



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:
HEMPSTEAD UNION FREE SCHOOL DISTRICT			280201030000
Lead Contact (First Name, Last Name)			
DR NICHELLE L RIVERS			
Title	Telephone	Fax Number	E-mail Address
EXECUTIVE DIRECTOR OF FUNDED PROGRAMS	(516) 500-9952	(516) 500-9949	NRIVERS@HEMPSTEADSCHOOLS.ORG
Legal School Name for the Priority School Identified in this Application			School Beds Code
ALVERTA B GRAY SCHULTZ MIDDLE SCHOOL			280201030010
Grade Levels Served by the Priority School Identified in this Application			School NCES #
6-8			
Total Number of Students Served by the Priority School Identified in this Application			School Address (Street, City, Zip Code)
1345			70 GREENWICH STREET HEMPSTEAD, NY 11550
School Model Proposed to be Implemented in the Priority School Identified in this Application			
Turnaround <input type="checkbox"/>	Restart <input type="checkbox"/>	Transformation <input checked="" type="checkbox"/>	Closure <input type="checkbox"/>

Certification and Approval

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

CHIEF ADMINISTRATIVE OFFICER	
Signature (in blue ink)	Date
	June 6, 2013
Type or print the name and title of the Chief Administrative Officer	
MS. SUSAN JOHNSON, SUPERINTENDENT OF SCHOOLS	
DO NOT WRITE IN THIS SPACE	

RECEIVED
JUN 7 2013
CONTRACT ADMINISTRATION
NR

SUBMISSION CHECKLIST - Turnaround, Restart, and Transformation Models

Documents for Submission	Checked – applicant	Checked – SED
Application Cover Sheet <i>(with original signatures in <u>blue ink</u>)</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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attachment B School-level Baseline Data and Target Setting Chart	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attachment C Evidence of Partner Effectiveness Chart	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attachment D Budget Summary Chart	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FS-10 Form for the Year One Implementation Period. FS-10 available here: http://www.oms.nysed.gov/cafe/forms/	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Budget Narrative	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Memorandum of Understanding <i>(only if proposing a Restart model)</i>	<input type="checkbox"/>	<input type="checkbox"/>
<p>SED Comments: Has the applicant submitted all of the documents listed above? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Reviewer: _____ Date: _____</p>		

PROPOSAL NARRATIVE –*Turnaround, Restart, and Transformation* 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, and Transformation* 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:

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

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 may 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, will be posted on the NYSED website and shared with stakeholders upon request.

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

A. District Overview

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

- i. Describe the district motivation/intention as well as the theories of action guiding key district strategies to support its lowest achieving schools and ensuring that all students graduate high school ready for college and careers.
- ii. Provide a clear and cogent district approach and set of actions in supporting the turnaround of its lowest achieving schools and its desired impact on Priority Schools.
- iii. Describe the evidence of district readiness to build upon its current strengths and identify opportunities for system-wide improvement in its Priority Schools.

B. Operational Autonomies

The LEA must provide operational autonomies for Priority Schools in exchange for greater accountability for performance results in the following areas: 1) staffing; 2) school-based budgeting; 3) use of time during and after school; 4) program selection; and 5) educational partner selection. In addition to providing quality responses to each element requested in this section of the Project Narrative, the Priority School must have school-level autonomy in at least two of these areas for an acceptable rating in this category. Applications that provide quality responses and that are granted anywhere from 3 to 5 of these autonomies will receive a rating of exemplary for this category. The LEA must respond to each of the following:

- i. Describe the operational autonomies the LEA has created for the Priority School in this application. Articulate how these autonomies are different and unique from those of the other schools within the district and what accountability measures the district has put in place in exchange for these autonomies.
- ii. Provide as evidence formally adopted Board of Education policies and/or procedures for providing the school the appropriate autonomy, operating flexibility, resources, and support to reduce barriers and overly burdensome compliance requirements.
- iii. Submit as additional evidence, supporting labor-management documentation such as formally executed thin-contracts or election-to-work agreements, or school-based options, that state the conditions for work that match the design needs of Priority School.

C. District Accountability and Support

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

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

D. Teacher and Leader Pipeline

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

- i. Identify and describe recruitment goals and strategies for high poverty and high minority schools to ensure that students in those schools have equal access to high-quality leaders and teachers.
- ii. Describe the district processes for altering hiring procedures and budget timelines to ensure that the appropriate number and types of teachers and principals can be recruited and hired in time to bring schools through dramatic change.
- iii. Identify and describe any district-wide training programs designed to build the capacity of leaders to be successful in leading dramatic change in low-achieving schools. In addition, describe how these programs are aligned to the specific implementation of the model chosen (Turnaround, Restart, or Transformation). Provide a history of these or similarly purposed programs in the district, how they are or have been funded, and identify whether the school principals chosen to lead the new school designs proposed in this application have emerged as a direct result of these programs. Please identify the goals in terms of quantity and quality of effective leader development.*
- iv. Identify and describe any district-wide training programs designed to build the capacity of teachers to be effective specifically in low-achieving schools. Provide a history of these programs in the district, how they are or have been funded, and identify whether the instructional staff chosen for the new school designs proposed in this application have emerged as a direct result of these programs. If the programs are newly proposed, please identify the goals in terms of quantity and quality of effective teacher development.*
- v. Identify in chart form, the district-offered training events for items “iii & iv” above, scheduled during the year-one implementation period (September 1, 2013 to August 31, 2014). For each planned event, identify the specific agent/organization responsible for delivery, the desired measurable outcomes, and the method by which outcomes will be analyzed and reported. Provide a rationale for each planned event and why it will be critical to the successful implementation of the SIG plan.

*The district-wide training and professional development programs to be identified in this section are those that are offered by the district to a group or cluster of like schools (Turnaround, Restart, Transformation) and/or to cohorts of teachers and leaders who will serve in them (e.g., training for turnaround leaders; training for teachers who need to accelerate learning in Priority Schools where students are several levels below proficiency; training for school climate and culture in Priority Schools, etc.). School-specific and embedded training and professional-development should be detailed in Section II. I.

E. External Partner Recruitment, Screening, and Matching

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

- i. Describe the rigorous process and formal LEA mechanisms for identifying, screening, selecting, matching, and evaluating external partner organizations that are providing support to this Priority school.
- ii. Describe the LEA processes for procurement and budget timelines (or any modifications to standard processes) that will ensure this Priority School will have access to effective external partner support prior to or directly at the start of the year-one implementation period.
- iii. Describe the role of the district and the role of the school principal in terms of identifying, screening, selecting, matching, and evaluating partner organizations supporting this school. Describe the level of choice that the school principal has in terms of the educational partners available and how those options are accessible in a timeline that matches the preparation and start-up of the new school year.

F. Enrollment and Retention Policies, Practices, and Strategies

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

- i. Identify and describe similarities and differences in the school enrollment of SWDs, ELLs, and students performing below proficiency in this Priority School as compared with other schools within the district. Discuss the reasons why these similarities and differences exist.
- ii. Describe the district policies and practices that help to ensure SWDs, ELLs, and students performing below proficiency have increasing access to diverse and high quality school programs across the district.

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

G. District-level Labor and Management Consultation and Collaboration

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

- i. Describe in detail the steps that have occurred to consult and collaborate in the development of the district and school-level implementation plans.
- ii. Complete the Consultation and Collaboration Form and submit with this application (Attachment A).

II. School-level Plan – Turnaround, Restart, Transformation

A. School Overview

The LEA/school must demonstrate a clear and organized synopsis of the major quality design elements of the school. In addition, the executive summary should be suitable in substance and grammar for sharing with the general public, including essential stakeholders such as families, students, and school-level educators. This executive summary may also be used by NYSED to share school plans with stakeholders statewide, other LEAs, and will be posted to the NYSED website. The school overview must address each of the following elements:

- i. Provide and describe the clear vision, mission, and identify one to three goals of the proposed model, to be achieved at the end of three years of implementation of this plan. (Specific goals/targets for student achievement should be identified in Attachment B).
- ii. Explain how the school plans to achieve its vision, mission, and goals by identifying and describing its research-based key design elements, core strategies, and key partnership organizations to assist in the plan implementation.

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

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

- i. Complete the School-level Baseline Data and Target-Setting Chart (Attachment B).
- ii. Use statistics and descriptive language, to describe the population of students the school serves, and the unique needs of sub-groups (e.g.: students with disabilities, English language learners, students from households that are eligible for free or reduced lunch, first-generation college-goers, and/or students traditionally underrepresented in college).
- iii. Describe the systematic in-depth diagnostic school review of the school conducted by the district, a Joint Intervention Team (JIT), Integrated Intervention Team (ITT), or related outside education experts to determine its existing capacity, strengths, and needs.
- iv. Describe the results of this systematic school review, including the existing capacity, strengths, and needs to dramatically improve student achievement.
- v. Discuss how the LEA/school will prioritize these identified needs in the implementation of the SIG plan.

C. School Model and Rationale

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

- i. Describe the rationale for the selected model (Turnaround, Transformation, or Restart), the research-based key design elements and other unique characteristics of the new school design. The rationale should reference the identified needs,

student population, core challenges, and school capacity and strengths discussed above.

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

D. School Leadership

The LEA/school must have the mechanisms in place to replace the existing principal and select/assign a new school principal and supporting leaders that possess the strengths and capacity to drive the successful implementation of the SIG Plan. (While the replacement of the principal is not a requirement of Restart, the LEA and EPO should have the mechanism to replace the existing principal if through a screening process by the LEA / EPO, principal replacement is determined to be the best approach to ensuring school and student success.) Whether the principal is being replaced or not, the LEA must make the case by providing a clear rationale and supporting evidence that the principal identified is likely to be successful in effectively implementing the SIG plan. The selection and identification of the school principal and supporting school leadership must contain the following elements:

- i. Identify and describe the specific characteristics and core competencies of the school principal that are necessary to meet the needs of the school and produce dramatic gains in student achievement.
- ii. Identify the specific school principal by name and include in this narrative a short biography, an explanation of the leadership pipeline from which she/he came, as well as the rationale for the selection in this particular school. In addition, provide an up-to-date resume and track record of success in leading the improvement of low-performing schools
- iii. Provide the specific job description and duties, aligned to the needs of the school, for the following supporting leadership positions; 1) assistant principal/s who will serve in the building; 2) School Implementation Manager (SIM), if the school is utilizing one..
- iv. Describe and discuss the current supporting leadership profile of the school in terms of quality, effectiveness, and appropriateness to the model proposed and needs of the students. Identify specific individuals who will remain in supporting leadership positions from the previous administration and discuss the strategies employed by the new school principal and the LEA/school to ensure buy-in and support from the entire leadership team. Identify any barriers or obstacles to obtaining leadership buy-in or support as well as strategies for overcoming them.

E. Instructional Staff

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

- i. Describe and discuss the current school-specific staffing picture in terms of quality, effectiveness, and appropriateness for the needs of students in this school. In addition, describe the specific quantitative and qualitative change that is needed in this school's staffing between the time of application and the start-up of model implementation.
- ii. For each key instructional staff to be employed at the start of model implementation identify and describe the characteristics and core competencies necessary to meet the needs of its students.
- iii. Describe the process and action steps by which existing instructional staff will be informed of the new model being implemented.
- iv. Describe the process and identify the formal LEA/school mechanisms that enable all instructional staff to be screened, selected, retained, transferred, and/or recruited. Identify any barriers or obstacles to assigning the appropriate staff as required by the model and new school design, as well as strategies for overcoming them.

*This standard and the actions that accompany it are required regardless of the model chosen. If the Turnaround model is chosen for the Priority School in this application, responses to this section should be planned/proposed in the context of the requirements for that model, retaining no more than 50% of existing instructional staff. A new school staff meeting the Turnaround requirement must be in place prior to September 1, 2013. If Turnaround staffing requirements are not met by September 1, 2013 SIG funding will be immediately suspended and the LEA will be at risk of having the grant terminated.

F. Partnerships

The LEA/school must be able to establish effective partnerships for areas where the LEA/school lacks specific capacity on their own to deliver. The external partnership/s may vary in terms of role and relationship to the governance of the school. For example

the type and nature of educational partner may range from a community-based organization providing wrap-around services with no formal governance functions to an Education Partner Organization (EPO) that has a direct role in governing the school. In either case, the partnerships articulated in this section should be those that are critical to the successful implementation of the school. LEA/schools are encouraged to have a few targeted and purposeful partnerships with a shared goal of college and career readiness, rather than a large variety of disconnected partner groups/services with multiple goals. For partnerships selected to support the implementation of the SIG/SURR plan, the LEA/school must provide a response to each of the following elements:

- i. Identify by name, the partner organizations that will be utilized to provide services critical to the implementation of the new school design. Additionally, provide the rationale for the selection of each. Explain specifically, the role they will play in the implementation of the new school design.*
- ii. Complete the Evidence of Partner Effectiveness Chart (Attachment C). This evidence should be able to be validated by an external source that each partner organization selected has a proven track-record of success in implementing school turnaround strategies that result in measured and timely successes with respect to the school's needs.
- iii. For any key external partner funded through this plan, provide a clear and concise description of how the LEA/school will hold the partner accountable for its performance.

*If the model chosen for this school is an EPO-Restart, the LEA must provide a Memorandum of Understanding, signed by both parties, which identifies joint-agreement and the scope of services of the EPO and the broad achievement outcomes for the school. The LEA/school must be able to establish effective partnerships to address areas where the school lacks the capacity to improve. The external partnership/s may vary in terms of role and relationship to the governance of the school. If the model chosen for this school is a Restart, the LEA must provide a Memorandum of Understanding, signed by both parties, which identifies joint-agreement and the scope of services of the EPO and the broad achievement outcomes for the school. The fully executed EPO-district contract, signed by both parties, in full accordance with Education Law 211-e must be received by NYSED no later than August 15, 2013. If the fully executed EPO-district contract is not in full accordance with Education Law 211-e, submitted and in place by the date identified, the LEA will be at risk of having the grant terminated.

G. Organizational Plan

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

- i. Submit an organizational chart (or charts) identifying the management and team structures, and lines of reporting. (If a Restart model is being proposed, be sure to include the specific role of the EPO in governance and decision making that is compliant with education law).
- ii. Describe how the structures function in day-to-day operations (e.g., the type, nature, and frequency of interaction, data-sources used to drive discussion and decision making, manner in which the results of interactions are communicated and acted upon, etc.).
- iii. Describe in detail, the plan for implementing the annual professional performance review (APPR) of all instructional staff within the school. Include in this plan an identification of who will be responsible for scheduling, conducting, and reporting the results of pre-observation conferences, classroom observations, and post-observation conferences.
- iv. Provide a full calendar schedule of the events listed in "iii" for the 2013-2014 school year that reaches all instructional personnel who will staff the building.

H. Educational Plan

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

- i. Curriculum. Describe the curriculum to be used with the model, including the process to be used to ensure that the curriculum aligns with the New York State Learning Standards, inclusive of the Common Core State Standards and the New York State Testing Program (see: <http://engageny.org/common-core-curriculum-assessments>).
- ii. Instruction. Describe the instructional strategies to be used in core courses and common-branch subjects in the context of the 6 instructional shifts for Mathematics and 6 instructional shifts for ELA. Provide details of how the events of instruction in additional required and elective courses will be arranged to reflect all of these instructional shifts. Describe a plan to accelerate learning in academic subjects by making meaningful improvements to the quality and quantity of instruction (Connect with iii below.).
- iii. Use of Time. Present the daily proposed school calendar showing the number of days the school will be in session and

sample daily class schedule showing daily hours of operation and allocation of time for core instruction, supplemental instruction, and increased learning time activities. Describe a logical and meaningful set of strategies for the use of instructional time that leads to a pedagogically sound restructuring of the daily/weekly/monthly schedule **to increase learning time by extending the school day and/or year**. The structure for learning time described here should be aligned with the Board of Regents standards for Expanded Learning Time, as outlined here:

<http://www.regents.nysed.gov/meetings/2012Meetings/April2012/412bra5.pdf>

- iv. **Data-Driven Instruction/Inquiry (DDI)**. Describe the school's functional cycle of Data-Driven Instruction/Inquiry (DDI). Present the schedule for administering common interim assessments in ELA and Math. Describe procedures, and schedule of space and time (e.g., through common planning time, teacher-administrator one-on-one meetings, group professional development, etc.) provided to the teachers for the examination of interim assessment data and test-in-hand analysis. Describe the types of supports and resources that will be provided to teachers, as the result of analysis. (See <http://engageny.org/data-driven-instruction> for more information on DDI).
- v. **Student Support**. Describe the school-wide framework for providing academic, social-emotional, and student support to the whole school population. List the major systems for the identification of students at-risk for academic failure, disengagement/drop-out, and health issues and then present the key interventions chosen to support them. Describe the school's operational structures and how they function to ensure that these systems of support operate in a timely and effective manner. Student support programs described here should be aligned with Part 100.2 Regulations on implementing Academic Intervention Services, accessible at <http://www.p12.nysed.gov/part100/pages/1002.html#ee>.
- vi. **School Climate and Discipline**. Describe the strategies the model will employ to develop and sustain a safe and orderly school climate. Explain the school's approach to student behavior management and discipline for both the general student population and those students with special needs.
- vii. **Parent and Community Engagement**. Describe the formal mechanisms and informal strategies for how the school will encourage parent/family involvement and communication to support student learning, and how it will gauge parent and community satisfaction. Programs and initiatives described should be aligned with the Title I requirements for parental involvement, as well as Part 100.11 regulations outlining requirements for shared decision-making in school-based planning; accessible at <http://www.p12.nysed.gov/part100/pages/10011.html>.

I. Training, Support, and Professional Development

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

- i. Describe the process by which the school leadership/staff were involved in the development of this plan.
- ii. **Implementation Period**. Identify in chart form, the planned training, support, and professional development events scheduled during the **year one implementation period (September 1, 2013, to August 31, 2014)**. For each planned event, identify the specific agent/organization responsible for delivery, the desired measurable outcomes, and the method by which outcomes will be analyzed and reported. Provide in the project narrative, a rationale for each planned event and why it will be critical to the successful implementation of the SIG plan.
- iii. Describe the schedule and plan for regularly evaluating the effects of training, support, and professional development, including any subsequent modifications to the plan as the result of evaluation, tying in any modification processes that may be the result of professional teacher observations and/or the results of common student interim assessment data.

The training, support, and professional development plan to be described in this section should be job-embedded, school-specific, and linked to student instructional and support data, as well as teacher observation and interim benchmark data. For the purposes of this grant, job-embedded professional development is defined as professional learning that occurs at a school as educators engage in their daily work activities. It is closely connected to what teachers are asked to do in the classroom so that the skills and knowledge gained from such learning can be immediately transferred to classroom instructional practices. Job-embedded training, support, and professional development can take many forms; including but not limited to classroom coaching, structured common planning time, meeting with mentors, consultation with external partners or outside experts, observations of classroom practice.

J. Communication and Stakeholder Involvement/Engagement

The LEA/school must fully and transparently consult and collaborate with key education stakeholders about the school's Priority

status and on the implementation of the SIG plan. The plan for consultation and collaboration provided by the LEA/school must contain the following elements:

- i. Describe in detail, the methods, times, and places that will be used for regularly and systematically updating parents, families, the community and other stakeholders on the implementation of the SIG plan.

K. Project Plan and Timeline

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

- i. Identify and describe the goals and key strategies for year-one implementation period (September 1, 2013, to August 31, 2014).
- ii. Identify the “early wins” that will serve as early indicators of a successful SIG plan implementation and foster increased buy-in and support for the plan.
- iii. Identify the leading indicators of success that will be examined on no less than a quarterly basis. Describe how these data indicators will be collected, how and who will analyze them, and how and to whom they will be reported.
- iv. Identify the goals and key strategies for year-two and year-three of implementation.

III. SIG Budget

A. Budget Narrative and Budget Forms

The LEA/school must provide appropriate and complete required budget items identified below:

- i. A FS-10 for the year-one implementation period (September 1, 2013, to August 31, 2014).
- ii. A complete Budget Summary Chart for the entire project period (three years of implementation) (Attachment D).
- iii. A Budget Narrative that identifies and explains all proposed costs for district and school-level activities for the entire project period (three years of implementation). **In addition, applicants should identify all other sources of income that will support and sustain the whole-school change described in this application.** Organize costs in the Budget Narrative by the major project activity they serve, based on each category of the proposal narrative, for the entire grant term. For each major activity, identify the line item costs associated and provide an explanation/justification for the cost that closely connects to the project activity, goals, and outcomes identified. For each major activity, describe the LEAs strategies for sustaining these actions or for how/why the district/school practice that will result from the activity can be sustained past the whole project period of the grant. Clearly describe and justify any specific district-level administration and support expenses to be funded by SIG at no more than 10% of the total SIG funding request.

The budget items must be clear and obvious about how the proposed activities are **directly** impacting the school-level implementation of the SIG plan proposed in this application. The proposed expenditures must be reasonable and necessary to support the proposal’s initiatives and goals. They must also be supplemental to and must not supplant core activities to be provided through other funding sources.

SUBMISSION CHECKLIST - Closure Models

Documents for Submission	Checked – applicant	Checked – SED
Application Cover Sheet <i>(with original signatures in blue ink)</i>	<input type="checkbox"/>	<input type="checkbox"/>
Proposal Narrative	<input type="checkbox"/>	<input type="checkbox"/>
Attachment A Consultation and Collaboration Form	<input type="checkbox"/>	<input type="checkbox"/>
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FS-10 Form for the Year One Implementation Period. FS-10 available here: http://www.oms.nysed.gov/cafe/forms/	<input type="checkbox"/>	<input type="checkbox"/>
Budget Narrative	<input type="checkbox"/>	<input type="checkbox"/>
<p>SED Comments: Has the applicant submitted all of the documents listed above? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Reviewer: _____ Date: _____</p>		

PROPOSAL NARRATIVE - *Closure Model*

Applicants seeking to implement Turnaround, Restart, or Transformation models should not respond to this proposal narrative. This proposal narrative applies specifically to *Closure* model applications, and contains one section only. The project narrative is further broken down into the following categories with the accompanying point values:

Closure Plan (100 points)	Points
A. District Organizational Capacity	10
B. Assessing the Needs of the School	10
C. School Overview, Model Selection, and Rationale	10
D. Communication, Collaboration, and Stakeholder Involvement/Engagement	10
E. School Choice Options and Student Transfers	20
F. Project Plan Narrative/Timeline	20
G. Budget Narrative and Forms	20
Total points for <i>Closure Plan</i>	100

The proposal narrative should not exceed 20 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 may 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, will be posted on the NYSED website and shared with stakeholders upon request.

SIG Plan - Closure
A. District Organizational Capacity
The LEA must have the organizational structures and functions in place at the district-level to provide high quality oversight over the closure process and support for the schools that will accept transferring students from the closing school. The LEA organizational capacity response must contain each of the following elements: <ul style="list-style-type: none"> i. Identify specific senior leadership that will direct and coordinate school closure of the Priority School identified in this application and submit an organizational chart (or charts) identifying the management/support structures at the district-level that are responsible for providing oversight <u>and</u> support to these schools. ii. Describe in detail how the structures identified in "i" of this section function in a coordinated manner, to provide effective implementation of the Closure process.
B. Assessing the Needs of the School
The LEA must demonstrate a critical and honest assessment of structural/systems gaps and needs, as well as student achievement needs, specific to the Priority School identified for Closure in this application. The identified needs should be the result of a systemic analysis process that is both valid and reliable. The assessment of needs section must address each of the following

elements:

- i. Use statistics and descriptive language, to describe the population of students the school serves, and the unique needs of sub-group (e.g., students with disabilities, English language learners, students from households that are eligible for free or reduced lunch, first-generation college-goers, and/or students traditionally underrepresented in college).
- ii. Describe the systematic in-depth diagnostic school review of the school conducted by the district, a Joint Intervention Team (JIT), Integrated Intervention Team (ITT), or related outside education experts to determine its existing capacity, strengths, and needs.
- iii. Describe the results of this systematic school review, including the existing capacity, strengths, and needs to dramatically improve student achievement.

C. School Overview, Model Selection, and Rationale

The LEA must propose and present the selection of a Closure model as a plausible and best-case solution to the challenges and needs identified in the previous section, as well as the appropriate fit for this particular school and community. The rationale for the Closure model and plan must contain information-rich descriptions of the following elements:

- i. Describe the rationale for the selected Closure model. The rationale should reference the identified needs, student population, core challenges, and school capacity and strengths discussed above.

D. Communication, Collaboration and Stakeholder Involvement/Engagement

The LEA must fully and transparently consult and collaborate with recognized district and local leaders of the LEAs labor unions, parent organizations, and the local school community on the development and implementation of the plan to close the Priority School identified in this application. The evidence of consultation and collaboration provided by the LEA/school must contain each of the following elements:

- i. Describe in detail, the steps that have occurred to consult and collaborate in the development of the rationale for Closure with the following three groups of stakeholders: 1) LEA and school's collective bargaining unit leaders, 2) parents, and 3) community members.
- ii. Any consultation and collaboration correspondence must be documented using the Consultation and Collaboration Form found in this application (Attachment A).

E. School Choice Options and Student Transfers

The LEA must have the mechanisms to transfer students from the closing Priority School and clear options for enrolling them in higher achieving schools within one year or less. The evidence presented for school choice options and student transfers must contain each of the following elements:

- i. Identify the higher achieving school options that will be made available to students from the closing Priority School. Provide a summary of academic data and other supporting information to demonstrate that these options are higher achieving and accessible to students from the closing school.
- ii. Describe the formal mechanisms and procedures by which the LEA will allow families and students to choose from among multiple higher-achieving schools, at least one of which is located within reasonable proximity to the closed school.

F. Project Plan Narrative/Timeline

The LEA must provide a detailed and specific, measurable, realistic, and time-phased set of actions and outcomes that reasonably lead to the effective closure of the school and the transfer of its students into the higher achieving school options identified in the proposal narrative. The Project Plan Narrative/Timeline should be comprehensive and suitable for publication. The Project Plan Narrative/Timeline must contain each of the following elements:

- i. Describe the goals and key strategies for the year-one implementation period (September 1, 2013, to August 31, 2014) for the school's Closure.
- ii. Identify the specific, measurable, and time-phased actions/outcomes on the part of the district, school leadership, external partners, and teaching, and/or support personnel that are aligned to the key strategies for implementation work.

Include action steps and strategies for: downsizing teachers and other staff within the closing school; effectively transferring students to higher achieving options; and providing support to higher performing schools who will receive students transferring from the closing school.

- iii. For each specific action/outcomes, identify the specific person or group that will be accountable for its completion.

G. Budget Narrative and Forms

The LEA/school must provide appropriate and complete required budget items identified below:

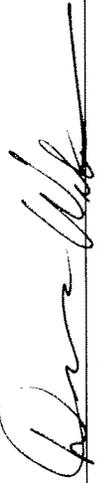
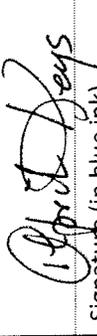
- i. A FS-10 for the year-one implementation period (September 1, 2013, to August 31, 2014).
- ii. A Budget Narrative that identifies and explains all proposed costs for district and school-level activities for the entire project period (one year of implementation). Organize costs in the Budget Narrative by the major project activity they serve, based on each category of the project narrative, for the entire grant term. For each major activity, identify the line item costs associated and provide an explanation/justification for the cost that closely connects to the project activity, goals, and outcomes identified. For each major activity, describe the LEAs strategies for sustaining these actions or for how/why the district/school practice that will results from the activity can be sustained past the grant. Clearly describe and justify any specific district-level administration and support expenses to be funded by SIG at no more than 10% of the total SIG funding request.

The budget items must be clear and obvious about how the proposed activities are directly impacting the school-level implementation of the SIG plan proposed in this application. The proposed expenditures must be reasonable and necessary to support the proposal's initiatives and goals. They must also be supplemental to and must not supplant core activities currently provided or to be provided through other funding sources.

Attachment A
Consultation and Collaboration Documentation Form

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

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

<p>Principals Union President / Lead</p> <p>Signature (in blue ink) </p> <p>Type or print name Djuanna Wilson</p> <p>MRS. DJUANNA WILSON</p>	<p>Date 6/6/13</p> <p>Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.</p>
<p>Teachers Union President / Lead</p> <p>Signature (in blue ink)</p> <p>Type or print name ELIAS MESTIZO</p>	<p>Date</p> <p>Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.</p> <p>Unfortunately, the president of the Hempstead Classroom Teachers Association is not comfortable signing this document until the district and the HCTA comes to an agreement in a signed MOU. The district is making every effort to get this resolved as soon as possible. Meetings were held on April 29, May 13, May 27 and June 3</p>
<p>Parent Group President / Lead</p> <p>Signature (in blue ink) </p> <p>Type or print name APRIL KEYS, PTSA REPRESENTATIVE</p>	<p>Date 6/6/13</p> <p>Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.</p>

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

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	NYS State Average	District Average	Baseline Data	Target for 2013-2014	Target for 2014-2015	Target for 2015-16
I. Leading Indicators							
a. Number of minutes in the school year	Min 70,200		70,200	70,200	72,540	75,540	81,170
b. Student participation in State ELA assessment	95%		95%	95%	95%	100%	100%
c. Student participation in State Math assessment	95%		95%	95%	95%	100%	100%
d. Drop-out rate	n/a		n/a	n/a	n/a	n/a	n/a
e. Student average daily attendance	88%						
f. Student completion of advanced coursework	n/a		n/a	n/a	n/a	n/a	n/a
g. Suspension rate	59%		59%	59%	40%	30%	20%
h. Number of discipline referrals	600		600	600	300	200	100
i. Truancy rate	n/a		n/a	n/a	n/a	n/a	n/a
j. Teacher attendance rate	Not able		To	deter	mine at	this	time
k. Teachers rated as "effective" and "highly effective"	30%						
l. Hours of professional development to improve teacher performance	20		20	20	30	30	35
m. Hours of professional development to improve leadership and governance	15		15	15	20	25	30
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	10		10	10	15	20	20
II. Academic Indicators							
o. ELA performance index	PI 96		96	96	121	138	142
p. Math performance index	PI 114		114	114	137	141	152
q. Student scoring "proficient" or higher on ELA assessment	19%		19%	19%	40%	52%	60%
r. Students scoring "proficient" or higher on Math assessment	27%		27%	27%	54%	60%	65%
s. Average SAT score	n/a		n/a	n/a	n/a	n/a	n/a
t. Students taking PSAT	n/a		n/a	n/a	n/a	n/a	n/a
u. Students receiving Regents diploma with advanced designation	n/a		n/a	n/a	n/a	n/a	n/a
v. High school graduation rate	n/a		n/a	n/a	n/a	n/a	n/a
w. Ninth graders being retained	n/a		n/a	n/a	n/a	n/a	n/a
x. High school graduates accepted into two or four year colleges	n/a		n/a	n/a	n/a	n/a	n/a

Attachment C
 Evidence of Partner Effectiveness Chart

Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	References / Contracts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)
<p>The Center for Secondary School Redesign (CSSR)</p>	<ol style="list-style-type: none"> 1. Yonkers Public Schools 2. Albany Public Schools 3. 4. 5. 6. 7. 8. 9. 10. 	<p>Louis Constantino Chief Academic Officer Yonkers Public Schools One Larkin Center Yonkers, New York 10701 914-376-8280 Lconstantino@YonkersPublicSchools.org</p> <p>1.</p> <p>Tresa C. Diggs, Ed.D. Assistant Superintendent for Secondary Education City School District of Albany Academy Park, Albany, New York 12207 518-475-6015 tdiggs@albany.k12.ny.us</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p> <p>7.</p> <p>8.</p> <p>9.</p> <p>10.</p>
<p>Partner Organization Name and Contact Information and description of type of service provided.</p>	<p>Schools the partner has successfully supported in the last three years (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)</p>	<p>References / Contracts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)</p>
<p>International Center for Leadership In</p>	<ol style="list-style-type: none"> 1. Greenburgh Public Schools 	<ol style="list-style-type: none"> 1.

<p>Education (ICLE) Lanette Reese-Jones 518-536-1861 They work with us on CCLS implementation in the area of ELA, targeting the 6 shifts, rigor and relevance, ELA strategies, and job embedded coaching on successful instructional strategies for teaching ELA</p>	<p>2. Roosevelt Public Schools 3. New York City Schools 4. 5. 6. 7. 8. 9. 10.</p>	<p>2. 3. 4. 5. 6. 7. 8. 9. 10.</p>
<p>Partner Organization Name and Contact Information Partner Organization Name and Contact Information and description of type of service provided.</p> <p>Math Solutions June Clark Vince Albanese 917-570-8822 They work with us on CCLS implementation in the area of Math, targeting the 6 shifts, rigor and relevance, math strategies, and job embedded coaching on successful instructional strategies for teaching math</p>	<p>Schools the partner has successfully supported in the last three years (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)</p> <p>1. Greenburgh Public Schools 2. Roosevelt Public Schools 3. New York City Schools 4. 5. 6. 7. 8. 9. 10.</p>	<p>References / Contracts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)</p>
<p>Partner Organization Name and Contact Information and description of type of service provided.</p> <p>NYU Steinhardt School of Culture Dr. Patrick Jean Pierre They work with us on tolerance and understanding of differences, on developing positive, collaborative classroom and school culture</p>	<p>Schools the partner has successfully supported in the last three years (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)</p> <p>1. Schenectady School District 2. Troy School District 3.</p>	<p>References / Contracts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)</p>
<p>1) Laurence Spring, springl@schenectady.k12.ny.us 518-370-8100 extension 40107</p> <p>2) Brian Dunn, bdunn@troy.k12.ny.us Doyle Middle School 475 First Street South Troy, NY 12180 Phone: (518) 328-5301</p>	<p>3)</p>	<p>3)</p>

Attachment D - (1003g) Budget Summary Chart

Agency Code	2	8	0	2	0	0	1	0	3	0	0
Agency Name											
Year 1 Implementation Period (September 1, 2013 - August 31, 2014)											
Categories	Code	Costs									
Professional Salaries	15	\$989,268									
Support Staff Salaries	16	\$35,000									
Purchased Services	40	\$392,957									
Supplies and Materials	45	\$111,800									
Travel Expenses	46	\$15,100									
Employee Benefits	80	\$269,340									
Indirect Cost (IC)	90	\$0									
BOCES Service	49	\$0									
Minor Remodeling	30	\$0									
Total		\$1,813,465									
Year 2 Implementation Period (September 1, 2014 - August 31, 2015 - for Turnaround, Restart, and Transformation models only)											
Categories	Code	Costs									
Professional Salaries	15	\$886,215									
Support Staff Salaries	16	\$35,000									
Purchased Services	40	\$379,957									
Supplies and Materials	45	\$12,500									
Travel Expenses	46	\$15,100									
Employee Benefits	80	\$225,000									
Indirect Cost (IC)	90	\$0									
BOCES Service	49	\$0									
Minor Remodeling	30	\$0									
Total		\$1,553,772									
Year 3 Implementation Period (September 1, 2015 - August 31, 2016 - for Turnaround, Restart, and Transformation models only)											
Categories	Code	Costs									
Professional Salaries	15	\$798,701									
Support Staff Salaries	16	\$35,000									
Purchased Services	40	\$115,962									
Supplies and Materials	45	\$0									
Travel Expenses	46	\$8,100									
Employee Benefits	80	\$175,000									
Indirect Cost (IC)	90	\$0									
BOCES Service	49	\$0									
Minor Remodeling	30	\$0									
Total		\$1,132,763									
Total Project Period (September 1, 2013 - August 31, 2016 for Turnaround, Restart, and Transformation OR September 1, 2013 - August 31, 2014 for Closure models)											
Categories	Code	Costs									
Professional Salaries	15	\$2,674,184									
Support Staff Salaries	16	\$105,000									
Purchased Services	40	\$888,876									
Supplies and Materials	45	\$124,300									
Travel Expenses	46	\$38,300									
Employee Benefits	80	\$669,340									
Indirect Cost (IC)	90	\$0									
BOCES Service	49	\$0									
Minor Remodeling	30	\$0									
Total Project Budget		\$4,500,000									

SCHOOL IMPROVEMENT GRANT (G) 2013-2014 YEAR 1

The University of the State of New York
 THE STATE EDUCATION DEPARTMENT
 (see instructions for mailing address)

PROPOSED BUDGET FOR A
 FEDERAL OR STATE PROJECT
 FS-10 (03/10)

Local Agency Information

Funding Source: SCHOOL IMPROVEMENT GRANT (G) 2013-2014

Report Prepared By: DR. NICHELLE L. RIVERS

Agency Name: HEMPSTEAD SCHOOL DISTRICT

Mailing Address: 185 PENINSULA BLVD.

Street		
HEMPSTEAD	NY	1150
City	State	Zip Code

Telephone #: 516-500-9952 EXT 4728 County: NASSAU

E-Mail Address: nivers@hempsteadschools.org

Project Operation Dates: 09 / 01 / 13 08 / 31 / 14
Start End

INSTRUCTIONS

- ❖ Submit the original budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to the Grants Finance.
- ❖ Enter whole dollar amounts only.
- ❖ Prior approval by means of an approved budget (FS-10) or budget amendment (FS-10-A) is required for:
 - Personnel positions, number and type
 - Beginning with the 2005-06 budgets, equipment items having a unit value of \$5,000 or more, number and type
 - Budgets for 2004-05 and earlier years equipment items having a unit value of \$1,000 or more, number and type
 - Minor remodeling
 - Any increase in a budget subtotal (professional salaries, purchased services, travel, etc.) by more than 10 percent or \$1,000, whichever is greater
 - Any increase in the total budget amount.
- ❖ Certification on page 8 must be signed by Chief Administrative Officer or designee.
- ❖ High quality computer generated reproductions of this form may be used.
- ❖ For changes in agency or payee address contact the State Education Department office indicated on the application instructions for the grant program for which you are applying.
- ❖ For further information on budgeting, please refer to the Fiscal Guidelines for Federal and State Aided Grants which may be accessed at www.oms.nysed.gov/cafe/ or call Grants Finance at (518) 474-4815.

SALARIES FOR PROFESSIONAL STAFF: Code 15

Include only staff that are employees of the agency. Do not include consultants or per diem staff. Do not include central administrative staff that are considered to be indirect costs, e.g., business office staff. One full-time equivalent (FTE) equals one person working an entire week each week of the project. Express partial FTE's in decimals, e.g., a teacher working one day per week equals .2 FTE.

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
AP/SIM	2.0	125,000 x 2	\$250,000
School Transformation Officer (STO)	1.0	\$135,000 x 1	\$135,000
ELA Coach	1.0	\$92,000	\$92,000
Math Coach	1.0	\$92,000	\$92,000
ESL/Bilingual Coach	1.0	\$92,000	\$92,000
Behavior Interventionist	1.0	\$65,000	\$65,000
Family & Community Engagement Aide	1.0	\$35,000	\$35,000
Before/After School tutors	20 teachers	3hrs x 30 wks x \$40.54	\$72,972
PD Summer Institute	120 teachers	120 x 4 days @ \$100 per day	\$48,000
Summer Transition Camp for rising 6 th graders	20 teachers	4 hrs x 15 days x \$40.54	\$48,648
Saturday Academy	20 teachers	2 hrs x 30 wks x \$40.54	\$48,648
Before/After school coordinator	stipend	\$10,000	\$10,000
Subtotal - Code 15			\$989,268

SALARIES FOR SUPPORT STAFF: Code 16

Include salaries for teacher aides, secretarial and clerical assistance, and for personnel in pupil transportation and building operation and maintenance. Do not include central administrative staff that are considered to be indirect costs, e.g., account clerks.

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Clerical for School Transformation Officer	1.0	\$35,000	\$35,000
Subtotal - Code 16			\$35,000

PURCHASED SERVICES: Code 40

Include consultants (indicate per diem rate), rentals, tuition, and other contractual services. Copies of contracts may be requested by the State Education Department. Purchased Services from a BOCES, if other than applicant agency, should be budgeted under Purchased Services with BOCES, Code 49.

Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Technical Assistance Providers	Center for Secondary School Redesign (CSSR)	30 days	\$125,000
	Math Solutions	24 days	\$105,000
	International Center for Leadership in Education (ICLE)	24 days	\$105,000
	NYU Steinhardt School of Culture	20 days	\$20,000
School Climate Survey	ICLE	\$4,600	\$4,600
Sheltered Instruction Observation Protocol (SIOP)	Pearson	\$3,000	\$3,000
Membership dues	American School Counselor Association	\$119 x 3	\$357
Career Counseling software	Naviance	\$15,000	\$15,000
Curriculum Mapping Software	TBD	\$15,000	\$15,000
Subtotal - Code 40			\$392,957

SUPPLIES AND MATERIALS: Code 45

Beginning with the 2005-06 year include computer software, library books and equipment items under \$5,000 per unit.

For earlier years include computer software, library books and equipment items under 1,000 per unit.

Description of Item		Quantity	Unit Cost	Proposed Expenditure
Math Manipulatives		Varies	\$12,000	\$12,000
Leveled materials	Literacy	Varies	\$12,000 x 6 LLI Kits	\$72,000
Ipad		4 STO, Data Coach, 2 AP/SIM	\$700	\$2,800
Supplies before/after program	for school	Varies	\$20,000	\$20,000
Transition supplies	Camp	Varies	\$5,000	\$5,000
Subtotal - Code 45				\$111,800

TRAVEL EXPENSES: Code 46

Include pupil transportation, conference costs and travel of staff between instructional sites. Specify agency approved mileage rate for travel by personal car or school-owned vehicle.

Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures
Guidance counselors	ASCA conference	\$8,100	\$8,100
Students and staff	Field trips for students	\$7,000	\$7,000
Subtotal - Code 46			\$15,100

EMPLOYEE BENEFITS: Code 80

Rates used for project personnel must be the same as those used for other agency personnel.

