be based on community-wide needs assessments, and overseen by a community school site coordinator. Programs, services, and resources may address parent and family engagement and involvement, adult education, nutrition, medical, dental, mental health, social services, early childhood, career and technical education, workforce development, community and economic development, expanded learning opportunities, and professional development specific to the unique needs of the students and families. The school should be accessible to the community before and after school hours.

Examples of activities can include supporting parents and other adult caregivers in strengthening home literacy and to provide students with broader opportunities to read with adults; training parents and caregivers to use effective tutoring and joint book-reading strategies; offering a parent advocate and advocacy services; disseminating information and tools; deliver development and training opportunities for families; provide family outreach material in the “home” language; and build family knowledge on specific strategies to enhance school success.

MVCSD: \_\_\_\_\_

Date: \_\_\_\_\_

Wellcore: \_\_\_\_\_

Date: \_\_\_\_\_

**Attachment B**  
**School-level Baseline Data and Target-Setting Chart**

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	District Average	Baseline Data	Target for 2016-17	Target for 2017-18	Target for 2018-19	Target for 2019-20	Target for 2020-21
<b>I. Leading Indicators</b>								
a. Number of minutes in the school year	min	75600 (2015-16)	75600	76600	77600	78600	79600	80600
b. Student participation in State ELA assessment	%	95% (2014-15)	97%	98%	98%	99%	99%	100%
c. Student participation in State Math assessment	%	96% (2014-15)	98%	98%	99%	99%	100%	100%
d. Drop-out rate	%	7% (2014-15)	n/a	n/a	n/a	n/a	n/a	n/a
e. Student average daily attendance	%	91% (2014-15)	92%	93%	94%	95%	97%	99%
f. Student completion of advanced coursework	%	4% (2015-16)	n/a	n/a	n/a	n/a	n/a	n/a
g. Suspension rate	%	9% (2013-14)	13%	10%	8%	6%	4%	2%
h. Number of discipline referrals	num	12	11	9	7	5	3	1
i. Chronic absenteeism rate	%	9% (2014-15)	8%	6%	4%	3%	2%	1%
j. Teacher attendance rate	%	94% (2013-14)	93%	94%	95%	96%	97%	98%
k. Teachers rated as “effective” and “highly effective”	%	77% (2014-15)	80%	84%	88%	92%	96%	100%
l. Hours of professional development to improve teacher performance	num	30	30	32	34	36	38	40
m. Hours of professional development to improve leadership and governance	num	30	30	32	34	36	38	40
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num	15	15	17	19	21	23	25
<b>II. Academic Indicators</b>								
a. ELA performance index	PI	67 (2014-15)	41	50	60	70	80	90
b. Math performance index	PI	62 (2014-15)	30	41	52	63	75	87
c. Student scoring “proficient” or higher on ELA assessment ( <i>Gr 3-6</i> )	%	15.3% (2014-15)	5.6%	9%	15%	21%	28%	35%
d. Students scoring “proficient” or higher on Math assessment ( <i>Gr 3-6</i> )	%	17.9% (2014-15)	3.3%	9%	15%	21%	28%	35%
e. Average SAT score	score	900 (2014-15)	n/a	n/a	n/a	n/a	n/a	n/a
f. Students taking PSAT	%	13% (2015-16)	n/a	n/a	n/a	n/a	n/a	n/a
g. Students receiving Regents diploma with advanced designation	%	9% (2014-15)	n/a	n/a	n/a	n/a	n/a	n/a

f. HS Student completion of advanced coursework <i>(Based on the 2015-16 high school enrollment)</i>	%	15% (2015-16)	n/a	n/a	n/a	n/a	n/a	n/a
f. HS Students taking PSAT <i>(Based on the 2015-16 high school enrollment)</i>	%	46% (2015-16)	n/a	n/a	n/a	n/a	n/a	n/a
h. High school graduation rate	%	95% (2014-15)	n/a	n/a	n/a	n/a	n/a	n/a
i. Ninth graders being retained	%	40% (2015-16)	n/a	n/a	n/a	n/a	n/a	n/a
j. High school graduates accepted into two or four year colleges	%	77% (2014-15)	n/a	n/a	n/a	n/a	n/a	n/a

*\*Telephone calls will be conducted with LEAs to consider interim data and progress being made toward yearly targets.*

Attachment C

Evidence of Partner Effectiveness Chart

<b>Partner Organization Name and Contact Information and description of type of service provided.</b>	<b>Schools the partner has successfully supported in the last three years</b> (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.)	<b>References / Contacts</b> (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.)
Mount Vernon Neighborhood Health Center Carole Morris, Founder/Chief Executive Officer Opal Dunstan, Chief Operating Officer (914)699-7200	Edward Williams Elementary 9 Union Lane Mount Vernon, NY 10553	Principal: Ernest Gregg (914) 665-5070
WJCS – Amazing After School Program Paula Santa-Donato, LCSW, Director of Youth Services (914)-761-0600 x322	Edward Williams Elementary 9 Union Lane Mount Vernon, NY 10553	Principal: Ernest Gregg (914) 665-5070
Andrus Kerron Norman, Vice President/Chief Program Officer (914) 965-3700 X1258	Edward Williams Elementary 9 Union Lane Mount Vernon, NY 10553	Principal: Ernest Gregg (914) 665-5070

**Attachment D - (1003g) Budget Summary Chart**

<b>Agency Code</b>	<b>6</b>	<b>6</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>00</b>
<b>Agency Name</b>	<b>Mount Vernon City School District</b>										
<b>Year 1 Implementation Period (September 1, 2016 - June 30, 2017)</b>			<b>Year 2 Implementation Period (July 1, 2017 - June 30, 2018)</b>			<b>Year 3 Implementation Period (July 1, 2018 - June 30, 2019)</b>					
<b>Categories</b>	<b>Code</b>	<b>Costs</b>	<b>Categories</b>	<b>Code</b>	<b>Costs</b>	<b>Categories</b>	<b>Code</b>	<b>Costs</b>			
Professional Salaries	15	\$146,065	Professional Salaries	15	\$146,065	Professional Salaries	15	\$146,065			
Support Staff Salaries	16		Support Staff Salaries	16		Support Staff Salaries	16				
Purchased Services	40	\$269,000	Purchased Services	40	\$269,000	Purchased Services	40	\$269,000			
Supplies and Materials	45		Supplies and Materials	45		Supplies and Materials	45				
Travel Expenses	46		Travel Expenses	46		Travel Expenses	46				
Employee Benefits	80	\$76,751	Employee Benefits	80	\$76,751	Employee Benefits	80	\$76,751			
Indirect Cost (IC)	90	\$8,184	Indirect Cost (IC)	90	\$8,184	Indirect Cost (IC)	90	\$8,184			
BOCES Service	49		BOCES Service	49		BOCES Service	49				
Minor Remodeling	30		Minor Remodeling	30		Minor Remodeling	30				
Equipment	20		Equipment	20		Equipment	20				
<b>Total</b>		\$500,000	<b>Total</b>		\$500,000	<b>Total</b>		\$500,000			

<b>Year 4 Implementation Period (July 1, 2019 - June 30, 2020)</b>			<b>Year 5 Implementation Period (July 1, 2020 - June 30, 2021)</b>			<b>TOTAL Project Period (September 1, 2016 - June 30, 2021)</b>					
<b>Categories</b>	<b>Code</b>	<b>Costs</b>	<b>Categories</b>	<b>Code</b>	<b>Costs</b>	<b>Categories</b>	<b>Code</b>	<b>Costs</b>			
Professional Salaries	15	\$146,065	Professional Salaries	15	\$146,065	Professional Salaries	15	\$730,325			
Support Staff Salaries	16		Support Staff Salaries	16		Support Staff Salaries	16				
Purchased Services	40	\$269,000	Purchased Services	40	\$269,000	Purchased Services	40	\$1,345,000			
Supplies and Materials	45		Supplies and Materials	45		Supplies and Materials	45				
Travel Expenses	46		Travel Expenses	46		Travel Expenses	46				
Employee Benefits	80	\$76,751	Employee Benefits	80	\$76,751	Employee Benefits	80	\$383,755			
Indirect Cost (IC)	90	\$8,184	Indirect Cost (IC)	90	\$8,184	Indirect Cost (IC)	90	\$40,920			
BOCES Service	49		BOCES Service	49		BOCES Service	49				
Minor Remodeling	30		Minor Remodeling	30		Minor Remodeling	30				
Equipment	20		Equipment	20		Equipment	20				
<b>Total</b>		\$500,000	<b>Total</b>		\$500,000	<b>Total</b>		\$2,500,000			

### **III. School Improvement Grant Budget**

#### **B. Budget Narratives**

A **Math Coach** is requested for SIG program activities. This is a 1.0 FTE position.