Benefit		Proposed Expenditure
Social Security		
Retirement	New York State Teachers	
	New York State Employees	
	Other	
Health Insurance		
Worker's Compensation		
Unemployment Insurance		
Other (Identify)		
Subtotal – Code 80		\$269,340

INDIRECT COST: Code 90

A. Modified Direct Cost Base – Sum of all preceding subtotals (codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25,000 and any flow through funds)	\$	\$1,813,465	(A)
B. Approved Restricted Indirect Cost Rate		%	(B)
C. (A) x (B) = Total Indirect Cost		\$	\$0 (C)
Subtotal – Code 90			

PURCHASED SERVICES WITH BOCES: Code 49

Description of Services	Name of BOCES	Calculation of Cost	Proposed Expenditure
Subtotal – Code 49			\$0

MINOR REMODELING: Code 30

Allowable costs include salaries, associated employee benefits, purchased services, and supplies and materials related to alterations to existing sites.

Description of Work To be Performed	Calculation of Cost	Proposed Expenditure
Subtotal – Code 30		\$0

EQUIPMENT: Code 20

Beginning with the 2005-06 year all equipment to be purchased in support of this project with a unit cost of \$5,000 or more should be itemized in this category. Equipment items under \$5,000 should be budgeted under Supplies and Materials, Code 45. Repairs of equipment should be budgeted under Purchased Services, Code 40.

For earlier years the threshold for reporting equipment purchases was \$1,000 or more. Equipment items under \$1,000 should be budgeted under Supplies and Materials.

Description of Item	Quantity	Unit Cost	Proposed Expenditure
Subtotal – Code 20			\$0

HELPFUL REMINDERS

- ❖ Check for the required number of copies to be submitted, including the number of original signature copies. The number of copies may vary from program to program. If unsure, contact the State Education Department office responsible for the program for which you are applying.
- ❖ An approved copy of the FS-10 will be returned to the contact person at the address completed on page 1. A window envelope will be used for the return mailing; please make sure that the contact information is accurate, legible, and confined to the address field.
- ❖ Be sure to check your math and carry all subtotals forward to the Summary on Page 8. Simple mathematical errors often require Grants Finance to contact both the local agency and other State Education Department offices, resulting in unnecessary delays in program approval. And remember, use whole dollars only.
- ❖ School districts and BOCES should use the restricted indirect cost rate that has been approved for the school year in which the grant will operate. Most other agencies are subject to a fixed maximum rate depending on the grant program and type of agency. Contact Grants Finance at (518) 474-4815 if you have any questions regarding indirect costs.
- ❖ The modified direct cost used in the calculation of indirect cost must exclude equipment, minor remodeling, the portion of each subcontract exceeding \$25,000 and any flow through funds.
- ❖ Be sure to complete the Agency Code on Page 8 as well as the Project #, if pre-assigned.
- ❖ For Special Legislative projects and Grant Contracts, please enter the Contract #.
- ❖ For ease of data entry at the State Education Department, please make sure that Page 8 faces out.
- ❖ Submit forms to the State Education Department as follows:

Application, FS-10, FS-10-A – Program Office

FS-25, FS-10-F for **Special Legislative Projects** –
Special Legislative Projects Coordinating Team
New York State Education Department
Floor 2M Education Building
Albany, New York 12234

FS-25, FS-10-F for other projects –
Grants Finance
New York State Education Department
Room 510W Education Building
Albany, New York 12234

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$989,268
Support Staff Salaries	16	\$35,000
Purchased Services	40	\$392,957
Supplies and Materials	45	\$111,800
Travel Expenses	46	\$15,100
Employee Benefits	80	\$269,340
Indirect Cost	90	\$0
BOCES Services	49	\$0
Minor Remodeling	30	\$0
Equipment	20	\$0
Grand Total		1,813,465

Agency Code: 2 8 0 2 0 1 0 3 0 0 0 0

Project #: (If pre-assigned)

Contract #:

Federal Employer ID #: (New non-municipal agencies only)

Agency Name:

FOR DEPARTMENT USE ONLY

Funding Dates: / / From / / To

Program Approval: Date:

Fiscal Year	Amount Budgeted	First Payment

Finance: Voucher # First Payment

Log Approved MIR

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.

Date: 06/07/13 Signature: Susan Johnson

MS. SUSAN JOHNSON, SUPERINTENDENT OF SCHOOLS
Name and Title of Chief Administrative Officer

DISTRICT OVERVIEW

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

The district's core theories of action for student achievement are capacity, autonomy and accountability:

- **Capacity** indicates the existence of the skills, leadership, and resources necessary to succeed. HPS will dedicate itself to building capacity in classrooms, schools, and at the district level by focusing on the recruitment, retention, development and rewarding of excellent teachers and principals.
- **Autonomy** enables those individuals and schools with capacity to direct those skills and resources in a manner which drives optimal results. HPS will augment its centrally controlled instructional practices by promoting autonomy for schools in the areas of people, time and money. The concept is to provide critical supports to schools while ensuring that autonomy is closely coupled with accountability for results.
- **Accountability** ensures that the district, schools and individuals are held responsible for results through rewards, interventions and consequences.

The district will:

- Review district policies and regulations to ensure that the efforts being made under the transformation model are aligned.
 - Provide a detailed job description for the STO (School Transformation Officer).
 - Develop the appropriate protocols for the Transformation Officer.
 - Provide a detailed job description for the Data Coach.
 - Provide a detailed job description for the ELA Coach.
 - Provide a detailed job description for the Math Coach.
 - Provide a detailed job description for the ESL/Bilingual Coach.
 - Re-define the RtI and AIS models to ensure that all students are placed and/or provided with appropriate interventions.
 - Ensure that all staff will adhere to the new guidelines of the transformation model
 - Extend the school day.
 - Provide job-embedded professional development for all staff.
 - Increase the level of parental engagement.
 - Bridge the gap between home and school.
 - Require teachers to participate in a minimum of 30 hours of professional development (PD) sessions to improve teacher performance
 - Review and strengthen relationships with Community Based Organizations.
- ii. **Provide a clear and cogent district approach and set of actions in supporting the turnaround of its lowest achieving schools and its desired impact on Priority Schools.**
- First and foremost, research demonstrates that the middle grades matter tremendously. During the middle grades, students in high-poverty environments are either launched on

the path to high school graduation or knocked off-track. It is a time when they can close achievement gaps and enter high school ready or at least close to ready for standards-based instruction that leads to college readiness. Alternatively, it is a time when students' achievement gaps widen; forcing them to enter high school still in need of a good middle grades education. Therefore we plan to employ the following actions in order to put our students back on the right track towards graduation and college and career readiness.

- Improve student performance.
- Prepare students for College and Career Readiness.
- Integrate STEM focused curriculum, projects, and programs that support classroom teaching and learning.
- Strengthen the fidelity of CSSR's Whole School Reform Model.
- Extend the school day and year to increase learning time.
- Increase job-embedded professional development through Professional Learning Community Time for all staff.
- Redesign the professional development plan to focus on the needs of students at the Alverta B Gray Schultz Middle School.
- Target and mandate professional development in areas identified by the Comprehensive Education Plan which reflect the needs assessment recommendations.
- Ensure that the master schedule reflects the extended learning time for students and embedded professional development.
- Compensate staff adequately to reflect the newly designed school schedule.
- Continue to write curriculum that is aligned to standards for all courses in order to ensure that curriculum is being implemented with fidelity.
- Increase the utilization of data to inform instruction.
- Embed formative assessments (formal and informal) in curriculum written in all subject areas to continuously monitor student achievement.
- Bridge the gap between home and school by increasing parent engagement into the student learning process.
- Build upon relationships with Community Based Organizations in order to provide more learning opportunities and career growth for students.
- Increase the use of data through PLC time in order to drive instruction school-wide and in the classroom.
- Increase monitoring through building walkthroughs, teachers to teacher observations, and evaluation.
- Improve student behaviors in all areas through Safe and Civil Schools initiatives.
- Develop a job description and hire a STO (School Transformation Officer) to supervise the transformation process at the middle school.
- Develop a job description and hire a Data Coach to supervise data analysis and provide embedded professional development to staff in the middle school on how to use and analyze data to target instruction.
- Develop leadership skills for the ABGS Leadership Team that will ensure the execution of the newly designed school.
- Create developmentally appropriate college readiness indicators that are meaningful and engaging to middle grades students and understood by parents.

- Integrate technology as part of the instructional plan.
- Plan and implement an advisory period.
- Focus on effective intervention, not just identification. Evaluate the effectiveness of interventions.
- Match resources to student needs but practice intervention discipline
- Provide time, training, and support to teachers for implementing early warning and intervention system.
- Getting the ratio of skilled adults to students in need right.
- Activities that honor and use middle grades students' desire for adventure and camaraderie.
- Implement student advisories into schedule to have teachers serve as mentors to students at risk academically and who have excessive absenteeism.
- Track and monitor student attendance facilitated by the newly hired attendance teacher.
- Measure attendance in informative and actionable manners. Establish and implement attendance protocols based on 5, 10, and 15, etc. day absenteeism.
- Take measures to increase the number of students with very good attendance and decrease the number who are chronically absent.
- Recognize good attendance regularly through public acknowledgement and social rewards (i.e., earning privileges).
- Separate attendance from course performance. Student grades should not be administratively affected by poor attendance.
- Ensure parent meetings are held in a timely manner to place interventions and supports for students with excessive absenteeism.
- Monitor period-by-period attendance and allow parents to access student information through the Power School parent portal.
- Extend the school day to ten periods will ensure that all students in integrated settings are provided with additional supports.
- Be perceived as safe and engaging places.
- Continue to provide teachers with professional development in the co-teaching model to best address Students With Disabilities (SWD).
- Provide individualized training focusing on models for instructional delivery and strategies to address the needs of SWD integrated into the mainstream environment.
- High engagement electives that provide avenues for short-term success and positively recognize asymmetrical skills levels.
- Teaching organizational and self-management skills.
- Use AESOP to track and measure staff attendance.

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

- The district has a new Superintendent who was recently awarded a three year contract.
- The district currently has a School Compliance and Accountability Office in place to support and oversee the middle school transformation reform model.
- The district was recently awarded the Systemic Support School Turnaround (SSST) grant over a two year period.

- We are currently engaging in a district-wide strategic planning process.
- Student academic and fundamental needs assessments are being conducted in every building.
- Interviews and focus group discussions are taking place during the strategic planning process.
- The SSST will allow us to offer CCLS summer institutes in both ELA and Math.
- Administrators will undergo a five day instructional leadership training.
- The district serves as one of six school districts who collaborated in the development of the NYSUT teacher evaluation rubric.
- We have six certified “train the trainers” under the new APPR teacher evaluation training process.
- We annually certify and recertify our administrators under the new APPR teacher evaluation tool.
- The district has a master calibration team who participates in training through NYSUT.

OPERATIONAL AUTONOMIES

- i. Describe the operational autonomies the LEA has created for the Priority School in this application. Articulate how these autonomies are different and unique from those of the other schools within the district and what accountability measures the district has put in place in exchange for these autonomies.**
 - The district is in the process of establishing a new accountability policy which will outline the middle school operational autonomy to ensure a successful transformation model and school wide accountability.
 - We anticipate negotiating a side MOU with our collective bargaining units to allow for some minimal control over budget, staffing, curriculum, and control over scheduling with significant and on-going support from central office staff. This would require moving towards a site based management system for the middle school. This is different from our other buildings in that, there is little to no control over staffing, curriculum and especially scheduling.
 - Research indicates that granting schools additional flexibility can be an effective strategy for encouraging innovation and change in educational practice, however despite such potential benefits, far-reaching autonomy might not always be desirable. Therefore the district deems this as a work in progress. To that end, if autonomy is defined in terms of school-level capacity, then the role of the central office shifts, from one of simply loosening the reins to one of providing more support, such that all schools can eventually make their own decisions. In Hempstead, our ultimate goal is to increase school level capacity in way that enhances student achievement for ALL students.

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

- The district will institute an autonomy and accountability policy. If awarded the grant, the policies will be in place prior to the beginning of the 2013-2014 school year. A sample policy is attached for your review.

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

- The district is in current negotiations with our local teacher's collective bargaining unit. We wholeheartedly feel that if Hempstead is awarded the SIG grant, we will be able to reach an agreement with our members. Unfortunately, prior to the grants submission we were unsuccessful in resolving key issues that need to be included in the Memorandum of Understanding. As we navigate through the redesign phase of the middle school, we will have increased discussions related to the Transformation model. The Superintendent meets on a monthly basis with each collective bargaining unit and will continue to do so as the implementation of the Transformation model is put in place at the middle school. (See attached letter of support from our local HCTA and HSAA)

DISTRICT ACCOUNTABILITY AND SUPPORT

i. Identify specific senior leadership that will direct and coordinate district's turnaround efforts and submit an organizational chart (or charts) identifying the management structures at the district-level that are responsible for providing oversight and support to the LEA's lowest achieving schools.

- Hempstead School District's Office of School Improvement and Accountability will support and oversee the Transformation model for the middle school. The district will hire a School Transformation Officer (STO) to support the Alverta B Gray Schultz Middle School Transformation model. This person will report to the Office of School Improvement and Accountability and will work directly with the building principal. As part of the overall leadership governance model, the STO will serve as a member of the Shared Leadership Team, ensuring all school improvement and transformation activities are coordinated and implemented.

The building will be divided into three houses with an assistant principal, dean and guidance counselor assigned to each house. The building principal and AP's will assume all instructional leadership responsibilities focused on monitoring and improving classroom instructional practices to improve student achievement. ABGS will use the NYS Middle School Association's "Essential Elements of Standards Focused Middle

Level Schools and Programs” and the University of Albany’s “What Makes Middle Schools Work” as their framework for delivering research based, proven programs as part of the Transformation model.

The building principal and AP’s will meet monthly with house and grade level teams. Instructional classroom walkthroughs will be conducted on a daily basis with a schedule identified prior to the beginning of the school year. The district has an established walkthrough protocol that will be used by the middle school. The STO will meet with the building Shared Leadership Team on a bi-monthly basis and the Principal’s Cabinet on a monthly, while conducting weekly site visits to the middle school. Meeting protocols and transformation model implementation fidelity protocols will be established during the planning phase of the transformation model.

Ideally, middle grades students are strongly supported by their parents/families and their teachers, with the teachers and parents supporting each other. In practice, often as the result of miscommunication or lack of communication, one or more of these relationships breaks down or is not sufficiently strong. We understand the importance of maintaining open communication with the parents, community and other key stakeholders, therefore the middle school will host an open house at the beginning of the school year with a monthly curriculum night that will be dedicated to our STEM focus and presented by grade level house structures. The purpose of the curriculum nights is to allow our students an opportunity to present their project based learning activities, openly engage parents in their learning process by sharing in their own words what experiences are taking place in the classroom, additionally we want our community to see and experience student success as it’s occurring. To that end, we want to allow our students and staff to serve as our Public Relations representatives, by sharing our good news with all stakeholders.

ii. Describe in detail how the structures identified in “i” of this section function in a coordinated manner, to provide high quality accountability and support. Describe and discuss the specific cycle of planning, action, evaluation, and feedback, and adaptation between the district and the school leadership. This response should be very specific about the type, nature, and frequency of interaction between the district personnel with school leadership and identified external partner organizations in this specific Priority School application.

• Instructional Leadership Training

- The building principal, AP’s and deans will participate in leadership training focused on strategies for implementing the Transformation model activities. Participation in these and other professional development activities associated with the Transformation Model will ensure that these staff will have the capacity

to support, supervise and assess teachers in all content areas and school programming.

- **Common planning time (house and/or grade level)**
 - For early warning and intervention systems to work, interdisciplinary teams of teachers (pairs, triads, four- to six-person teams can all work) must share a common set of students and have common planning time to monitor student progress, evaluate the effectiveness of interventions, and adapt strategies as needed to make sure that the right intervention is getting to the right student at the right time. Teachers will need technical assistance on how to run and operate early warning and intervention systems as well as ongoing support and facilitation to help them establish effective teaming and intervention practices. The building leadership cabinet will be working with these teams to ensure student work is discussed, meeting protocols are established, teachers reflect on their instructional practices and finally to maintain the overarching objective of maintain effective instructional and intervention strategies to improve student achievement across all content areas.
- **Curriculum Mapping software**
 - The district will explore a more innovative way for staff to share and utilize the curriculum. Web-based curriculum mapping tools are particularly useful because they align existing curriculum with state standards and allow teachers to operate collaboratively rather than independently. It provides principals with access to what is happening in the classroom on a much broader scale than individual classroom visits. Although formal observations and informal visits provide opportunities to view daily classroom activities, they do not provide a vehicle for knowing and understanding the progression of the curriculum and how it relates to student learning. It also serves as a tool that teachers can use to build a solid record of instruction by electronically documenting their instruction throughout the year. The ability to access, create, revise, view, and compare maps at any time provides teachers with a unique opportunity to collaborate both horizontally and vertically across classrooms, subjects, grade levels, schools, and districts, allowing them to more easily identify and address gaps and repetition in instruction.
- **Evidenced based decision making**
 - Higher-performing schools make efforts that go beyond state test scores to assess how well materials, programs, and instructional approaches are working. They collect and analyze a variety of data formally and informally; they share these data generously and use them to inform innovations in instructional approaches and use of new materials. Although evidence from state tests is used to inform decisions in higher-performing schools, teachers also report they feel empowered to make decisions based on their shared vision and what they and their fellow teachers experience in their classrooms. Collecting data consistently and from a variety of sources provides the evidence on which programmatic and instructional changes are based. Therefore, it is not necessary to wait for the district or the state

to build early warning data systems. Teams of teachers sharing common sets of students can share the key early warning data among themselves, and principals, deans, and counselors can organize, model, and support the use of these school-based data. The Principal's Cabinet in collaboration with the STO and Data Coach will work with building staff to review student data on an on-going basis and provide for authentic and engaging conversations on how best to enhance student achievement and assess our students in ways that are relevant and meaningful to the learning process. The STO and the Data coach will establish a formal, standardized, protocol for the collection, analysis and dissemination of student data. The data coach will provide staff on-going professional development to learn how to utilize the data to inform instruction and decision making processes. The structure will ensure focus on building wide capacity for long term sustainability and improving student achievement.

Shared Leadership Team Meeting

- The building shared leadership team will consist of parents, staff from across the building (i.e. custodian, security, clerical, etc.) in addition to representation from the Principals cabinet and district level administrators. The team will meet on a monthly basis, meeting protocols will be established, and meeting minutes will be kept that will be disseminated to all staff and posted to the school website.

- **Instructional Walk-Through Visits**
 - Instructional classroom visits will be conducted on a daily basis with a schedule identified prior to the beginning of the school year. The district has an established walk through protocol that will be used by the middle school. Research indicates the benefits of instructional walkthroughs below:
 - Cervone and Martinez-Miller (2007) describe classroom walkthroughs as a tool to “drive a cycle of continuous improvement by *focusing on the effects of instruction.*” Ginsberg and Murphy (2002) discuss some specific benefits:
 - Administrators become more familiar with the school's curriculum and teachers' instructional practices;
 - Administrators can gauge the climate of a school (Are students engaged? Are cross-curricular concepts a part of everyday teaching? Are new teachers catching on?);
 - A team atmosphere develops as teachers and administrators examine instruction and student motivation and achievement;
 - Administrators establish themselves as campus leaders and instructional mentors, influencing teaching, learning, and ongoing school renewal; and
 - Students see that both administrators and teachers value instruction and learning.

- **Open House and Curriculum Nights**
 - We understand the importance of maintaining open communication with the parents, community and other key stakeholders; therefore, the middle school will host an open house at the beginning of the school year with a monthly curriculum night that will be dedicated to our STEM focus and presented by grade level house structures. The purpose of the curriculum nights is to allow our students an opportunity to present their project based learning activities, openly engage parents in their learning process by sharing in their own words what experiences are taking place in the classroom, additionally we want our community to see and experience student success as it's occurring. To that end, we want to allow our students and staff to serve as our Public Relations representatives, by sharing our good news with all stakeholders.
- **Communication with parents and stakeholders**
 - Ideally, middle grades students are strongly supported by their parents/families and their teachers, with the teachers and parents supporting each other. In practice, often as the result of miscommunication or lack of communication, one or more of these relationships breaks down or is not sufficiently strong. Therefore, the STO will collaborate with district level staff and the district's PR person to develop a clear and open line of communication in order to provide all stakeholders with information and opportunities for involvement in the school's reform efforts.
- **Professional Development**
 - One goal of professional development is to improve student achievement through improved teacher practice. The middle school philosophy, which supports the rationale that student learning is inextricably interwoven into the fabric of an active learning environment, contains many promising practices that "mirror" what is often considered to be high quality professional development. In our district, professional development has consisted of so-called "one shot" workshops, drive by seminars, or conferences. Research tells us that successful implementation of concepts learned during these types of workshops is rare. Since we know that the effectiveness of professional development is measured by its implied impact on student learning, we want to move away from this model to more relevant and meaningful professional development for our staff; professional development that is on-going, embedded, targeted and focused on staff needs to specifically improve classroom instruction and student learning.

Wrap Around Counseling Program

- Implement the Wrap-around Counseling program to provide comprehensive educational counseling and career and college guidance to support students' social/emotional development and ensure that students understand the path to high school and beyond. Teachers and a counselor regularly work together as a team to support students' academic

and social-emotional development. Thus, both teachers and counselors have an expanded role in supporting students' success. Teachers find that when they form strong relationships with their students, they are better able to support them and to demand more from them academically. The principles of wrap around counseling is to provide College preparatory curriculum for all students, wrap around counseling responsibilities across the faculty, a dedicated team whose members work together to support their students and continuous organizational improvement, continuous professional development and extended-day learning opportunities. Finally, we will purchase the Naviance software to assist counselors in advising and assisting students with their career plans.

School Transformation Officer weekly site visits

- The STO will conduct weekly site visits to the middle school. Evidence will be collected during each visit. Feedback and next steps will be shared with the Principal's cabinet and possibly during Shared Leadership Meetings depending on the topic of discussion. The purpose of the visits is to ensure that the following transformational activities are occurring: job embedded PD, common planning time sessions are in accordance to our district established guidelines and expectations, administrators are conducting instructional walkthroughs, data is being used to target instruction, and that the technical assistance providers are providing the necessary support as outlined in the partnership agreement.

Technical Assistance

- Technical assistance will be provided by our partnership with the Center for Secondary School Redesign (CSSR) who will provide ongoing support for the transformation whole school reform model. CSSR will provide training and coaching in Systemic and Cultural Change Through Effective Leadership and Governance. CSSR will support and train teachers and administrators on essential elements to building a high performing team through systemic and cultural change. CSSR is known throughout the country for its work in Breaking Ranks in the Middle Level. They are a proven leader in school change and leadership strategies to develop process and procedures to transform low achieving middle schools into high achieving middle schools.

TEACHER AND LEADER PIPELINE

- i. Identify and describe recruitment goals and strategies for high poverty and high minority schools to ensure that students in those schools have equal access to high-quality leaders and teachers.**
- The district participates in the SED funded Teacher of Tomorrow (TOT) grant. This grant provides funding to teachers in the area of recruitment and tuition reimbursement. This has allowed the Hempstead School district to recruit highly qualified reading, math, science and bi-lingual staff. Staff has been able to pursue continued educational opportunities' at the graduate level. The district is currently in the process of reviewing a new Equity in education policy that was recently recommended by SED following a Title

I compliance audit. We anticipate this policy will ensure that all schools will have equal access to high quality leaders, teachers and resources.

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

- We don't anticipate any issues with the hiring of teachers and principals. We plan to continue on with our current principal, as he has only been the building principal for less than a year and a half. The district met all contractual and budget timelines to ensure that the appropriate numbers of teachers are in place prior to the 2013-2014 school year. We will recruit and hire our new School Transformation Officer and Data Coach to assist the middle school in bringing about dramatic systemic change under the transformational school reform model.

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

- A major goal of one of our teacher leader programs was to design a coherent system of development for our educators throughout their careers in order to increase their ability to improve student learning outcomes. To achieve this we will support our teachers in systematically addressing K-12 students' specific learning needs, and designing data-driven mentoring and rigorous instruction. To increase the effects of the Annual Professional Performance Review, the district will integrate the TLE effectiveness continuum into a comprehensive process of professional growth that ensures our district can continuously meet the particular needs of our schools and our students. In implementing this overarching goal, the Hempstead School District will be working with Hofstra University's School of Education, known throughout the area for its successful teacher education programs. Focusing on increasing teacher and leader effectiveness is critical for the academic success of the students in the Hempstead School District.
- A second initiative we are working on is the implementation of the Common Core Learning Standards in both ELA and Math. To achieve this we will support our leaders and teacher leaders in systematically addressing the implementation of common core in both ELA and Math. To increase the effects of the Annual Professional Performance Review, the district will integrate the Common Core Standards implementation into a comprehensive process of professional development that ensures our district can continuously meet the particular needs of our schools and our students. In implementing this goal of Common Core Standards in both ELA and Math, the Hempstead School

District will be working with Scholastic Achievement Partners, known throughout the country for its successful work with school districts.

- The Hempstead School District will focus on providing release time for teacher leaders to meet with staff developers and building leaders regarding common core implementation. This will allow us to identify each teacher’s specific needs and design targeted support for them. On-going carefully designed professional development will address the key knowledge and skills needed by teachers and administrators to enhance the education of all student populations. The district currently has a professional development plan created by a committee comprised of HCTA representatives and district level administrators, which can serve as an outline for expanding our effort to district-wide needs assessment.
- iv. **Identify in chart form, the district-offered training events for items “iii & iv” above, scheduled during the year-one implementation period (September 1, 2013 to August 31, 2014). For each planned event, identify the specific agent/organization responsible for delivery, the desired measurable outcomes, and the method by which outcomes will be analyzed and reported. Provide a rationale for each planned event and why it will be critical to the successful implementation of the SIG plan.**

PROFESSIONAL DEVELOPMENT ACTIVITY	RESPONSIBLE FOR DELIVERY	MEASURABLE OUTCOMES
CCLS in ELA 6 shifts and instructional strategies moving forward	International Center for Leadership in Education (ICLE)	Participants will be able to deliver instruction aligned to the CCLS.
Effective ELA interventions that work	International Center for Leadership in Education (ICLE)	Participants will be able to effectively create and utilize ELA interventions in the classroom.
CCLS in Math 6 shifts and instructional strategies moving forward	Math Solutions	Participants will be able to deliver instruction aligned to the CCLS.
Effective Math interventions that work	Math Solutions	Participants will be able to effectively create and utilize Math interventions in the classroom.
Differentiated Instruction	ICLE	Participants will be able to deliver and create differentiated student lessons.
Instructional Leadership	ICLE and CSSR	Participants will be able to apply their leadership skills towards improving overall classroom instruction.
Co-Teaching Model for SWD’s	CSSR	Participants will be able to strengthen and enhance co-teaching instructional

		model.
Student advisory. What is it and how to make it work?	CSSR	Participants will be able to apply and deliver an effective student advisory program to students.
Effective Instructional Strategies for ELL students	CAL Institute	Participants will be able to effectively create and utilize ELL interventions in the classroom.
RTI interventions	District staff	Participants will be able to effectively create and utilize RTI interventions in the classroom and build on the existing RTI intervention program.
Data analysis in your classroom	Data Coach	Participants will be able to understand and use student data to target their instruction.
How to use and understand data	Data Coach	Participants will be able to understand and use student data to target their instruction.
Successful reading instructional strategies that work	ICLE	Participants will be able to apply the knowledge to improve student reading levels homogeneously and heterogeneously.
Writing across content areas	Lucy Caulkins writing consultant	Participants will be able to apply the knowledge and skills to improve students writing abilities and incorporate writing across content areas.
Best Practices for School-wide Literacy Instruction	ICLE	Participants will be able to apply the knowledge to improve student reading levels homogeneously and heterogeneously.
Teaching tolerance and culturally responsive classrooms	NYU's Steinhardt Center	Participants will be able to translate this knowledge to students to enhance the culture and climate of the classroom.
How to engage students and families	Family and Community Engagement aide	Participants will be able to better engage families and

		the community into the school environment.
Successful parent involvement activities that work	Family and Community Engagement aide	Participants will be able to better engage families and the community into the school environment.
Is your common planning time effective? Strategies on how to make it happen.	CSSR	Participants will be able to plan a more effective common planning time that is focused on student data.
Effective strategies to get students to school and keep them coming	CSSR	Participants will be able to learn strategies for consistently improving student attendance.
Understanding student engagement	CSSR	Participants will be able to strengthen student engagement in daily lessons and school wide programs.
The ABC's of successful classroom management	CSSR	Participants will be able to manage behaviorally challenged classrooms.

EXTERNAL PARTNER RECRUITMENT, SCREENING, AND MATCHING

- i. **Describe the rigorous process and formal LEA mechanisms for identifying, screening, selecting, matching, and evaluating external partner organizations that are providing support to this Priority school.**
 - The district will continue its partnership with CSSR to assist with the whole school reform model with the middle school. CSSR has a proven track record and the district went through an extensive RFP process to secure their services to assist in the whole school reform with our Hempstead High School. The President of CSSR also is listed on the SED approved Outside Educational Expert List. The Superintendent interviewed three candidates before selecting CSSR as our OEE.
 - The Scholastic Achievement Partners who will be partnering with us to provide professional development in the area of ELA and Math submitted proposal for the district to review in response to the district's RFP. Partners were carefully screened and asked to provide references and evidence of proven results.
 - The district has an outside evaluator, who will work to evaluate the effectiveness of each of our partners as we plan and implement the transformational school reform model at the middle school.
- ii. **Describe the LEA processes for procurement and budget timelines (or any modifications to standard processes) that will ensure this Priority School will have access to effective external partner support prior to or directly at the start of the year-one implementation period.**

- The business office purchase agent, requested proposals from vendors.
- The business office, according to the rules and guidelines established for the opening of proposals; opens the proposals and presents them to the Office of the Superintendent.
- Vendors are interviewed by a committee established by the Office of School Improvement.
- Vendors present to the building level team their plan of action to assist in our transformation model.
- Names are forwarded to the Superintendent for a final interview.
- The district enters into a Board approved contract with each selected outside partner.
- The contracts are shared with the business office.
- The Office of Funded Programs originates the purchase order and processes the paperwork.
- Partners have the option to invoice the district after each training; coaching or PD session is provided in district.
- The building principal will have the flexibility to adjust the schedules of any of our technical assistance providers in order to effectively meet the needs of the school.

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

- The district uses an outside evaluator to evaluate the effectiveness of our technical assistance providers.
- As indicated above the district plays a critical role in the selection of outside partners.
- The principal and his cabinet also participate on the committee established by the Office of School Improvement. The principal and the committee share their choice with the Superintendent, who ultimately makes the final decision for the technical assistance provider. There has not been a case, where the Superintendent has gone against the committee's recommendation.

ENROLLMENT AND RETENTION POLICIES, PRACTICES AND STRATEGIES

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

- There is only one middle school in our district; therefore there is no other middle school to compare these populations to. All elementary buildings feed into this one building. What we do know about these populations is that there is a need to further

identify the strengths and challenges of the students to develop programs and teaching strategies that explicitly embrace and build upon student cultures and experiences. There is also a need to provide additional support for the ELL population, so that they can engage successfully in classroom learning. Furthermore, special education and ELL teachers and support staff need to play an integral part of the common planning time and professional learning communities.

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

Our district instructional goals policy states:

The development and maintenance of optimal educational programs is the primary function of the Board of Education. The following are the Boards instructional goals for district students:

1. to provide each child with fundamental academic skills and knowledge required for his/her maximum educational advancement;
2. to nurture a spirit of inquiry which capitalizes on students innate curiosity, revealing to them the excitement found in the search for knowledge and in the exploration of fields of intellectual, aesthetic and cultural interest and appreciation;
3. to develop in the students a sense of self-worth that will enable them, with the necessary guidance, to recognize and use their own capabilities;
4. to provide each student with the greatest possible opportunity to use their abilities and interests so that they will find satisfaction, a sense of purpose in life and economic security in their pursuit of personal fulfillment;
5. to promote the ability to think critically and logically, to use knowledge constructively, and to attack problems intelligently, giving due respect to honest differences of opinion;
6. to nurture and develop basic attitudes, such as good work habits, self-discipline, respect for authority, respect for others, and sense of responsibility, cooperation, good sportsmanship, and self-confidence;
7. to develop literacy and understanding in economic matters, and encourage responsible consumer judgment;
8. to provide special services which promote the physical, mental, and emotional well-being of every child;
9. to provide a well-balanced extracurricular program designed to promote the intellectual, physical and social growth of students;
10. to promote intelligent regard for and use of the nation's resources;
11. to develop understanding of social structures and social processes;
12. to prepare youth for acceptance of civil responsibilities and to instill in them an active interest in the affairs of the community;
13. to encourage students to develop desirable health and hygiene practices;

14. to provide youth to meet personal problems with self-reliance and initiative;
15. to teach proper, intelligent and effective communication skills; and
16. to impart an understanding and appreciation of the basic values and principles of American democracy, provide an education which will reflect and foster the democratic spirit and to further those learning experiences which will help each student attain his or her best development as an intelligent, responsible and contributing citizen in our society.

- The Board will strive to provide quality education which will incorporate methods of diagnosis, prescription, and evaluation through which the performance and progress of each student will be measured on the basis of his or her own social, physical, and academic growth, as well as district mandated standards of achievement. Open lines of communication will be facilitated and maintained between the home and the school by enlisting the support of students, parents, teachers and the community at large in the attainment of the goals of education in Hempstead. The fundamental concepts of freedom of speech, inquiry, discussion and criticism, and of teaching as truth-seeking, shall be maintained in the Hempstead schools.
- The district currently has an RTI plan that clearly outlines the district key action steps to support and engage all students regardless of disability or language acquisition.
(See district RTI Plan)
- The district allocates resources using IDEA funds to support training for staff who instruct students with disabilities. On-going job embedded coaching is provided, along with a state mandated Special education consultant that works with our district to ensure IDEA compliance.
- The district allocates Title III LEP funds to support our ELL student population. We have incorporated before and after school programming, NYSSELAT prep, parent literacy workshops, and on-going student language intake assessments.

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

- The district has been cited by SED for disproportionality for identification of black males in special education and suspension of SWD's. Given that our middle school is the only we have, it speaks to the large number of ELL's and SWD's that attend the school. Over the past two years, the middle school has been working with NYU surrounding issue of race, student disproportionality and equity. This is still very much a work in progress. A middle school task force has been formed and committees have established action items and next steps to deal with these students performing below proficiency.

DISTRICT LEVEL LABOR AND MANAGEMENT CONSULTATION AND COLLABORATION

- i. Describe in detail the steps that have occurred to consult and collaborate in the development of the district and school-level implementation plans.**
 - Teachers, building leaders and the Office of School Improvement worked to develop the school comprehensive improvement plan.
 - The district has held a number of restructuring meetings with the building leadership team.
 - Two community forums were held.
 - The Superintendent and members of her cabinet with the collective bargaining units to discuss restructuring efforts and ideas.
 - A needs assessment was conducted.
 - Feedback from the needs assessment was shared at a faculty meeting.
 - Technical assistance providers have met with the principal, leadership team and the principal's cabinet.
 - Meeting agendas and minutes, emails, notes and sign in sheets from all sessions are on file can be produced upon request.

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

II. SCHOOL OVERVIEW

- i. Provide and describe the clear vision, mission, and identify one to three goals of the proposed model, to be achieved at the end of three years of implementation of this plan. (Specific goals/targets for student achievement should be identified in Attachment B).**

The middle school currently has adopted the district's vision and mission. We anticipate developing a school based vision and mission the summer 2013 in collaboration with CSSR.

Goal #1 Increase the % of students scoring in level 3 and 4 on the NYS assessment in both ELA and Math

Goal #2 Reduce student tardiness and absenteeism

Goal #3 Establish and sustain before and after-school programming

- ii. **Explain how the school plans to achieve its vision, mission, and goals by identifying and describing its research-based key design elements, core strategies, and key partnership organizations to assist in the plan implementation.**

Key Design Elements

- Advisory for all students
- Student led conferences
- Common planning time
- Job embedded coaching for staff and administrators
- Co-teaching model for special education
- Project based learning
- STEM focus
- Flexible/block schedule
- Literacy across content areas
- Progress Monitoring
- Formal and informal assessment
- Integration of technology into daily classroom instruction

Key Strategies

- Curriculum alignment and mapping - Provide clear instructional leadership and accountability. Define the model for learning: curriculum, scope & sequence and schedule for learning for the core subjects of reading, writing and math.
- Use a regularly scheduled formative assessment process to regularly check each student's mastery of the CCLS for learning.
- Create a master schedule to foster appropriate instruction and planning time.
- Uniform data driven remediation and intervention - regularly (at least monthly) review/sharing of data with teachers, staff and division. Determine remediation strategies from these reviews.
- Provide training for all teachers in the model for learning, formative assessment process and tools and the use of data to determine remediation strategies.
- Be more informative with the parents through programs, conferences, leadership opportunities, and regular parent-teacher conferences to share interim data results and discuss the child's progress.
- Conduct regular observations of the teachers to ensure curriculum is being followed.
- Communicate the compelling case and sense of urgency for success for all students.
- Create a leadership team of lead teachers, PTA president, principal, AP: media specialist, etc. to carry out the improvement plan and monitor progress. Meet weekly to review dates, data, and deliverables.
- Establish a communications plan to ensure that:
 - a clear and consistent message is received across the school.
 - a primary point of contact for each grade level and/or subject is identified and used to ensure a consistent message.
 - an environment of high expectations is communicated and created.
- Create a safe and orderly environment by establishing clear rules for conduct and enforcing these rules and having guidelines for discipline issues and referable offenses.

- Improve staff support and morale.
- Ensure efficient use of resources and instructional time.

The middle school has adopted the key characteristic for high-performing and high poverty schools model as a road map for success:

- **Readiness to Learn**
 - **Safety, Discipline, and Engagement:** Students feel secure and inspired to learn
 - **Action Against Adversity:** Schools directly address their students' poverty-driven deficits
 - **Close Student-Adult Relationships:** Students have positive and enduring mentor/teacher relationships
- **Readiness to Teach**
 - **Shared Responsibility for Achievement:** Staff feels deep accountability and a missionary zeal for student achievement
 - **Personalization of Instruction:** Individualized teaching based on diagnostic assessment and adjustable time on task
 - **Professional Teaching Culture:** Continuous improvement through collaboration and job-embedded learning
- **Readiness to Act**
 - **Resource Authority:** School leaders can make mission-driven decisions regarding people, time, money, and program
 - **Resource Ingenuity:** Leaders are adept at securing additional resources and leveraging partner relationships
 - **Agility in the Face of Turbulence:** Leaders, teachers, and systems are flexible and inventive in responding to constant unrest

Source: The Turnaround Challenge: Why America's Best Opportunity to Dramatically Improve Student Achievement Lies in Our Worst-performing Schools, Mass Insight Education and Research Institute

- Hempstead is aware that in order to replicate this model in our middle school, we must have the ability to cultivate shared responsibility for achievement among individuals throughout the system, the use of frequent assessment to personalize instruction, and the focus on the cultivation of a professional, collaborative teaching culture. This extends beyond the walls of the middle school and will require significant district level and state support to accomplish it.
- Ultimately, improving school performance requires significant improvements at the classroom level in the quality of instructional practice and the level of student engagement, learning, and performance. But this calls for schools to make mission-driven decisions in accord with students' needs and hence, truly comprehensive, transformational reform. Thus, our transformation school reform must be grounded in the key characteristics for high performing and high poverty schools. Therefore, it is

imperative that an effective school turnaround leader is highly skilled and well equipped to deal with the myriad of problems and issues that arise during whole school reform.

ASSESSING THE NEEDS OF THE SCHOOL SYSTEMS, STRUCTURES, POLICIES AND STUDENTS

- i. Complete the School-level Baseline Data and Target-Setting Chart
See Attachment B

- ii. **Use statistics and descriptive language, to describe the population of students the school serves, and the unique needs of sub-groups (e.g.: students with disabilities, English language learners, students from households that are eligible for free or reduced lunch, first-generation college-goers, and/or students traditionally underrepresented in college).**
 - The Alverta B. Gray Schultz Middle School is located in Nassau County, Long Island and serves a diverse ethnic and cultural community. With a population of over 60,000, the Village of Hempstead is one of the largest incorporated villages in New York State. A.B.G.S. Middle School serves 1,345 students in grades six through eight. There is one middle school in the district. The school has a high percentage of students from low-income families and a high percentage of English Language Learners (ELLs). Eighty-four percent (84%) of our students are Title I eligible as a result of low family income levels. The school's racial/ethnic student profile is thirty-four percent (34%) Caribbean and African American, sixty-five percent (65%) Hispanic and one percent (1%) other. Thirty-three percent (33%) of the students are LEP (Limited English Proficient) and thirty percent (30%) are FLEP (Former Limited English Proficient). Approximately two hundred and twelve (212) students or sixteen percent (16%) of the student population are Special Education learners.
 - During the course of the 2012-2013 school year, there were approximately thirty (30) homeless middle school students living in and around Hempstead Village. This number may be high due to Hurricane Sandy in fall 2012 and two apartment dwelling fires in the village during the 2012-2013 school year. Additionally, some children do not identify themselves as being homeless to school officials for fear of being teased or made fun of by other children.
 - There are one hundred and forty (140) ABGS Middle School staff members including teachers, one media specialist, guidance counselors, social workers, psychologists, medical personnel and teaching assistants employed at ABGS Middle School. There are currently four administrators: principal, assistant principal, two deans; one administrative position: assistant principal remains vacant. Additionally, there are six secretaries, along with a custodial and security staff.