**Thirty Seven teachers** are requested to provide instructional activities that include enrichment and reinforcement activities: ELA, math, and arts and crafts (integrated with ELA and math). Time is also allotted for Professional Development activities.

**Wellcore consultants** are to provide building the expertise, coaching capability, and capacity of principal and assistant principal to be instructional leaders who positively impact student learning through their support of implementation and research-based literacy and math strategies. They plan to increase student achievement and eliminate achievement gaps by increasing administrative and teaching capacity to strengthen instruction, to improve teacher use of formative and summative assessment data to change instruction, to deepen implementation of the Engage New York ELA and Math modules and to support RtI.

**REACH, LLC consultants** will provide the development of leadership skills through school and teacher leader coaching and focused school walks.

**Grimes ES principal and assistant principal** will attend and participate in the annual conference sponsored by the National Association of Elementary School Principals (NAESP) to network and to further their professional development. \$3,950 is requested for this budget item.

**Employee benefits** as required by Labor Union/MVCSD contracts, NYS agreement, and federal and state laws.

#### **Other Funding Sources:**

For the year 2016-2017 the enrollment at Edward Williams ES is 347 students.  
From the District's General Fund \$ 11,076 per student will be allocated;  
Funds from Title I: \$290 per student will be allocated;  
and from School Improvement funds, \$148 per student will be allocated for a total of \$11,514 per student in the Mt. Vernon City School District, Mt. Vernon, NY

## M/WBE Documents

### M/WBE Goal Calculation Worksheet

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

**RFP # and Title:** RFP# GC16-015 / 1003(g) School Improvement Grant (SIG)

**Applicant Name:** Mount Vernon City School District

The M/WBE participation for this grant is 30% 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.	<b>Total Budget</b>		<b><u>\$500,000</u></b>
2.	<b>Professional Salaries</b>	<b><u>\$146,065</u></b>	
3.	<b>Support Staff Salaries</b>		
4.	<b>Fringe Benefits</b>	<b><u>\$76,751</u></b>	
5.	<b>Indirect Costs</b>	<b><u>\$8,184</u></b>	
6.	<b>Rent/Lease/Utilities*</b>		
7.	<b>Sum of lines 2, 3, 4, 5, and 6</b>		<b><u>\$231,000</u></b>
8.	<b>Line 1 minus Line 7</b>		<b><u>\$269,000</u></b>
9.	<b>M/WBE Goal percentage (30%)</b>		<b>0.30</b>
10.	<b>Line 8 multiplied by Line 9 =M/WBE goal amount</b>		<b><u>\$80,700</u></b>

\*If not included in #5

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

**NAME OF GRANT PROGRAM:** Local Education Agency (LEA) 1003(g) School Improvement Grant

**NAME OF APPLICANT** Mount Vernon 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.  Dr. Kenneth R. Hamilton
Typed or Printed Name of Authorized Representative of the Firm  Superintendent of Schools
Typed or Printed Title/Position of Authorized Representative of the Firm  July 14, 2016
Signature/Date



**New York State Education Department:**  
**M/WBE UTILIZATION PLAN** Local Education Agency (LEA) 1003(g) School Improvement Grant Application  
 Under 1003(g) of the Elementary and Secondary Education Act of 1965

**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 Mount Vernon City School District Telephone/Email: \_\_\_\_/\_\_\_\_ (914)665-5000  
 Address 165 N Columbus Avenue Federal ID No.: 660900010000  
 City, State, Zip Mount Vernon, NY 10553 RFP No.: \_\_\_\_\_

Certified M/WBE	Classification (check all applicable)	Description of Work (Subcontracts/Supplies/Services)	Annual Dollar Value of Subcontracts/Supplies/Services
NAME <u>Wellcore</u> ADDRESS <u>6 Ravenswood Road</u> CITY, ST, ZIP <u>West Nyack, NY 10994</u> PHONE/E-MAIL <u>smaher@wellcore.org</u> FEDERAL ID No. <u>47-1791038</u>	NYS ESD Certified  MBE <u>_____</u>  WBE <u><input checked="" type="checkbox"/></u>	Wellcore will provide project oversight and coordination of services.  Application Number: 1752250	<b><u>\$200,000</u></b>
NAME _____ ADDRESS _____ CITY, ST, ZIP _____ PHONE/E-MAIL _____ FEDERAL ID No. _____	NYS ESD Certified  MBE <u>_____</u>  WBE <u>_____</u>		\$ _____

PREPARED BY (Signature) *Susan Maher* DATE 07/13/2016

**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: Susan Maher  
 (print or type)  
 TELEPHONE/E-MAIL 914-906-6852 smaher@wellcore.org  
 DATE 07/13/2016

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

**M/WBE SUBCONTRACTORS AND SUPPLIERS**

**NOTICE OF INTENT TO PARTICIPATE** Education Agency (LEA) 1003(g) School Improvement Grant Application

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: \_\_\_\_\_ Federal ID No.: \_\_\_\_\_  
 Address: \_\_\_\_\_ Phone No. \_\_\_\_\_  
 City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_ E-mail: \_\_\_\_\_  
 Signature of Authorized Representative of Bidder/Applicant's Firm \_\_\_\_\_ Print or Type Name and Title of Authorized Representative of Bidder/Applicant's Firm \_\_\_\_\_  
 Date: \_\_\_\_\_

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

Name of M/WBE: Wellcore Consulting Federal ID No.: 47-1791038  
 Address: 6 Ravenswood Road Phone No.: 914-906-6852  
 City, State, Zip Code West Nyack, NY 10994 E-mail: smaher@wellcore.org

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

Wellcore will provide project oversight and coordination of services

**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 \$200,000.00

07/13/2016  
 Date

  
 Signature of Authorized Representative of M/WBE Firm  
Susan Maher 914-906-6852 smaher@wellcore.o  
 Printed or Typed Name and Title of Authorized Representative

## EQUAL EMPLOYMENT OPPORTUNITY - STAFFING PLAN (Instructions on Page

Applicant Name: Mount Vernon City School District  
 Address: 165 N Columbus Avenue  
 City, State, ZIP: Mount Vernon, NY 10553

Telephone: (914)665-5000  
 Federal ID No.: 660900010000  
 Project No: \_\_\_\_\_

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										
		Male													
		Male	Female	White	African-American or Black	Native Hawaiian or Other Pacific Islander	Asian	American Indian or Alaska Native	Two or More Races	Disabled	Veteran	White	African-American	Native Hawaiian or Other Pacific	
Executive/Senior Level Officials and Managers													2		
First/Mid-Level Officials and Managers															
Professionals															
Technicians															
Sales Workers															
Administrative Support Workers															
Craft Workers															
Operatives															
Laborers and Helpers															
Service Workers															
<b>TOTAL</b>													2		

NAME AND TITLE OF PREPARER: Susan Maher

TELEPHONE/EMAIL: \_914-906-6

PREPARED BY (Signature): *Susan Maher*

DATE: 07/13/2016

**BUDGET SUMMARY**

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$140,065
Support Staff Salaries	16	
Purchased Services	40	\$250,000
Supplies and Materials	45	
Travel Expenses	46	
Employee Benefits	80	\$76,751
Incidental Cost	90	\$2,184
Boces Services	19	
Minor Remodeling	30	
Equipment	20	
Grand Total		\$500,000

Agency Code:

Project #:

Contract #:

Agency Name:

**FOR DEPARTMENT USE ONLY**

Funding Dates: \_\_\_\_\_ From \_\_\_\_\_ To \_\_\_\_\_

Program Approval: \_\_\_\_\_ Date: \_\_\_\_\_

Fiscal Year	First Payment	Line #
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Voucher # \_\_\_\_\_ First Payment \_\_\_\_\_

**CHIEF ADMINISTRATOR'S CERTIFICATION**  
*I hereby certify that the requested budget amounts are necessary for the implementation of this project and that this agency is in compliance with applicable Federal and State laws and regulations.*

7.11.11 Kenneth R. Hamilton  
 Date Signature

Dr. Kenneth R. Hamilton, Superintendent of Schools  
 Name and Title of Chief Administrative Officer

Finance: Logged \_\_\_\_\_ Approved \_\_\_\_\_ MIR \_\_\_\_\_