- iii. Describe the systematic in-depth diagnostic school review of the school conducted by the district, a Joint Intervention Team (JIT), Integrated Intervention Team (ITT), or related outside education experts to determine its existing capacity, strengths, and needs.**
- There has been no JIT review for the middle school, however as a priority school we have conducted a preliminary needs assessment which identifies the buildings strengths, needs/challenges under the following areas: teaching, instructional leadership and organizational leadership. (See ABGS Middle School Needs Assessment Final Report)
- iv. Describe the results of this systematic school review, including the existing capacity, strengths, and needs to dramatically improve student achievement. The following recommendations resulted from the district needs assessment conducted on the middle school:**

School Review results

Overarching Debriefing statement:

- ABGS Middle School is struggling to overcome challenges that appear to be the result of long-term inattention to important issues regarding student achievement. Classroom practices, as with much of the cultural beliefs of the school, are traditional and are not working effectively. Trying something different is needed but resisted. There is an overwhelming climate of low expectations for many of the students that pervades the school. Those low expectations are nurtured by both a faculty and a community that appear not to care to undertake the changes necessary to improve outcomes for students. It was apparent that ABGS lacks a clear instructional frame work. The constant Turnover of administrators has hindered or blocked the consistent monitoring of Instructional fluency of teacher practices. Attempts appear apparent in Department Meetings, however, follow through and system sustainability was not obvious. Two administrators cannot effectively ensure that classroom practices are implemented and followed through. There is a need for ABGS's instructional staff to benefit from a closely monitored delivery of instruction by conducting formal and informal observations with written feedback that reflects common understanding about Recommendations for improvement. Administration needs to ensure that staff has a clear understanding of the CCLS and Shifts.

Strengths

- The implementation of discipline specific weekly common planning time is a recent positive change that can contribute to improving curricular alignment across grades and grade levels. These professional conversations also have the potential to provide meaningful improvement in instructional approaches.
- Common Planning time appears to have a sound structure. There are teacher focused groups with interdisciplinary teams.

Needs/Challenges

- Personalization of learning which is very important in the middle grades as students experiment with possible future roles does not exist.
- The common planning time is limited to discipline specific groups and there is no time for interdisciplinary discussions that through protocols for looking at student work can greatly help to both personalize the school and to improve teacher practice.
- With only two administrator's teacher observations, teacher improvement plans and feedback lacks the attention needed to monitor classroom instruction. Lesson plans need to be reviewed for instructional alignment.
- Differentiated instruction was visible to the eye however when closely observed content did not always reflect stated objective.
- Process plans to disseminate information on Pacing Guide needs to be established
- With the inconsistent influx of administrators Data analysis should be incorporated in all department meetings to ensure that all staff understand how to read, analysis, and use data to drive instruction.
- School Leadership along with the District should ensure that technology in the classroom is up to date
- PD needs to be scheduled to ensure that teachers understand the Common Core and Shifts

Recommendations

- Explore changing the schedule to allow for each student to be well known by at least one adult so that his or her learning can be shaped to match individual student hopes and aspirations to engage them in learning.
- Create time for add interdisciplinary grade level common planning time sessions in the schedule.
- Assign students to teams that share a core group of teachers.
- Provide both the discipline specific and interdisciplinary grade level common planning time teams with the professional development necessary to incorporate such strategies as looking at student work into common planning time sessions.
- Administrators need to create a plan to increase attendance for the Saturday Academy. Determine benefits.
- Administrators should work with the District prior to the end the school year in creating a plan for the development of the SLO's.
- Emphasis needs to refocus on students' needs while ensuring that staff skills and instructional strategies are addressed.
- Utilize NYSUT Standard 1 as a base for student engagement.
- Formative assessment process needs to go beyond the observation simple discussion low level questioning.
- Administrators should work with teachers, who can facilitate PD's and turnkey information from internal and external workshops.
- Review 6th grade inclusion. Strengthen articulation.
- All first period classes should be assessed to encourage teachers due to high student's lateness and absenteeism.

- Common Planning time needs to be led by teachers in conjunction with assistant principal.
 - An alternative session needs to be put in place for those teachers who are unable to participate in Common Planning Time.
 - Include staff as part of the 2013-14 strategic planning to elicit support and increase moral
 - Devise a plan that continually includes parents in school development. Create various small group workshops to educate and inform parents regarding school's policies, procedures and instructional practices.
- v. **Discuss how the LEA/school will prioritize these identified needs in the implementation of the SIG plan.**
- The STO, data coach, shared leadership team and Principal's cabinet will meet to discuss the building data, this includes (NYS assessment data, student attendance, student discipline referrals, IST and CSE referrals, SRI results, etc.)
 - After the data is analyzed and processed, clear priorities and objectives are identified by the group. Unfortunately, there is too little time and too many challenges to get everything done; therefore we have asked that a more realistic set of priorities be established.
 - Time, staff development, embedded professional development, specific action items by staff are all aligned around these priorities, to ensure they are targeted for improvement. It is made clear to all staff in the building what the goals and objectives are and how the WHOLE building will work on one accord to accomplish it.

SCHOOL MODEL AND RATIONALE

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

Transformation Model

- Through NYSUT's Innovation Initiative, Hempstead along with several other pilot school district labor-management teams worked together to build a model comprehensive teacher evaluation system - from the ground up. This new system is based on multiple measures to capture the range of skills and abilities that define teacher effectiveness. With few models to draw from and guide our work, our goal is to work together - teachers and administrators - with national experts to develop a more rigorous and meaningful model of teacher evaluation. Since we were on the ground level in developing the NYSUT rubric for the new APPR teacher evaluation process, we felt it was critical for our district and the middle school to choose the transformation model. The research based key design elements outlined in the transformation model are:

- *organizing the school to facilitate transformed teaching and learning*, often including the development of effective leadership teams and decision-making structures, as well as the organization of teachers into teams that share groups of students in order to foster collaboration and relationship building, and the creation of innovative scheduling solutions that meet students' needs;
- *transforming curriculum and instruction*, through a clear focus on student learning and such activities as implementing a college- and career-ready curriculum for all students, incorporating project- and work-based learning into the curriculum, and regularly collecting and using data to inform instruction;
- *providing students with the necessary academic and social support*, such as dedicated connections between students and staff to build stronger relationships, personalization in instruction and support, interventions to address targeted student needs, extended learning and credit recovery options, and the building of college awareness;
- *increasing teacher and principal effectiveness* through the facilitation of teacher collaboration across subject areas via professional communities, the provision of high-quality professional development that is tied to data, and the development of administrator learning and networking groups;
- *maximizing stakeholder resources* by coordinating and networking with other schools, including feeder schools; partnering with higher education, community-based organizations, and industry; and engaging family and communities in the planning, development, and implementation of school improvement activities; and
- *ensuring continuous improvement* through the creation of a school culture based on data and outcomes through which clear implementation and student outcome goals and benchmarks are established and continuously monitored, and through the continued support from school staff for the whole-school reform plan.

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

- The district has held a number of restructuring meetings with the building leadership team.
- Two community forums were held.
- The Superintendent and members of her cabinet with the collective bargaining units to discuss restructuring efforts and ideas.

- A needs assessment was conducted.
- Feedback from the needs assessment was shared at a faculty meeting.
- Technical assistance providers have met with the principal, leadership team and the principal's cabinet.
- Board members met with our OEE, along with the Superintendent's cabinet and building principal.
- Meeting agendas and minutes, emails, notes and sign in sheets from all sessions are on file can be produced upon request.

SCHOOL LEADERSHIP

- Identify and describe the specific characteristics and core competencies of the school principal that are necessary to meet the needs of the school and produce dramatic gains in student achievement.**

Principal Core competencies

- We adopted the Multidimensional Rubric as a basis for the core competencies for our building leaders:
 - **Domain 1: Shared Vision of Learning.** An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
 - **Domain 2: School Culture and Instructional Program.** An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
 - **Domain 3: Safe, Efficient, Effective Learning Environment.** An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
 - **Domain 4: Community.** An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources
 - **Domain 5: Integrity, Fairness, Ethics.** An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
 - **Domain 6: Political, Social, Economic, Legal and Cultural Context.** An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.
- In addition we have added the following competencies:
 - Knowledge of the Common Core Learning Standards
 - Certified and fully trained in the new APPR teacher evaluation system

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

- The principal for ABGS Middle School will continue to be Mr. Henry Williams. Mr. Williams shows the competency and the skills needed to lead the middle school into whole school reform. He has only held the title of Principal for a period of two years at the end of the 2012-2013 school year, therefore if given more time, we are confident he can lead the middle school in a better and more targeted direction based on the transformational model road map the district is proposing.

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

See appendix for the following job descriptions:

- School Transformation Officer
- Data Coach
- Assistant Principal/SIM
- ELA Coach
- Math Coach
- ESL/Bilingual Coach
- Behavior Interventionist
- Family and Community Engagement Aide

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

- The current leadership team, while small works extremely well together. They all meet with teachers during their common planning time, make daily instructional classroom visits and have actively engaged staff in a way that values their input as the middle school attempts to cultivate change in the building. The dean, Mr. Kelvin Ortiz and the assistant principal, Ms. Rowena Costa will remain in the building for the 2013-2014 school year. The district will need to hire two more deans and two more Assistant Principals/SIM's for each house that we are proposing under the transformation model.
- As we previously indicated, the building will adopt the high performing high poverty school model as we navigate this new school reform model. We feel confident in the vision and mission that Mr. Henry Williams brings to the table, and while the middle school doesn't currently have its own vision and mission; we anticipate this process to be

completed over the summer 2013. As with any change process, there will be barriers and obstacles. Our collective bargaining units will continue to work collaboratively with the district as we implement the transformation model in our middle school. The board of education, along with the community is in support of our efforts to make positive change for the students at the middle school to ensure they are more than academically prepared for high school and beyond.

INSTRUCTIONAL STAFF

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

- ABGS Middle School has teachers who are NYS certified in specific subject area. Our teaching staff is diverse and reflects the community of learners. In particular, several administrators and approximately thirty-five percent of the teachers speak languages other than English. Teachers utilize mixed media, textbooks, and enhanced learning tools in order to improve student comprehension. Teachers use differentiated instruction to provide students with alternative ways of problem solving, thus making them "career ready" lifelong learners.

Quantitatively, teaching staff should increase accordingly in order to service those students who require intensive language arts and mathematics academic intervention. Currently we have twenty-eight elementary sixth grade teachers who are departmentalized; six social studies teachers, twelve mathematics teachers, twelve ELA teachers, and six science teachers covering both the seventh and eighth grade monolingual and bilingual students. We also have fifteen special subject teachers and five reading teachers covering grades six through eight.

Qualitatively, teachers require more adept practical hands on application, thus enabling them to better facilitate instruction and learning tailored to the workplace demands of their twenty-first century students. Staff development should meet the self-assessed needs of individual teachers, so that the turnaround time for meaningful classroom utilization and model implementation is realized.

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

- The district has adopted the NYSUT rubric which is adapted from the Charlotte Danielson teacher evaluation framework. We are quite confident, that by our teachers following these competencies instruction will surely be enhanced in the classroom. They are:

Standard 1: *Knowledge of student and student learning.* Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and learning to promote achievement for all students.

Standard 2: *Knowledge of content and instructional planning.* Teachers know the content they are responsible for teaching and plan instruction that ensures growth and achievement for all students.

Standard 3: *Instructional Practice.* Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.

Standard 4: *Learning Environment.* The teachers work with all students to create a dynamic learning environment that supports achievement and growth.

Standard 5: *Assessment for Student Learning.* Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.

Standard 6: *Professional Responsibilities and Collaboration.* Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

Standard 7: *Professional Growth.* Teachers set informed goals and strive for continuous professional growth.

(See the attached NYSUT rubric detailing all standards with their performance indicators)

iii. Describe the process and action steps by which existing instructional staff will be informed of the new model being implemented.

Instructional staff has been involved in all discussions surrounding the implementation of the Transformation model here at the middle school in the following ways:

- Shared leadership team meetings.
- Superintendent personally met with all staff during a faculty meeting to discuss and answer questions.
- Deputy Superintendent met with all staff during a faculty meeting to discuss and answer questions.
- Two community forums were held.
- Common planning time meetings.
- Grade level meetings.

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

- The district will continue to follow its hiring process for the purposes of selecting and screening staff. For the purposes of transferring and retaining staff, we will follow our collective bargaining unit agreements. Since we have chosen the transformation model, we will utilize our approved APPR process to evaluate teachers. Those teachers who we find to be ineffective, we will go through the process as outlined in our approved APPR and side MOU (once finalized and signed) to remove these staff from the building. The only additional barriers or obstacles we anticipate will be with our collective bargaining unit; however we have been working collaboratively to ensure that the middle school is successful. We anticipate this relationship will continue to work collaboratively towards this common goal.

PARTNERSHIPS

- i. Identify by name, the partner organizations that will be utilized to provide services critical to the implementation of the new school design. Additionally, provide the rationale for the selection of each. Explain specifically, the role they will play in the implementation of the new school design.***
- The district will partner with CSSR to assist with the whole school reform model with the middle school. CSSR has a proven track record and the district went through an extensive RFP process to secure their services to assist in the whole school reform with our Hempstead High School. The President of CSSR also is listed on the SED approved Outside Educational Expert List. The Superintendent interviewed three candidates before selecting CSSR as our OEE. CSSR is world renowned for their Breaking Ranks work in both middle and high schools. They have done extensive work in schools across the country specializing in, student centered master scheduling, student led conferencing, student advisories, and enhancing instructional leadership to build school wide capacity.

The Scholastic Achievement Partners will be partnering with us to provide professional development in the area of ELA and Math submitted proposal for the district to review in response to the district's RFP. Specifically, the International Center for Leadership in Education will be working with us in the area of ELA and Math Solutions will be assisting us in the area of Math. They will provide training on the CCLS, rigor and relevance, differentiated instruction, best practices in instructional strategies in ELA and Math and scaffolding literacy across the content areas

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

See attachment C

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

- The district has an external evaluator who will be used to evaluate the effectiveness of our external partners. This is a practice we currently use for all of our programming including SES. Copies of previous evaluation final reports are available upon request.

ORGANIZATIONAL PLAN

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

See Organizational Chart

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

- The ABGS principal communicates daily with his administrative team in person, by phone and radio. The entire team meets daily at the end of the school day to go over the day's events and plan for the next day's instructional plans and activities. The principal receives input from staff daily and weekly concerning testing results, (quizzes, local and state tests), detention and suspension activity, and attendance reports. The principal discusses data concerns during weekly leadership meetings, faculty meetings, scheduled CEP meetings, and committee meetings. The principal directs administrative staff to discuss data at weekly departmental meetings, including how to use data from the Data Warehouse for instructional purposes and to differentiate instruction. At the start of the new school year, teachers receive data on student's previous year's academic performance, including their state scores. Teachers also receive the results early in the school year from the NWEA testing program and teachers initiate their own data. Teachers created a tiered analysis of evidence based student ability/achievement.

In the new school year, data will be discussed at PTSA and SEPTA meetings and other parent workshops. Teachers will receive Professional Development on the use of data to drive instruction during the 2013-2014 school year.

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

- See the district attached APPR Plan. The principal and his cabinet will be responsible for scheduling all observations for the 2013-2014 school year. A set schedule will be established prior to school beginning. The AP’s will report their results to the principal, who signs off on all end of the year evaluations. After each evaluation document is completed, it is sent by that administrator to the Assistant Superintendent for personnel.

ADMINISTRATOR/EVALUATOR	CONTENT AREA ASSIGNED	REPORT RESULTS TO
PRINCIPAL	Math, Guidance	Assistant Superintendent for Personnel
AP/SIM	ELA, SS	Principal
AP/SIM	Science, PPS	Principal
AP/SIM	PE, Music, Art	Principal
The principal is responsible for signing off on all end of the year evaluations. The Principal will send all evaluations conducted throughout the school year to the Office of Personnel.		

iv. Provide a full calendar schedule of the events listed in “iii” for the 2013-2014 school year that reaches all instructional personnel who will staff the building.

- See calendars attached in appendix. This reflects this school year, once all administrators are on board, a revised calendar for 2013-2014 will be finalized.

EDUCATIONAL PLAN

- Curriculum.* Describe the curriculum to be used with the model, including the process to be used to ensure that the curriculum aligns with the New York State Learning Standards, inclusive of the Common Core State Standards and the New York State Testing Program (see: <http://engageny.org/common-core-curriculum-assessments>).**
 - The district has engaged the STEM (Science Technology Engineering Math) model in order to focus on problem solving skills and creativity. By aligning this model to NYS Learning and Common Core Standards students will learn how to think creatively and analyze information from multiple perspectives, thus acquiring appropriate solutions.

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

- Teachers will explore ways to focus on these shifts:
In math, physical education, technology, music and art require fluency, application and conceptual understanding; and
In ELA, social studies, health and science require students to ground reading, writing, and discussion in evidence from the text

iii. ***Use of Time.*** Present the daily proposed school calendar showing the number of days the school will be in session and sample daily class schedule showing daily hours of operation and allocation of time for core instruction, supplemental instruction, and increased learning time activities. Describe a logical and meaningful set of strategies for the use of instructional time that leads to a pedagogically sound restructuring of the daily/weekly/monthly schedule *to increase learning time by extending the school day and/or year.* The structure for learning time described here should be aligned with the Board of Regents standards for Expanded Learning Time, as outlined here:

<http://www.regents.nysed.gov/meetings/2012Meetings/April2012/412bra5.pdf>

- Making effective use of strategies for instructional time involves concise lesson planning that reflects NYS Common Core standards and allows for flexibility of pedagogical practice. Implementation is a key to making age-grade appropriate curriculum applicable to real world situations and workplace circumstances.
- Therefore, once the daily schedule is finalized it will be sent to SED for review. The school district has approved a 183 day calendar for next year, however we are proposing 186 days for the students and staff of the middle school. Parents, staff and the collective bargaining units are still in negotiations surrounding this initiative. We anticipate a resolution in the next few weeks. We have attached the district approved calendar for the 2013-2014 school year.

We are proposing the following:

- AIS during the school day
- Before and after-school programming
- 6th grade 3-week transitional camp
- Saturday Academies
- A variety of professional development opportunities during the school day, after school and summer institutes for principals and instructional staff

- iv. **Data-Driven Instruction/Inquiry (DDI).** Describe the school’s functional cycle of **Data-Driven Instruction/Inquiry (DDI)**. Present the schedule for administering common interim assessments in ELA and Math. Describe procedures, and schedule of space and time (e.g., through common planning time, teacher-administrator one-on-one meetings, group professional development, etc.) provided to the teachers for the examination of interim assessment data and test-in-hand analysis. Describe the types of supports and resources that will be provided to teachers, as the result of analysis. (See <http://engageny.org/data-driven-instruction> for more information on DDI).
- Investment has to be made in data-driven inquiry systems that help teachers to learn more about their students, figure out how to systematically address their specific learning needs, plan a coherent progression of classroom lessons, and adapt their instruction based on more defined and sophisticated assessment. The district plans to use Race to The Top funds to support the data driven inquiry initiative district-wide. We will establish coordinated processes to collect data, measure and communicate student achievement, and its progress. Data must be collected, analyzed and shared to inform district planning, professional development planning and development of differentiated instructional plans for students.
- v. **Student Support.** Describe the school-wide framework for providing academic, social-emotional, and student support to the whole school population. List the major systems for the identification of students at-risk for academic failure, disengagement/drop-out, and health issues and then present the key interventions chosen to support them. Describe the school’s operational structures and how they function to ensure that these systems of support operate in a timely and effective manner. Student support programs described here should be aligned with Part 100.2 Regulations on implementing AIS accessible at <http://www.p12.nysed.gov/part100/pages/1002.html#ee>.
- After implementing their own strategies for academic and behavioral challenges in their classroom, a teacher makes a written recommendation of a student to a subset of the RTI/Peer Support team. The referral team reviews the referral, meets with the teacher and suggests a series of interventions. An example of one of several resources used for interventions is *Teachers Encyclopedia of Behavior Management 100/500 Plans* by Randy Sprick. Teachers are encouraged to collect data on pre imposed interventions. This helps to determine if interventions are successful or if they need to be reworked. If it’s eventually determined that these interventions have not resulted in improvement in the identified areas, the student is then referred to the IST team. The IST team consists of administrators, psychologists, social workers, guidance counselors, attendance, and speech teacher, as needed. This team meets and reviews student data and case notes and determines if the student is to be referred for further

interventions such as an IST screening, non-mandated counseling or a CSE referral. That begins the CSE process. An ABGS Middle School parent may self-refer their child to the CSE for an evaluation. It should be noted that any student in distress is referred to a school social worker and /or to the Team Center which consists of social workers, psychologists and interns.

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

- The district has implemented the RtI model for both academics and behavior. We have detailed out RtI goals below.

RtI General Goals:

- Improve student achievement
- Provide early interventions to struggling students
- To be proactive rather than reactive
- Make decisions based on the use of student data
- Improve communication for all stakeholders
- Provide teachers support through resources and training
- Decrease number of special education referrals

RtI Academic Goals:

- Increase the number of students that meet or exceed state standards
- Improve student performance on local assessments
- Increase graduation rate
- Decrease number of failures per class
- Decrease the dropout rate

RtI Behavioral Goals:

- Improve on task behavior
- Decrease the number of behavior referrals
- Decrease the number of suspensions/expulsions

- Safe and Civil Schools is designed to help our school staff improve safety and civility across all school settings. By so doing, school personnel lay a foundation to engage students and enhance learning. Safe & Civil Schools programs have made a real difference in how teachers, students, parents, and community members perceive safety in their schools. We endeavor that this initiative will assist us with the following:

- Reductions in referrals, suspensions, and expulsions
- Declines in tardy rates
- Increases in student attendance and connectedness
- Perceptions of increased safety and civility

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

- Open House
- Hire a Family and community engagement Aide (see job description)
- Newsletter sent home to all parents on monthly basis
- Curriculum Nights
- PTSA meetings (staff split time attending these meetings)
- STEM Fair
- Parent literacy workshops
- Parent homework assistance workshops
- Parents Right to Know (IDEA) workshops
- Enhance parent’s knowledge of NYS and local assessments

TRAINING, SUPPORT AND PROFESSIONAL DEVELOPMENT

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

- The district has held a number of restructuring meetings with the building leadership team.
- Two community forums were held.
- The Superintendent and members of her cabinet with the collective bargaining units to discuss restructuring efforts and ideas.
- A needs assessment was conducted.
- Feedback from the needs assessment was shared at a faculty meeting.
- Technical assistance providers have met with the principal, leadership team and the principal’s cabinet.
- Board members met with our OEE, along with the Superintendent’s cabinet and building principal.
- Meeting agendas and minutes, emails, notes and sign in sheets from all sessions are on file can be produced upon request.

ii. Implementation Period. Identify in chart form, the planned training, support, and professional development events scheduled during the year one implementation period (September 1, 2013, to August 31, 2014). For each planned event, identify the specific agent/organization responsible for delivery, the desired measurable outcomes, and the method by which outcomes will be analyzed and reported. Provide in the project narrative, a rationale for each planned event and why it will be critical to the successful implementation of the SIG plan.

- Based on preliminary review of our needs assessments, we have determined the following professional development activities are vital to the success of the middle school's new transformation model. Teachers will be provided with a professional development questionnaire at the beginning of the school to determine more specific and targeted needs.

PROFESSIONAL DEVELOPMENT ACTIVITY	RESPONSIBLE FOR DELIVERY	MEASURABLE OUTCOMES
CCLS in ELA 6 shifts and instructional strategies moving forward	International Center for Leadership in Education (ICLE)	Participants will be able to deliver instruction aligned to the CCLS.
Effective ELA interventions that work	International Center for Leadership in Education (ICLE)	Participants will be able to effectively create and utilize ELA interventions in the classroom.
CCLS in Math 6 shifts and instructional strategies moving forward	Math Solutions	Participants will be able to deliver instruction aligned to the CCLS.
Effective Math interventions that work	Math Solutions	Participants will be able to effectively create and utilize Math interventions in the classroom.
Differentiated Instruction	ICLE	Participants will be able to deliver and create differentiated student lessons.
Instructional Leadership	ICLE and CSSR	Participants will be able to apply their leadership skills towards improving overall classroom instruction.
Co-Teaching Model for SWD's	CSSR	Participants will be able to strengthen and enhance co-teaching instructional model.
Student advisory. What is it and how to make it work?	CSSR	Participants will be able to apply and deliver an effective student advisory program to students.
Effective Instructional Strategies for ELL students	CAL Institute	Participants will be able to effectively create and utilize ELL interventions in the classroom.
RTI interventions	District staff	Participants will be able to effectively create and utilize RTI interventions in the classroom and build on the

		existing RTI intervention program.
Data analysis in your classroom	Data Coach	Participants will be able to understand and use student data to target their instruction.
How to use and understand data	Data Coach	Participants will be able to understand and use student data to target their instruction.
Successful reading instructional strategies that work	ICLE	Participants will be able to apply the knowledge to improve student reading levels homogenously and heterogeneously.
Writing across content areas	Lucy Caulkins writing consultant	Participants will be able to apply the knowledge and skills to improve students writing abilities and incorporate writing across content areas.
Best Practices for School-wide Literacy Instruction	ICLE	Participants will be able to apply the knowledge to improve student reading levels homogenously and heterogeneously.
Teaching tolerance and culturally responsive classrooms	NYU's Steinhardt Center	Participants will be able to translate this knowledge to students to enhance the culture and climate of the classroom.
How to engage students and families	Family and Community Engagement aide	Participants will be able to better engage families and the community into the school environment.
Successful parent involvement activities that work	Family and Community Engagement aide	Participants will be able to better engage families and the community into the school environment.
Is your common planning time effective? Strategies on how to make it happen.	CSSR	Participants will be able to plan a more effective common planning time that is focused on student data.
Effective strategies to get students to school and keep them coming	CSSR	Participants will be able to learn strategies for consistently improving

		student attendance.
Understanding student engagement	CSSR	Participants will be able to strengthen student engagement in daily lessons and school wide programs.
Productive instructional walkthroughs	CSSR	Participants will be able to provide productive feedback and support to instructional staff through instructional walkthroughs.
The ABC's of successful classroom management	CSSR	Participants will be able to manage behaviorally challenged classrooms.
Wrap around counseling? How to make it work.	CSSR	Participants will be able to deliver and provide wrap counseling services to all students.
Preparing students for high school and beyond	CSSR	Participants will be able to prepare our students for high school and beyond.

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

- The district will continue to work with its external evaluator to evaluate programming effectiveness. As part of the district comprehensive improvement plan, we will develop fidelity protocols that will be used district-wide. These protocols will serve as the foundation to evaluate the effectiveness of programming and follow up to mandated professional development of teachers, teacher leaders and administrators.
- Participants of all professional development will be given pre assessment survey to determine their knowledge prior to participating in the training. After the training they will be asked to complete a post survey which will ask them to explain how they plan to incorporate what they learned into their classroom instructional practices.
- The district has also developed an instructional walkthrough rubric. This will allow observers to support, supervise and assess the changes if any in a teacher's classroom practices based on what they have learned in a professional development or coaching session.

PROJECT PLAN AND TIMELINE

- i. Identify and describe the goals and key strategies for year-one implementation period (September 1, 2013, to August 31, 2014).

GOAL	KEY STRATEGY
Incorporate data driven decision making and establish data protocols	To ensure consistency across teams, building and district level in an effort to analyze and make instructional and programmatic decisions.
Select and begin to utilize a curriculum mapping software	To ensure that the district's curriculum is aligned to our students individual needs, to provide teachers with support in developing their lessons and aligning assessments with the curriculum
Hire a Data Coach	To ensure that accurate data reaches the principal. To provide on-going professional development to assist staff in utilizing the data to target instruction and inform decision making processes.
Increase student attendance and decrease student tardiness	To target those students with high frequencies of absenteeism and tardiness by reviewing period by period attendance and taking necessary action.
Show growth in student quarterly benchmark results in both ELA and Math	To review and analyze student results from our local NWEA benchmarks, compare results with our curriculum maps and target instruction based on the analysis.
Incorporate a three week 6 th grade transition camp for the summer 2014	To provide support for students transitioning into 6 th grade and reinforce their ELA and Math skills.
Implement a before and after school program	To provide additional academic and behavioral support for students.
Redesign common planning time that is student and data centered	To provide a team approach for common planning time, coaching and staff development that is driven and focused on student data
Extend the school day to ten periods and incorporate student advisory classes	To provide a more personalized learning environment for our students allowing them to build a close relationship with staff in the building and reinforce their non-academic needs and build student character

	and civility.
Hire an ELA, Math Coach and ESL/Bilingual Coach	To provide support and deliver one on one small group and embedded coaching to staff in an effort to incorporate the skills learned from PD sessions into their daily classroom practices.
Hire a Family and Community Engagement Aide	To provide support and bridge the family and community school connection. To sustain and foster a positive relationship with families and the community.
Hire a Behavior Intervention Specialist	To provide support and coaching for teachers in the area of classroom management and other responses to behavior interventions.
Develop and sustain Professional Learning Communities inclusive of SWD and ELL staff	To provide a team approach for common planning time, coaching and staff development

ii. Identify the “early wins” that will serve as early indicators of a successful SIG plan implementation and foster increased buy-in and support for the plan.

<p>“EARLY WINS”</p> <ul style="list-style-type: none"> • The following staff will be hired and on board for the beginning of the school year: School Transformation Officer, Data Coach, ELA Coach, Math Coach, ESL/Bilingual Coach, Behavior Interventionist and Family & Community Engagement Aide • Evidence of an increase in student attendance and a reduction in class by class tardiness • Evidence that the school day has been extended/restructured that is student centered and data driven • Evidence of student advisory classes established and meeting on regular basis (in the master schedule) • To see student growth in the results from quarterly benchmark assessments in both ELA and Math • Evidence of common planning time that is focused on review of student data, common language, teacher reflection, and change in instruction based on student data

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

LEAD INDICATORS	COLLECTION & ANALYSIS	HOW COLLECTED	WHOM REPORTED TO
Extending the school day	Master schedule Advisory curriculum and project based activities After/Before school attendance Calendar of after/before school activities 6 th grade transition registration packet 6 th grade transition attendance report	Hard copies	STO Principal Shared Leadership team (SLT)
Student attendance	Power School database	An excel export is disaggregated and emailed	STO Principal Data Coach SLT
Benchmark results	NWEA database	Electronically Hard copies if necessary	STO Principal and cabinet Data Coach Content Staff SLT
Common planning time	Sign in sheets Agenda Meeting minutes	Hard copies	STO Principal Data Coach
Instructional walkthroughs	Data is collected on the district walk through rubric	Electronically Hard copies	STO Principal Data Coach
Teacher observations	Evaluators store their evaluation information in OASYS via MyLearning Plan	Electronically and hard copies presented to each staff	Principal Office of Personnel Individual staff
Discipline referrals	The Dean tracks all discipline referrals	An excel export is disaggregated and	Principal AP

	via Power School	emailed	Data Coach
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iv. Identify the goals and key strategies for year-two and year-three of implementation.

GOAL	KEY STRATEGY
As you can see, we are using are year 1 goals and key strategies. What we would like to see is in years 2 and year 3 that these goals be sustained and monitored, therefore we want to keep them on the radar.	
Sustain and monitor data driven decision making and data protocols	To ensure consistency across teams, building and district level in an effort to analyze and make instructional and programmatic decisions.
Sustain and monitor the use of curriculum mapping software	To ensure that the district's curriculum is aligned to our students individual needs, to provide teachers with support in developing their lessons and aligning assessments with the curriculum
Continue to monitor student attendance and decrease student tardiness	To target those students with high frequencies of absenteeism and tardiness by reviewing period by period attendance and taking necessary action.
Show growth in student quarterly benchmark results in both ELA and Math	To review and analyze student results from our local NWEA benchmarks, compare results with our curriculum maps and target instruction based on the analysis.
Continue to host the three week 6 th grade transition camp for the summer 2014	To provide support for students transitioning into 6 th grade and reinforce their ELA and Math skills.
Continue to implement before and after school program	To provide additional academic and behavioral support for students.
Sustain and monitor common planning time that is student and data centered	To provide a team approach for common planning time, coaching and staff development that is driven and focused on student data
Sustain and monitor student advisory classes	To provide a more personalized learning environment for our students allowing them to build a close relationship with staff in the building and reinforce their non-academic needs and build student character and civility.
Develop and sustain Professional Learning Communities inclusive of SWD and ELL staff	To provide a team approach for common planning time, coaching and staff development

BUDGET NARRATIVE AND BUDGET FORMS

- i. A FS-10 for the year-one implementation period (September 1, 2013, to August 31, 2014).
- ii. A complete Budget Summary Chart for the entire project period (three years of implementation) (Attachment D).
- iii. A Budget Narrative that identifies and explains all proposed costs for district and school-level activities for the entire project period (three years of implementation). **In addition, applicants should identify all other sources of income that will support and sustain the whole-school change described in this application.** Organize costs in the Budget Narrative by the major project activity they serve, based on each category of the proposal narrative, for the entire grant term. For each major activity, identify the line item costs associated and provide an explanation/justification for the cost that closely connects to the project activity, goals, and outcomes identified. For each major activity, describe the LEAs strategies for sustaining these actions or for how/why the district/school practice that will result from the activity can be sustained past the whole project period of the grant. Clearly describe and justify any specific district-level administration and support expenses to be funded by SIG at no more than 10% of the total SIG funding request.

Code 15 professional salaries

AP/SIM \$125,000 x 2= \$250,000

The Assistant Principal/SIM will be responsible for assisting in instructional leadership, lead the school improvement efforts in each house and chair specific committees focused on transformational activities.

School Transformation Officer (STO) \$135,000 x 1= \$135,000

The STO will be responsible for guiding and overseeing the school improvement efforts and transformational activities at the middle school. The STO will work collaboratively with the principal and building leadership teams to ensure activities are occurring with fidelity and that the project guidelines are being followed. The STO will provide monthly reports and will be responsible for the quarterly transformation reports.

ELA Coach, Math Coach and ESL/Bilingual Coach \$92,000 x 3=\$276,000

These coaches will be responsible for coaching and providing embedded professional development specific to their content area. They will be required to conduct instructional walk-through, facilitate PD sessions, lead study and focus groups, assist in the collection of student data specific to their content area and participate in building wide planning meetings. **The Data Coach will be paid for using RTTT funds.**

Behavior Interventionist \$65,000 x 1= \$65,000

The Behavior Interventionist will work with both general and special education staff and students in an effort to ensure that student's social and emotional needs are being addressed. This position will assist in assessing student behavioral concerns and needs, participate in planning meetings, CSE/IST meetings, provide RTI feedback, meet with parents and collect data on students as needed.

Family & Community Engagement Aide \$35,000 x 1= \$35,000

The Family & Community Engagement Aide will be responsible for engaging families and the communities. Facilitating and arranging for parent workshops and events to inform and teach parents on how to help in enhancing the educational opportunities, access and achievement of their children.

Before and After School Programming 20 teachers @ 3hours x 30 weeks x \$40.54= \$72,972

The before and after school program will target our at risk students who score levels 1 and 2 on the NYS assessment. We will also provide enrichment activities for those students scoring in levels 3 and 4 on the NYS assessment.

PD Summer Institute 120 teachers x 4 days @ \$100 per teacher/per day= \$48,000

The instructional and leadership staff of the middle school will undergo an intensive 4 day summer institute targeting key professional development topics that will be identified during the 2013-2014 school year and aligned to the goals and objectives as outlined in our transformation activities.

Summer Transition Camp for rising 6th graders 20 teachers x 4 hours x 15 days x \$40.54

The rising 6th graders camp will prepare students in the areas of ELA and Math. It will teach them study, organizational and test taking skills.

Saturday Academy 20 teachers x 2 hours x 30 weeks x \$40.54

The Saturday Academy will support at risk students in ELA, Math and character development. We will also target enrichment activities for those students scoring above proficiency on the NYS assessment.

Before and After School Coordinator \$10,000 x 1= \$10,000

The coordinator will be responsible for tracking student attendance, collecting student achievement data, following up with tutors and parents.

Code 15 Total: \$989,268

Code 16 Salaries for Support Staff

Clerical for the School Transformation Officer \$35,000 x 1= \$35,000

This position will be responsible for supporting all clerical aspects the office will need. Memos, taking messages, notes during meetings, processing paperwork, and other clerical duties as assigned.

Code 16 Total: \$35,000

Code 40 Purchased Services

Curriculum Mapping \$15,000

The district will take the summer of 2013 to review and decide on a web-based curriculum mapping software to pilot at the middle school before possibly take it district-wide. There are many companies who provide this service. We will work with our local BOCES as we make a final decision. The curriculum mapping software we allow teacher and principals to ensure that our curriculum and classroom assessments are aligned to the CCLS in order to properly prepare our students are their NYS assessments.

Sheltered Instruction Observation Model (SIOP) by Pearson \$3,000 To support the ELL/ESL population at the middle school.

School Climate Survey by ICLE \$4,600

The We survey assesses staff, student and parent responses on rigor, relevance and school climate. We anticipate conducting this survey on annual basis.

Naviance \$15,000

This software allows are guidance counselors to support students through career planning and advisement. This price also includes training for the guidance counselors on how to use the program.

Math Solutions 24 days for a total of \$105,000 is nationally recognized leader in math achievement, will be assisting the middle school in the implementation of the CCLS in the area of Math. They will also provide job embedded coaching and intensive summer institutes for teachers, teacher leaders and administrators.

ICLE 24 days for a total of \$105,000 is nationally recognized leader in leadership and literacy, will be assisting the middle school in the implementation of the CCLS in the area of ELA. They will also provide job embedded coaching and intensive summer institutes for teachers, teacher leaders and administrators.

CSSR 30 days for a total of \$125,000 is a nationally recognized leader in whole school reform. They will be working with administrator's and staff in an effort to ensure that all transformation activities are being implemented, they will provide coaching, professional development, guidance and feedback as we implement the transformation model.

Code 40 Total \$392,957

Code 45 Supplies and Materials

Math Manipulatives \$12,000

These materials will be used to engage students in math class and address the various learning styles of our students.

Leveled Literacy kits \$12,000 x 6= \$72,000

The leveled literacy kits will be provided to the ELA teachers to support the severe academic deficiencies of our students who lack access to leveled reading materials. The district has purchased some additional supplies from the general fund to ensure all ELA teachers have leveled kits.

Ipads 4 x \$700= \$2,800

The ipads will be used by the STO, Data Coach and AP/SIM. The current building administrators have ipads that were purchased with general funds. This tools allow staff to access technology during meetings, take meeting minutes, access student data when necessary, make presentations and serve as a valuable tool during instructional walkthroughs.

Supplies and materials for before and after-school programming \$20,000

Paper, folders, pens, pencils, games, enrichment activities, extra-curricular materials will be used for student and staff use before and after school.

Transition Camp \$5,000

Supplies and materials for rising 6th graders: Folders, student agendas, pens, paper, pencils, enrichment materials, art supplies.

Code 45 Total \$111,800

Code 46 Travel Expenses

ASCA Conference \$8,100

Guidance Counselors annual attendance at the American School Counselor Association conference (ASCA)

Field Trips \$7,000

Resources for students to visit art museum, science museum, technology centers, college and university campuses and other meaningful experiences.

Code 46 Total \$15,100

Assurances and Waivers for Federal Discretionary Program Funds

The following assurances are a component of your application. By signing the certification on the application cover page you are ensuring accountability and compliance with State and federal laws, regulations, and grants management requirements.

Federal Assurances and Certifications, General

- Assurances – Non-Construction Programs
- Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions
- General Education Provisions Act Assurances

Federal Assurances and Certifications, NCLB (if appropriate)

The following are required as a condition for receiving any federal funds under the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001.

- NCLB Assurances
- School Prayer Certification

New York State Assurances and Certifications (For discretionary grant programs only)

- Appendix A
- Appendix A-1G
- Appendix A-2

Waiver for the use of Title I Funding for Whole School Programs

If the LEA identified in this application is a Title I school for specific targeted activities only, signing the certification on the application cover page acts as a waiver request to use specific targeted activity funds from this grant for whole-school change programming.

ASSURANCES – NON-CONSTRUCTION PROGRAMS

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the Education Department Program Contact listed in the Application. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, and by signing the Application Cover Page, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C §§ 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) "§§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§" 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328), which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§ 276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §§874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.), which prohibits the use of lead-based paint in construction or rehabilitation of residence structure.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Standard Form 424B (Rev. 7-97), Prescribed by OMB Circular A-102, Authorized for Local Reproduction, as amended by New York State Education Department

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of the Application Cover Page provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

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

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions; and

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

ED 80-0013, as amended by the New York State Education Department

**Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion
- Lower Tier Covered Transactions**

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing the Application Cover Page, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.

8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

(1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

(2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Section 1.01 ED 80-0014, as amended by the New York State Education Department

**New York State Education Department
General Education Provisions Act Assurances**

These assurances are required by the General Education Provisions Act for certain programs funded by the U.S. Department of Education. These assurances are not applicable to certain programs, such as the No Child Left Behind Act. If you have any questions, please contact NYSED.

As the authorized representative of the applicant, by signing the Application Cover Page, I certify that:

- (1) that the local educational agency will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;
- (2) that the control of funds provided to the local educational agency under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
- (3) that the local educational agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;
- (4) that the local educational agency will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 1232f of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties;
- (5) that the local educational agency will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program;
- (6) that any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;
- (7) that in the case of any project involving construction –
 - (A) the project is not inconsistent with overall State plans for the construction of school facilities, and
 - (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 794 of title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
- (8) that the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
- (9) that none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

**New York State Education Department
No Child Left Behind Act Assurances**

These assurances are required for programs funded under the No Child Left Behind Act.

As the authorized representative of the applicant, by signing the Application Cover Page, I certify that:

- (1) each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
- (2) (A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and
(B) the public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
- (3) the applicant will adopt and use proper methods of administering each such program, including—
 - (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
 - (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
- (4) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
- (5) the applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
- (6) the applicant will—
 - (A) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and
 - (B) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties;
- (7) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment;
- (8) the applicant has consulted with teachers, school administrators, parents, nonpublic school representatives and others in the development of the application to the extent required for the applicant under the program pursuant to the applicable provisions of the No Child Left Behind Act;

(9) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of Education Law § 3214(3)(d) and (f) and the Gun-Free Schools Act (20 U.S.C. § 7151);

(10) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of 20 U.S.C. § 7908 on military recruiter access;

(11) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of 20 U.S.C. § 7904 on constitutionally protected prayer in public elementary and secondary schools;

(12) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of Education Law § 2802(7), and any state regulations implementing such statute and 20 U.S.C. § 7912 on unsafe school choice; and

(13) in the case of a local educational agency, the applicant is complying with all fiscal requirements that apply to the program, including but not limited to any applicable supplement not supplant or local maintenance of effort requirements.

Section 1.02

Article II. School Prayer Certification

As a condition of receiving federal funds under the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001 (NCLB), the local educational agency hereby certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the current guidance issued pursuant to NCLB Section 9524(a).

APPENDIX A

STANDARD CLAUSES FOR NYS CONTRACTS

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

- 1. EXECUTORY CLAUSE.** In accordance with Section 41 of the State Finance Law, the State shall have no liability under this contract to the Contractor or to anyone else beyond funds appropriated and available for this contract.
- 2. NON-ASSIGNMENT CLAUSE.** In accordance with Section 138 of the State Finance Law, this contract may not be assigned by the Contractor or its right, title or interest therein assigned, transferred, conveyed, sublet or otherwise disposed of without the State's previous written consent, and attempts to do so are null and void. Notwithstanding the foregoing, such prior written consent of an assignment of a contract let pursuant to Article XI of the State Finance Law may be waived at the discretion of the contracting agency and with the concurrence of the State Comptroller where the original contract was subject to the State Comptroller's approval, where the assignment is due to a reorganization, merger or consolidation of the Contractor's business entity or enterprise. The State retains its right to approve an assignment and to require that any Contractor demonstrate its responsibility to do business with the State. The Contractor may, however, assign its right to receive payments without the State's prior written consent unless this contract concerns Certificates of Participation pursuant to Article 5-A of the State Finance Law.
- 3. COMPTROLLER'S APPROVAL.** In accordance with Section 112 of the State Finance Law (or, if this contract is with the State University or City University of New York, Section 355 or Section 6218 of the Education Law), if this contract exceeds \$50,000 (or the minimum thresholds agreed to by the Office of the State Comptroller for certain S.U.N.Y. and C.U.N.Y. contracts), or if this is an amendment for any amount to a contract which, as so amended, exceeds said statutory amount, or if, by this contract, the State agrees to give something other than money when the value or reasonably estimated value of such consideration exceeds \$10,000, it shall not be valid, effective or binding upon the State until it has been approved by the State Comptroller and filed in his office. Comptroller's approval of contracts let by the Office of General Services is required when such contracts exceed \$85,000 (State Finance Law Section 163.6.a).

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

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

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

overtime pay, as determined by the State Labor Department in accordance with the Labor Law. Additionally, effective April 28, 2008, if this is a public work contract covered by Article 8 of the Labor Law, the Contractor understands and agrees that the filing of payrolls in a manner consistent with Subdivision 3-a of Section 220 of the Labor Law shall be a condition precedent to payment by the State of any State approved sums due and owing for work done upon the project.

7. NON-COLLUSIVE BIDDING CERTIFICATION. In accordance with Section 139-d of the State Finance Law, if this contract was awarded based upon the submission of bids, Contractor affirms, under penalty of perjury, that its bid was arrived at independently and without collusion aimed at restricting competition. Contractor further affirms that, at the time Contractor submitted its bid, an authorized and responsible person executed and delivered to the State a non-collusive bidding certification on Contractor's behalf.

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

9. SET-OFF RIGHTS. The State shall have all of its common law, equitable and statutory rights of set-off. These rights shall include, but not be limited to, the State's option to withhold for the purposes of set-off any moneys due to the Contractor under this contract up to any amounts due and owing to the State with regard to this contract, any other contract with any State department or agency, including any contract for a term commencing prior to the term of this contract, plus any amounts due and owing to the State for any other reason including, without limitation, tax delinquencies, fee delinquencies or monetary penalties relative thereto. The State shall exercise its set-off rights in accordance with normal State

practices including, in cases of set-off pursuant to an audit, the finalization of such audit by the State agency, its representatives, or the State Comptroller.

10. RECORDS. The Contractor shall establish and maintain complete and accurate books, records, documents, accounts and other evidence directly pertinent to performance under this contract (hereinafter, collectively, "the Records"). The Records must be kept for the balance of the calendar year in which they were made and for six (6) additional years thereafter. The State Comptroller, the Attorney General and any other person or entity authorized to conduct an examination, as well as the agency or agencies involved in this contract, shall have access to the Records during normal business hours at an office of the Contractor within the State of New York or, if no such office is available, at a mutually agreeable and reasonable venue within the State, for the term specified above for the purposes of inspection, auditing and copying. The State shall take reasonable steps to protect from public disclosure any of the Records which are exempt from disclosure under Section 87 of the Public Officers Law (the "Statute") provided that: (i) the Contractor shall timely inform an appropriate State official, in writing, that said records should not be disclosed; and (ii) said records shall be sufficiently identified; and (iii) designation of said records as exempt under the Statute is reasonable. Nothing contained herein shall diminish, or in any way adversely affect, the State's right to discovery in any pending or future litigation.

11. IDENTIFYING INFORMATION AND PRIVACY NOTIFICATION. (a) **FEDERAL EMPLOYER IDENTIFICATION NUMBER and/or FEDERAL SOCIAL SECURITY NUMBER.** All invoices or New York State standard vouchers submitted for payment for the sale of goods or services or the lease of real or personal property to a New York State agency must include the payee's identification number, i.e., the seller's or lessor's identification number. The number is either the payee's Federal employer identification number or Federal social security number, or both such numbers when the payee has both such numbers. Failure to include this number or numbers may delay payment. Where the payee does not have such number or numbers, the payee, on its invoice or New York State standard voucher, must give the reason or reasons why the payee does not have such number or numbers.

(b) **PRIVACY NOTIFICATION.** (1) The authority to request the above personal information from a seller of goods or services or a lessor of real or personal property, and the authority to maintain such information, is found in Section 5 of the State Tax Law. Disclosure of this information by the seller or lessor to the State is mandatory. The principal purpose for which the information is collected is to enable the State to identify individuals, businesses and others

who have been delinquent in filing tax returns or may have understated their tax liabilities and to generally identify persons affected by the taxes administered by the Commissioner of Taxation and Finance. The information will be used for tax administration purposes and for any other purpose authorized by law. (2) The personal information is requested by the purchasing unit of the agency contracting to purchase the goods or services or lease the real or personal property covered by this contract or lease. The information is maintained in New York State's Central Accounting System by the Director of Accounting Operations, Office of the State Comptroller, 110 State Street, Albany, New York 12236.

12. EQUAL EMPLOYMENT OPPORTUNITIES FOR MINORITIES AND WOMEN.

In accordance with Section 312 of the Executive Law, if this contract is: (i) a written agreement or purchase order instrument, providing for a total expenditure in excess of \$25,000.00, whereby a contracting agency is committed to expend or does expend funds in return for labor, services, supplies, equipment, materials or any combination of the foregoing, to be performed for, or rendered or furnished to the contracting agency; or (ii) a written agreement in excess of \$100,000.00 whereby a contracting agency is committed to expend or does expend funds for the acquisition, construction, demolition, replacement, major repair or renovation of real property and improvements thereon; or (iii) a written agreement in excess of \$100,000.00 whereby the owner of a State assisted housing project is committed to expend or does expend funds for the acquisition, construction, demolition, replacement, major repair or renovation of real property and improvements thereon for such project, then:

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

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

cooperate in the implementation of the contractor's obligations herein; and

(c) the Contractor shall state, in all solicitations or advertisements for employees, that, in the performance of the State contract, all qualified applicants will be afforded equal employment opportunities without discrimination because of race, creed, color, national origin, sex, age, disability or marital status. Contractor will include the provisions of "a", "b", and "c" above, in every subcontract over \$25,000.00 for the construction, demolition, replacement, major repair, renovation, planning or design of real property and improvements thereon (the "Work") except where the Work is for the beneficial use of the Contractor. Section 312 does not apply to: (i) work, goods or services unrelated to this contract; or (ii) employment outside New York State; or (iii) banking services, insurance policies or the sale of securities. The State shall consider compliance by a contractor or subcontractor with the requirements of any federal law concerning equal employment opportunity which effectuates the purpose of this section. The contracting agency shall determine whether the imposition of the requirements of the provisions hereof duplicate or conflict with any such federal law and if such duplication or conflict exists, the contracting agency shall waive the applicability of Section 312 to the extent of such duplication or conflict. Contractor will comply with all duly promulgated and lawful rules and regulations of the Governor's Office of Minority and Women's Business Development pertaining hereto.

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

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

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

16. NO ARBITRATION. Disputes involving this contract, including the breach or alleged breach thereof, may not be submitted to binding arbitration (except where statutorily authorized), but must, instead, be heard in a court of competent jurisdiction of the State of New York.

17. SERVICE OF PROCESS. In addition to the methods of service allowed by the State Civil Practice Law & Rules ("CPLR"), Contractor hereby consents to service of process upon it by registered or certified mail, return receipt requested. Service hereunder shall be complete upon Contractor's actual receipt of process or upon the State's

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

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

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

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

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

21. RECIPROCITY AND SANCTIONS PROVISIONS. Bidders are hereby notified that if their principal place of business is located in a country, nation, province, state or political subdivision that penalizes New York State vendors, and if the goods or services they offer will be substantially produced or performed outside New York State, the Omnibus Procurement Act 1994 and 2000 amendments (Chapter 684 and Chapter 383, respectively) require that they be denied contracts which they would otherwise obtain. NOTE: As of May 15, 2002, the list of discriminatory jurisdictions subject to this provision includes the states of South Carolina, Alaska, West Virginia, Wyoming, Louisiana and Hawaii. Contact NYS

receipt of the return thereof by the United States Postal Service as refused or undeliverable. Contractor must promptly notify the State, in writing, of each and every change of address to which service of process can be made. Service by the State to the last known address shall be sufficient. Contractor will have thirty (30) calendar days after service hereunder is complete in which to respond.

18. PROHIBITION ON PURCHASE OF TROPICAL HARDWOODS. The Contractor certifies and warrants that all wood products to be used under this contract award will be in accordance with, but not limited to, the specifications and provisions of Section 165 of the State Finance Law, (Use of Tropical Hardwoods) which prohibits purchase and use of tropical hardwoods, unless specifically exempted, by the State or any governmental agency or political subdivision or public benefit corporation. Qualification for an exemption under this law will be the responsibility of the contractor to establish to meet with the approval of the State.

In addition, when any portion of this contract involving the use of woods, whether supply or installation, is to be performed by any subcontractor, the prime Contractor will indicate and certify in the submitted bid proposal that the subcontractor has been informed and is in compliance with specifications and provisions regarding use of tropical hardwoods as detailed in §165 State Finance Law. Any such use must meet with the approval of the State; otherwise, the bid may not be considered responsive. Under bidder certifications, proof of qualification for exemption will be the responsibility of the Contractor to meet with the approval of the State.

19. MACBRIDE FAIR EMPLOYMENT PRINCIPLES. In accordance with the MacBride Fair Employment Principles (Chapter 807 of the Laws of 1992), the Contractor hereby stipulates that the Contractor either (a) has no business operations in Northern Ireland, or (b) shall take lawful steps in good faith to conduct any business operations in Northern Ireland in accordance with the MacBride Fair Employment Principles (as described in Section 165 of the New York State Finance Law), and shall permit independent monitoring of compliance with such principles.

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

Information on the availability of New York State subcontractors and suppliers is available from:

NYS Department of Economic Development

Division for Small Business

30 South Pearl St -- 7th Floor

Department of Economic Development for a current list of jurisdictions subject to this provision.

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

23. COMPLIANCE WITH CONSULTANT DISCLOSURE LAW. If this is a contract for consulting services, defined for purposes of this requirement to include analysis, evaluation, research, training, data processing, computer programming, engineering, environmental, health, and mental health services, accounting, auditing, paralegal, legal or similar services, then, in accordance with Section 163 (4-g) of the State Finance Law (as amended by Chapter 10 of the Laws of 2006), the Contractor shall timely, accurately and properly comply with the requirement to submit an annual employment report for the contract to the agency that awarded the contract, the Department of Civil Service and the State Comptroller.

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

25. CERTIFICATION OF REGISTRATION TO COLLECT SALES AND COMPENSATING USE TAX BY CERTAIN STATE CONTRACTORS, AFFILIATES AND SUBCONTRACTORS.

To the extent this agreement is a contract as defined by Tax Law Section 5-a, if the contractor fails to make the certification required by Tax Law Section 5-a or if during the term of the contract, the Department of Taxation and Finance or the covered agency, as defined by Tax Law 5-a, discovers that the certification, made under penalty of perjury, is false, then such failure to file or false certification shall be a material breach of this contract and this contract may be terminated, by providing written notification to the Contractor in accordance with the terms of the agreement, if the covered agency determines that such action is in the best interest of the State.

November, 2010

APPENDIX A-1 G

General

- A. In the event that the Contractor shall receive, from any source whatsoever, sums the payment of which is in consideration for the same costs and services provided to the State, the monetary obligation of the State hereunder shall be reduced by an equivalent amount provided, however, that nothing contained herein shall require such reimbursement where additional similar services are provided and no duplicative payments are received.
- B. This agreement is subject to applicable Federal and State Laws and regulations and the policies and procedures stipulated in the NYS Education Department Fiscal Guidelines found at <http://www.nysed.gov/cafe/>.
- C. For each individual for whom costs are claimed under this agreement, the contractor warrants that the individual has been classified as an employee or as an independent contractor in accordance with 2 NYCRR 315 and all applicable laws including, but not limited to, the Internal Revenue Code, the New York Retirement and Social Security Law, the New York Education Law, the New York Labor Law, and the New York Tax Law. Furthermore, the contractor warrants that all project funds allocated to the proposed budget for Employee Benefits, represent costs for employees of the contractor only and that such funds will not be expended on any individual classified as an independent contractor.
- D. Any modification to this Agreement that will result in a transfer of funds among program activities or budget cost categories, but does not affect the amount, consideration, scope or other terms of this Agreement must be approved by the Commissioner of Education and the Office of the State Comptroller when:
 - a. The amount of the modification is equal to or greater than ten percent of the total value of the contract for contracts of less than five million dollars; or
 - b. The amount of the modification is equal to or greater than five percent of the total value of the contract for contracts of more than five million dollars.
- E. Funds provided by this contract may not be used to pay any expenses of the State Education Department or any of its employees.

Terminations

- A. The State may terminate this Agreement without cause by thirty (30) days prior written notice. In the event of such termination, the parties will adjust the accounts due and the Contractor will undertake no additional expenditures not already required. Upon any such termination, the parties shall endeavor in an orderly manner to wind down activities hereunder.

Safeguards for Services and Confidentiality

- A. Any copyrightable work produced pursuant to said agreement shall be the sole and exclusive property of the New York State Education Department. The material prepared under the terms of this agreement by the Contractor shall be prepared by the Contractor in a form so that it will be ready for copyright in the name of the New York State Education Department. Should the Contractor use the services of consultants or other organizations or individuals who are not regular employees of the Contractor, the Contractor and such organization or individual shall, prior to the performance of any work pursuant to this agreement, enter into a written agreement, duly executed, which shall set forth the services to be provided by such organization or individual and the consideration therefore. Such agreement shall provide that any copyrightable work produced pursuant to said agreement shall be the sole and exclusive property of the New York State Education Department and that such work shall be prepared in a form ready for copyright by the New York State Education Department. A copy of such agreement shall be provided to the State.
- B. All reports of research, studies, publications, workshops, announcements, and other activities funded as a result of this proposal will acknowledge the support provided by the State of New York.
- C. This agreement cannot be modified, amended, or otherwise changed except by a written agreement signed by all parties to this contract.
- D. No failure to assert any rights or remedies available to the State under this agreement shall be considered a waiver of such right or remedy or any other right or remedy unless such waiver is contained in a writing signed by the party alleged to have waived its right or remedy.

- E. Expenses for travel, lodging, and subsistence shall be reimbursed in accordance with the policies stipulated in the aforementioned Fiscal guidelines.
- F. No fees shall be charged by the Contractor for training provided under this agreement.
- G. Nothing herein shall require the State to adopt the curriculum developed pursuant to this agreement.
- H. All inquiries, requests, and notifications regarding this agreement shall be directed to the Program Contact or Fiscal Contact shown on the Grant Award included as part of this agreement.
- I. This agreement, including all appendices, is, upon signature of the parties and the approval of the Attorney General and the State Comptroller, a legally enforceable contract. Therefore, a signature on behalf of the Contractor will bind the Contractor to all the terms and conditions stated therein.
- J. The parties to this agreement intend the foregoing writing to be the final, complete, and exclusive expression of all the terms of their agreement.

Appendix A-2

American Recovery and Reinvestment Act of 2009 (ARRA) ADDITIONAL CONTRACT RECORD KEEPING REQUIREMENTS

This contract, is funded, in whole or in part, by the American Recovery and Reinvestment Act of 2009 (ARRA). The United States Office of Management and Budget (OMB) has released, "Implementing Guidance for Reports on Use of Funds Pursuant to the American Recovery and Reinvestment Act of 2009." (M-09-21) This guidance provides detailed information on reporting requirements included in Section 1512 of the Recovery Act.

Recipient vendors receiving ARRA funding will be required to submit quarterly information which will include at a minimum the following information:

- Vendor name and zip code of Vendor headquarters;
- Expenditures (per quarter and cumulative);
- Expenditure description; and
- Estimates on jobs created or retained via the expenditure of these funds by the Vendor.

Additional data may be required from vendors as a result of guidance issued by OMB.

Vendors will be required to submit the ARRA data in a form and format to be determined by the New York State Education Department (NYSED). NYSED anticipates that the reporting information will be provided to Vendors no later than August 30th. There will be no additional compensation for this reporting activity and it is anticipated that the Quarterly Reporting forms will be required in both paper and electronic formats.

An employee of any non-federal employer receiving ARRA funds may not be discharged, demoted, otherwise discriminated against as a reprisal for disclosing to law enforcement and other officials information that the employee reasonably believes is evidence of:

- Gross mismanagement;
- Gross waste of covered funds;
- A danger to public health and safety;
- An abuse of authority; or
- A violation of law.

**(1003g) School Improvement Grant (SIG) Application Scoring Guide
Turnaround, Restart, and Transformation Models**

Quality Rating Guide		Points
I. District-level Plan (20 points)		
A. District Overview		NA
B. Operational Autonomies		4
C. District Accountability and Support		6
D. Teacher and Leader Pipeline		4
E. External Partner Recruitment, Screening, and Matching to Priority Schools		2
F. Enrollment and Retention Policies, Practices, and Strategies		2
G. District-level Labor and Management Consultation and Collaboration		2
Total points awarded for section I		20
II. School-level Plan (60 points)		
		Points
A. School Overview		2
B. Assessing the Needs of the School Systems, Structures, Policies, and Students		4
C. School Model Selection and Rationale		4
D. School Leadership		8
E. Instructional Staff		8
F. Partnerships		6
G. Organizational Plan		8
H. Educational Plan		8
I. Training, Support, and Professional Development		4
J. Communication and Stakeholder Involvement/Engagement		4
K. Project Plan and Timeline		4
Total points awarded for section II		60
III. SIG Budget (20 points)		
		Points
A. Budget Narrative and Budget Forms		20
Total points awarded for section III		20
Key Terms		
Quality Rating Guide		
This rating guide (column to the right) guides the reviewer in assigning a numerical rating to each section of the Project Narrative.		
Reviewer Rating		
This is the numerical value (4, 3, 2, or 1) that a reviewer will assign to each section, based on the Quality Rating Guide.		
Factor		
The factor by which the reviewer rating will be multiplied. This assigns the "weight" to each section in order to match the total point values identified for each scored section of the Project Narrative.		
Section Score		
This number represents the final weighted score for each section, which is calculated by multiplying the reviewer rating by the factor.		
4 Exemplary The whole response to the category reflects a thorough understanding of key issues and indicates capacity of an LEA and school to effectively oversee and implement the model activities. The response addresses <u>all</u> required elements within the category with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.		
3 Acceptable The whole response to the category indicates solid preparation and a grasp of key issues that would be considered reasonably comprehensive and provides evidence that the LEA and school have the capacity to effectively implement the plan. The response addresses <u>all</u> required elements within the category with clear and accurate information, even though it may require additional specificity, support or elaboration of elements in certain categories.		
2 Approaching The whole response to the category addresses a majority of the elements within in a manner that reflects solid preparation, comprehensiveness, and capacity to implement; but either fails to provide certain elements or provides all elements but in varying quality (some stronger, some weaker) lacking detail, preparation, or otherwise raises concerns about the capacity of the LEA and school to implement the plan.		
1 Insufficient The whole response to the category lacks meaningful detail; demonstrates lack of preparation; or otherwise raises substantial concerns about the applicant's capacity to meet the requirements in practice.		

1003g School Improvement Grant (SIG) Scoring Rubric – Turnaround, Restart, and Transformation Models

Project Narrative Category	Category Standards	Reviewer Rating (4, 3, 2, or 1)	Factor	Section Score
District-Level Standards A. District Overview	<p>The LEA must demonstrate a commitment to success in the turnaround of its lowest achieving schools and the capacity to implement the model proposed. The district overview must contain the following elements:</p> <ul style="list-style-type: none"> i. Describe the district motivation/intention as well as the theories of action guiding key district strategies to support its lowest achieving schools and ensuring that all students graduate high school ready for college and careers. ii. Provide a clear and cogent district approach and set of actions in supporting the turnaround of its lowest achieving schools and its desired impact on Priority Schools. iii. Describe the evidence of district readiness to build upon its current strengths and identify opportunities for system-wide improvement in its Priority Schools. 	NA	NA	NA
B. Operational Autonomies	<p>The LEA must provide operational autonomies for Priority Schools in exchange for greater accountability for performance results in the following areas: 1) staffing; 2) school-based budgeting; 3) use of time during and after school; 4) program selection; and 5) educational partner selection. In addition to providing quality responses to each element requested in this section of the Proposal Narrative, the Priority School must have school-level autonomy in at least two of these areas for an acceptable rating in this category. Applications that provide quality responses and that are granted anywhere from 3 to 5 of these autonomies will receive a rating of exemplary for this category. The LEA must respond to each of the following:</p> <ul style="list-style-type: none"> i. Describe the operational autonomies the LEA has created for the Priority School in this application. Articulate how these autonomies are different and unique from those of the other schools within the district and what accountability measures the district has put in place in exchange for these autonomies. ii. Provide as evidence, formally adopted Board of Education policies and/or procedures for providing the school the appropriate autonomy, operating flexibility, resources, and support to reduce barriers and overly burdensome compliance requirements. iii. Submit as additional evidence, supporting labor-management documentation such as formally executed thin-contracts or election-to-work agreements, or school-based options, that state the conditions for work that match the design needs of Priority 		1	

<p>C. District Accountability and Support</p>	<p>School.</p> <p>The LEA must have the organizational structures and functions in place at the district-level to provide quality oversight and support for its identified Priority Schools in the implementation of their SIG plans. The LEA plan for accountability and support must contain each of the following elements:</p> <ul style="list-style-type: none"> i. Identify specific senior leadership that will direct and coordinate district's turnaround efforts and submit an organizational chart (or charts) identifying the management structures at the district-level that are responsible for providing oversight and support to the LEA's lowest achieving schools. ii. Describe in detail how the structures identified in "i" of this section function in a coordinated manner, to provide high quality accountability and support. Describe and discuss the specific cycle of planning, action, evaluation, and feedback, and adaptation between the district and the school leadership. This response should be very specific about the type, nature, and frequency of interaction between the district personnel with school leadership and identified external partner organizations in this specific Priority School application. iii. For each planned interaction, provide a timeline and identify the specific person responsible for delivery. 	<p>1.5</p>	
<p>D. Teacher and Leader Pipeline</p>	<p>The LEA must have a clear understanding of the type and nature of teachers and leaders that are needed to create dramatic improvement in its lowest-achieving schools. In addition, the LEA must have a coherent set of goals and actions that lead to the successful recruitment, training, and retention of teachers and leaders who are effective in low-achieving schools. The LEA's plan must include each of the following elements:</p> <ul style="list-style-type: none"> i. Identify and describe recruitment goals and strategies for high poverty and high minority schools to ensure that students in those schools have equal access to high-quality leaders and teachers. ii. Describe the district processes for altering hiring procedures and budget timelines to ensure that the appropriate number and types of teachers and principals can be recruited and hired in time to bring schools through dramatic change. iii. Identify and describe any district-wide training programs designed to build the capacity of leaders to be successful in leading dramatic change in low-achieving schools. In addition, describe how these programs are aligned to the specific implementation of the model chosen (Turnaround, Restart, or Transformation). Provide a history of these or similarly purposed programs in the district, how they are or have been funded, and identify whether the school principals chosen to lead the new school designs proposed in this application have emerged as a direct result 	<p>1</p>	

	<p>of these programs. Please identify the goals in terms of quantity and quality of effective leader development.*</p> <p>iv. Identify and describe any district-wide training programs designed to build the capacity of teachers to be effective specifically in low-achieving schools. Provide a history of these programs in the district, how they are or have been funded, and identify whether the instructional staff chosen for the new school designs proposed in this application have emerged as a direct result of these programs. If the programs are newly proposed, please identify the goals in terms of quantity and quality of effective teacher development.*</p> <p>v. Identify in chart form, the district-offered training events for items "iii & iv" above, scheduled during the year-one implementation period (September 1, 2013 to August 31, 2014). For each planned event, identify the specific agent/organization responsible for delivery, the desired measurable outcomes, and the method by which outcomes will be analyzed and reported. Provide a rationale for each planned event and why it will be critical to the successful implementation of the SIG plan.</p> <p>*The district-wide training and professional development programs to be identified in this section are those that are offered by the district to a group or cluster of like schools (Turnaround, Restart, Transformation) and/or to cohorts of teachers and leaders who will serve in them (e.g., training for turnaround leaders; training for teachers who need to accelerate learning in Priority Schools where students are several levels below proficiency; training for school climate and culture in Priority Schools, etc.). School-specific and embedded training and professional-development should be detailed in the Training, Support, and Professional Development section within the school-level plan.</p>		
<p>E. External Partner Recruitment, Screening, and Matching to Priority Schools</p>	<p>The LEA must have a rigorous process for identifying, screening, selecting, matching, and evaluating partner organizations that provide critical services to Priority Schools.</p> <ol style="list-style-type: none"> i. Describe the rigorous process and formal LEA mechanisms for identifying, screening, selecting, matching, and evaluating external partner organizations that are providing support to this Priority school. ii. Describe the LEA processes for procurement and budget timelines (or any modifications to standard processes) that will ensure this Priority School will have access to effective external partner support prior to or directly at the start of the year-one implementation period (September 1, 2013). iii. Describe the role of the district and the role of the school principal in terms of identifying, screening, selecting, matching, and evaluating partner organizations supporting this school. Describe the level of choice that the school principal has in terms of the educational partners available and how those options are accessible in a timeline that matches the preparation and start-up of the new school year. 		.5

<p>F. Enrollment and Retention Policies, Practices, and Strategies</p>	<p>The LEA must have clear policies, practices, and strategies for managing student enrollment and retention to ensure that Priority Schools are not receiving disproportionately high numbers of students with disabilities, English-language learners, and students performing below proficiency.</p> <ul style="list-style-type: none"> i. Identify and describe similarities and differences in the school enrollment of SWDs, ELLs, and students performing below proficiency in this Priority School as compared with other schools within the district. Discuss the reasons why these similarities and differences exist. ii. Describe the district policies and practices that help to ensure SWDs, ELLs, and students performing below proficiency have increasing access to diverse high school programs across the district. iii. Describe specific strategies employed by the district to ensure that Priority schools in the district are not receiving or incentivized to receive disproportionately high numbers of SWDs, ELLs, and students performing below proficiency. 	<p>.5</p>	
<p>G. District-level Labor and Management Consultation and Collaboration</p>	<p>The LEA/school must fully and transparently consult and collaborate with recognized district leaders of the principals' and teachers' labor unions about district Priority Schools and the development and implementation of the plan proposed for this specific Priority School proposed in this application. The evidence of consultation and collaboration provided by the LEA must contain each of the following elements:</p> <ul style="list-style-type: none"> i. Describe in detail, the steps that have occurred to consult and collaborate in the development of the district and school-level implementation plans. ii. Complete the Consultation and Collaboration Form and submit with this application (Attachment A). 	<p>.5</p>	
<p>School-Level Standards</p>			
<p>A. School Overview</p>	<p>The LEA/school must demonstrate a clear and organized synopsis of the major quality design elements of the school. In addition, the executive summary should be suitable in substance and grammar for sharing with the general public, including essential stakeholders such as families, students, and school-level educators. This executive summary may also be used by NYSED to share school plans with stakeholders statewide, other LEAs, and will be posted to the NYSED website. The school overview must address each of the following elements:</p> <ul style="list-style-type: none"> i. Provide and describe the clear vision, mission, and identify one to three goals of the proposed model, to be achieved at the end of three years of implementation of this 	<p>.5</p>	

	<p>plan. (Specific goals/targets for student achievement should be identified in Attachment B).</p> <p>ii. Explain how the school plans to achieve its vision, mission, and goals by identifying and describing its research-based key design elements, core strategies, and key partnership organizations to assist in the plan implementation.</p>		
<p>B. Assessing the Needs of the School Systems, Structures, Policies, and Students</p>	<p>The LEA/school must demonstrate a critical and honest assessment of structural/systems gaps and needs, as well as student achievement gaps and needs that are identified as the result of a systemic analysis process. The assessment of needs section must address each of the following elements:</p> <ul style="list-style-type: none"> i. Complete the School-level Baseline Data and Target-Setting Chart (Attachment B). ii. Use statistics and descriptive language, to describe the population of students the school serves, and the unique needs of sub-group (e.g.: students with disabilities, English language learners, students from households that are eligible for free or reduced lunch, first-generation college-goers, and/or students traditionally underrepresented in college). iii. Describe the systematic in-depth diagnostic school review of the school conducted by the district, a Joint Intervention Team (JIT), Integrated Intervention Team (ITT), or related outside education experts to determine its existing capacity, strengths, and needs. iv. Describe the results of this systematic school review, including the existing capacity, strengths, and needs to dramatically improve student achievement. v. Discuss how the LEA/school will prioritize these identified needs in the implementation of the SIG plan. 	<p>1</p>	<p>1</p>
<p>C. School Model and Rationale</p>	<p>The LEA/school must propose and present the SIG plan as a plausible solution to the challenges and needs identified in the previous section, as well as the appropriate fit for the particular school and community. The SIG plan and rationale must contain descriptions of the following elements:</p> <ul style="list-style-type: none"> i. Describe the rationale for the selected model (Turnaround, Transformation, or Restart), the research-based key design elements and other unique characteristics of the new school design. The rationale should reference the identified needs, student population, core challenges, and school capacity and strengths discussed above. ii. Describe the process by which this model was chosen, including all steps taken to engage the school staff, leadership, labor unions, and community stakeholders in the design and decision-making processes for model selection and plan development. 	<p>1</p>	<p>1</p>

<p>D. School Leadership</p>	<p>The LEA/school must have the mechanisms in place to replace the existing principal and select/assign a new school principal and supporting leaders that possess the strengths and capacity to drive the successful implementation of the SIG Plan. (While the replacement of the principal is not a requirement of Restart, the LEA and EPO should have the mechanism to replace the existing principal if through a screening process by the LEA / EPO, principal replacement is determined to be the best approach to ensuring school and student success.) Whether the principal being replaced or not, the LEA must make the case by providing a clear rationale and supporting evidence that the principal identified is likely to be successful in effectively implementing the SIG plan. The selection and identification of the school principal and supporting school leadership must contain the following elements:</p> <ul style="list-style-type: none"> i. Identify and describe the specific characteristics and core competencies of the school principal that are necessary to meet the needs of the school and produce dramatic gains in student achievement. ii. Identify the specific school principal by name and include in this narrative a short biography, an explanation of the leadership pipeline from which she/he came, as well as the rationale for the selection in this particular school. In addition, provide an up-to-date resume and track record of success in leading the improvement of low-performing schools. iii. Provide the specific job description and duties, aligned to the needs of the school, for the following supporting leadership positions; 1) assistant principal/s who will serve in the building; 2) School Implementation Manager (SIM), if the school is utilizing one. iv. Describe and discuss the current supporting leadership profile of the school in terms of quality, effectiveness, and appropriateness to the model proposed and needs of the students. Identify specific individuals who will remain in supporting leadership positions from the previous administration and discuss the strategies employed by the new school principal and the LEA/school to ensure buy-in and support from the entire leadership team. Identify any barriers or obstacles to obtaining leadership buy-in or support as well as strategies for overcoming them. 	<p style="text-align: center;">2</p>	
<p>E. Instructional Staff</p>	<p>The LEA/school must have the mechanisms in place to assign the instructional staff to the school that have the strengths and capacity necessary to meet the needs of the school and its students.* The selection and identification of instructional staff must contain the following elements:</p> <ul style="list-style-type: none"> v. Describe and discuss the current school-specific staffing picture in terms of quality, effectiveness, and appropriateness for the needs of students in this school. In addition, describe the specific quantitative and qualitative change that is needed in this school's staffing between the time of application and the start-up of model 	<p style="text-align: center;">2</p>	

	<p>implementation.</p> <ul style="list-style-type: none"> vi. For each key instructional staff to be employed at the start of model implementation identify and describe the characteristics and core competencies necessary to meet the needs of its students. vii. Describe the process and action steps by which existing instructional staff will be informed of the new model being implemented. viii. Describe the process and identify the formal LEA/school mechanisms that enable all instructional staff to be screened, selected, retained, transferred, and/or recruited. Identify any barriers or obstacles to assigning the appropriate staff as required by the model and new school design, as well as strategies for overcoming them. <p>*This standard and the actions that accompany it are required regardless of the model chosen. If the Turnaround model is chosen for the Priority School in this application, responses to this section should be planned/proposed in the context of the requirements for that model, retaining no more than 50% of existing instructional staff. A new school staff meeting the Turnaround requirement must be in place prior to September 1, 2013. If Turnaround staffing requirements are not met by September 1, 2013 SIG funding will be immediately suspended and the LEA will be at risk of having the grant terminated.</p>		
<p>F. Partnerships</p>	<p>The LEA/school must be able to establish effective partnerships for areas where the LEA/school lacks specific capacity on their own to deliver. The external partnership/s may vary in terms of role and relationship to the governance of the school. For example the type and nature of educational partner may range from a community-based organization providing wrap-around services with no formal governance functions to an Education Partner Organization (EPO) that has a direct role in governing the school. In either case, the partnerships articulated in this section should be those that are critical to the successful implementation of the school. LEA/schools are encouraged to have a few targeted and purposeful partnerships with a shared goal of college and career readiness, rather than a large variety of disconnected partner groups/services with multiple goals. For partnerships selected to support the implementation of the SIG/SURR plan, the LEA/school must provide a response to each of the following elements:</p> <ul style="list-style-type: none"> iv. Identify by name, the partner organizations that will be utilized to provide services critical to the implementation of the new school design. Additionally, provide the rationale for the selection of each. Explain specifically, the role they will play in the implementation of the new school design.* v. Complete the Evidence of Partner Effectiveness Chart (Attachment C). This evidence should be able to be validated by an external source that each partner organization selected has a proven track-record of success in implementing school turnaround strategies that result in measured and timely successes with respect to the school's needs. vi. For any key external partner funded through this plan, provide a clear and concise 		1.5

	<p>description of how the LEA/school will hold the partner accountable for its performance.</p> <p>*If the model chosen for this school is an EPO-Restart, the LEA must provide a Memorandum of Understanding, signed by both parties, which identifies joint-agreement and the scope of services of the EPO and the broad achievement outcomes for the school. The LEA/school must be able to establish effective partnerships to address areas where the school lacks the capacity to improve. The external partnership/s may vary in terms of role and relationship to the governance of the school. If the model chosen for this school is a Restart, the LEA must provide a Memorandum of Understanding, signed by both parties, which identifies joint-agreement and the scope of services of the EPO and the broad achievement outcomes for the school. The fully executed EPO-district contract, signed by both parties, in full accordance with Education Law 211-e must be received by NYSED no later than August 15, 2013. If the fully executed EPO-district contract is not in full accordance with Education Law 211-e, submitted and in place by the date identified, the LEA will be at risk of having the grant terminated.</p>		
<p>G. Organizational Plan</p>	<p>The LEA/school must provide a sound plan for how the school will be operated, beginning with its governance and management. It should present a clear picture of the school's operating priorities, delegation of responsibilities, and relationships with key stakeholders. The organizational plan must contain the following elements:</p> <ol style="list-style-type: none"> i. Submit an organizational chart (or charts) identifying the management and team structures, and lines of reporting. If a Restart model is being proposed, be sure to include the specific role of the EPO in governance and decision making that is compliant with Education Law 211-e. ii. Describe how the structures function in day-to-day operations (e.g., the type, nature, and frequency of interaction, data-sources used to drive discussion and decision making, manner in which the results of interactions are communicated and acted upon, etc.). iii. Describe in detail, the plan for implementing the annual professional performance review (APPR) of all instructional staff within the school. Include in this plan an identification of who will be responsible for scheduling, conducting, and reporting the results of pre-observation conferences, classroom observations, and post-observation conferences. iv. Provide a full calendar schedule of the events listed in "iii" for the 2013-2014 school year that reaches all instructional personnel who will staff the building. 	<p>2</p>	
<p>H. Educational Plan</p>	<p>The LEA/school must provide an educationally sound and comprehensive plan for the school. The LEA/school must provide a detailed educational plan with a description of each of the following elements:</p> <ol style="list-style-type: none"> i. <u>Curriculum</u>. Describe the curriculum to be used with the model, including the process to be used to ensure that the curriculum aligns with the New York State Learning Standards, inclusive of the Common Core State Standards and the New York State Testing Program (see: http://engageny.org/common-core-curriculum- 	<p>2</p>	

	<p><u>assessments/Instruction</u>. Describe the instructional strategies to be used in core courses and common-branch subjects in the context of the 6 instructional shifts for Mathematics and 6 instructional shifts for ELA. Provide details of how the events of instruction in additional required and elective courses will be arranged to reflect all of these instructional shifts. Describe a plan to accelerate learning in academic subjects by making meaningful improvements to the quality and quantity of instruction (Connect with iii below.)</p> <p>ii. <u>Use of Time</u>. Present the daily proposed school calendar showing the number of days the school will be in session and sample daily class schedule showing daily hours of operation and allocation of time for core instruction, supplemental instruction, and increased learning time activities. Describe a logical and meaningful set of strategies for the use of instructional time that leads to a pedagogically sound restructuring of the daily/weekly/monthly schedule to increase learning time by extending the school day and/or year. The structure for learning time described here should be aligned with the Board of Regents standards for Expanded Learning Time, as outlined here: http://www.regents.nysed.gov/meetings/2012Meetings/April2012/412bra5.pdf</p> <p>iii. <u>Data-Driven Instruction/Inquiry (DDI)</u>. Describe the school's functional cycle of Data-Driven Instruction/Inquiry (DDI). Present the schedule for administering common interim assessments in ELA and Math. Describe procedures, and schedule of space and time (e.g., through common planning time, teacher-administrator one-on-one meetings, group professional development, etc.) provided to the teachers for the examination of interim assessment data and test-in-hand analysis. Describe the types of supports and resources that will be provided to teachers, as the result of analysis. (See http://engageny.org/data-driven-instruction for more information on DDI).</p> <p>iv. <u>Student Support</u>. Describe the school-wide framework for providing academic, social-emotional, and student support to the whole school population. List the major systems for the identification of students at-risk for academic failure, disengagement/drop-out, and health issues and then present the key interventions chosen to support them. Describe the school's operational structures and how they function to ensure that these systems of support operate in a timely and effective manner. Student support programs described here should be aligned with Part 100.2 Regulations on implementing Academic Intervention Services, accessible at http://www.p12.nysed.gov/part100/pages/1002.html#ee.</p> <p>v. <u>School Climate and Discipline</u>. Describe the strategies the model will employ to develop and sustain a safe and orderly school climate. Explain the school's approach to student behavior management and discipline for both the general student population and those students with special needs.</p> <p>vi. <u>Parent and Community Engagement</u>. Describe the formal mechanisms and informal</p>		
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	<p>strategies for how the school will encourage parent/family involvement and communication to support student learning, and how it will gauge parent and community satisfaction. Programs and initiatives described should be aligned with the Title I requirements for parental involvement, as well as Part 100.11 regulations outlining requirements for shared decision-making in school-based planning; accessible at http://www.p12.nysed.gov/part100/pages/10011.html.</p>		
<p>i. Training, Support, and Professional Development</p>	<p>The LEA/school must have a coherent school-specific framework for training, support, and professional development clearly linked to the identified SIG plan and student needs. The framework articulated must contain each of the following elements:</p> <ul style="list-style-type: none"> i. Describe the process by which the school leadership/staff were involved in the development of this plan. ii. Implementation Period. Identify in chart form, the planned training, support, and professional development events scheduled during the year one implementation period (September 1, 2013 to August 31, 2014). For each planned event, identify the specific agent/organization responsible for delivery, the desired measurable outcomes, and the method by which outcomes will be analyzed and reported. Provide in the proposal narrative, a rationale for each planned event and why it will be critical to the successful implementation of the SIG plan. Describe the schedule and plan for regularly evaluating the effects of training, support, and professional development, including any subsequent modifications to the plan as the result of evaluation, tying in any modification processes that may be the result of professional teacher observations and/or the results of common student interim assessment data. <p>The training, support, and professional development plan to be described in this section should be job-embedded, school-specific, and linked to student instructional and support data, as well as teacher observation and interim benchmark data. For the purposes of this grant, job-embedded professional development is defined as professional learning that occurs at a school as educators engage in their daily work activities. It is closely connected to what teachers are asked to do in the classroom so that the skills and knowledge gained from such learning can be immediately transferred to classroom instructional practices. Job-embedded training, support, and professional development can take many forms; including but not limited to classroom coaching, structured common planning time, meeting with mentors, consultation with external partners or outside experts, observations of classroom practice.</p>	<p>1</p>	
<p>J. Communication and Stakeholder</p>	<p>The LEA/school must fully and transparently consult and collaborate with key education stakeholders about the school's Priority status and on the implementation of the SIG plan.</p>	<p>1</p>	

Involvement/Engagement	<p>The plan for consultation and collaboration provided by the LEA/school must contain the following elements:</p> <ul style="list-style-type: none"> i. Describe in detail the methods, times, and places that will be used for regularly and systematically updating parents, families and the community on the implementation of the SIG plan. 		
K. Project Plan and Timeline	<p>The LEA/school must provide a project plan that provides a detailed and specific, measurable, realistic, and time-phased set of actions and outcomes that reasonably lead to the effective implementation of the SIG plan. The project plan must contain each of the following elements:</p> <ul style="list-style-type: none"> i. Identify and describe the goals and key strategies for <u>year-one implementation period (September 1, 2013 to August 31, 2014)</u>. ii. Identify the “early wins” that will serve as early indicators of a successful SIG plan implementation and foster increased buy-in and support for the plan. iii. Identify the leading indicators of success that will be examined on no less than a quarterly basis. Describe how these data indicators will be collected, how and who will analyze them, and how and to whom they will be reported. iv. Identify the goals and key strategies for year-two and year-three of implementation. 	1	
III. SIG Budget			
A. Budget Narrative and Forms	<p>The LEA/school must provide appropriate and complete required budget items identified below:</p> <ul style="list-style-type: none"> i. An FS-10 for the year-one implementation period, uniquely identifying all costs (September 1, 2013 to August 31, 2014). ii. A complete Budget Summary Chart for the entire project period (three years of implementation) (Attachment D). iii. A Budget Narrative that identifies and explains all proposed costs for district and school-level activities for the entire project period (three years of implementation). In addition, applicants should identify all other sources of income that will support and sustain the whole-school change described in this application. Organize costs in the Budget Narrative by the major project activity they serve, based on each category of the proposal narrative for the entire grant term. For each major activity, identify the line item costs associated and provide an explanation/justification for the cost that closely connects to the project activity, goals, and outcomes identified. For each major activity, describe the LEAs strategies for sustaining these actions or for how/why the district/school practice that will result from the activity can be sustained past the whole project period of the grant. Clearly describe and justify any 	5	

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	<p>specific district-level administration and support expenses to be funded by SIG at no more than 10% of the total SIG funding request.</p> <p>The budget items must be clear and obvious about how the proposed activities are directly impacting the school-level implementation of the SIG plan proposed in this application. The proposed expenditures must be reasonable and necessary to support the proposal's initiatives and goals. They must also be supplemental to and must not supplant core activities currently provided or to be provided through other funding sources.</p>			

(1003g) School Improvement Grant (SIG) Application Scoring Guide
Closure Model

Closure Plan (100 points)	Points	Quality Rating Guide
A. Organizational Capacity	10	<p>4 Exemplary The whole response to the category reflects a thorough understanding of key issues and indicates capacity of a LEA and school to effectively oversee and implement the model activities. The response addresses <u>all</u> required elements within the category with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.</p> <p>3 Acceptable The whole response to the category indicates solid preparation and a grasp of key issues that would be considered reasonably comprehensive and provides evidence that the LEA and school have the capacity to effectively implement the plan. The response addresses <u>all</u> required elements within the category with clear and accurate information, even though it may require additional specificity, support or elaboration of elements in certain categories.</p> <p>2 Approaching The whole response to the category addresses a majority of the elements within in a manner that reflects solid preparation, comprehensiveness, and capacity to implement; but either fails to provide certain elements or provides all elements but in varying quality (some stronger, some weaker) lacking detail, preparation, or otherwise raises concerns about the capacity of the LEA and school to implement the plan.</p> <p>1 Insufficient The whole response to the category lacks meaningful detail; demonstrates lack of preparation; or otherwise raises substantial concerns about the applicant's capacity to meet the requirements in practice.</p>
B. Assessing the Needs of the School	10	
C. School Overview, Model Selection, and Rationale	10	
D. Communication, Collaboration, and Stakeholder Involvement	10	
E. School Choice Options and Student Transfers	20	
F. Project Plan Narrative and Timeline	20	
G. Budget Narrative and Forms	20	
Total points awarded for Closure Plan		100
<p>Key Terms</p> <p><u>Quality Rating Guide</u> This rating guide (below) guides the reviewer in assigning a numerical rating to each section of the Project Narrative.</p> <p><u>Reviewer Rating</u> This is the numerical value (4, 3, 2, or 1) that a reviewer will assign to each section, based on the Quality Rating Guide (below).</p> <p><u>Factor</u> This number is the factor by which the reviewer rating will be multiplied. This assigns the "weight" to each section in order to match the total point values identified in the Project Narrative section.</p> <p><u>Section Score</u> This number represents the final weighted score for each section, which is calculated by multiplying the reviewer rating by the factor.</p>		

(1003g) School Improvement Grant (SIG) Scoring Rubric – Closure Model

Project Narrative Category	Category Requirements	Reviewer Rating (4,3,2,or 1)	Factor	Section Score
<p>Closure Category</p> <p>A. Organizational Capacity</p>	<p>Requirements</p> <p>The LEA must have the organizational structures and functions in place at the district-level to provide high quality oversight over the closure process and support for the schools that will accept transferring students from the closing school. The LEA organizational capacity response must contain each of the following elements:</p> <ul style="list-style-type: none"> i. Identify specific senior leadership that will direct and coordinate school closure of the Priority School identified in this application and submit an organizational chart (or charts) identifying the management/support structures at the district-level that are responsible for providing oversight and support to these schools. ii. Describe in detail how the structures identified in “i” of this section function in a coordinated manner, to provide effective implementation of the Closure process. 		2.5	
<p>B. Assessing the Needs of the School</p>	<p>The LEA must demonstrate a critical and honest assessment of structural/systems gaps and needs, as well as student achievement needs, specific to the Priority School identified for Closure in this application. The identified needs should be the result of a systemic analysis process that is both valid and reliable. The assessment of needs section must address each of the following elements:</p> <ul style="list-style-type: none"> i. Use statistics and descriptive language, to describe the population of students the school serves, and the unique needs of sub-group (e.g.: students with disabilities, English language learners, students from households that are eligible for free or reduced lunch, first-generation college-goers, and/or students traditionally underrepresented in college). ii. Describe the systematic in-depth diagnostic school review of the school conducted by the district, a Joint Intervention Team (JIT), Integrated Intervention Team (ITT), or related outside education experts to determine its existing capacity, strengths, and needs. iii. Describe the results of this systematic school review, including the existing capacity, strengths, and needs to dramatically improve student achievement. 		2.5	

C. School Overview, Model Selection and Rationale	<p>The LEA must propose and present the selection of a Closure model as a plausible and best-case solution to the challenges and needs identified in the previous section, as well as the appropriate fit for this particular school and community. The rationale for the Closure model and plan must contain information-rich descriptions of the following elements:</p> <ul style="list-style-type: none"> i. Describe the rationale for the selected Closure model. The rationale should reference the identified needs, student population, core challenges, and school capacity and strengths discussed above. 	2.5	
D. Communication, Collaboration and Stakeholder Involvement	<p>The LEA must fully and transparently consult and collaborate with recognized district and local leaders of the LEAs labor unions, parent organizations, and the local school community on the development and implementation of the plan to close the Priority School identified in this application. The evidence of consultation and collaboration provided by the LEA/school must contain each of the following elements:</p> <ul style="list-style-type: none"> i. Describe in detail, the steps that have occurred to consult and collaborate in the development of the rationale for Closure with the following three groups of stakeholders: 1) LEA and school's collective bargaining unit leaders, 2) parents, and 3) community members. ii. Any consultation and collaboration correspondence must be documented using the Consultation and Collaboration Form found in this application (Attachment A). 	2.5	
E. School Choice Options and Student Transfers	<p>The LEA must have the mechanisms to transfer students from the closing Priority School and clear options for enrolling them in higher achieving schools within one year or less. The evidence presented for school choice options and student transfers must contain each of the following elements:</p> <ul style="list-style-type: none"> i. Identify the higher achieving school options that will be made available to students from the closing Priority School. Provide a summary of academic data and other supporting information to demonstrate that these options are higher achieving and accessible to students from the closing school. ii. Describe the formal mechanisms and procedures by which the LEA will allow families and students to choose from among multiple higher-achieving schools, at least one of which is located within reasonable proximity to the closed school. 	5	

<p>F. Project Plan Narrative and Timeline</p>	<p>The LEA must provide a detailed and specific, measurable, realistic, and time-phased set of actions and outcomes that reasonably lead to the effective closure of the school and the transfer of its students into the higher achieving school options identified in the proposal narrative. The Project Plan Narrative/Timeline should be comprehensive and suitable for publication. The Project Plan Narrative/Timeline must contain each of the following elements:</p> <ul style="list-style-type: none"> i. Describe the goals and key strategies for the <u>implementation period (September 1, 2013 to August 31, 2014)</u> and completion of the school's Closure. ii. Identify the specific, measurable, and time-phased actions/outcomes on the part of the district, school leadership, external partners, and teaching, and/or support personnel that are aligned to the key strategies for implementation work. Include action steps and strategies for: downsizing teachers and other staff within the closing school; effectively transferring students to higher achieving options; and providing support to higher performing schools who will receive students transferring from the closing school. iii. For each specific action/outcomes, identify the specific person or group that will be accountable for its completion. 	<p>5</p>
<p>G. Budget Narrative and Forms</p>	<p>The LEA/school must provide appropriate and complete required budget items identified below:</p> <ul style="list-style-type: none"> i. An FS-10 for the year-one implementation period (September 1, 2013 to August 31, 2014). ii. A Budget Narrative that identifies and explains all proposed costs for district and school-level activities for the entire project period (one year of implementation). Organize costs in the Budget Narrative by the major project activity they serve, based on each category of the project narrative, for the entire grant term. For each major activity, identify the line item costs associated and provide an explanation/justification for the cost that closely connects to the project activity, goals, and outcomes identified. For each major activity, describe the LEAs strategies for sustaining these actions or for how/why the district/school practice that will results from the activity can be sustained past the grant. Clearly describe and justify any specific district-level administration and support expenses to be funded by SIG at no more than 10% of the total SIG 	<p>5</p>

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	<p>funding request.</p> <p>The budget items must be clear and obvious about how the proposed activities are directly impacting the school-level implementation of the SIG plan proposed in this application. The proposed expenditures must be reasonable and necessary to support the proposal's initiatives and goals. They must also be supplemental to and must not supplant core activities currently provided or to be provided through other funding sources.</p>		

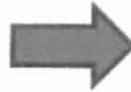
ORGANIZATIONAL CHART

ORGANIZATION CHART

OFFICE OF SCHOOL
IMPROVEMENT &
ACCOUNTABILITY



(STO)
SCHOOL
TRANSFORMATIONAL
OFFICER



ABGS
PRINCIPAL



HOUSE
AP

HOUSE
AP

HOUSE
AP



Dean &
Guidance
Counselor

Dean &
Guidance
Counselor

Dean &
Guidance
Counselor



Behavior Interventionist

Data Coach

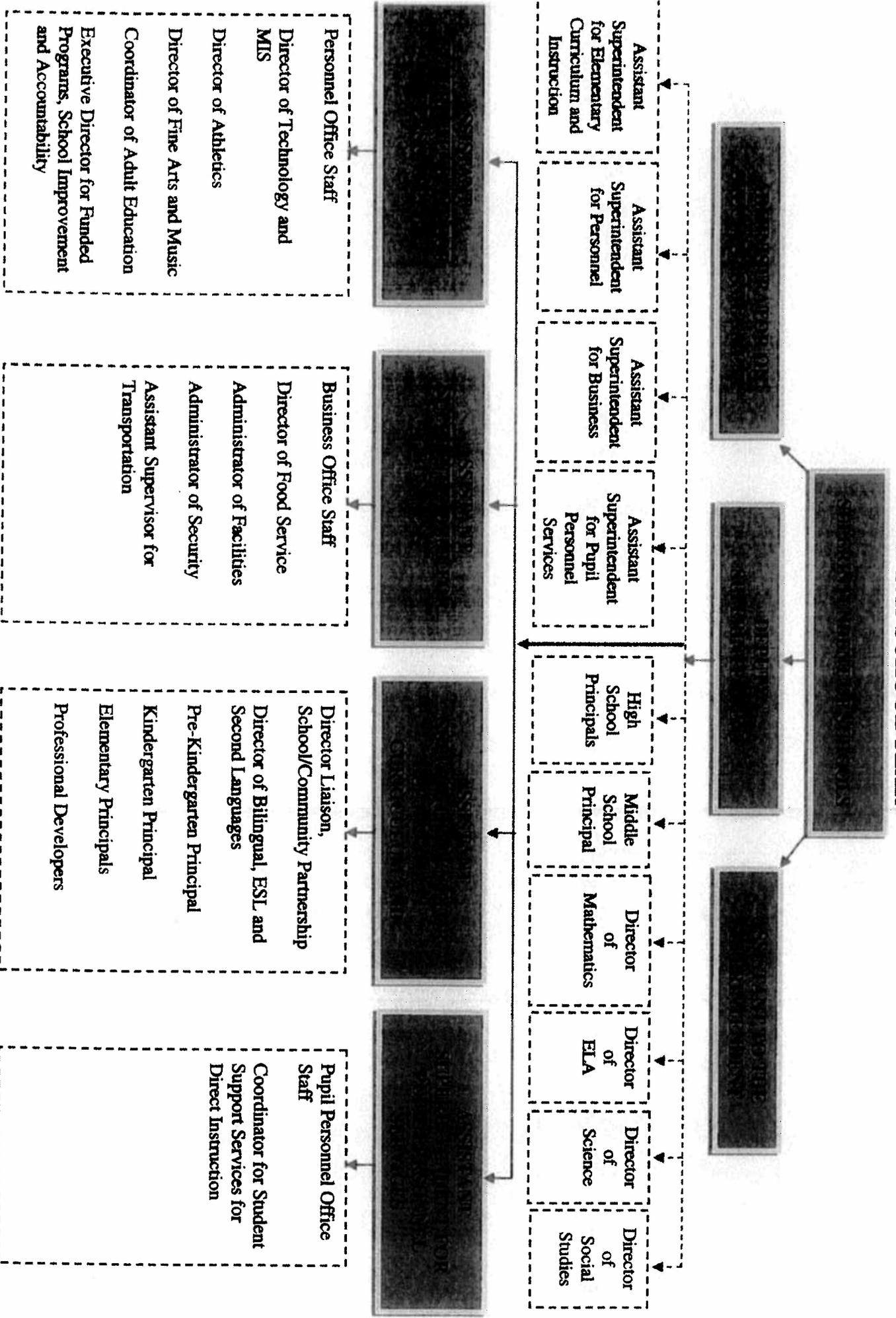
ELA Coach

Math Coach

ESL/Bilingual Coach

Family & Community
Engagement

HEMPSTEAD SCHOOL DISTRICT SUPERINTENDENT'S CABINET AND SUPERVISORY ASSIGNMENTS 2012-2013 SCHOOL YEAR



A.B.G.S NEEDS ASSESSMENT

SCHOLASTIC
ACHIEVEMENT PARTNERS

**Comprehensive
Needs Assessment**

Final Report

Alverta B. Gray Schultz Middle School

April 2013

1587 Route 146, Rexford, NY 12148
Phone: 518-399-2776 Fax: 518-399-7607 www.LeaderEd.com

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The International Center for Leadership in Education (International Center) has partnered with Hempstead Public Schools to facilitate onsite needs assessments in the district's schools to identify specific strengths and challenges for schoolwide improvements to increase student performance. The leadership and teachers of Hempstead Public Schools recognize that comprehensive and innovative approaches will be needed to ensure that all students acquire the knowledge and skills to be college and career ready in the 21st century. They also understand that making the appropriate systemic changes to reflect the increased rigor of the Common Core State Standards (CCSS) and new assessments should build on the many strengths of the current education programs and the expertise and dedication of educators across the district.

The needs assessment at Alverta B. Gray Schultz Middle School (ABGS Middle) was conducted on April 4-5, 2013, using one consultant from the International Center.

The Daggett System for Effective Instruction

The Daggett System for Effective Instruction (DSEI) provides a coherent focus across the entire education organization on the development and support of instructional effectiveness to improve student achievement.

Teaching

Classroom visitations using the Collaborative Instructional Review (CIR) rubric found all lessons visited to be centered on Quadrant A learning. Quadrant A learning is characterized as being teacher-centered and relying on student recall and comprehension, memorization, and little or no application of learning. During the visit, many teachers were engaged in test preparation activities for next month's state assessments. Teachers shared that they have high expectations, but also noted that they needed appropriate instructional resources and more direction in order to realize them.

Teachers expressed a concern for students' academic and life success and noted that the school serves as a safe haven for many students faced with significant challenges outside of school. Further, teachers reported that students come to the school unprepared and that the work to raise student achievement and to engage students in grade appropriate work is difficult because of reading levels, English proficiency levels, and deficiencies in other basic learning skills.

Students expressed enjoyment in coming to school. They noted that they had more responsibility and independence than they did in elementary school. They also reported that some of their classes were challenging and that they enjoyed the culminating project class requirement.

ABGS Middle's principal has articulated a vision for instruction at the school. He hired a new assistant principal, who began mid-year and who shares the vision for quality instruction and instructional improvement. The administrative team has used the state's annual professional performance review (APPR) process to support teachers' development of instructional practices. They view this as just a beginning and look forward to a full complement of assistant principals

so that more time and effort can be devoted to instructional improvement. Some teachers are working with instructional coaches from New York University (NYU) and the Boards of Cooperative Educational Services (BOCES).

Extended Wednesdays include weekly departmental learning opportunities that are used for analyzing data, sharing district information, and professional learning. Teachers appreciate the information they receive, but expressed a dire need for clear systems, more direction, and guidance. Teachers have formed their own committee, which is focused on providing support wherever needed. The group mobilizes internal talent and resources to provide a range of support, such as for students in need of assistance, teachers in need of instructional support, or families in need of clothing.

Organizational Leadership

The principal has articulated a strong vision for ABGS Middle and noted that the vision was developed collaboratively through the district's Comprehensive Educational Planning process. ABGS Middle's schoolwide goals include:

1. Improving teacher effectiveness by developing a shared understanding of instructional excellence
2. Using data to help support targeted instruction within all content area classrooms
3. Developing a positive collaborative classroom and school culture conducive to academic achievement
4. Increasing communication between the school and parents

Although staff have major concerns related to the need for a districtwide approach to curriculum and instruction, staff believe that the school is headed in the right direction and that the culture of the school and the focus on students had improved. Direct observations of classroom and hallway interactions, along with focus groups, substantiated the presence of a caring attitude and a positive school culture. Staff described multiple efforts to engage students and families positively. During the site visit, members of the school community were dressed in their class t-shirts and excitedly preparing for an afterschool grade competition. Staff expressed a sincere interest in the students and an understanding that the changing student demographics required different or renewed approaches inside and outside of the classroom.

However, the school faces challenges that prevent effective implementation of the vision. There is a history of transitory organizational leadership at the district and the school levels. The superintendent has been in place since November 2012, the district currently has vacancies in district curricular positions, and ABGS Middle does not have a full complement of administrators to effectively lead a school with more than 1,300 students. Consequently, staff do not possess the confidence that the leadership and the vision will endure, and this affects morale. Staff also report that instructional resource allocation is problematic and that they do not have all that they need and/or that they are not receiving instructional resources in a timely manner.

Key Challenges

Key challenges the ABGS Middle faces include:

- Lack of a full complement of administrators
- Absence of a curriculum aligned to CCSS
- Lack of curricular and instructional direction and support

- Lack of an academic approach to support literacy and language development across content areas
- Lack of consistency in application of teaching strategies to promote rigor and relevance
- Lack of instructional strategies and targeted programs to accelerate student achievement for those who are behind
- Isolation from the elementary schools and the high school
- Need for additional parental involvement

Recommendations

Based on the observations of key challenges, the following recommendations, which build upon work in progress at ABGS Middle, are offered to the school:

- Hire and retain a full complement of administrators for the middle school and institute efforts to ensure leadership development in support of job satisfaction and longevity
- Create a collaboratively derived curriculum that meets the expectations of CCSS and includes content that is relevant to students' experiences inside and outside of school
- Develop a coherent academic approach that is mindful of adolescent development and of academic and extracurricular learning supporting college readiness
- Develop a data review protocol with staff that:
 - Supports data analysis and identification of root causes of results
 - Creates clear, measurable learning goals
 - Can be used to support schoolwide, department and grade level planning
- Develop a comprehensive professional development plan based on student achievement and teacher data to support development of:
 - Instructional strategies to promote rigor and relevance
 - Literacy and language instruction across content areas
 - A repertoire of instructional strategies aimed at accelerating the achievement of students who are behind
 - Culturally relevant pedagogical practices
 - Collaboration among teachers and ongoing class coaching and feedback
- Institute a collaborative strategic planning process involving all school stakeholders to develop a specific roadmap to revise and implement the existing middle school plan
- Institute a district level position to support the full engagement of the Hempstead community

METHODOLOGY OF NEEDS ASSESSMENT

The purpose of the needs assessment is to work with administrators and teachers to identify the strengths of the school and the improvements needed in the classroom and the school as a whole to make instruction more effective. The needs assessment is a school-focused process that operates on the belief that improving teaching and learning is a continuous effort that requires open and objective dialogue in a professional and non-threatening environment. The data collection and analysis were designed to guide ABGS Middle educators through a process of reflection and self-assessment.

The focal points for the visit included:

- The relationship between CCSS and the school's existing curriculum and proficiency levels
- The relationship between CCSS and the instructional practices of the school

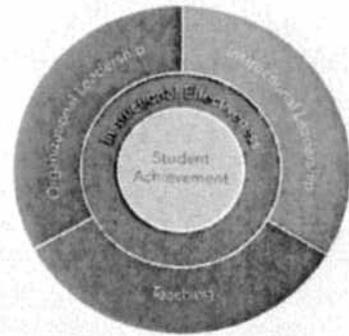
- The alignment and use of local assessment strategies to ensure student success on the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments

The methodology is based on the International Center’s DSEI and utilizes the Rigor/Relevance Framework and related tools. The DSEI is designed to provide a coherent focus on student achievement across an entire education system.

Please refer to the CIR in the Appendix to better understand the context of observations.

THE DAGGETT SYSTEM FOR EFFECTIVE INSTRUCTION (DSEI)

The Daggett System for Effective Instruction (DSEI) provides a coherent focus on student achievement across an entire education system. Grounded in research that shows that effective instruction is the variable that has the greatest impact on student achievement, the DSEI focuses on more than teachers in the classroom. Based on the International Center’s belief that improving instruction requires a systemwide commitment, the DSEI’s tools, surveys, and rubrics measure the characteristics and attributes of Organizational Leadership, Instructional Leadership, and Teaching.



School districts across the country have used the International Center’s needs assessment process and DSEI protocols with optimal results.

The results of the report are organized into three sections:

1. Organizational Leadership
3. Teaching

Each section provides DSEI rubric ratings and a summary of current strengths and needs based on data collected from:

- School and community focus groups
- Classroom observations

The elements in each section were measured on the DSEI rubric using the following scale:

DSEI Rubric Scale			
Beginning	Developing	Meeting	Exceeding
This practice has been introduced or staff has awareness of the practice.	This practice exists to a limited degree or is inconsistent across the school.	This practice is well established and consistent across the school.	The school has demonstrated exemplary practice in this area for multiple years.

This report will be reviewed with the school leadership team within a month to finalize a prioritized list of goals and recommendations in Organizational Leadership, Instructional Leadership, and Teaching in order to facilitate strategic planning, which will be conducted by the International Center during a date TBD.

Teaching

ABGS Middle Overall Rating: Beginning/Developing

The persistent rotation of school administrators and the periodic absence of a full complement of administrators has affected the nature of instruction at ABGS Middle. The introduction of the APPR and the lack of consistent support and guidance have spawned high levels of stress and low morale among teachers in the building. The lack of leadership stability at ABGS Middle and the district level has caused staff to rely mainly on their existing teaching methods and/or to work with inadequate instructional resources, as evidenced in teacher comments such as these:

- "We are all using different techniques, and we would like to be more unified."
- "I purchased 300 notebooks."

Students also asked for more textbooks and to be able to use technology more frequently.

ABGS Middle currently has a Latino and African-American student population. There is a need to further identify the strengths and challenges of the students and to develop programs and teaching strategies that explicitly embrace and build upon students' cultures and experiences. There is also a need to provide additional support for the English language learners (ELL) so that they can engage successfully in classroom instruction. This will help to solidify the high expectations for each student's achievement. Faculty is aware of the higher expectations, the quality of student work required as part of the CCSS, and the emphasis on producing independent, lifelong learners who are career and college ready. The double block of instruction in English language arts (ELA) and math is viewed as a step in the right direction. Yet, teachers are clear about their need for support in the effectuating high expectations for all students:

- "We have high expectations, but we are asked to water them down by grading decisions."
- "Students are getting 20s, but we can't give them the real grade because it is not 55 or higher."
- "The students are in the wrong setting, they need a different setting."
- "There is a disconnect with the population we serve."

Teachers and administration also expressed a need for modeling of best practices:

- "We need to see good teaching practice, and we need in-class coaching."
- "We need to know how to teach and work with the students we have."
- "Yes, the staff have asked for more modeling and coaching."

Classroom visits conducted using the CIR Visitation Tool revealed instruction occurred in Quadrant A of the Rigor/Relevance Framework (See Appendix). Teachers showed evidence of planning, but seldom expanded questions to promote higher level thinking or differentiated content or process.

Teaching	Beginning		Developing		Meeting		Exceeding	
Rigorous and Relevant Expectations								
Strong Relationships with Students								
Content Knowledge Made Relevant								
Rigorous and Relevant Instruction								

Teaching	Beginning		Developing		Meeting		Exceeding	
Assessments to Guide Instruction								
Expertise in Instructional Practices								

Teaching	
Strengths	Needs
<ul style="list-style-type: none"> • Strong pockets of collaboration and camaraderie exist at ABGS Middle. • Many teachers care about their students, are great facilitators, and want their students to do well. • Extended Wednesdays provide the time needed for collaboration and professional learning. • Many teachers expressed an interest in learning how to be more effective with their students. • Many teachers expressed an interest in working on curriculum development with their elementary school colleagues. • Students enjoy the projects that are required in each of their classes. • Students feel that they are treated well and that teachers care about them. • Students enjoy a feeling of independence and responsibility. • Some students reported writing being incorporated into their math classes. • A great deal of time has been focused on the APPR. Teachers comment that this has been helpful and a learning opportunity, but they would like additional instructional support. • Project-based learning is a shared curriculum expectation. • Teachers feel the Promethean ActivBoards have been helpful. 	<ul style="list-style-type: none"> • Most instruction observed was very teacher-centered. However, the potential is great for teachers to incorporate strategies that include more rigor, relevance, and student-led work. • There is a need to focus on how to implement high expectations, rigor, and relevance with students who are several years below grade level. • Teachers need professional development on how to integrate literacy strategies across all grade and content levels. • Protocols are needed to support aligned efforts and focus during extended Wednesdays and other common planning times • Consistent common planning is needed for each department and grade level, and all staff should be a part of this planning (i.e., guidance, social work) with a focus on data-driven instructional strategies and instructional coordination. • In-class modeling and coaching are needed on a weekly basis for all teachers. • More students need to understand the meaning of high-quality work and the connection between their middle school achievement and high school and college success. • Special education, ELL teachers, reading teachers, and support personnel need to be an integral part of common planning and professional learning.

ABGS Middle Overall Rating: Beginning/Developing

Staff understand that change is needed, yet they lament the ongoing staff changes and lack of consistent leadership. They point to an absence of consistent curricular direction, professional learning support, and effective data systems to support teaching and learning.

- “Varied administrations have led to varied visions.”
- “There is a lack of consistency for staff or students.”
- “Curriculum and instruction is in a mess.”
- “We receive a lot of information; it has been an informative year, but putting it into practice is a gap.”
- “I feel unprepared. I feel we are doing our students a disservice.”
- “We need a department head to guide us on curriculum.”
- “Our curriculum needs to be updated.”
- “PD is piecemeal.”
- “PD has occurred on exit tickets, differentiated instruction, and the APPR.”
- “We have real challenges with data.”
- “The benchmark assessments did not reflect our scope and sequence.”
- “We received needed materials after the assessment.”
- “We have seen some improvement with READ 180, but no one entered the correct data.”

Within the context of these reflections, powerful instructional leadership is within reach at ABGS Middle. With the vision of the existing ABGS Middle administrative team along with the understanding on the part of the school faculty/leadership that instructional excellence is necessary, systems can be put into place to support clear and consistent expectations, ongoing capacity building, and data-driven practice and improvement.

- Develop a written curriculum aligned to CCSS.
- Implement with fidelity a system for data use and management. Establish coordinated processes to collect data, measure, and communicate student achievement, and progress.
- Create a professional development program that supports teachers in developing a repertoire of strategies to meet the needs of students who require additional academic support.
- Monitor instruction to make sure rigorous and relevant learning experiences are being provided for all students.
- Establish guidelines and expectations for the effective use of common planning periods. This will be particularly important until such a time that the leadership team is at full capacity and departmental leadership roles are established.

Instructional Leadership	Beginning		Developing		Meeting		Exceeding	
Urgency for Higher Expectations								
Curriculum Alignment to Standards								
Literacy & Math Across All Content								

Instructional Leadership	Beginning		Developing		Meeting		Exceeding	
Data-Driven Decision Making								
Professional Collaboration & Growth								

Instructional Leadership	
Strengths	Needs
<ul style="list-style-type: none"> A dean was hired this year; he possesses expertise in guidance, instruction, and how to engage and involve the large Latino student and family population. The recently hired assistant principal is very focused on instruction and will be helpful to ABGS Middle's continued development in this area. The principal uses data in his work with subject area departments and in his conversations with staff, students, and parents. State tests are analyzed to determine areas of students' greatest needs and gaps in instruction. Members of the math department receive supportive materials and feedback from the new math director. The 6th grade teachers reported that they meet and plan together consistently. In-class coaching is being provided for some teachers through consultants from NYU and BOCES. 	<ul style="list-style-type: none"> A full complement of administrative staff is needed to enable a strong focus on curriculum and instruction. An updated CCSS-aligned curriculum is needed, and an instructional approach needs to be aligned across content areas and grade levels. A broad-based professional development program is needed to engage all teachers deeply in CCSS and for the improvement of instructional practices. The existing project component of the curriculum can be further developed to ensure rigorous, relevant, and interdisciplinary application. Teachers would benefit from additional instructional coaching and peer observations in which models of rigorous and relevant instruction are shared and practiced.

Organizational Leadership

ABGS Middle Overall Rating: Beginning/Developing

Since 2002, ABGS has had six principals. The school administration consists of the current principal, who is in his 2nd year in this position and his 3rd year at the school, one assistant principal, who is in her 5th month at ABGS Middle, and one dean, who is in his first year. At the present time, there is no ELL district director or any literacy or math coaches to support the middle school.

Focus groups confirmed improved efforts and outcomes as they relate to student culture and spirit:

- “As a school, the culture has improved. The administrators are working well with the staff; we

have more activities for the kids, varied programs and incentives, and they are asking us for our opinions.”

- “The administration has an open door.”
- “School culture has improved.”
- “Students show respect for one another.”
- “Parent involvement is a little better because we have become stalkers—cell phones help.”

Staff note that teachers initiated a teacher support team in an effort to mobilize staff positively and effectuate change that was within their reach: “When we work together to create something, I feel productive,” shared one teacher.

Students enjoy a multitude of activities that are fun and educational, including a book club, a law club, a Struggling to Reunite a New Generation (STRONG) club, and a host of school spirit activities, such as Twin Day, Jersey Day and Professional Tuesdays.

Nonetheless, many described a faculty culture plagued by uncertainty, chaos, fear, and lack of trust. Some staff members chose not to share their perspectives and a few staff members asked if they could be interviewed individually. One staff member asked if the International Center could conduct a survey, noting that she believed staff had a lot to share anonymously. A few staff members expressed despair. Here is a sampling of teacher comments:

- “By the end of the day, you are beat down.”
- “I do not think you can put any system in place to help us with the deficiencies we have.”
- “If these students don’t score, well, I fail.”
- “Our work is like one big SAT course.”
- “It is almost impossible to help a child who is 4 years behind.”

Significant organizational leadership changes are needed to restore faculty confidence and efficacy and to ensure that ABGS Middle students will be able to catch up and excel. With such change, the school will be able to realize its mantra, “Believe and Achieve,” and the pockets of progress will be able to be sustained.

First, a full complement of administrators needs to be hired at the school level to support student/family engagement, to help cultivate positive student behavior and culture, and to develop data-driven instructional and curricular leadership. The district must commit to collaboration with school leadership to ensure the development and implementation of a common institutional vision and academic approach. The district must also provide clear expectations for leadership performance, including support and ongoing evaluation and feedback.

Second, time and resources must be garnered to support inspiring, hands-on team building and professional learning for ABGS Middle staff. This will enable staff to become reenergized to work together as a full school unit. Then, staff can commit to learn in truly collaborative professional learning activities to build an aligned repertoire of effective instructional strategies.

Finally, CCCS development must involve all middle school and district stakeholders. It will be essential for faculty to have multiple opportunities to learn from colleagues and from successful school turnarounds to support their understanding that dramatic student achievement can occur.

Organizational Leadership	Beginning		Developing		Meeting		Exceeding	
Create a Culture								
Establish a Shared Vision								
Align Structures/Systems to Vision								
Build Leadership Capacity								
Align Selection, Support, Evaluation								
Support Decisions with Data								

Organizational Leadership	
Strengths	Needs
<ul style="list-style-type: none"> The principal and assistant principal use data for the improvement, planning, and development of school priorities. Multiple strategies have been implemented to improve the culture for students and to boost school spirit. The administration is working collaboratively to support the overall management of the school and to encourage and motivate faculty. A competent, but not fully staffed, administrative team has been assembled. Some teachers feel that are able to contribute to decision making, but indicate that follow-through needs to be assured. The administrative team has communicated to staff the nature and importance of the APPR. In-depth classroom observations are now occurring as part of the APPR process 	<ul style="list-style-type: none"> Hire a full complement of administrators. A curriculum aligned to CCSS needs to be developed. A broad-based and inspiring professional development program is needed to engage all teachers deeply in CCSS. Common expectations for rigorous and relevant instructional practice must be developed. Systems for monitoring instruction and providing feedback need to be implemented. In-class instructional modeling and coaching is needed on an ongoing basis. Opportunities are needed to learn from educators who have worked in districts with challenges similar to those at ABGS Middle and who have helped turned around the trajectory of poor student achievement. The fear and uncertainty caused by organizational and leadership instability needs to be redirected with roadmap for instructional improvement. A strategic planning process involving all stakeholders must be instituted to develop a road map for curriculum development, professional learning and support, data systems to ensure analysis and sharing of formative, summative assessment data, and strategies for the ongoing engagement of ABGS Middle staff students Instruction should be monitored on a frequent basis.

SUMMARY OF FINDINGS AND RECOMMENDATIONS

With the addition of needed administrative and instructional positions, plus an assurance of leadership stability, ABGS Middle will be able to refocus its talents, resources, and effective efforts toward schoolwide instructional and academic improvement.

A strategic plan needs to be developed to assess the school's organizational structure and to ensure that structures are in place to promote rigor and relevance throughout the school. The plan should be informed by the ABGS Middle goal statements that are in place currently. This plan needs to articulate high expectations for all students. Additionally, it needs to be part of a roadmap that outlines the strategies to ensure that each sub group is able to meet expectations. The planning process needs to involve all stakeholders and to incorporate existing best and/or promising practices. The planning process will enable the school to determine academic priorities, course structures, and the schedules to support the additional learning time that students will need in order to be able to perform well with grade and age appropriate work. For example, additional instruction may need to be provided to ELL students after school.

After the plan and roadmap are finalized, communication protocols will be needed to share implementation progress and provide the ongoing opportunity for input from all stakeholders. Staff are willing to work for change, as evidenced by focus group conversations. The staff-led PEER Support Team and the mobilization of staff in discrete departments or for specific schoolwide events give hope for the success of such a planning process.

A clear curriculum is needed, and it needs to reflect the CCSS, offer learning experiences that challenge students, and provide opportunities for students to see themselves in the work they do. The curriculum needs to be supported through direct supervision of teachers by building and district administrators using common planning and classroom visitation tools aligned to rigorous and relevant instruction. The curriculum needs to be developed in collaboration with the district to ensure a unified academic plan for all schools. Every effort should also be made for all needed curriculum and instructional resources to be ready for teachers and students at the start of each year.

Data analyst positions are needed. Data must be collected, analyzed, and shared to inform district planning, professional development planning, and development of differentiated instructional plans for students. Such a position will support the work that the principal is currently doing on his own.

Extra effort and multiple strategies are needed to involve the parent community in this process and in the work to support improved student achievement. Given the changing school and district demographics, school and district leadership should implement culturally relevant parental involvement strategies.

To support the positivity that will be needed to advance forward, the school may consider adding to its mission statement the ideas 1) students want to learn, 2) parents care about their children 3) there are multiple pathways to student and family engagement, and 4) effective and sustained effort leads to school success.

Teaching

- Develop common expectations for instructional practice and rubrics for quality student work across grade levels and subject area departments.
 - Introduce and support, through coaching aimed at the administrative team and faculty, the many tools and resource materials available to implement rigorous and relevant instruction.
 - Determine ways to integrate the well received school spirit events with classroom learning activities as a means to ensure relevance and student engagement.
 - Model rigorous and relevant teaching.
-
- Develop a written curriculum aligned to the CCSS.
 - Implement with fidelity a system for data use and management. Establish coordinated processes to collect data, measure, and communicate student achievement, and progress.
 - Monitor instruction to make sure rigorous and relevant learning experiences are being provided for all students.
 - Provide focused, systemic professional development and coaching for the administrative team and all teachers and staff around the concepts of rigor and relevance, and related tools, to bring high expectations, rigor, relevance, and higher learner engagement into practice for all students.
 - Provide professional learning opportunities focused on culturally relevant teaching.
 - Support teachers in the development of a repertoire of strategies to meet the needs of students who require additional academic support.
 - Create guidelines for the integration of literacy across content areas and provide literacy and writing professional development for all teachers.
 - Develop protocols for the effective use of common planning times.
 - Build internal instructional leadership capacity to offset future staff shortages.

Organizational Leadership

- Hire and support a full complement of school and district leaders.
- Incentivize academic results coupled with school longevity.
- Provide multiple opportunities for staff, students, and parent/community members to be a part of the strategic planning process and to provide ongoing suggestions for improvement.
- Develop a curriculum and academic approach for the district that builds on best practices already in place at the middle school, high school, and elementary schools.
- Provide school leaders, faculty, guidance personnel, and all staff with ongoing coaching support, feedback, and encouragement to ensure alignment with the vision and adherence to the expectations and practices articulated in the strategic plan.
- Celebrate the accomplishments of the school, staff, and students

10/27/2013

See next section.

Collaborative Instructional Review – Classroom Visitation Rubric for Rigor

Evidence of Rigor	Beginning	Developing	Meeting	Exceeding
Thoughtful Work	Student work is easy, usually only requiring a single correct answer.	Student work occasionally requires extended time to complete, stretches student learning, and requires use of prior knowledge.	Student work requires extensive use of prior knowledge, is frequently creative and original, and requires students to reflect and revise for improved quality.	Student work requires extensive creativity, originality, design, or adaptation.
High-Level Thinking	Student work requires simple recall of knowledge.	Student work requires explanation and understanding of knowledge and/or limited application. Students occasionally use higher order thinking skills.	Students demonstrate higher order thinking skills, such as evaluation, synthesis, creativity, and analysis. Students evaluate their own work and identify steps to improve it.	Students routinely use higher order thinking skills, such as evaluation, synthesis, creativity, and analysis. Students skillfully evaluate their own work and the work of others.
Oral Extended Student Responses	Students' oral responses demonstrate simple recall and basic understanding of knowledge as evidenced by single word responses or recital of facts.	Students' oral responses demonstrate comprehension by explaining information in their own words, and occasionally expressing original ideas and opinions. Students participate in discussions with peer groups.	Students' oral responses demonstrate an ability to extend and refine knowledge automatically, to solve problems routinely, and to create unique solutions. Students are able to facilitate class discussions.	Students' oral responses demonstrate logical thinking about complex problems, and the ability to apply prior knowledge and skills when confronted with perplexing unknowns. Students are skillful in discussions with peers and adults.

Collaborative Instructional Review – Classroom Visitation Rubric for Relevance

Evidence of Relevance	Beginning	Developing	Meeting	Exceeding
Meaningful Work	Student work is routine and highly structured, reflects knowledge in one discipline, and usually requires the memorization of facts and formulas or an assessment of content knowledge.	Student work is structured, reflects a basic application of knowledge, and occasionally, interdisciplinary applications. Students practice using the steps in a procedure and previous knowledge to solve problems and create solutions.	Student has choices for work that is challenging, often original, reflects application of knowledge, and requires performance, consistent with real-world applications.	Student work reflects real-world unpredictable applications of knowledge that have unknown factors, and individual and unique solutions to problems.
Authentic Resources	Students rely on the teacher as their primary resource to complete work.	Students use and rely on the teacher as their primary resource but also use textbooks, references, and secondary reading material to complete work.	Students use real-world resources such as manuals, tools, technology, primary source documents, and/or interviews to complete work.	Students select and use multiple real-world resources, as well as new or unique resources, perhaps unknown to teacher.
Learning Connections	Students see learning only as a school requirement unrelated to their future or their outside lives.	Students begin to see connections between their learning and their lives as it relates to personal examples and applications to solve problems.	Students see connections between what they are learning and their lives, and can make links to real-world applications.	Students are committed to the learning experience as something that is an essential part of meeting their future goals and life aspirations.

Collaborative Instructional Review – Classroom Visitation Rubric for Learner Engagement

Evidence of Learner Engagement	Beginning	Developing	Meeting	Exceeding
Verbal Participation	Students rarely share ideas, ask questions, or answer questions.	Students follow classroom procedures but may be reluctant to share ideas, or ask or answer questions.	Students are eager to share ideas, and ask and answer questions.	Students confidently share ideas, and ask and answer questions related to the learning experience.
Body Language	Students exhibit negative body language.	Students exhibit some negative and some positive body language.	Students exhibit positive body language, and make eye contact with others.	Students' body language shows commitment to learn.
Focus	Students lack focus on the learning experience.	Students are focused on the learning experience with limited distractions.	Students are focused on the learning experience.	Students are committed to high-quality work in the learning experience and persevere to completion.
Breadth	Few students are fully engaged in classroom instruction and activity.	Some students are fully engaged in classroom instruction and activity.	Nearly all students are fully engaged in classroom instruction and activity.	All students are fully engaged in classroom instruction and activity.

Collaborative Instructional Review – Classroom Visitation Rubric for Literacy

Evidence of Literacy	Beginning	Developing	Meeting	Exceeding
Text Complexity	Students comprehend simple text at an information retrieval level using texts or teacher read-aloud materials.	Students comprehend simple text for main idea, summary, and initial analysis of information. Students understand familiar vocabulary, clear cause-effect relationships, and simple sequences of events. Students can respond to basic questions for which answers are implicit or directly implied.	Students comprehend complex texts, determine meaning of virtually any word, understand subtle cause-effect relationships, understand simple sequence of events, and summarize, evaluate, or analyze the text.	Students comprehend complex texts, understand implied and complex cause-effect relationships, understand meaning of context-dependent words, analyze a complex set of ideas or sequence of events, and explain multiple interpretations of the story or event. Students can explain how specific ideas develop over the course of the text. Students are able to integrate information from primary and secondary sources.
Digital Use	Students' work often consists of copying directly from other sources. Use of digital tools is rare, and most often involves lower levels of rigor and relevance.	Students' use of digital sources is limited to demonstrating awareness, comprehension, or basic application of knowledge.	Students demonstrate effective integration of single and multiple digital sources to understand, infer, and act upon knowledge, to facilitate communication, and/or to create solutions. Students demonstrate the ability to apply information to relevant, real-life scenarios. Students demonstrate an ability to use basic citation.	Students integrate multiple digital sources, independently evaluating the credibility and accuracy of sources. Students skillfully use this information to create solutions, offer justifiable points of view, apply to relevant, real-life, and complex scenarios, and/or create a new project. Students correctly cite information and demonstrate the ability to teach digital strategies to others.

<p>Speaking, Listening, and Collaborating</p>	<p>Students work in isolation. They demonstrate limited ability to apply their language skills to communicate effectively, frequently, and persuasively in academic and/or social communication.</p>	<p>Students collaborate and communicate Integrated information to demonstrate awareness, comprehension, or basic application of knowledge.</p>	<p>Students collaborate and communicate Integrated information to adapt, create, solve, justify, and apply knowledge. Students are given an opportunity to evaluate other's points of view and present their own information.</p>	<p>Students collaborate in person and virtually to contribute fully to point-of-view conversations, debates, problem solving, and integration of the ideas of others to achieve a common goal. Students are able to present information, reasoning, and supporting evidence. Students understand and use language, culture, and verbal and non-verbal communication methods.</p>
<p>Document and Quantitative Literacy</p>	<p>Students have few or no opportunities to utilize strategies for comprehending information in tables, charts, graphs, and other visual modes of presenting information.</p>	<p>Students can comprehend simple information contained in tables, charts, graphs, and other visual modes of presenting information.</p>	<p>Students compare or combine information contained in tables, charts, graphs, and other visual modes of presenting information, using inference, analysis, synthesis, and evaluation skills. Students use new information to make predictions based on the data.</p>	<p>Students use complex visually-based sources of information, as well as numeracy-based sources to develop solutions, analyze the correctness and usefulness of data, and determine how to use the information to complete complex tasks, and evaluate the results of actions or predict outcomes.</p>

<p>Written Communication</p>	<p>Students' writing skills are underdeveloped and/or interfere with the ability to communicate in writing for a purpose and audience.</p>	<p>Students use basic writing skills to communicate. Writing demonstrates limited development of ideas, some evidence of organization, minor errors in sentence structure, and acknowledgement and basic justification of point of view.</p>	<p>Students use the skills and characteristics of good writing to communicate simple ideas for a purpose and audience. Writing demonstrates clear ideas, effective organization, complete sentences, and acknowledgement and basic justification of point of view. Students demonstrate a limited ability to edit their work.</p>	<p>Students use the skills and characteristics of good writing to communicate complex ideas and concepts in multiple formats for a variety of purposes and audiences. Writing demonstrates clarity of analysis, use of complex sentence structure, effective organization, acknowledgement and justification of point of view, and creative solutions or insights. Students demonstrate an ability to edit their work and/or the work of others.</p>
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MONTHLY CALENDAR OF
EVALUATIONS FROM 2012-2013

October 2012

Sun	Mon	Tues	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

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Hutchinson Post P3
Dorestant Post P4
Knecht Post P9

Shabazz/Janeo Pre P1
Mallah Pre P4
Ruvolo/Cantor Pre P9

Mallah Ob P2+3 Room 109
Ruvolo/Cantor Ob P6+7 Room 119
Shabazz/Janeo Ob P8+9 Room 115

Nealis Post P1
Moran Post P2
Hutchinson Post P3

Knecht Pre P3
Dorestant Pre P4

Hutchinson Ob P1+2 Room 105
Knecht Ob P6+7 Room 118
Dorestant Ob-P8+9 Room 107

Nealis Pre P1
Moran Pre P2

Moran Ob P3+4 Room 128
Nealis Ob P7+8 Room 908

November 2012

Sun	Mon	Tues	Wed	Thu	Fri	Sat	
					1	2	3
4	5 Shabazz/Janeo Post P1 Mallah Post P4 Ruvolo/Cantor Post P9	6	7 Dezil Pre P1 Topping Pre P2 Clarke Pre P3	8 Dezil Ob P8+9 Room 127	9 Clarke Ob P1+2 Room 119 Topping Ob P5+6 Room 125		10
11	12	13 Dezil Post P1 Topping Post P2 Clarke Post P3 Uzzell Pre P8 Williams Pre P9	14 Germinaro Pre P1 Williams Ob P2+3 Room 904 Uzzell Ob P6+7 Room 901	15 Germinaro Ob P7+8 Room 910			17
18	19 Uzzell Post P1 Williams Post P8 Germinaro Post P9	20	21	22	23		24
25	26	27 Hood Pre P1 Ali Pre P7	28 Hood Ob P2+3 Room 913 Ali Ob P5+6 Room 912	29	30		

December 2012

Sun	Mon	Tues	Wed	Thu	Fri	Sat
						1
2	Hood Post P1 Ali Post P7	3	Fibleuil Pre P2 Kemmet Pre P3 Myles Pre P4	4	Kemmet Ob P1+2 Room 216 Fibleuil Ob P5+6 Room 216 Myles Ob P8+9 Room 145	5
6						
7						
8						
9	Fibleuil Post P2 Kemmet Post P3 Myles Post P4	10	Lyons Pre P1 Peterson Pre P2	11	Lyons Ob P2+3 Room 208 Peterson Ob P7+8 Room 132	12
13						
14						
15						
16	Lyons Post P1 Peterson Post P2	17				
18						
19						
20						
21						
22						
23		24	25	26	27	28
29						
30	31					

January 2013

Sun	Mon	Tues	Wed	Thu	Fri	Sat
6	7	8	9	10	11	12
		Shabazz/Janeo Pre P1 Mallah Pre P4 Ruvolo/Cantor Pre P9	Mallah Ob P2-3 Room 109 Ruvolo/Cantor Ob P6-7 Room 119 Shabazz/Janeo Ob P8-9 Room 115			
13	14	15	16	17	18	19
Shabazz/Janeo Post P1 Mallah Post P4 Ruvolo/Cantor Post P9	Dezil Pre P1 Topping Pre P2 Clarke Pre P3	Clarke Ob 1-2 Room 119 Topping Ob P5-6 Room 125 Dezil Ob P8-9 Room 127				
20	21	22	23	24	25	26
HOLIDAY	Kemmet Pre P3 Uzzell Pre P8	Kemmet Ob P1-2 Room 216 Uzzell Ob P6-7 Room 901				
27	28	29	30	31		
	Lyons Pre P1 Peterson Pre P2	Lyons Ob P2-3 Room 208 Peterson Ob P7-8 Room 132				

March 2013

Sun	Mon	Tues	Wed	Thu	Fri	Sat
					1	2
3	4	5 Washington Pre P2 Swiatowski Pre P3 Langton Pre P4 Marchan Pre P8 Koestenblatt Pre P9	6	7 Swiatowski Ob P1 Washington Ob P3 Marchan Ob P5 Koestenblatt Ob P7 Langton Ob P9	8	9
10	11	12 Tineo Pre P1 Crespo Pre P2 Smith Pre P3 Ritterband Pre P7 Edwards Pre P8	13	14 Ritterband Ob P1 Edwards Ob P3 Smith Ob P5 Crespo Ob P7 Tineo Ob P9	15	16
17	18	19	20	21	22	23

JOB DESCRIPTIONS

**HEMPSTEAD SCHOOL DISTRICT
SCHOOL TRANSFORMATION OFFICER
JOB DESCRIPTION**

Duties and Responsibilities:

- Conduct focus groups, interviews, classroom observations, and document reviews
- Assure the effective implementation of the school improvement plan that includes measurable long-term goals and short-term objectives as well as aligned strategies, activities, milestones, professional development plans, and budgets. This will be accomplished through quarterly reviews with school leadership teams.
- Use the district tool to monitor implementation of the school improvement plan curriculum and instruction strategies, and to maintain the focus and ongoing modification of the plan as new data become available.
- Use the district planning and coaching tool to monitor action plans to ensure effective and efficient implementation.
- Align the use of funds to support research-based strategies that improve teaching and learning.
- Provide professional development to ensure that all subgroups, including English language learners and special education students, receive effective interventions for improving academic learning within specific timelines.
- Facilitate the Data Review process to identify areas that impede students' academic growth.
- Provide professional development to principals and teachers on using the data from benchmark/formative assessments to inform instruction.
- Facilitate effective use of learning time by providing professional development related to:
 - Maximize increased instructional time focused on student academic needs;
 - Provide professional development that ensures student engagement when providing differentiated re-teaching and focused interventions; and
 - Integrate curriculum areas to strengthen key concepts across all subject areas.
- Provide professional development and ongoing support with a focus on strategies and activities on improving daily instruction.
- Provide follow-up and coaching activities to principals, leadership teams, professional learning communities, and teachers that are designed to ensure effective implementation of district/school learning goals.
- Coordinate restructuring school events.
- Work collaboratively with principals and leadership team to design, facilitate, and Evaluate the SIG Transformation option.
- Display courtesy, tact, consideration, and discretion in all interactions with other members of the educational community and public.
- Research, develop, and manage program requirements for Transformation model.
- Plan collaboratively with the Transformation team to develop and facilitate timeline/plans for implementation of the Transformation model.
- Provide training for school leaders on understanding and implementing strategies related to the Transformation model.

**HEMPSTEAD SCHOOL DISTRICT
ELA COACH
JOB DESCRIPTION**

Special Knowledge/Skills:

- General knowledge of all secondary ELA curriculum
- Specific knowledge of middle school ELA content area(s) and state assessments
- Specific knowledge of assessment and lesson design
- General knowledge of serving special populations of learners
- Excellent communication, public relations, and interpersonal skills
- Demonstrate organizational and technology skills
- Effective oral and written communication skills

Major Responsibilities and Duties:

- Serve as an ELA specialist to assist in the development and implementation of building instructional plans that align to district goals and curriculum.
- Work with ELA Director and building administration to design and provide professional development focused on improving alignment and delivery of the written, taught and tested curriculum to increase student success and close performance gaps.
- Work with teachers and building administration to analyze student data, diagnose instructional needs and identify research-based instructional strategies to close achievement gaps.
- Provide job-embedded professional development for teachers through modeling engaging, standards-based teaching as needed.
- Collaborate with the STO and Assistant Superintendent for C & I, building administration, and teachers to review and develop aligned curriculum components including assessments.
- Provide individual and/or group instructional coaching and mentoring to teachers to improve classroom instruction for all learners.
- Conduct teacher observations and/or walk-throughs and provide feedback that facilitates teacher reflection and growth.
- Work with STO and Assistant Superintendent for C & I, building administration, and team and/or grade level teachers in planning standards-based lessons and assessments aligned to the district curriculum.
- Manage and distribute instructional resources to teachers and provide training on the use of those resources.
- Encourage and support the implementation of technology and innovative strategies in the classroom.
- Attend district level training and provide building level professional development in district initiatives.
- Provide ongoing feedback to building administration to be used in the teacher evaluation process.
- Assist with the building strategic plan and formulation of the CIP.
- Assist in the development, monitoring and implementation of teacher intervention plans.
- Assist with the implementation and monitoring of building and district initiatives.

HEMPSTEAD SCHOOL DISTRICT
Behavior Interventionist
JOB DESCRIPTION

DUTIES AND RESPONSIBILITIES

- Develop and implement programs to remediate behavioral and social problems for students eligible for emotional/behavioral disturbed, intellectually disabled, and autism spectrum disorders program. Serve as a consultant to school personnel and parents of these students.
- Emotionally-behaviorally disabled and intellectually disabled students with severe disruptive behaviors in less restrictive settings are also eligible for these services.
- Assist in the development and implementation of behavior intervention plans for general education students, as part of a team.

- Design programs for students that are consistent with the total educational philosophy of the district
- Continue professional growth through educational meetings, visiting related facilities, reading professional literature, participating in technical training opportunities, and exchanging ideas among the district staff
- Collaborate with general education and CSE teachers, school administration, and CSE administration in planning and developing the CSE program
- Work as a team member in the development and implementation of inclusive strategies

Services to Students

- Participate as a team member in the identification of social/behavioral problems
- Design, implement, and monitor progress of behavioral management programs for students to remediate behavioral and social problems
- Participate in the development of the individual educational programs for the students
- Participate as a team member in the evaluation of student progress
- Provide individual and group counseling to the students on a regular basis to include socialization activities (e.g., social skills training, anger management, play therapy, etc.)
- Develop and maintain psychosocial and behavioral data on the students
- Assist other professionals with student crisis intervention

Services to Teachers

- Plan and confer with the classroom teacher of students, as requested, concerning behavioral, social, or personal problems affecting the students
- Develop and conduct inservice activities regarding techniques for remediation of behavioral, social or personal problems of students
- Assist the teacher of the students with development of crisis prevention plans
- Provide training for instructional assistants with the programs in the areas of behavior management skills and affective education

Data Coach

To assist schools in the disaggregation of student achievement data generated from common formative assessments to impact instruction.

Required knowledge, skills, and abilities:

- Strong technology skills, including Excel, and Power School
- Working knowledge of the NYS assessments
- Working knowledge of national and state norm-referenced and criterion-referenced assessment standards
- Strong understanding of formative assessment strategies
 - Strong communication/relationship building skills

Performance Responsibilities:

- Training district wide and/or school personnel to lead Data Response Teams in the different types of data to make timely and appropriate decisions about curriculum, assessment and instruction.
- Working with administrators to select key leaders to serve as district/school Data Team Leaders and to schedule opportunities for Data Teams to meet and work.
- Supporting and monitoring Data Teams to ensure critical capacity that leads to the highest level of effectiveness and sustainability.
- Disseminating results of data work by the Data Coach and Data Teams to the appropriate administrators.
 - Building support for the Data Teams that empowers their work.
 - Discussing successes and challenges.
 - Generating ideas to make the Data Teams more effective.
- Training district wide and school personnel in:
 - Assisting school personnel interpreting and using state assessment data reports

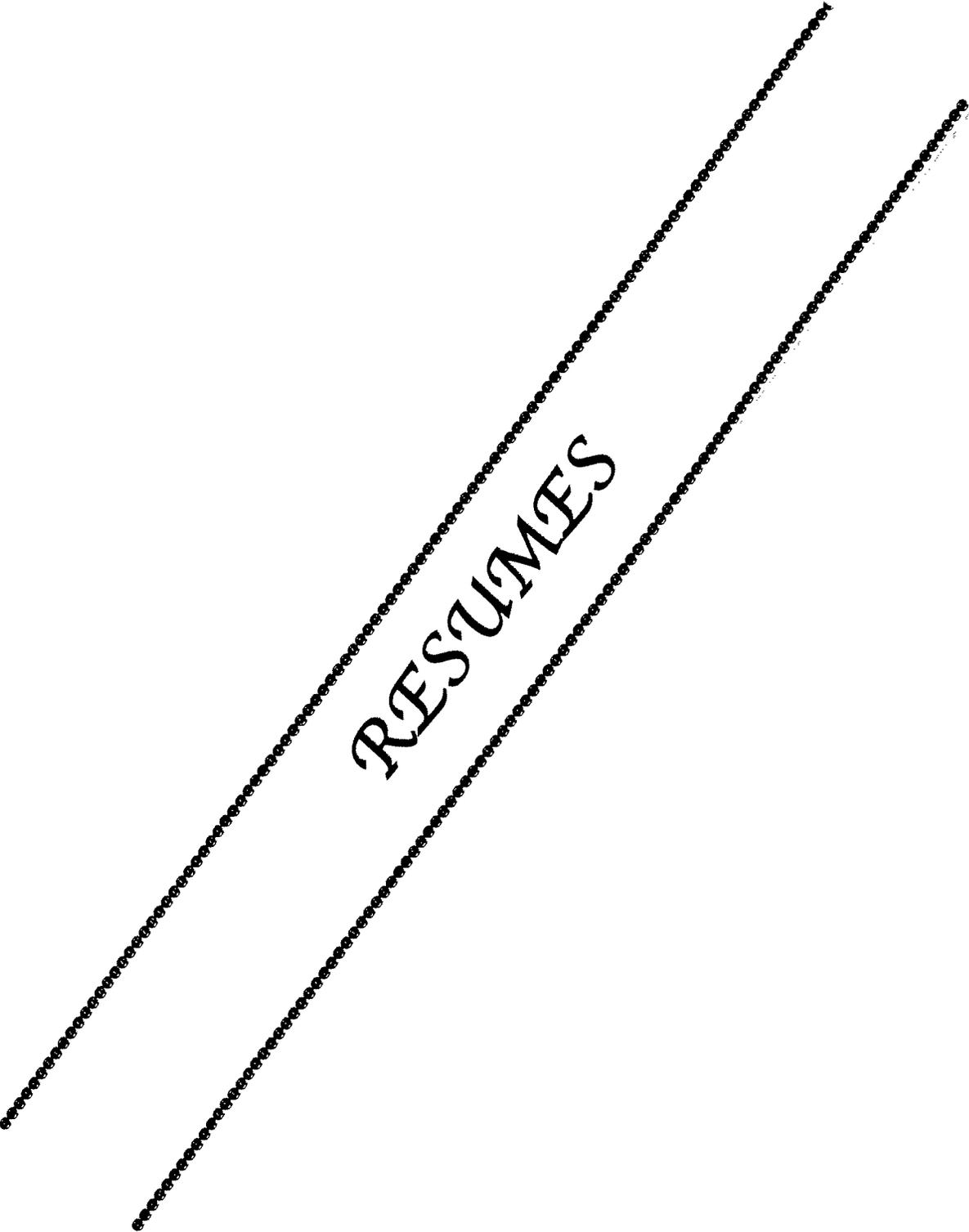
HEMPSTEAD SCHOOL DISTRICT
Math Coach
JOB DESCRIPTION

Special Knowledge/Skills:

- General knowledge of all secondary Math curriculum
- Specific knowledge of middle school Math content area(s) and state assessments
- Specific knowledge of assessment and lesson design
- General knowledge of serving special populations of learners
- Excellent communication, public relations, and interpersonal skills
- Demonstrate organizational and technology skills
- Effective oral and written communication skills

Major Responsibilities and Duties:

- Serve as a Math specialist to assist in the development and implementation of building instructional plans that align to district goals and curriculum.
- Work with Math Director and building administration to design and provide professional development focused on improving alignment and delivery of the written, taught and tested curriculum to increase student success and close performance gaps.
- Work with teachers and building administration to analyze student data, diagnose instructional needs and identify research-based instructional strategies to close achievement gaps.
- Provide job-embedded professional development for teachers through modeling engaging, standards-based teaching as needed.
- Collaborate with the STO and Assistant Superintendent for C & I, building administration, and teachers to review and develop aligned curriculum components including assessments.
- Provide individual and/or group instructional coaching and mentoring to teachers to improve classroom instruction for all learners.
- Conduct teacher observations and/or walk-throughs and provide feedback that facilitates teacher reflection and growth.
- Work with STO and Assistant Superintendent for C & I, building administration, and team and/or grade level teachers in planning standards-based lessons and assessments aligned to the district curriculum.
- Manage and distribute instructional resources to teachers and provide training on the use of those resources.
- Encourage and support the implementation of technology and innovative strategies in the classroom.
- Attend district level training and provide building level professional development in district initiatives.
- Provide ongoing feedback to building administration to be used in the teacher evaluation process.
- Assist with the building strategic plan and formulation of the CIP.
- Assist in the development, monitoring and implementation of teacher intervention plans.
- Assist with the implementation and monitoring of building and district initiatives



RESUMES

Henry (Hank) Williams



EDUCATION:

- **N.Y. Institute of Technology, Old Westbury, New York
Bachelor of Science, Major in Business Marketing** **May, 1990**
- **N.Y. Institute of Technology, Old Westbury, New York
Masters in Instructional Education Technology** **May, 1995**
- **College of New Rochelle, New Rochelle, New York
Masters in Educational Administration** **May, 2001**

CERTIFICATIONS:

- **New York State Permanent Mathematics 7-12**
- **New York State School District Administrator**
- **New York State School Administrator and Supervision**
- **Annual Professional Performance Review**

PROFESSIONAL EXPERIENCE

Alverta B. Schultz Middle School, Hempstead, New York 2011-Present

PRINCIPAL, GRADES 6-8

- **Implemented “Safe and Civil Schools”**
- **Implemented new APPR and introduced Common CORE**
- **Implemented “Master Notebook” for sixth grade only**
- **Supervise SQR and Data teams**
- **Supervise and Coordinate school benchmark exams**
- **Supervise and observe Math and Science departments**
- **Supervise master scheduling team**
- **Supervise and Coordinate all school wide assemblies**
- **Supervise and oversee building-wide “Student Learning Objectives”**
- **Supervise Intervention Support Team**
- **Supervise NWEA local assessments for Math, ELA, and Science**
- **Supervise all Academic Intervention Services and Alternative Programs**
- **Plan and implement Professional Development for all staff**

Hempstead High School/Middle School, Hempstead, New York 2003-2011

ASSISTANT PRINCIPAL, GRADES 9-12

- **Supervise and Coordinate Senior Trips, Proms, Dances, and Graduation.**
- **Plan and implement Professional Development for teachers, Teaching Assistants and Subject Matter Specialists**
- **Conduct Parent Conferences regarding student discipline including Superintendent Hearings, out of School Suspensions, and referrals**
- **Academy Principal of Small Learning Communities**
- **Member of a scheduling team which develops, plans and monitors the master schedule**
- **Supervise the High School Scholarship Program**
- **Supervise the Emergency Response Team/Health and Safety Team**
- **Screen, review and interview staff candidates**
- **Supervise and monitor all Academic Intervention Services**
- **Developed and implemented "Closed Campus" procedure**
- **Supervise and submit B.E.D.S information to State Education Department**

Dean of Students, Grades 6-8 1999-2003

General Administrative duties including handling student disciplinary matters, conducting parent conferences regarding student discipline including superintendent Hearings, out of school suspensions and referrals. Supervised school wide lunch program. Specific contributions include the following:

- **Supervised athletic games and activities after school**
- **Assisted in implementation of after school and Saturday ELA and Math Assessment program**
- **Implemented and conducted monthly "Classroom Management" workshops**
- **Assisted in coordination of 8th grade programs including graduation, senior trips and dances.**

A.B.G.S. Middle School – Hempstead, New York 1996-1999 June

Teacher; In-School Suspension Program. Licensed Math Teacher working in the suspension room using discipline methods to promote productive student behavior. Students complete assignments received from their teachers or from Department Chairpersons.

NEW YORK CITY BOARD OF EDUCATION, Brooklyn, New York 2/92 – 6/96

Teacher of Mathematics – Instructed students using manipulative measures and integrated the use of computer technology. Prepared lesson plans according to the New York State standards. Suggested strategies for parents to address their child's educational needs. Devised plans to incorporate different aptitude skills in problem solving. Computation and cooperative learning. Coordinator/Facilitator for Performance Assessment Math Exam.

PROFESSIONAL MEMBERSHIP

Association for Supervision and Curriculum Development International

Rowena Costa

EDUCATION

Queens College, C.U.N.Y.
Flushing, New York 11367

Specialist Diploma in School Administration and Supervision, 4.0 GPA

Master of Science in Education

Major: Reading Education

Electives: Special Education/Learning Disabilities

Bachelor of Arts

Major: Elementary Education

Minor: Behavioral Sciences (Psychology, Sociology, and Anthropology)

CERTIFICATION

New York State School District Administrator

New York State School Administrator and Supervisor

New York State Reading Teacher K-12

New York State Nursery, Kindergarten, and Grades 1- 6

APPR - NYSUT Teacher Practice Rubric

PROFESSIONAL EMPLOYMENT

Middle School Assistant Principal

Alverta B. Gray Schultz Middle School, Hempstead School District (10/12 – Present)

- Responsible for the education and safety of 1300 students in Grades 6-8
- Direct supervision of all ELA, ESL and Reading Teachers in Grades 6-8
- Provided staff development in the areas of Common Core Learning Standards, NYS Teaching Standards, APPR, Data Warehouse, curriculum design, differentiated instruction, literacy, classroom management, Response to Intervention, and formative assessment
- Evaluated instructional staff by conducting formal and informal classroom observations
- Coordinated and supervised the administration of all NYSED Assessments
- Designed the 2013-14 master schedule via Power School and Power Scheduler
- Chairperson for ABGS Middle School's Testing Team and Data Team

Elementary Principal

Kramer Lane Elementary School, Bethpage School District (7/09 – 6/11)

- Responsible for the education and safety of 350 students in Grades K-5
- Direct supervision of faculty and non-instructional staff
- Provided staff development in the areas of data analysis, curriculum design, differentiated instruction, literacy, bullying prevention, Response to Intervention, Common Core Learning Standards, and IEP mandates
- Evaluated instructional staff by conducting formal and informal classroom observations
- Coordinated and supervised the administration of all NYSED Assessments
- Analyzed student test results obtained from Data Warehouse and NYSED
- Utilized assessment data to inform instruction and improve student learning
- Developed and managed a fiscally responsible building budget
- Designed all building schedules including a master schedule which maximized instructional time
- Implemented character education and anti-bullying programs
- Taught writing workshops to children as part of Bethpage's 21st Century Scholar's Program
- Ongoing communication and collaboration with all constituency groups to ensure that every child received the best educational experience possible

Rowena Costa

PROFESSIONAL EMPLOYMENT

Elementary Assistant Principal

Old Bethpage Elementary School, Plainview-Old Bethpage Central School District

Parkway Elementary School, Plainview-Old Bethpage Central School District (7/06 – 7/09)

- Responsible for a combined enrollment of 750 students
- Direct supervision of staff in both elementary schools
- Developed strong partnership with each building principal
- Conducted numerous formal and informal observations of teaching staff
- Designed schedules for building duty assignments and all school events including assembly programs, Enrichment for All lessons, safety drills, and PTA-sponsored activities
- Monitored the implementation of POB's new programs in mathematics and science
- Conferenced with professional staff about research-based interventions and literacy initiatives
- Analyzed student test data by utilizing Data Warehouse
- Administered the New York State Grade 4 Elementary Science Assessment
- Supervised arrival and dismissal procedures to ensure student safety
- Experienced in developing a zero-based budget
- Provided technological support to staff as Infinite Campus Building Coach
- Served as 504 Building Chairperson and facilitated committee meetings
- Completed BEDS, VADIR and Civil Rights Data reports for Central Office Administrators
- Shared student successes with the POB community by forwarding information and photographs to Zimmerman-Edelson and local media

Reading Specialist

East Broadway Elementary School, Levittown Union Free School District (1/04 - 7/06)

- Provided remedial reading and AIS instruction for students in all grades
- Kindergarten Literacy Cluster Teacher
- Administered formal and informal tests including the Early Literacy Profile, Stanford Achievement Test, running records, and informal reading inventories
- Trained in Socratic Seminar/Junior Great Books

Elementary Assistant Principal

McVey Elementary School, East Meadow Union Free School District (8/01 – 1/03)

- Direct supervision of 850 students and large staff
- Supervisor of all testing and state assessments, Academic Intervention Services, disciplinary actions and procedures, school safety, and transportation
- Evaluated teachers and support personnel by conducting formal and informal observations and monitoring professional development plans
- Collaborated with staff, parents, and community members to develop a handbook of strategies to increase parental involvement in schools
- Created various building schedules including the development of a master schedule
- Managed and prepared all aspects of a school budget including bid books and textbook selection
- Prepared BEDS and LEAP reports

Adjunct Instructor

Molloy College, Rockville Centre (9/00 – 1/01)

- Instructed undergraduate education majors in reading and language arts methodology
- Evaluated lesson plans and teacher presentations
- Developed course curriculum for teacher candidates

Rowena Costa

PROFESSIONAL EMPLOYMENT

Reading Specialist/Testing Coordinator

Elmont Union Free School District (9/86 – 8/01)

- Differentiated instruction for children of varying abilities and grade levels
- Implemented forms of authentic assessment by developing portfolios and designing performance-based tasks
- Designed rubrics to assess student performance
- Evaluated students for the Committee on Special Education and prepared written reports
- Screened new entrants and suggested appropriate placements and instructional materials
- Administered formal and informal tests including reading inventories, running records, New York State Early Literacy Profile, Test of Early Reading Ability, Test of Written Language, Woodcock-Johnson Psycho-Educational Battery, Wechsler Individual Achievement Test, Zeitlin Early Identification Screening, and KeyMath
- Provided ongoing support for classroom teachers by maintaining a push-in remedial program
- Coordinated all aspects of testing at the building level
- Collaborated with Central Administration to prepare LEAP data
- Presented parent workshops on study skills and literacy
- Revised New York State Report Card data for building principal
- Compiled a handbook of test results for principal and staff
- Trained as a table facilitator for the scoring of the NYS English Language Arts Assessment

Title 1 Coordinator

Gotham Avenue School, Elmont Union Free School District (9/97 – 6/99)

- Designed a building plan for utilization of Title 1 funds
- Initiated and scheduled tutorial programs and supervised instructors
- Conducted evening parent training sessions to promote literacy and strengthen the home-school connection
- Established a reading readiness program for at-risk kindergarten children
- Prepared material and supply orders for instructional staff
- Maintained accurate records of all Title 1 expenditures

Teacher

Saint Joan of Arc School, Jackson Heights, New York (9/81 – 9/86)

Eighth Grade Teacher (9/85 – 6/86)

- Teacher of Reading, Social Studies, and Mathematics (Sequential I)

Fourth Grade Teacher (9/81 – 6/85)

- Teacher of all subject areas

TECHNOLOGY

SMARTBoard, Power School, Power Scheduler, Data Warehouse, Infinite Campus, IEP Direct, OASYS, AESOP, My Learning Plan, Microsoft PowerPoint, Microsoft Excel, Microsoft Publisher, Microsoft Word

PROFESSIONAL MEMBERSHIPS

Delta Kappa Gamma Society International - Alpha Phi Chapter Executive Board Member
Vice President (2010 – Present)

KELVIN ORTIZ



QUALIFICATIONS

NYS School District Leader Professional certification, NYS School Administrator/Supervisor certification, and NYS Guidance Counselor permanent certification. Certificate of Advanced Studies/Professional Diploma in School District Leader, May 2007. Master's Degree in School Counseling, May 2006. Bachelor of Science in Special Education, May 2002. Two years teaching experience for the New York City Board of Education. Fluent in English and Spanish. Proficient in MS Office software.

PROFESSIONAL EXPERIENCE

ABGS Middle School, Hempstead, NY. **Dean of Students, Grades 6 to 8.** September 2012 to Present

- APPR Certified
- Conduct teacher observations
- Participate in Health and Safety Meetings, Data Team Meetings, Peer Support Team Meetings and Intervention Support Services Meetings
- Lead the Science Department Meetings and IST Meetings
- Oversee the implementation of intervention services to support each child in reaching their full potential academically, socially and emotionally.
- Administer conflict resolution and crisis intervention.
- Attend suspension hearings

School for Excellence, NYC Public Schools, Bronx, NY. **Dean of Students, Grades 9 to 12.** September 2010 to August 2012 --Tenured. **Guidance Counselor, Grades 9 to 12.** September 2008 to June 2010, September 2005 to June 2006.

- Maintained a positive school culture by ensuring a safe and secure school community.
- Collaborated with teachers to ensure the success of students
- Administered conflict resolution and crisis intervention.
- Attended suspension hearings
- Oversaw scanning to provide a safe a secure learning environment for all students.
- Provided senior student college advisory services.
- Co-taught advisory presentations for students and faculty.
- Registered students for summer school and night school.

James Monroe Educational Campus YABC/LTW, Bronx, NY. **Guidance Counselor.** October 2010 to March 2012.

- Provided mandated counseling for special education students.
- Assisted students with developing skills needed to complete high school, gain employment, and succeed at work.
- Offered students academic counseling
- Registered the students and reviewed their academic records and programs to provide a schedule.

- Helped students expand their knowledge of career and college options.

Morris High School Campus, NYC Public Schools, Bronx, NY. **Athletic Director**. November 2008 to June 2010

- Hired and supervised coaches.
- Organized medical forms, parental consent forms, and insurance data.
- Verification of student athlete eligibility material for review by PSAL Auditors.
- Scheduled and oversaw the use of facilities and equipment.
- Prepared and maintained team budgets.
- Verified the submission of coaches' timecards and timesheets.
- Liaison between the sports program, parent organizations, and community organizations to ensure athlete recognition.
- Responsible for obtaining AEDs and for their periodic maintenance.
- Guided athletes seeking college scholarships, grants, and loans.

Bay Shore Middle School, Bay Shore, NY. **Guidance Counselor (All ESL students), Grades 6 to 8**. August 2006 to June 2008.

- Supported students with school based issues through group and individual counseling.
- Provided mandated counseling for special education students.
- Planned early college awareness field trips.

P.S. 811X Academy for Social and Living Skills, NYC Public Schools, Bronx, NY. **Special Education Teacher, Grades 9 to 12**. September 2004 to August 2005.

- Taught self contained bi-lingual classes across the curriculum for grades 9 to 12.
- Extensive interaction with the Supervisor of Guidance.
- Daily consultation with Occupational, Physical, Speech, Hearing Impaired, and Vision Therapists regarding student Special Education needs.
- Supervised student internship program at Bronx Lebanon Hospital.
- Developed and implemented student Individual Educational Programs.

RELATED EXPERIENCE

Long Island Tigers, **Head Coach of College Division**. December 2010 to August 2012.

Suffolk Community College, Selden, NY. **Assistant Baseball Coach**. September 2001 to June 2002.

Stampede Baseball Program, **Hitting and Fielding Instructor for Inner City Youths**. September 2000 to Present.

HONORS

Chi Sigma Iota. Lambda Iota Upsilon Chapter. C. W. Post College.

EDUCATION

C.W. Post College, Brookville, NY. Certificate of Advanced Studies/ Professional Diploma in School District Leader. May, 2007.

C.W. Post College, Brookville, NY. Master's Degree in School Counseling. January 2006.

C.W. Post College, Brookville, NY. Bachelor of Science degree in Special Education. May, 2002.

REFERENCES UPON REQUEST

2013-14 CALENDAR

Hempstead Union Free School District

Hempstead, New York

2013/2014 Calendar (Version D – Early Start with Winter Break)

Last Updated: 5/23/2013 6:37 PM

July 2013 (T=0, S=0)							AUGUST 2013 (T=0, S=0)							SEPTEMBER 2013 (T=18, S=17)						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6					1	2	3	1	2	3	4	5	6	7
7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14
14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	20	21
21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28
28	29	30	31				25	26	27	28	29	30	31	29	30					
OCTOBER 2013 (T=22, S=22)							NOVEMBER 2013 (T=18, S=18)							DECEMBER 2013 (T=15, S=15)						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5						1	2		1	2	3	4	5	6	7
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				
JANUARY 2014 (T=19 S=19)							FEBRUARY 2014 (T=15, S=15)							MARCH 2014 (T=21, S=21)						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4						1		2	3	4	5	6	7	8
5	6	7	8	9	10	11	2	3	4	5	6	7	8	9	10	11	12	13	14	15
12	13	14	15	16	17	18	9	10	11	12	13	14	15	16	17	18	19	20	21	22
19	20	21	22	23	24	25	16	17	18	19	20	21	22	23	24	25	26	27	28	29
26	27	28	29	30	31		23	24	25	26	27	28		30	31					
APRIL 2014 (T=15, S=15)							MAY 2014 (T=20, S=20)							JUNE 2014 (T=20, S=20)						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5				1	2	3		1	2	3	4	5	6	7
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28
27	28	29	30				25	26	27	28	29	30	31	29	30					

Sept 2	Closed for Labor Day
Sept 3	Superintendent Conference
Sept 4	First Day for Students
Sept 5, 6	Closed for Rosh Hashanah
Oct 8	PD (Half-day for Students)
Oct 14	Closed for Columbus Day
Nov 5	PD (Half-day for Students)
Nov 11	Closed for Veterans Day
Nov 27	½ day
Nov 28, 29	Closed for Thanksgiving
Dec 23-Jan 3	Closed for Christmas
Jan 14	PD (Half-day for Students)
Jan 20	Closed for MLK Holiday
Feb 17-21	Closed for Winter Break
Mar 4	PD (Half-day for Students)
Apr 1-8	3-8 ELA Assessment
Apr 14-18	Closed for Easter Break
Apr 21, 22	1 st , 2 nd Snow Day (Otherwise Closed)
Apr 30-May 7	3-8 Math Assessment
May 26	Closed for Memorial Day
May 27	3 rd Snow Day (Otherwise Closed)
Jun 3, 4	CCIS Regents Math and ELA
June 17-26	Other Regents Exams
Jun 27	Last Day of School

Total Days Student = 182

Total Days Teachers = 183

APPR PLAN



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK

Commissioner of Education
President of the University of the State of New York
89 Washington Ave., Room 111
Albany, New York 12234

E-mail: commissioner@mail.nysed.gov
Twitter: @JohnKingNYSED
Tel: (518) 474-5844
Fax: (518) 473-4909

January 9, 2013

Susan Johnson, Interim Superintendent
Hempstead Union Free School District
185 Peninsula Boulevard
Hempstead, NY 11550

Dear Superintendent Johnson:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

Please be advised that, pursuant to Education Law §3012-c, the Department will be analyzing data supplied by districts, BOCES, and/or schools and may order a corrective action plan if there are unacceptably low correlation results between the student growth subcomponent and any other measures of teacher and principal effectiveness and/or if the teacher or principal scores or ratings show little differentiation across educators and/or the lack of differentiation is not justified by equivalently consistent student achievement results.

The New York State Education Department and I look forward to continuing our work together, with the goal of ensuring that every school has world-class educators in the classroom, every teacher has a world-class principal to support his or her professional growth, and every student achieves college and career readiness.

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Thomas Rogers

NOTES: If your district/BOCES has provided for value-added measures (15 points vs. 20 points scale and categorization of your district/BOCES's grade configurations) in your APPR and no value-added measures are approved by the Board of Regents for a grade/subject and/or grade configuration for the 2012-13 school year, your district/BOCES will be required to revise and resubmit its APPR accordingly. Conversely, if your district/BOCES has not provided for value-added measures in your district/BOCES's APPR submission and value-added measures are approved for the 2012-13 school year, your district/BOCES will be required to revise and resubmit its APPR accordingly.

Only documents that are incorporated by reference in your APPR have been reviewed and are considered as part of your APPR; therefore, any supplemental documents such as memorandums of agreement or understanding that were uploaded with your APPR but are not incorporated by reference in your APPR have not been reviewed. However, the Department reserves the right to review the uploaded attachments at any time for consistency with your APPR form and/or to ensure compliance with applicable laws and regulations; and as a result of such review, the Department may reject your APPR plan and/or require corrective action.

Annual Professional Performance Reviews: 2012-13

Created Wednesday, July 18, 2012

Updated Monday, January 07, 2013

1

Disclaimers

The Department will review the contents of each school district's or BOCES' APPR plan as submitted using this online form, including required attachments, to determine if the plan rigorously complies with Education Law section 3012-c and subpart 30-2 of the Rules of the Board of Regents. Department approval does not imply endorsement of specific educational approaches in a district's or BOCES' plan.

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

If the Department reasonably believes through investigation or otherwise that statements made in this APPR plan are not true or accurate, it reserves the right to reject this plan at any time and/or to request additional information to determine the truth and/or accuracy of such statements.

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 280201030000

If this is not your BEDS Number, please enter the correct one below

280201030000

1.2) School District Name: HEMPSTEAD UFSD

If this is not your school district, please enter the correct one below

HEMPSTEAD UFSD

1.3) School Improvement Grant (SIG) Districts Only

SIG districts only: Indicate whether this APPR plan is for SIG schools only or for the entire district. Other districts and BOCES, please skip this question.

(No response)

1.4) Award Classification

Please check if the district has applied for and/or has been awarded any of the following (if applicable):

-
- Systemic Supports for District and School Turnaround (NYSED)
-

1.5) Assurances

Please check all of the boxes below:

1.5) Assurances Assure that the content of this form represents the district/BOCES' entire APPR plan and that the APPR plan is in compliance with Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents	Checked
1.5) Assurances Assure that this APPR plan will be posted on the district or BOCES website by September 10, or within 10 days after approval, whichever is later	Checked
1.5) Assurances Assure that it is understood that this district/BOCES' APPR plan will be posted in its entirety on the NYSED website following approval	Checked

1.6) Is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan?

Re-submission to address deficiencies

1.7) Is this submission for an annual or multi-year plan?

If the plan is multi-year, please write the years that are included.

Annual (2012-13)

2. Growth on State Assessments or Comparable Measures (Teachers)

Created Wednesday, September 26, 2012

Updated Wednesday, January 09, 2013

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

For teachers in grades 4 - 8 Common Branch, ELA, and Math, NYSED will provide a value-added growth score. That score will incorporate students' academic history compared to similarly academically achieving students and will use special considerations for students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents. NYSED will also provide a HEDI subcomponent rating category and score from 0 to 25 points.

While most teachers of 4-8 Common Branch, ELA and Math will have state-provided measures, some may teach other courses in addition where there is no state-provided measure. Teachers with 50 – 100% of students covered by State-provided growth measures will receive a growth score from the State for the full Growth subcomponent score of their evaluation. Teachers with 0 – 49% of students covered by State-provided growth measures must have SLOs for the Growth subcomponent of their evaluation and one SLO must use the State-provided measure if applicable for any courses. (See guidance for more detail on teachers with State-provided measures AND SLOs.)

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects for 2012-13, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

2.1) Assurances

Please check the boxes below:

2.1) Assurances Assure that the value-added growth score provided by NYSED will be used, where applicable.	Checked
--	---------

2.1) Assurances Assure that the State-provided growth measure will be used if a value-added measure has not been approved for 2012-13.	Checked
--	---------

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

Student Learning Objectives will be the other comparable growth measures for teachers in the following grades and subjects. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

For core subjects: grades 6-8 Science and Social Studies, high school English Language Arts, Math, Science, and Social Studies courses associated in 2010-11 with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO:

State assessments (or Regents or Regent equivalents), *required if one exists*

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 3rd party assessments; or

District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

State assessments, *required if one exists*

List of State-approved 3rd party assessments

District, regional, or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

School- or BOCES-wide, group or team results based on State assessments

Please note: If your district or BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 2.2 through 2.9, choose "Not applicable" from the drop-down box and type N/A in the assessment box. This would be appropriate if, for example, common branch teachers also teach 6th grade science and/or social studies and therefore would have State-provided growth measures, not SLOs; the district or BOCES does not have certain grades; the district does not offer a specific subject; etc.

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.

2.2) Grades K-3 ELA

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where applicable.

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Hempstead UFSD-developed grade K ELA Assessment
1	District, regional, or BOCES-developed assessment	Hempstead UFSD-developed grade 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	Hempstead UFSD-developed grade 2 ELA Assessment
	ELA	Assessment
3	State assessment	3rd Grade State Assessment

For K-3 ELA: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and Principals will collaborate to set individual student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed the growth target a corresponding 0-20 HEDI score will be determined. (See HEDI scale at 2.11)
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See HEDI scale at 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See HEDI scale at 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See HEDI scale at 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See HEDI scale at 2.11

2.3) Grades K-3 Math

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where applicable.

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Hempstead UFSD-developed grade K math assessment
1	District, regional, or BOCES-developed assessment	Hempstead UFSD-developed grade 1 math assessment
2	District, regional, or BOCES-developed assessment	Hempstead UFSD-developed grade 2 math assessment
	Math	Assessment
3	State assessment	3rd Grade State Assessment

For Grades K-3 Math: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and Principals will collaborate to set individual student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed the growth target a corresponding 0-20 HEDI score will be determined. (See HEDI scale at 2.11)
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See HEDI scale 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See HEDI scale 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See HEDI scale 2.11

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).

See HEDI scale 2.11

2.4) Grades 6-8 Science

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where available.

	Science	Assessment
6	District, regional or BOCES-developed assessment	Nassau BOCES regional-developed grade 6 science assessment
7	District, regional or BOCES-developed assessment	Nassau BOCES regional-developed grade 7 science assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

For Grades 6-8 Science: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.

Teachers and Principals will collaborate to set individual student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed the growth target a corresponding 0-20 HEDI score will be determined. (See HEDI scale at 2.11)

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

See HEDI scale 2.11

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

See HEDI scale 2.11

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

See HEDI scale 2.11

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).

See HEDI scale 2.11

2.5) Grades 6-8 Social Studies

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where available.

	Social Studies	Assessment
6	Not applicable	
7	District, regional or BOCES-developed assessment	Hempstead UFSD-developed grade 7 social studies assessment
8	District, regional or BOCES-developed assessment	Hempstead UFSD-developed grade 8 social studies assessment

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and Principals will collaborate to set individual student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed the growth target a corresponding 0-20 HEDI score will be determined. (See HEDI scale at 2.11)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See HEDI scale 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See HEDI scale 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See HEDI scale 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See HEDI scale 2.11

2.6) High School Social Studies Regents Courses

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessments must be used where available.

Note: Additional high school social studies courses may be listed below in the "All Other Courses" section of this form.

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Hempstead UFSD-developed Global 1 assessment
	Social Studies Regents Courses	Assessment
Global 2	Regents assessment	Regents assessment
American History	Regents assessment	Regents assessment

For High School Social Studies Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and Principals will collaborate to set individual student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed the growth target a corresponding 0-20 HEDI score will be determined. (See HEDI scale at 2.11)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See HEDI scale 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See HEDI scale 2.11

Developing (3 - 8 points) Results are below District goals for similar students. See HEDI scale 2.11

Ineffective (0 - 2 points) Results are well-below District goals for similar students. See HEDI scale 2.11

2.7) High School Science Regents Courses

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessments must be used where available.

Note: Additional high school science courses may be listed below in the "All Other Courses" section of this form.

	Science Regents Courses	Assessment
Living Environment	Regents Assessment	Regents assessment
Earth Science	Regents Assessment	Regents assessment
Chemistry	Regents Assessment	Regents assessment
Physics	Regents Assessment	Regents assessment

For High School Science Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and Principals will collaborate to set individual student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed the growth target a corresponding 0-20 HEDI score will be determined. (See HEDI scale at 2.11)
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students. See HEDI scale 2.11

Effective (9 - 17 points) Results meet District goals for similar students. See HEDI scale 2.11

Developing (3 - 8 points) Results are below District goals for similar students. See HEDI scale 2.11

Ineffective (0 - 2 points) Results are well-below District goals for similar students. See HEDI scale 2.11

2.8) High School Math Regents Courses

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessment must be used where available.

Note: Additional high school math courses may be listed below in the "All Other Courses" section of this form.

	Math Regents Courses	Assessment
Algebra 1	Regents assessment	Regents assessment
Geometry	Regents assessment	Regents assessment

For High School Math Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.

Teachers and Principals will collaborate to set individual student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed the growth target a corresponding 0-20 HEDI score will be determined. (See HEDI scale at 2.11)

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.

See HEDI scale 2.11

Effective (9 - 17 points) Results meet District goals for similar students.

See HEDI scale 2.11

Developing (3 - 8 points) Results are below District goals for similar students.

See HEDI scale 2.11

Ineffective (0 - 2 points) Results are well-below District goals for similar students.

See HEDI scale 2.11

2.9) High School English Language Arts

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessment must be used where available. Be sure to select the English Regents assessment in at least one grade in Task 2.9 (9, 10, and/or 11).

Note: Additional high school English courses may be listed below in the "All Other Courses" section of this form.

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Hempstead UFSD-developed grade 9 ELA assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Hempstead UFSD-developed grade 10 ELA assessment
Grade 11 ELA	Regents assessment	English Language Arts Regents

For High School English Language Arts: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.

Teachers and Principals will collaborate to set individual student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed the growth target a corresponding 0-20 HEDI score will be determined. (See HEDI scale at 2.11)

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.

See HEDI scale 2.11

Effective (9 - 17 points) Results meet District goals for similar students.

See HEDI scale 2.11

Developing (3 - 8 points) Results are below District goals for similar students. See HEDI scale 2.11

Ineffective (0 - 2 points) Results are well-below District goals for similar students. See HEDI scale 2.11

2.10) All Other Courses

Fill in, as applicable, for all other teachers in additional grades/subjects that have Student Learning Objectives. If you need additional space, duplicate this form and upload (below) as an attachment to your APPR plan. You may combine into one line any groups of teachers for whom the answers in the boxes are the same including, for example, "all other teachers not named above" .

Course(s) or Subject(s)	Option	Assessment
Reading, Academic Intervention Services, Response to Intervention	District, Regional or BOCES-developed	Hempstead UFSD-developed reading grade specific assessment
Library Media	District, Regional or BOCES-developed	Hempstead UFSD-developed K-12 library media assessment
Resource Room	State Assessment	NYS ELA and NYS Math grade specific assessment
Speech	District, Regional or BOCES-developed	Hempstead UFSD-developed K-12 speech assessment
ESL	State Assessment	NYSESLAT
Music	District, Regional or BOCES-developed	Hempstead UFSD-developed k-12 music assessment
Art	District, Regional or BOCES-developed	Hempstead UFSD-developed k-12 art assessment
Physical Education	District, Regional or BOCES-developed	Hempstead UFSD-developed K-12 physical education assessment
All Other Secondary ELA Courses	District, Regional or BOCES-developed	Hempstead UFSD-developed grade and subject specific ELA assessment
All Other Secondary Math Courses	District, Regional or BOCES-developed	Hempstead UFSD-developed math grade specific assessment
All Other Secondary Social Studies Courses	District, Regional or BOCES-developed	Hempstead UFSD-developed grade specific social studies assessment
All Other Secondary Science Courses	District, Regional or BOCES-developed	Hempstead UFSD-developed grade specific science assessment
Languages other than English	District, Regional or BOCES-developed	Hempstead UFSD-developed LOTE level specific assessment
Secondary Business Elective	District, Regional or BOCES-developed	Hempstead UFSD-developed grade specific business assessment

For all other courses, as applicable: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in Teachers and Principals will collaborate to set individual student growth targets using pre-assessment baseline

this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	data. Based on the overall percentage of students who meet or exceed the growth target a corresponding 0-20 HEDI score will be determined. (See HEDI scale at 2.11)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See HEDI scale 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See HEDI scale 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See HEDI scale 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See HEDI scale 2.11

If you need additional space, upload a copy of "Form 2.10: All Other Courses" as an attachment for review. Click here for a downloadable copy of Form 2.10. (MS Word)

(No response)

2.11) HEDI Tables or Graphics

For questions 2.2 through 2.10 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

assets/survey-uploads/5364/182248-TXEttx9bQW/HEDICConversionSLOGrowthMeasure_3.doc

2.12) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for Comparable Growth Measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which include: student prior academic history, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

The district will not adopt any controls for the growth on state assessments or comparable measures for teachers.

2.13) Teachers with more than one growth measure

If educators have more than one state-provided growth or value-added measure, those measures will be combined into one HEDI rating and score for the growth subcomponent according to a formula determined by the Commissioner. (Examples: Common branch teacher with state-provided value-added measures for both ELA and Math in 4th grades; Middle school math teacher with both 7th and 8th grade math courses.)

If educators have more than one SLO for comparable growth (or a State-provided growth measure and an SLO for comparable growth), the measures will each earn a score from 0-20 points which Districts must weight proportionately based on the number of students in each SLO.

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html).	Checked
2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

Created Wednesday, July 18, 2012

Updated Wednesday, January 09, 2013

Page 1

Locally Selected Measures of Student Achievement or Growth

"Comparable across classrooms" means that the same locally-selected measures of student achievement or growth must be used across all classrooms in the same grade/subject in the district or BOCES.

Please note: If your district or BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 3.1 through 3.11, choose "Not applicable" from the drop-down box and type N/A in the assessment box. This would be appropriate if, for example, the district does not have certain grades, the district does not offer a specific subject, etc.

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment.

.Please note: Only one locally-selected measure is required for teachers in the same grade/subject across the district, but some districts may prefer to have more than one measure for all teachers within a grade/subject. Also note: Districts may use more than one locally-selected measure for **different** groups of teachers **within a grade/subject** if the district/BOCES verifies comparability based on Standards of Educational and Psychological Testing. This APPR form only provides space for one measure for teachers in the same grade/subject across the district. Therefore, if more than one locally-selected measure is used for all teachers in any grades or subject, districts must complete additional copies of this form and upload as attachments for review.

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.

LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR TEACHERS IN GRADES FOR WHICH THERE IS AN APPROVED VALUE-ADDED MEASURE (15 points)

Growth or achievement measure(s) from these options.

One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers.

The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)

- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally

- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in subclause 1) or 2) of this clause

- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment

- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

3.1) Grades 4-8 ELA

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
5	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
6	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
7	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)

For Grades 4-8 ELA: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Teachers and Principals will collaborate to set individual student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed the growth target a corresponding 0-15 HEDI score will be determined. See HEDI scale at 3.3
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale at 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale at 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale at 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale at 3.3

3.2) Grades 4-8 Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
5	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
6	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
7	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
8	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)

For Grades 4-8 Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Teachers and Principals will collaborate to set individual student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed the growth target a corresponding 0-15 HEDI score will be determined. See HEDI table at 3.3
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale at 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale at 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale at 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale at 3.3

3.3) HEDI Tables or Graphics

For questions 3.1 and 3.2 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

assets/survey-uploads/5139/153266-rhJdBgDruP/HEDIconversionLocalSelectedValueAddedTeachers_1.doc

LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR ALL OTHER TEACHERS (20 points)

Growth or achievement measure(s) from these options.

One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers.

The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)

2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall

be determined locally

3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above

4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment

5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

6) A school-wide measure of either student growth or achievement based on either:

(i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or

(ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms

7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grade)
1	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grade)
2	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grade)
3	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)

For Grades K-3 ELA: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers and Principals will collaborate to set individual student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed the growth target a corresponding 0-20 HEDI score will be determined. See HEDI scale at 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13.

3.5) Grades K-3 Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
1	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
2	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
3	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)

For Grades K-3 Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers and Principals will collaborate to set individual student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed the growth target a corresponding 0-20 HEDI score will be determined. See HEDI scale at 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement	See HEDI scale 3.13.

for grade/subject.

Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject. See HEDI scale 3.13.

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. See HEDI scale 3.13.

3.6) Grades 6-8 Science

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	4) State-approved 3rd party assessments	Measures of Academic Progress (Science)
7	4) State-approved 3rd party assessments	Measures of Academic Progress (Science)
8	4) State-approved 3rd party assessments	Measures of Academic Progress (Science)

For Grades 6-8 Science: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. See HEDI scale 3.13

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. See HEDI scale 3.13

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. See HEDI scale 3.13

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. See HEDI scale 3.13

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. See HEDI scale 3.13

3.7) Grades 6-8 Social Studies

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	
7	5) District, regional, or BOCES-developed assessments	Hempstead UFSD-developed grade 7 social studies assessment
8	5) District, regional, or BOCES-developed assessments	Hempstead UFSD-developed grade 8 social studies assessment

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All teachers will have their 20 point local measure HEDI score based on the total percentage of students who receive a 65% or above on the Hempstead UFSD-developed assessment. A corresponding 0-20 HEDI score will be determined using the upload attachment in 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13

3.8) High School Social Studies

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

Note: Additional high school social studies courses may be listed below in the "All Other Courses" section of this form.

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES-developed assessments	Hempstead UFSD-developed Global 1 assessment
Global 2	5) District, regional, or BOCES-developed assessments	Hempstead UFSD-developed Global 2 assessment
American History	5) District, regional, or BOCES-developed assessments	Hempstead UFSD-developed American History assessment

For High School Social Studies: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All teachers will have their 20 point local measure HEDI score based on the total percentage of students who receive a 65% or above on the Hempstead UFSD-developed assessment. A corresponding 0-20 HEDI score will be determined using the upload attachment in 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13

3.9) High School Science

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

Note: Additional high school science courses may be listed below in the "All Other Courses" section of this form.

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES-developed assessments	Nassau BOCES regional-developed Living Environment Assessment
Earth Science	5) District, regional, or BOCES-developed assessments	Nassau BOCES regional-developed Earth Science Assessment
Chemistry	5) District, regional, or BOCES-developed assessments	Nassau BOCES regional-developed Chemistry Assessment
Physics	5) District, regional, or BOCES-developed assessments	Nassau BOCES regional-developed Physics Assessment

For High School Science: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers and Principals will collaborate to set individual student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed the growth target a corresponding 0-20 HEDI score will be determined. See HEDI scale at 3.13
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Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13

3.10) High School Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

Note: Additional high school math courses may be listed below in the "All Other Courses" section of this form.

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
Geometry	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
Algebra 2	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)

For High School Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers and Principals will collaborate to set individual student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed the growth target a corresponding 0-20 HEDI score will be determined. See HEDI scale at 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. See HEDI scale 3.13

3.11) High School English Language Arts

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

Note: Additional high school English courses may be listed below in the "All Other Courses" section of this form.

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
Grade 10 ELA	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
Grade 11 ELA	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)

For High School English Language Arts: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers and Principals will collaborate to set individual student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed the growth target a corresponding 0-20 HEDI score will be determined. See HEDI scale at 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13

3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13

If you need additional space, upload a copy of "Form 3.12: All Other Courses" as an attachment for review. Click here for a downloadable copy of Form 3.12. (MS Word)

(No response)

3.13) HEDI Tables or Graphics

For questions 3.4 through 3.12 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

assets/survey-uploads/5139/153266-y92vNseFa4/HEDIconversionLocalGrowthMeasure_2.doc

3.14) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for local measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

(No response)

3.15) Teachers with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score. Examples may include: 4th grade teacher with locally-selected measures for both ELA and Math; High School teacher with more than 1 SLO.

All identified assessments results will be averaged to create a single measure of achievement.

3.16) Assurances

Please check all of the boxes below:

3.16) Assurances Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
3.16) Assurances Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked
3.16) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
3.16) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked

3.16) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
3.16) Assurances Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
3.16) Assurances Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
3.16) Assurances If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked
3.16) Assurances Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked

4. Other Measures of Effectiveness (Teachers)

Created Wednesday, July 18, 2012
Updated Wednesday, January 09, 2013

Page 1

4.1) Teacher Practice Rubric

Select a teacher practice rubric from the menu of State-approved rubrics to assess performance based on NYS Teaching Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu.

The "Second Rubric" space is required for districts that have chosen an observation-only rubric (CLASS or NYSTCE) from the State-approved list.

(Note: Any district may use multiple rubrics, as long as the same rubric(s) is used for all classroom teachers in a grade/subject across the district.)

NYSUT Teacher Practice Rubric

Not Applicable

4.2) Points Within Other Measures

State the number of points (if any) that will be assigned to each of the following measures, making sure that the points total 60. If you are not using a particular measure, enter 0.

This APPR form only provides one space for assigning points within other measures for teachers. If your district/BOCES prefers to assign points differently for different groups of teachers, enter the points assignment for one group of teachers below. For the other group(s) of teachers, fill out copies of this form and upload as an attachment for review.

Is the following points assignment applicable to all teachers?

Yes

If you checked "no" above, fill in the group of teachers covered (e.g., "probationary teachers"):

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	36
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	24

If the above points assignment is not for "all teachers," fill out an additional copy of "Form 4.2: Points Within Other Measures" for each group of teachers, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 4.2. (MS Word)

(No response)

4.3) Survey Tools (if applicable)

If you indicated above that 1 or more points will be assigned to feedback using a State-approved survey tool, please check the box below:

(No response)

If the district plans to use one or more of the following surveys of P-12 students from the menu of State-approved surveys, please check all that apply. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu. Note: As the State-approved survey lists are updated, this form will be updated with additional approved survey tools.

[SurveyTools.0] Tripod Early Elementary Student Perception Survey K-2	(No response)
[SurveyTools.1] Tripod Elementary Student Perception Survey 3-5	(No response)
[SurveyTools.2] Tripod Secondary Student Perception Survey	(No response)
[SurveyTools.3] District Variance	(No response)

4.4) Assurances

Please check all of the boxes below:

4.4) Assurances Assure that all NYS Teaching Standards not addressed in classroom observations are assessed at least once a year.	Checked
4.4) Assurances Assure that the process for assigning points for the "other measures" subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
4.4) Assurances Assure that it is possible for an educator to earn each point, including 0, for the "other measures" subcomponent.	Checked
4.4) Assurances Assure that the same rubric(s) is used for all classroom teachers in a grade/subject across the district.	Checked

4.5) Process for Assigning Points and Determining HEDI Ratings

Describe the process for assigning points and determining HEDI ratings using the teacher practice rubric and/or any additional instruments used in the district. Include, if applicable, the process for combining results of multiple "other measures" into a single result for this subcomponent.

Observations using the NYSUT Rubric will determine the HEDI of 0-36. A second measure will include a review of teacher portfolio of artifacts as evidence of teacher practice based on Standards 6 and 7. This second measure will consist of a 0-24 HEDI rating. We understand that the teacher's overall composite score will be rounded to the nearest whole number.

Annually teachers will have one Announced Observation, one Unannounced Observation, and one Summative Conference. The Announced Observation(s) will assess teacher performance on Teaching Standards 1 - 7. The Unannounced Observation will assess teacher performance in Teaching Standards 3-7. The Summative Conference will assess teacher performance in Teaching Standards 1-7.

Points Distribution (60 points):

For each component on the rubric: a Highly Effective rating = 4 points; an Effective rating = 3 points; a Developing rating = 2 points; an Ineffective rating = 1 point.

The total number of scores for each component, assigned throughout the observation process [announced observation(s), unannounced observation, and summative conference], will be averaged together, resulting in a mean score for the observations and the artifacts. The mean score for the observations will be multiplied by .6 (36/60=.6) and the mean score for the artifacts will be multiplied by .4 (24/60) and the sum of these two scores (products) is the average rubric score for the 60 point other measures; and this average rubric score will be converted to a composite score using the attached chart in 4.5.

The mean score from each component will be averaged, resulting in a final Teaching Standard score.

The mean score from each of the 7 Teaching Standards will be averaged, resulting in a final average score.

The final average score is then converted into a score (0-60) according to the 60 Point Scoring Chart (attached).

The final average score will determine the overall rating of effectiveness.

A final average score of 3.5-4.0 would result in an overall rating of Highly Effective. A final average score of 2.5-3.4 would result in an overall rating of Effective. A final average score of 1.5-2.4 would result in an overall rating of Developing. A final average score of 1.0-1.4 would result in an overall rating of Ineffective.

The rubric score listed on the chart is the minimum score necessary to achieve the corresponding HEDI point value.

If you are using tables or other graphics to explain your process for assigning points and determining HEDI ratings, please clearly label them, combine them into a single file, and upload that file here.

assets/survey-uploads/5091/153270-eka9yMJ855/RubricTeacherConversionChart60%OtherMeasures_1.pdf

Describe the level of performance required for each of the HEDI rating categories, consistent with the narrative descriptions in the regulations for the "other measures" subcomponent. Also describe how the points available within each HEDI category will be assigned.

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Teachers who receive a Final Average Score ranging from 3.5 - 4.0 will receive 59-60 points and will be deemed Highly Effective, indicating that their overall performance exceeds the NYS Teaching Standards. (see attachment for Points Distribution Chart)
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers who receive Final Average Score ranging from 2.5 - 3.4 will receive 57-58 points and will be deemed Effective, indicating that their overall performance meets the NYS Teaching Standards. (see attachment for Points Distribution Chart)
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers who receive a Final Average Score ranging from 1.5 - 2.4 will receive 50-56 points and will be deemed Developing, indicating that their overall performance does not yet meet the NYS Teaching Standards. (see attachment for Points Distribution Chart)
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers who receive a Final Average Score ranging from 1.0 - 1.4 will receive 0-49 points and will be deemed Ineffective, indicating that their overall performance does not meet the NYS Teaching Standards. (see attachment for Points Distribution Chart)

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

4.6) Observations of Probationary Teachers

Enter the minimum number of observations of each type, making sure that the number of observations "by building principal or other trained administrators" totals at least 2. If your APPR plan does not include a particular type of observation, enter 0 in that box.

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	2
4.6) Observations of Probationary Teachers Informal/Short	1
4.6) Observations of Probationary Teachers Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

Will formal/long observations of probationary teachers be done in person, by video, or both?

- In Person

Will informal/short observations of probationary teachers be done in person, by video, or both?

- In Person

4.7) Observations of Tenured Teachers

Enter the minimum number of observations of each type, making sure that the number of observations "by building principal or other trained administrators" totals at least 2. If your APPR plan does not include a particular type of observation, enter 0 in that box.

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	2
4.7) Observations of Tenured Teachers Informal/Short	1
4.7) Observations of Tenured Teachers Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

Will formal/long observations of tenured teachers be done in person, by video, or both?

- In Person

Will informal/short observations of tenured teachers be done in person, by video, or both?

- In Person

5. Composite Scoring (Teachers)

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Updated Monday, January 07, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

Results are well above state average for similar students (or District goals if no state test).

Results are well above District- or BOCES-adopted expectations for student growth or achievement for grade/subject.

Overall performance and results exceed NYS Teaching Standards.

Effective

Results meet state average for similar students (or District goals if no state test).

Results meet District- or BOCES-adopted expectations for student growth or achievement for grade/subject.

Overall performance and results meet NYS Teaching Standards.

Developing

Results are below state average for similar students (or District goals if no state test).

Results are below District- or BOCES-adopted expectations for student growth or achievement for grade/subject.

Overall performance and results need improvement in order to meet NYS Teaching Standards.

Ineffective

Results are well below state average for similar students (or District goals if no state test).

Results are well below District- or BOCES-adopted expectations for student growth or achievement for grade/subject.

Overall performance and results do not meet NYS Teaching Standards.

For the 2013-2014 school year and beyond, the Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

5.1) The 2012-13 scoring ranges for educators for whom there is no approved Value-Added measure of student growth will be:

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

**Locally-selected Measures of
growth or achievement**

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

Insert district's or BOCES' negotiated HEDI scoring ranges for the Other Measures of Effectiveness subcomponent (same as question 4.5), from 0 to 60 points

Highly Effective	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

5.2) The 2012-13 scoring ranges for educators for whom there is an approved Value-Added measure for student growth will be:

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

6.1) Assurances -- Improvement Plans Assure that teachers who receive a Developing or Ineffective rating will receive a Teacher Improvement Plan (TIP) within 10 school days from the opening of classes in the school year following the performance year	Checked
6.1) Assurances -- Improvement Plans Assure that TIP plans shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a teacher's improvement in those areas	Checked

6.2) Attachment: Teacher Improvement Plan Forms

As a required attachment to this APPR plan, upload the TIP forms that are used in the school district or BOCES. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

assets/survey-uploads/5265/153277-Df0w3Xx5v6/Teachers improvement plan form TIP 2012 2013.doc

6.3) Appeals Process

Pursuant to Education Law section 3012-c, a teacher may only challenge the following in an appeal:

- (1) the substance of the annual professional performance review
- (2) the school district's or BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c
- (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c

Describe the procedure for ensuring that appeals of annual performance evaluations will be handled in a timely and expeditious way:

1. A tenured teacher who receives an overall rating of ineffective may appeal his/her APPR.
2. Within 10 school days after receipt of the written composite APPR the teacher may file an appeal with the Superintendent of Schools or his/her designee pursuant to the procedures set forth in this section
3. Appeals must be in writing and will be limited to:

- a. the substance of the APPR
- b. the districts adherence to the standards and methodologies required for this type of review pursuant to Section 3012-c of Ed law
- c. the districts adherence to the Regulations of the Commissioner of Education and compliance with any applicable locally negotiated procedure; and/or
- d. the districts issuance and/or implementation of the terms of the improvement plan

4. A written appeal must include the following:

- a. teachers name, school building assignment and position
- b. the name of his/her immediate supervisor
- c. the name of his/her evaluator
- d. the date the original summative evaluation was received by the teacher;
- e. the applicable evaluation period
- f. a signed copy of the APPR being appealed
- g. a detailed written description of the specific areas of disagreement over his/her performance review and any documents or materials relevant to the appeal; and
- h. the exact grounds upon which the appeal is based as specified in paragraphs 3 a-d above

5. Failure to articulate a particular basis in the written appeal will be deemed a waiver of that basis

6. Within 10 school days after receiving the written appeal, the Superintendent of Schools or his/her designee will either review the appeal and issue a written decision or assign a supervisor or administrator, other than the evaluator who issued the APPR being appealed, to review the appeal and issue a written decision. the written decision will be provided to the teacher.

7. Within 10 school days, after receiving the written response from the Superintendent or his/her designee, a tenured teacher who appealed an ineffective rating may elect in writing to have his/her appeal reviewed by a member of the panel of outside experts (panel members). In order to have his/her appeal heard by a panel member the teacher will file a written appeal with the Superintendent or his/her designee, who will forward the appeal to the first panelist, on a rotating basis, within 7 school days. The HCTA and the district will agree upon a mutually acceptable list of experts to be included on the panel.

8. The panelist will be selected to handle an appeal from this list on a rotating basis. If a panel member is unavailable to handle a particular appeal, the next listed panel member will be selected. The cost for the services of the panel member will be borne equally by the district and the HCTA.

9. Within 10 school days after receiving the written appeal, the panel member will complete his/her review of the appeal will issue a written recommendation. Within this 10 school day period, the panel member, at his/her discretion, may request a meeting with the district and the teacher in order to clarify issues related to the appeal. The teacher may request union representation during any meeting with the panel member. The panel member's review is limited to the original written appeal, the superintendent or his/her designee's initial determination supporting papers submitted by the teacher and a response to the appeal by the teacher evaluator. If the panel member recommends a modification to the teacher's overall ineffective rating he/she must provide the basis upon which the recommendation was made.

10. Within 7 school days after receiving the panel member's recommendation, a tenured teacher who appealed an ineffective rating may file a written appeal to the Superintendent of Schools.

11. Within 10 school days after receiving the written appeal the Superintendent of Schools or his/her designee will consider the written recommendation of the panel member and will issue a final written decision. The Superintendent of Schools may not designate the evaluator or the same designee who handled any portion of the appeal process. The written decision of the Superintendent of Schools or his/her designee will be final and binding on all parties and will not be grievable, arbitrable or reviewable by a third party in any other form.

12. The failure to file an appeal within the time limits specified above will be deemed a waiver of the right to appeal.

13. The time limits specified in this appeal procedure may be extended in writing by mutual agreement of the district and the HCTA only but may not be extended beyond 60 days.

14. the parties acknowledge that nothing herein shall prevent the teacher or the district from offering into evidence the written review recommendation of an outside expert appointed pursuant to this subdivision in the context of a 3020-a discharge proceeding based on a pattern of ineffective teaching or performance or pedagogical incompetence.

6.4) Training and Certification of Lead Evaluators and Evaluators

Describe the process by which evaluators will be trained and the process for how the district will certify and re-certify lead evaluators. Describe the process for ensuring inter-rater reliability. Describe the duration and nature of such training.

The district will send each lead evaluator and evaluator to a week-long training on the NYSUT teacher practice rubric through our local BOCES or through a NYSUT sponsored session. This weeklong training ensures inter-rater reliability as all trainees are assessed on a daily basis on a series of teacher instructional videos that must be coded based on the rubric. Each trainee, submits a daily observation to the lead facilitators. The final assessment is rated and scores are sent to the district. The Superintendent of Schools, will receive all calibration results and will certify the lead evaluators and evaluators. Each person will be BOE approved and mandated to re-certify annually.

6.5) Assurances -- Evaluators

Please check the boxes below:

• Checked

(1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable

(2) evidence-based observation techniques that are grounded in research

(3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart

(4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice

(5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.

(6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals

(7) use of the Statewide Instructional Reporting System

(8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings

(9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

6.6) Assurances -- Teachers Assure the entire APPR plan will be completed for each teacher as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher's performance is being measured.	Checked
6.6) Assurances -- Teachers Assure that the district or BOCES will provide the teacher's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured.	Checked
6.6) Assurances -- Teachers Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
6.6) Assurances -- Teachers Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
6.6) Assurances -- Teachers Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
6.6) Assurances -- Teachers Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

6.7) Assurances -- Data

Please check all of the boxes below:

6.7) Assurances -- Data Assure that SED will receive 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 regulations, in a format and timeline prescribed by the Commissioner.	Checked
6.7) Assurances -- Data Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
6.7) Assurances -- Data Assure scores for all teachers will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked

7. Growth on State Assessments or Comparable Measures (Principals)

Created Wednesday, July 18, 2012
Updated Tuesday, January 08, 2013

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7.1) STATE-PROVIDED MEASURES OF STUDENT GROWTH (25 points with an approved Value-Added Measure)

For principals in buildings with Grades 4-8 ELA, Math and/or High School courses with State or Regents assessments, (or principals of programs with any of these assessments), NYSED will provide value-added measures. NYSED will also provide a HEDI subcomponent rating category and score from 0 to 25 points.

In order for a principal to receive a State-provided value-added measure, at least 30% of the students in the principal's school or program must take the applicable State or Regents assessments. This will include most schools in the State.

Value-Added measures will apply to schools or principals with the following grade configurations in this district (please list, e.g., K-5, PK-6, 6-8, 6-12, 9-12):

1-5
3-5
6-8
9-11
10-12
(No response)
(No response)

7.2) Assurances -- State-Provided Measures of Student Growth

Please check the boxes below:

7.2) Assurances -- State-Provided Measures of Student Growth Assure that the value-added growth score provided by NYSED will be used, where applicable	Checked
7.2) Assurances -- State-Provided Measures of Student Growth Assure that the State-provided growth measure will be used if a value-added measure has not been approved for 2012-13	Checked

7.3) STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

Student Learning Objectives will be the other comparable growth measures for principals in buildings or programs in which fewer than 30% of students take Grades 4-8 ELA, Math, and/or High School courses with State or Regents assessments. SLOs will be developed using the assessment covering the most students in the school or program and continuing until at least 30% of students in the school or program are covered by SLOs. District-determined assessments from the options below may be used as evidence of student learning within the SLO:

State assessments, *required if one exists*

District, regional, or BOCES-developed assessments that are rigorous and comparable across classrooms

List of State-approved 3rd party assessments

First, list the school or program type this SLO applies to. Then, using the drop-down boxes below, please select the assessment that will be used for SLOs for the school/program listed. Finally, name the specific assessment listing the full name of the assessment. Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.

Please remember that State assessments must be used with SLOs if applicable to the school or program type.

School or Program Type	SLO with Assessment Option	Name of the Assessment
Grade K	District, regional, or BOCES-developed	Hempstead UFSD-developed grade k ELA and Math Assessment
Grade 1-3	District, regional, or BOCES-developed	Hempstead UFSD-developed grade 1-3 ELA and Math Assessment
Grade 1-3	State assessment	NYS ELA and NYS Math Grade 3 Assessment

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Teachers and Principals will collaborate to set individual student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed the growth target a corresponding 0-20 HEDI score will be determined. (See HEDI scale at 7.3)
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	See HEDI scale at 7.3
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See HEDI scale at 7.3
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See HEDI scale at 7.3
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	See HEDI scale at 7.3

If you are using tables or other graphics to explain your process for assigning HEDI categories, please clearly label them, combine them into a single file, and upload that file here.

7.4) Special Considerations for Comparable Growth Measures

Describe any adjustments, controls, or other special considerations that will be used in setting targets for Comparable Growth Measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

(No response)

7.5) Principals with More Than One Growth Measure

If educators have more than one state-provided growth or value-added measure, those measures will be combined into one HEDI category and score for the growth subcomponent according to a formula determined by the Commissioner. (Examples: Principals of K-8 schools with growth measures for ELA and Math grades 4-8.)

If Principals have more than one SLO for comparable growth (or a State-provided growth measure and an SLO for comparable growth), the measures will each earn a score from 0-20 points and Districts will weight each in proportion to the number of students covered by the SLO to reach a combined score for this subcomponent.

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html .	Checked
7.6) Assurances -- Comparable Growth Measures Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

8. Local Measures (Principals)

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Updated Wednesday, January 09, 2013

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Locally-Selected Measures of Student Achievement or Growth

Locally comparable means that the same locally-selected measures of student achievement or growth must be used for all principals in the same or similar programs or grade configurations across the district or BOCES.

Please note: only one locally-selected measure is required for principals in the same or similar programs or grade configurations, but some districts may prefer to have more than one measure for principals in the same or similar programs or grade configurations. This APPR form therefore provides space for multiple locally-selected measures for each principal in the same or similar program or grade configuration across the district. Therefore, if more than one locally-selected measure is used for all principals in the same or similar program or grade configuration, districts must complete additional copies of this form and upload as attachments for review.

Also note: districts may use more than one locally-selected measure for **different** groups of principals **within the same or similar programs or grade configurations** if the district/BOCES prove comparability based on Standards of Educational and Psychological Testing. If a district is choosing different measures for different groups of principals within the same or similar programs or grade configurations, they must complete additional copies of this form and upload as attachments for review.

8.1) LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR PRINCIPALS WITH AN APPROVED VALUE-ADDED MEASURE (15 points)

In the table below, list all of the grade configurations used in your district or BOCES (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a local measure from the menu.

Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.

The options in the drop-down menus below are abbreviated from the following list:

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8

- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
1-5	(d) measures used by district for teacher evaluation	Measures of Academic Progress (Primary Grade, ELA, Math)
6-8	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA, Math)
3-5	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA, Math)
9-11	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA, Math)
10-12	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA, Math)

Describe the district-adopted expectations for the level of growth or achievement needed for a principal to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a principal to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Teachers and Principals will collaborate to set individual student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed the growth target a corresponding 0-15 HEDI score will be determined. See HEDI scale at 8.1
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale at 8.1
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale at 8.1

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. See HEDI scale at 8.1

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. See HEDI scale at 8.1

If you need additional space, upload a copy of "Form 8.1: Locally Selected Measures for Principals with an Approved Value-Added Measure" as an attachment for review. Click here for a downloadable copy of Form 8.1. (MS Word)

(No response)

If you are using tables or other graphics to explain your process for assigning HEDI categories, please clearly label them, combine them into a single file, and upload that file here.

<assets/survey-uploads/5366/153280-qBFVOWF7fC/HEDIconversionLocalSelectedValueAdded.doc>

8.2) LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR ALL OTHER PRINCIPALS (20 points)

In the table below, list all of the grade configurations used in your district or BOCES (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a local measure from the menu.

Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.

The options in the drop-down menus below are abbreviated from the following list: <!--

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)*
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)*
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8*
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations*
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades*
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades*
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at*

least a 3 on an Advanced Placement examination since entry into the ninth grade)

(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

(i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K	(d) measures used by district for teacher evaluation	Measures of Academic Progress (Primary Grades)
1-3	(d) measures used by district for teacher evaluation	Measures of Academic Progress (Primary Grade, ELA, Math)
1-3	(d) measures used by district for teacher evaluation	NYS Grade 3 ELA and NYS Math Assessment

Describe the district-adopted expectations for the level of growth or achievement needed for a principal to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a principal to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Teachers and Principals will collaborate to set individual student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed the growth target a corresponding 0-20 HEDI score will be determined. See HEDI scale at 8.2
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale at 8.2
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale at 8.2
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale at 8.2

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. See HEDI scale at 8.2

If you need additional space, upload a copy of "Form 8.2: Locally Selected Measures for All Other Principals" as an attachment for review. Click here for a downloadable copy of Form 8.2. (MS Word)

(No response)

If you are using tables or other graphics to explain your process for assigning HEDI categories, please clearly label them, combine them into a single file, and upload that file here.

assets/survey-uploads/5366/153280-T8MIGWUVm1/HEDIconversionLocalGrowthMeasurePrincipals.doc

8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for local measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

There are no locally developed controls.

8.4) Principals with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures where applicable for principals, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score.

All identified assessments results will be averaged to create a single measure of achievement.

8.5) Assurances

Please check all of the boxes below:

8.5) Assurances Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
8.5) Assurances Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
8.5) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
8.5) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check
8.5) Assurances Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
8.5) Assurances Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check

8.5) Assurances | If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing. Check

8.5) Assurances | Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent. Check

9. Other Measures of Effectiveness (Principals)

Created Wednesday, July 18, 2012
Updated Wednesday, January 09, 2013

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9.1) Principal Practice Rubric

Select the choice of principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu.

The "Second Rubric" space is optional. A district may use multiple rubrics, as long as the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district.

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

State the number of points that will be assigned to each of the following measures, making sure that the points total 60. If you are not assigning any points to the "ambitious and measurable goals" measure, enter 0.

Some districts may prefer to assign points differently for different groups of principals. This APPR form only provides one space for assigning points within other measures for principals. If your district/BOCES prefers to assign points differently for different groups of principals, enter the points assignment for one group of principals below. For the other group(s) of principals, fill out copies of this form and upload as an attachment for review.

Is the following points assignment for all principals?

Yes

If you checked "no" above, fill in the group of principals covered:

(No response)

State the number of points that will be assigned to each of the following measures, making sure that the points total 60. If you are not assigning any points to the "ambitious and measurable goals" measure, enter 0.

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points] 60

Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents. 0

If the above points assignment is not for "all principals," fill out an additional copy of "Form 9.2: Points Within Other Measures" for each group of principals, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 9.2. (MS Word)

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

9.3) Assurances -- Goals Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	(No response)
9.3) Assurances -- Goals Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	(No response)

9.4) Sources of Evidence (if applicable)

If you indicated above that one or more points will be assigned to the "ambitious and measurable goals" measure, identify at least two of the following sources of evidence that will be utilized as part of assessing every principal's goal(s):

9.4) Sources of Evidence (if applicable) Structured feedback from teachers using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable) Structured feedback from students using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable) Structured feedback from families using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable) School visits by other trained evaluators	(No response)
9.4) Sources of Evidence (if applicable) Review of school documents, records, and/or State accountability processes (all count as one source)	(No response)

9.5) Survey Tool(s) (if applicable)

If you indicated above that 1 or more points will be assigned to feedback using a State-approved survey tool, please check the box below:

(No response)

Note: When the State-approved survey list is posted, this form will be updated with dropdown menus of approved survey tools.

Principal Evaluation Tripod School Perception Survey for Teachers	(No response)
K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)
K12 Insight Parent Survey for Principal Evaluation in New York	(No response)
K12 Insight Teacher/Staff Survey for Principal Evaluation in New York	(No response)
District variance	(No response)

Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)

9.6) Assurances

Please check all of the boxes below:

9.6) Assurances Assure that all ISLLC 2008 Leadership Standards are assessed at least one time per year.	Checked
9.6) Assurances Assure that the process for assigning points for the "other measures" subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction	Checked
9.6) Assurances Assure that it is possible for a principal to earn each point, including 0, for the "other measures" subcomponent.	Checked
9.6) Assurances Assure that the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district or BOCES.	Checked

9.7) Process for Assigning Points and Determining HEDI Ratings

Describe the process for assigning points and determining HEDI ratings using the principal practice rubric and/or any additional instruments used in the district. Include, if applicable, the process for combining results of multiple "other measures" into a single result for this subcomponent.

The HUFSD is scoring the Multidimensional Rubric at the domain level and weighting all 7 scores accordingly: Final total rubric score will be rounded to the nearest whole number.
Domain 1 Shared Vision of Learning Max score 10
Domain 2 School culture and Instructional Program Max score 16
Domain 3 Safe, Efficient, Effective Learning Environment Max score 10
Domain 4 Community Max score 5
Domain 5 Integrity, Fairness, Ethics Max score 5
Domain 6 Political, Social, Economic, legal & Cultural content Max score 4
Domain 7 Goals Max score 10

The individual score for each of the 7 domains will be added to obtain a total score of 0-60.

If you are using tables or other graphics to explain your process for assigning points and determining HEDI ratings, please clearly label them, combine them into a single file, and upload that file here.

<assets/survey-uploads/5143/153283-pMADJ4gk6R/PrincipalConversionChart60%OtherMeasures.pdf>

Describe the level of performance required for each of the HEDI rating categories, consistent with the narrative descriptions in the regulations for the "other measures" subcomponent. Also describe how the points available within each HEDI category will be assigned.

Highly Effective: Overall performance and results exceed standards.	To be rated as highly effective overall, the principal must demonstrate a significant majority of domain scores at the highly effective level.
Effective: Overall performance and results meet standards.	To be rated as effective overall, the principal must demonstrate a significant majority of rubric component scores at or above the effective level.

Developing: Overall performance and results need improvement in order to meet standards.

To be rated as developing overall, the principal must demonstrate a significant majority of rubric subcomponent scores below the effective level.

Ineffective: Overall performance and results do not meet standards.

To be rated as ineffective overall, the vast majority of the principals rubric scores must be below the effective level.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

9.8) School Visits

Enter the minimum number of school visits that will be done by each of the following evaluators, making sure that the number of visits "by supervisor" is at least 1 and the total number of visits is at least 2, for both probationary and tenured principals. If your APPR plan does not include visits by a trained administrator or independent evaluator, enter 0 in those boxes.

Probationary Principals

By supervisor	2
By trained administrator	1
By trained independent evaluator	1
Enter Total	4

Tenured Principals

By supervisor	2
By trained administrator	1
By trained independent evaluator	1
Enter Total	4

10. Composite Scoring (Principals)

Created Wednesday, July 18, 2012
Updated Monday, January 07, 2013

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Standards for Rating Categories

Growth or Comparable Measures

**Locally-selected Measures of
growth or achievement**

**Other Measures of Effectiveness
(Teacher and Leader standards)**

Highly

Effective

Results are well above state average for similar students (or District goals if no state test).

Results are well above District- or BOCES- adopted expectations for growth or achievement for grade/subject.

Overall performance and results exceed ISLLC leadership standards.

Effective

Results meet state average for similar students (or District goals if no state test).

Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Overall performance and results meet ISLLC leadership standards.

Developing

Results are below state average for similar students (or District goals if no state test).

Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Overall performance and results need improvement in order to meet ISLLC leadership standards.

Ineffective

Results are well below state average for similar students (or District goals if no state test).

Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Overall performance and results do not meet ISLLC leadership standards.

For the 2013-2014 school year and beyond, the Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

10.1) The 2012-13 scoring ranges for principals for whom there is no approved Value-Added measure of student growth will be:

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

**Locally-selected Measures of
growth or achievement**

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

Insert district's or BOCES' negotiated HEDI scoring ranges for the Other Measures of Effectiveness Subcomponent (same as question 9.7), from 0 to 60 points

Highly Effective	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

10.2) The 2012-13 scoring ranges for principals for whom there is an approved Value-Added measure for student growth will be:

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Wednesday, July 18, 2012
Updated Tuesday, January 08, 2013

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

11.1) Assurances -- Improvement Plans Assure that principals who receive a Developing or Ineffective rating will receive a Principal Improvement Plan (PIP) within 10 school days from the opening of classes in the school year following the performance year	Checked
11.1) Assurances -- Improvement Plans Assure that PIPs shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a principal's improvement in those areas	Checked

11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in your school district or BOCES. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

assets/survey-uploads/5276/153285-Df0w3Xx5v6/Principals improvement plan form PIP 2012 2013.pdf

11.3) Appeals Process

Pursuant to Education Law section 3012-c, a principal may only challenge the following in an appeal:

- (1) the substance of the annual professional performance review
- (2) the school district's or BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c
- (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c

Describe the procedure for ensuring that appeals of annual performance evaluations will be handled in a timely and expeditious way:

- a. *A tenured principal who receives an overall rating of ineffective may appeal his/her APPR.*
- b. *Within 10 school days after receipt of the written composite APPR the principal may file an appeal with the Superintendent of Schools or his/her designee pursuant to the procedures set forth in this section. This period may be extended by up to five school days upon the consent of the Superintendent or his/her designee, which consent shall not be arbitrarily or capriciously withheld.*

c. Appeals must be in writing and will be limited to:

- i) the substance of the APPR
- ii) the districts adherence to the standards and methodologies required for this type of review pursuant to section 3012-c of the educational law;
- iii) the districts adherence to the regulations of the commissioner of education and compliance with any applicable locally negotiated procedures; and/or
- iv) the districts issuance and/or implementation of the terms of any principal improvement plan which was issued or implemented during the school year

d. A written appeal must include the following:

- i) Principals name, school building assignment and position;
- ii) the name of his/her immediate supervisor;
- iii) the name of his/her evaluator;
- iv) the date the original summative evaluation was received by the principal
- v) the applicable evaluation period
- vi) A signed copy of the APPR being appealed
- vii) A detailed written description of the specific areas of disagreement over his/her performance review and any documents or materials relevant to the appeal; and
- viii) the exact grounds upon which the appeal is based as specified in paragraphs C (i)- (v) above

e. Failure to articulate a particular basis in the written appeal will be deemed a waiver of that basis. However, nothing herein shall be deemed a waiver of the right of the principal to challenge any aspect of the raise any argument APPR in the context of a 3020-a proceeding that the 3020-a hearing officer/arbitrator should accord no or limited weight to the APPR

f. Within 10 school days after receiving the written APPR appeal, the Superintendent of Schools or his/her designee will either review the appeal and issue a written decision or assign a supervisor or administrator, other than the evaluator who issued the APPR being appealed, to review the appeal and issue a written decision. The written decision, will be provided to the principal. Under no circumstances may the appeal be heard by evaluator of record of the APPR at issue.

g. Within 10 school days, after receiving the written response from the Superintendent or his/her designee, a tenured principal who appealed an ineffective rating may elect in writing to have his/her appeal reviewed by a retired administrator or other outside expert (panel member). In order to have his/her appeal heard by a panel member the principal will file a written appeal with the Superintendent or his/her designee, who will forward the appeal to the first available panelist, on rotating basis, within 7 school days. The HSAA and the district will agree upon a mutually acceptable list of experts to be included on the panel.

h. The panelists will be selected to handle an appeal from this list on a rotating basis. If a panel member is unavailable to handle a particular appeal, the next listed panel member will be selected. The cost for the services of the panel member will be borne equally by the district and the HSAA,

i. Within 10 school days after receiving the written appeal the panel member will complete his/her review of the appeal will issue a written recommendation. Within this 10 school day period, the panel member, at his/her discretion may request a meeting with the district and the principal in order to clarify issues related to the appeal. The principal may request union representation during any meeting with the panel member. The panel member's review is limited to the original written appeal, the superintendent or his/her designee initial determination, the evidence underlying the observations/evaluations of the principal, supporting papers submitted by the principal and a response to the appeal by the principals evaluator. if the panel member recommends a modification to the principals overall ineffective APPR rating he/she must provide the basis upon which the recommendation was made.

j. Within 7 school days after receiving the panel members recommendation, a tenured principal who appealed an ineffective rating may file a written appeal to the Superintendent of Schools.

k. Within 10 school days after receiving the written appeal the Superintendent of Schools or his/her designee will consider the written recommendation of the panel member and will issue a final written decision. The Superintendent of Schools may not designate the evaluator or the same designee who handled any portion of the appeal process. The written decision of the Superintendent of Schools or his/her designee will be final and binding on all parties and will not be grievable, arbitrable or reviewable by a third party in any other forum.

l. The failure to file an appeal within the time limits specified above will be deem a waiver of the right to appeal. However, nothing herein shall be deemed a waiver of the right of the principal to raise any argument in the context of a 3020-a proceeding that the 3020-a hearing officer/arbitrator should accord no or limited weight to the APPR.

m. The time limits specified in this appeal procedure may be extended in writing by mutual agreement of the district and the HSAA only but may not be extended beyond 60 school days.

n. The parties acknowledge that nothing herein shall prevent the principal or the district from offering into evidence the written review recommendation of an outside expert appointed pursuant to this subdivision in the context of a 3020-a discharge proceeding based on incompetence or a pattern of ineffective performance.

11.4) Training and Certification of Lead Evaluators and Evaluators

Describe the process by which evaluators will be trained and the process for how the district will certify and re-certify lead evaluators. Describe the process for ensuring inter-rater reliability. Describe the duration and nature of such training.

The Hempstead UFSD is a member district of the RTTT BOCES Network Consortium Team. The District has participated in 5 days (40 hours) of lead evaluator training conducted by NYSUT ELT. The District will continue its partnership with the RTTT BOCES Network Consortium Team where federal funds have been designated to provide us with assistance and support to continue to have appropriate training to certify any new designated Central Office Administrators who can supervise designated building administrators, as well as providing the support to re-certify lead evaluator.

The district has sent all lead evaluators and evaluators to a BOCES sponsored Multi-Dimensional Rubric training. These lead evaluators and evaluators will be BOE approved and will receive annual training in this area. The training will include; but is not limited to, application and use of student growth percentile; value-added growth model data; and application and use of District/state-approved rubric.

Additionally, administrators will participate in workshops and training sessions to ensure inter-rater reliability throughout the school year. Lead evaluators will be re-trained and re-certified annually.

11.5) Assurances -- Evaluators

Please check the boxes below:

• Checked

(1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable

(2) evidence-based observation techniques that are grounded in research

(3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart

(4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice

(5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.

(6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals

(7) use of the Statewide Instructional Reporting System

(8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings

(9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

11.6) Assurances -- Principals Assure the entire APPR plan will be completed for each principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the building principal's performance is being measured.	Checked
11.6) Assurances -- Principals Assure that the district will provide the principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of principal effectiveness subcomponent for a principal's annual professional performance review, in writing, no later than the last school day of the school year for which the principal is being measured.	Checked
11.6) Assurances -- Principals Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
11.6) Assurances -- Principals Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
11.6) Assurances -- Principals Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
11.6) Assurances -- Principals Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

11.7) Assurances -- Data

Please check all of the boxes below:

11.7) Assurances -- Data Assure that the NYSED will receive 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 this Subpart, in a format and timeline prescribed by the Commissioner.	Checked
11.7) Assurances -- Data Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked

11.7) Assurances -- Data | Assure scores for all principals will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.

Checked

12. Joint Certification of APPR Plan

Created Wednesday, July 18, 2012

Updated Wednesday, January 09, 2013

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12.1) Upload the Joint Certification of the APPR Plan

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using this form: APPR District Certification Form

assets/survey-uploads/5581/153287-3Uqgn5g9Iu/JointCertificationAPPR1.9.13.pdf

File types supported for uploads

PDF (preferred)

Microsoft Office (.doc, .ppt, .xls)

Microsoft Office 2007: Supported but not recommended (.docx, .pptx, .xlsx)

Open Office (.odt, .ott)

Images (.jpg, .gif)

Other Formats (.html, .xhtml, .txt, .rtf, .latex)

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.

Please save your file types as .doc, .ppt or .xls respectively before uploading.

HEMPSTEAD UNION FREE SCHOOL DISTRICT
185 Peninsula Blvd.
Hempstead, NY 11550

**HEDI Rating Conversion Chart for
Locally Selected Measures with Value Added (Teachers) 15 Points**

15 Point Scale		
HEDI	SCALE POINT	% MEETING TARGET
HIGHLY EFFECTIVE	15	96- 100
	14	92- 95
EFFECTIVE	13	86- 91
	12	80- 85
	11	75- 79
	10	70- 74
	9	65- 69
	8	60- 64
DEVELOPING	7	52- 59
	6	44- 51
	5	36- 43
	4	28- 35
	3	20- 27
	2	13- 19
INEFFECTIVE	1	6- 12
	0	0- 5

HEMPSTEAD UNION FREE SCHOOL DISTRICT
 185 Peninsula Blvd.
 Hempstead, New York 11550

**HEDI Rating Conversion Chart for
 Locally Selected Growth Measure 20 Points**

20 Point Scale		
HEDI	Scale Score	% Meeting Target
HIGHLY EFFECTIVE	20	97 – 100
	19	94 – 96
	18	92 – 93
EFFECTIVE	17	88 – 91
	16	84 – 87
	15	80 – 83
	14	76 – 79
	13	72 – 75
	12	69 – 71
	11	66 – 68
	10	63 – 65
	9	60 – 62
DEVELOPING	8	53 – 59
	7	46 – 52
	6	39 – 45
	5	32 – 38
	4	26 – 31
	3	20 – 25
INEFFECTIVE	2	13 – 19
	1	6 – 12
	0	0 – 5

HEMPSTEAD UNION FREE SCHOOL DISTRICT
 185 Peninsula Blvd.
 Hempstead, New York 11550

**HEDI Rating Conversion Chart for
 Student Learning Objectives Growth Measure 20 Points**

20 Point Scale		
HEDI	Scale Score	% Meeting Target
HIGHLY EFFECTIVE	20	97 – 100
	19	94 – 96
	18	92 – 93
EFFECTIVE	17	88 – 91
	16	84 – 87
	15	80 – 83
	14	76 – 79
	13	72 – 75
	12	69 – 71
	11	66 – 68
	10	63 – 65
	9	60 – 62
DEVELOPING	8	53 – 59
	7	46 – 52
	6	39 – 45
	5	32 – 38
	4	26 – 31
	3	20 – 25
INEFFECTIVE	2	13 – 19
	1	6 – 12
	0	0 – 5

HEMPSTEAD UNION FREE SCHOOL DISTRICT

185 Peninsula Blvd.
Hempstead, NY 11550

Rubric: Teacher Conversion Chart 60% Other Measures

60% Example Conversion			
Total Avg. Rubric	Conversion Composite	Total Avg. Rubric	Conversion Composite
Ineffective 0 - 49		Developing	50-56
1.000	0	1.5	50
1.008	1	1.6	50.7
1.017	2	1.7	51.4
1.025	3	1.8	52.1
1.033	4	1.9	52.8
1.042	5	2	53.5
1.050	6	2.1	54.2
1.058	7	2.2	54.9
1.067	8	2.3	55.6
1.075	9	2.4	56.3
1.083	10	Effective 57-58	
1.092	11	2.5	57
1.100	12	2.6	57.2
1.108	13	2.7	57.4
1.115	14	2.8	57.6
1.123	15	2.9	57.8
1.131	16	3	58
1.138	17	3.1	58.2
1.146	18	3.2	58.4
1.154	19	3.3	58.6
1.162	20	3.4	58.8
1.169	21	Highly Effective 59-60	
1.177	22	3.5	59
1.185	23	3.6	59.3
1.192	24	3.7	59.5
1.200	25	3.8	59.8
1.208	26	3.9	60
1.217	27	4	60.25 (round to 60)
1.225	28		
1.233	29		
1.242	30		
1.250	31		
1.258	32		
1.267	33		
1.275	34		
1.283	35		
1.292	36		
1.308	38		
1.317	39		
1.325	40		
1.333	41		
1.342	42		
1.350	43		
1.358	44		
1.367	45		
1.375	46		
1.383	47		
1.392	48		
1.400	49		

TEACHER IMPROVEMENT PLAN

(To be completed jointly by teacher and administrator)

Name: _____ School: _____

School Year Plan is Based on _____ Assignment Grade/Subject: _____

Ensuing School Year: _____ Grade/Subject: _____

Date of related APPR: _____ Date of TIP Conference: _____

AREAS(S) NEEDING IMPROVEMENT	EXPECTED OUTCOMES	ACTION STEPS	TIMELINE FOR COMPLETION	EVIDENCE

Teacher's Comments: _____

Administrator's Comments: _____

Date outcome plan is to be evaluated by: _____

Teacher's Signature: _____ Date: _____

Administrator's Name: _____ Title: _____

Administrator's Signature: _____ Date: _____

TEACHER IMPROVEMENT PLAN EVALUATION

(To be attached to TIP)

Name: _____ School: _____

School Year Plan is Based on _____ School Year Evaluation is Based on: _____

Date of TIP Evaluation Conference: _____

AREAS(S) NEEDING IMPROVEMENT	ACTION STEPS	SATISFACTORY PROGRESS		ACTION STEPS COMPLETE	
		YES	NO	YES	NO

Recommendations: The teacher has met the performance goals identify in the TIP

Recommendations: The teacher has not met the performance goals identified in the TIP

Teacher's Comments: _____

Administrator's Comments: _____

Date outcome plan is to be evaluated by: _____

Teacher's Signature: _____ Date: _____

Administrator's Name: _____ Title: _____

Administrator's Signature: _____ Date: _____

HEMPSTEAD UNION FREE SCHOOL DISTRICT

185 Peninsula Blvd.

Hempstead, New York 11550

**HEDI Rating Conversion Chart for
SLO Growth Measure (Principals) 20 Points**

20 Point Scale		
HEDI	Scale Score	% Meeting Target
HIGHLY EFFECTIVE	20	97 – 100
	19	94 – 96
	18	92 – 93
EFFECTIVE	17	88 – 91
	16	84 – 87
	15	80 – 83
	14	76 – 79
	13	72 – 75
	12	69 – 71
	11	66 – 68
	10	63 – 65
	9	60 – 62
DEVELOPING	8	53 – 59
	7	46 – 52
	6	39 – 45
	5	32 – 38
	4	26 – 31
	3	20 – 25
INEFFECTIVE	2	13 – 19
	1	6 – 12
	0	0 – 5

HEMPSTEAD UNION FREE SCHOOL DISTRICT
 185 Peninsula Blvd.
 Hempstead, NY 11550

**HEDI Rating Conversion Chart for
 Locally Selected Measures with Value Added (Principals) 15 Points**

15 Point Scale		
HEDI	SCALE POINT	% MEETING TARGET
HIGHLY EFFECTIVE	15	96- 100
	14	92- 95
EFFECTIVE	13	86- 91
	12	80- 85
	11	75- 79
	10	70- 74
	9	65- 69
	8	60- 64
DEVELOPING	7	52- 59
	6	44- 51
	5	36- 43
	4	28- 35
	3	20- 27
	2	13- 19
INEFFECTIVE	1	6- 12
	0	0- 5

HEMPSTEAD UNION FREE SCHOOL DISTRICT

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Hempstead, New York 11550

**HEDI Rating Conversion Chart for
Locally Selected Growth Measure (Principals) 20 Points**

20 Point Scale		
HEDI	Scale Score	% Meeting Target
HIGHLY EFFECTIVE	20	96 – 100
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	15	80 – 83
	14	76 – 79
	13	72 – 75
	12	69 – 71
	11	66 – 68
	10	63 – 65
	9	60 – 62
DEVELOPING	8	53 – 59
	7	46 – 52
	6	39 – 45
	5	32 – 38
	4	26 – 31
	3	20 – 25
INEFFECTIVE	2	13 – 19
	1	6 – 12
	0	0 – 5

HEMPSTEAD UNION FREE SCHOOL DISTRICT

185 Peninsula Blvd.
Hempstead, NY 11550

Principal Conversion Chart 60% Other Measures

Multidimensional Principal Performance Rubric	Highly Effective	Effective	Developing	Ineffective
Effective with the 2011-12 School Year				
		% of HE	%of HE	%of HE
DOMAIN 1: Shared Vision of Learning	10			
a. Culture	5	0.95	0.8	0
b. Sustainability	5	0.95	0.8	0
DOMAIN 2: School culture and Instructional Program	16			
a. Culture	3	0.95	0.8	0
b. Instructional Program	5	0.95	0.8	0
c. Capacity Building	3	0.95	0.8	0
d. Sustainability	3	0.95	0.8	0
e. Strategic Planning Process	2	0.95	0.8	0
DOMAIN 3: Safe, Efficient, Effective Learning Environment	10			
a. Capacity Building	3	0.95	0.8	0
b. Culture	3	0.95	0.8	0
c. Sustainability	3	0.95	0.8	0
d. Instructional Program	3	0.95	0.8	0
DOMAIN 4: Community	5			
a. Strategic Planning Process: Inquiry	2	0.95	0.8	0
b. Culture	2	0.95	0.8	0
c. Sustainability	1	0.95	0.8	0
DOMAIN 5: Integrity, Fairness, ETHICS	5			
a. Sustainability	2.5	0.95	0.8	0
b. Culture	2.5	0.95	0.8	0
DOMAIN 6: Political, Social, Economic, legal & cultural CONTENT	4			
a. Sustainability		0.95	0.8	0
b. Culture		0.95	0.8	0
DOMAIN 7: Goals	10	0.95	0.8	0

PRINCIPAL IMPROVEMENT PLAN
(To be completed jointly by principal and evaluator)

Name: _____ School: _____

School Year Plan is Based on _____ Assignment: _____

Ensuing School Year: _____ Assignment: _____

Date of Related APPR: _____ Date of PIP Conference: _____

AREAS(S) NEEDING IMPROVEMENT	EXPECTED OUTCOMES	ACTION STEPS	TIMELINE FOR COMPLETION	EVIDENCE

Principal's Comments: _____

Evaluator's Comments: _____

Date outcome plan is to be evaluated by: _____

Principal's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

PRINCIPAL IMPROVEMENT PLAN EVALUATION

(To be attached to PIP)

Name: _____ School: _____

School Year Plan is Based on _____ School Year Evaluation is Based on: _____

Date of PIP Evaluation Conference: _____

AREAS(S) NEEDING IMPROVEMENT	ACTION STEPS	SATISFACTORY PROGRESS		ACTION STEPS COMPLETE	
		YES	NO	YES	NO

Recommendations: The principal has met the performance goals identify in the PIP

Recommendations: The principal has not met the performance goals identified in the PIP

Principal's Comments: _____

Supervisor's Comments: _____

Date outcome plan is to be evaluated by: _____

Principal's Signature: _____ Date: _____

Supervisor's Signature: _____ Date: _____

DISTRICT CERTIFICATION FORM: Please download this form, sign and upload to APPR form

By signing this document, the school district or BOCES certifies that this document constitutes the district's or BOCES' complete Annual Professional Performance Review (APPR) Plan, that all provisions of the APPR that are subject to collective negotiations have been resolved pursuant to the provisions of Article 14 of the Civil Service Law and that such APPR Plan complies with the requirements of Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES. By signing this document, the collective bargaining agent(s) of the school district or BOCES, where applicable, certify that this document constitutes the district's or BOCES' complete Annual Professional Performance Review (APPR) Plan, that collective negotiations have been completed on all provisions of the APPR that are subject to collective bargaining, and that such APPR Plan complies with the requirements of Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES.

The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that upon information and belief, all statements made herein are true and accurate and that any applicable collective bargaining agreements for teachers and principals are consistent with and/or have been amended and/or modified or otherwise resolved to the extent required by Article 14 of the Civil Service Law, as necessary to require that all classroom teachers and building principals will be evaluated using a comprehensive annual evaluation system that rigorously adheres to Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents.

The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review. In writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities
- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)

- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2012, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

Superintendent Signature: Date:

Suzanne Johnson 1/9/13

Teachers Union President Signature: Date:

Rick S. Witzig 1/9/13

Administrative Union President Signature: Date:

Dr. Will D. McFadden 1/9/13

Board of Education President Signature: Date:

Betty Cross 1-09-13

RESPONSE TO INTERVENTION
PLAN

RTI

Response To Intervention

HEMPSTEAD UNION FREE SCHOOL DISTRICT

185 Peninsula Blvd.

Hempstead, NY 11550

Ms. Susan Johnson, Superintendent of Schools

AUGUST 2012

District Mission Statement:

The mission of the Hempstead School District, a Long Island model suburban-urban culturally diverse public school system, is to ensure that students achieve personal growth and academic success and become productive citizens in a global society, by engaging students, staff family and community in a comprehensive, challenging curriculum and effective instructional program which responds to each student's needs and aspiration in a safe and nurturing environment.

RTI Vision Statement:

To provide a district wide process that provides prevention, early intervention services and high quality instruction and best practices to ensure academic and behavioral progress and success for all students. The district wide process will include frequent and repeated assessment of student performance, data based decision making, the use of multi-tiered, research based interventions that will provide academic and behavioral support to meet all student needs.

RTI General Goals:

- Improve student achievement
- Provide early interventions to struggling students
- To be proactive rather than reactive
- Make decisions based on the use of student data
- Improve communication for all stakeholders
- Provide teachers support through resources and training
- **Decrease number of special education referrals**

RTI Academic Goals:

- Increase the number of students that meet or exceed state standards
- Improve student performance on local assessments
- Increase graduation rate
- Decrease number of failures per class
- Decrease the dropout rate

RTI Behavioral Goals:

- Improve on task behavior
- Decrease the number of behavior referrals
- Decrease the number of suspensions/expulsions

What is RTI?

Response to Intervention (RTI) is the practice of providing high quality instruction and interventions matched to student need. RTI is a proactive, multi-leveled, problem-solving approach that identifies general education students struggling in academic and behavioral areas early and provides them with systematically applied strategies and targeted instruction at varying levels of instruction. RTI encompasses frequent progress monitoring and applying student data for responsive decision-making.

RTI is a general education initiative to maximize the effectiveness of academic instruction and behavioral interventions for all students.

RTI is neither a direct avenue to special education nor is it a barrier.

Academic/Behavioral/Multi-Tier Model

Academic

Tier 3

Individual/Small group
High Intensity/Frequency
Longer Duration
Outside classroom

Tier 2

Early Response for At Risk students
High Efficiency
Inside/outside classroom setting

Tier 1

All Students
Preventive and Proactive
Differentiated Instruction
Occurs within classroom

Behavioral

Tier 3

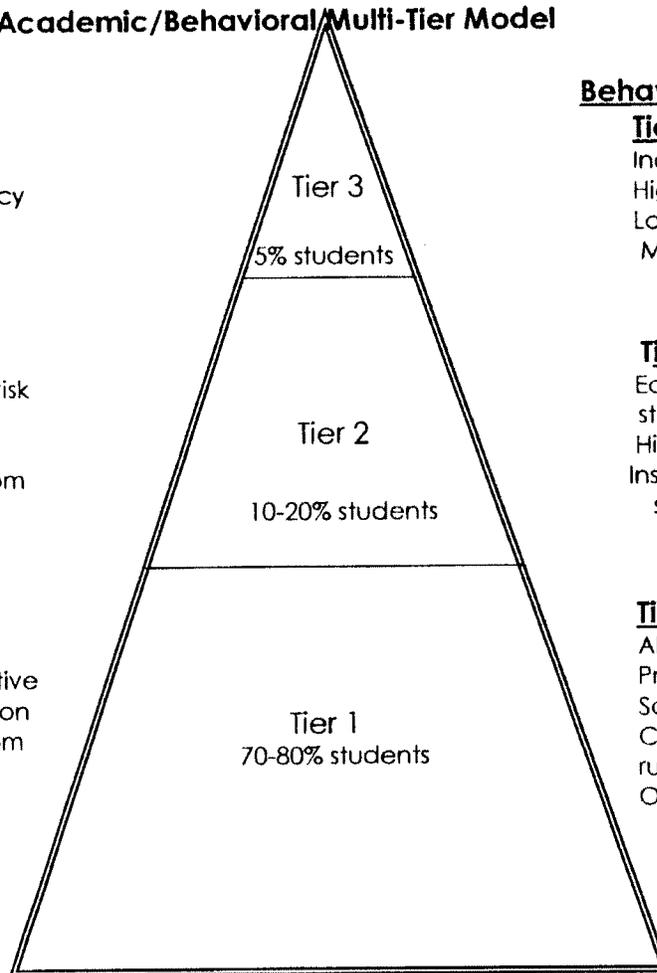
Individual/Small group
High Intensity/Frequency
Longer Duration
Most Restrictive

Tier 2

Early Response for At Risk students
High Efficiency
Inside/outside classroom setting

Tier 1

All Students
Preventive and Proactive
School wide behavior plan
Consistent classroom rules/expectations
Occurs within classroom



Universal Screening and Methods of Assessment for ELA

Examples... not limited to list below

Elementary

DIBELS Next (K-4)
NWEA Assessment
Running Records
Fountas Pinnell
State Assessments
District Benchmarks

Secondary

NWEA Assessment
Fountas Pinnell (6-8)
Scholastic (SRI)
State Assessments
District Benchmarks

Universal Screening and Methods of Assessment for Math

Elementary

Mock Exams
State Assessments
District Benchmarks

Secondary

Regents Exams
Mock Exams
State Assessments
District Benchmarks

Description of Tiers

Tier 1

Tier 1 provides high-quality instruction for *all* students. Instruction at this level is universal, differentiated, and primarily occurs in the classroom setting. Behavior intervention programs are developed to meet the needs of *all* students at this level. It is expected that 70-80% of students will be on course to meet state and local benchmarks through Tier 1 levels of instruction. Tier 1 interventions attempt to answer the question: *Are classroom instructional (behavioral) modifications appropriately designed and implemented to be effective in helping the student achieve success?*

Tier 2

Some students may not respond sufficiently to even the most effective Tier 1 instruction and curricula. These 10-20% of at-risk students will require additional intervention, tailored to their unique needs. At the Tier 2 level, students' ability levels needs are continuously assessed, and specific instruction is provided in small group formats either in or out of the classroom setting.

Tier 3

Most students receiving Tier 2 interventions should be able to close the gap with their Tier 1 level peers. However, 5% of students will not respond sufficiently and will continue to present with significant academic delays or behavioral problems. These students will require individualized and intensive supports, provided with high frequency and for a longer duration. Tier 3 interventions try to answer the question: *Can a highly individualized and intense intervention, provided over a long-term, bring this student up to the academic level of his or her peers?*

RtI STEP BY STEP

Tier I General Education

General Education teachers will use scientifically researched –based reading and mathematics programs in their classroom. Professional development activities will be provided for staff with emphasis on scientifically based interventions.

Step 1. Screening

Curriculum-based assessments, NWEA and/or DIBELS probes in reading, math and writing will be administered to all students September, March and April/May. At-risk students will be those students who score below the 70-80% on local assessments. Other students who do not meet the above criteria also could be entered into at-risk population through teacher recommendation provided that the student scores below 70-80% and is in the bottom 10-20% of the class. The intent is not to limit the amount of children receiving intervention and monitoring, but to ensure adequate resources to provide such services for those most in need.

Step 2. Modification of general education program

Classroom teachers will supplement the general educational program with interventions through such means as but not limited to differentiated instruction, students center activities and other group or individual instructional methods in order to increase student progress. Tier I interventions will be carried out in the general education classroom by the classroom teacher. Please remember this in addition to core instruction that the student receives. School personnel will inform parents of concerns and remedial strategies being used in the classroom.

Step 3. Monitoring responsiveness to general education

At-risk students are assessed with curriculum-based assessments such as benchmark assessments, local assessment results, and state test results. This data is charted to identify student achievement levels and academic progress. This data is essential for students who are being considered for the next Tier of Interventions by the classroom teacher. The "targeted" students' progress is compared to state and class norms.

Tier II Interventions

Step 4. Referral to Response to Intervention Team

Tier II Intervention increases the intensity, frequency and possibly the intervention attempted. Twenty to thirty minute sessions 3 to 5 times per week in the area of deficiency will be required in addition to instructional practices already in place. Tier II interventions will be carried out in small groups of 3 to 6 students. The size of the group may slightly vary based on available resources in addition to the requirements of the interventions being attempted. These interventions may be carried out in the classroom or in an intervention room. The RtI process must be documented by the Response to Intervention Team/IST. Prior to the RtI Team/IST meeting the team may need to gather additional data from such means as

teacher interview, parent interview and classroom observation. Please remember this in addition to core instruction that the student receives. Treatment fidelity will be monitored by the Response to Intervention Team/IST.

Step 5. Monitoring Tier II Interventions - Response To Diagnostic Treatment

The Response to Intervention Team/IST (including the classroom teacher) will determine which of the team members will monitor student progress with the administration of a progress monitoring measurement probe in the deficit areas. Inadequate progress is defined as making less weekly progress than a grade-level student and functioning in the bottom 10-20 percent of the class. If a student is making inadequate progress the Response to Intervention Team/IST will evaluate the adequacy of the current intervention plan. After evaluating the intervention plan, the Response to Intervention Team/IST may either attempt a different intervention plan by utilizing different or adding additional interventions that are to be implemented at a Tier II intensity level (20-30 minutes per day 3 to 5 times per week) for an additional 9 week period or the team may determine to attempt interventions that are implemented at a Tier III level (30 to 60 minutes per day 5 times per week in an individualized group 1:1, 1:2, or 1:3 in addition to core instruction). Please remember this in addition to core instruction that the student receives. The Response to Intervention Team/IST will inform the parent of the current rate of progress and either the plan to change the Tier II intervention or implement a more intensive Tier III intervention.

Tier III Interventions

Step 6: Tier III More Intensive Diagnostic Intervention

Tier III Intervention increases the intensity and frequency and possibly the intervention attempted. Thirty to 60 minutes per day in the area of deficiency will be required in addition to instructional practices already in place. This Tier could involve continuation of an intervention in Tier II that showed progress but not at the rate necessary to close the achievement gap, or it could add to or replace a Tier II intervention. Thus the intensity of the treatment would be increased, or a new intervention could be introduced because of a lack of response. The group size also is reduced in Tier II from a size range of 3-6 students in Tier II to a size 1:1, 1:2, 1:3. Some promising research shows that the grouping may result in better results than a 1:1 process. Please remember this in addition to core instruction that the student receives. What differentiates Tier III from Tier II is the intensity and frequency of the intervention. Treatment fidelity will be monitored by the Response to Intervention Team/IST.

Step 7: Tier III Monitoring Response To Diagnostic Treatment

The Response to Intervention Team/IST will determine which of the team members will monitor student progress with the administration of a weekly curriculum based assessment probe in the deficit areas. The Response to Intervention Team/IST will reconvene no sooner than 9 weeks and no later than 12 weeks after the plan was initiated to determine effectiveness. Inadequate progress is defined as making less weekly progress than a grade-level student

and functioning in the bottom 10-20 percent of the class. If a student is behind, but making progress, an additional 9 week period of interventions may be provided to close the achievement gap. The Response to Intervention Team/IST may either attempt a different intervention plan by utilizing different or additional interventions that are to be implemented at a Tier III intensity level. The Response to Intervention team/IST will inform the parent of the current rate of progress, the additional time for interventions and any changes in the intervention program.

Step 8: Consideration for special education services

Tier III non-responders will be referred by the district to receive an individual evaluation that addresses all of the eligibility determination, evaluation, and procedural safeguards specified in IDEA and the need for special education services. Once either referral is completed, the building principal will determine if the referral is appropriate. If the referral is determined to be appropriate, the evaluation team will design an evaluation that considers the information that has already been gathered through the Tier Rtl process and if needed what additional information is necessary to determine the individual student's needs. Parent consent must be obtained before the team can proceed with the evaluation. Once the evaluation is completed the CSE Team will meet to review the information gathered, determine eligibility if needed, determine educational programming and write the IEP (Individual Educational Plan).

PROGRESS MONITORING

What is progress monitoring?

Progress monitoring is a scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

How does progress monitoring work?

To implement progress monitoring, the student's current levels of performance are determined and goals are identified for learning that will take place over time. The student's academic performance is measured on a regular basis (weekly or monthly). Progress toward meeting the student's goals is measured by comparing expected and actual rates of learning. Based on these measurements, teaching is adjusted as needed. Thus, the student's progression of achievement is monitored and instructional techniques are adjusted to meet the individual students learning needs.

Why Progress monitoring is so important?

- Courts are unwilling to accept the claims of school districts regarding the appropriateness of a student's program without proof in the form of data.
- The absence of adequate progress monitoring has been the focus of several administrative and judicial decisions.
- Recent decisions concerning progress monitoring have revealed five primary areas of concern:
 - The teacher fails to develop or implement progress monitoring plans;
 - Responsibilities for progress monitoring are improperly delegated;
 - The IST team does not plan or implement progress monitoring for behavior intervention plans (BIPs);
 - The team uses inappropriate measures to determine student progress toward graduation;
 - Progress monitoring is not frequent enough to meet the requirements of IDEA or to provide meaningful data to IST teams.

What are the benefits of progress monitoring?

When progress monitoring is implemented correctly, the benefits are great for everyone involved. Some benefits include:

- accelerated learning because students are receiving more appropriate instruction;

- more informed instructional decisions;
- documentation of student progress for accountability purposes;
- more efficient communication with families and other professionals about students' progress;
- higher expectations for students by teachers; and
- **fewer Special Education referrals.**

There are several options for displaying data including:

- Hand written graphs by the service provider
- Graphs that are completed by the student and then checked by staff
- Using software such mclass for DIBELS, NWEA
- Using the EXCEL program (directions for using Microsoft Excel are attached)

Scheduling of progress monitoring:

The data collection schedule depends on how service is delivered. Cohoes district recommends data be collected at least once every two weeks or more often depending on the target behavior.

- Direct Instruction
 - Times for data collection should be worked into daily and weekly plans for instruction. Data collection does not necessarily have to be separate from this instructional time; this situation can provide a real picture of student performance during a typical day.
- Indirect Instruction or Support
 - Times for data collection should be worked into the time when service is being delivered, if possible.
 - Data can also be collected remotely by regular education teachers or other service providers.
- Consultation
 - Regular education teachers and other service providers play a key role in data collection and input.
 - Times for data collection should also be scheduled when concerns have been brought up; this is a perfect opportunity for using direct measures. The effectiveness of services and instructional method is determined most efficiently when progress is measured frequently.

Compiling progress monitoring data:

Compiling data is a critical component in progress monitoring

- Summarizing data collected *periodically* during the duration of an intervention plan ultimately saves time by:
 - Providing the team with useful reference points in time.
 - Saving time and confusion during meetings.

- Attempting to compile all data collected at the end of a 27 week long intervention plan is not recommended as it would be an overwhelming task.

Other information:

Progress on intervention plan goals, benchmarks, IEP goals and short-term objectives is reported to parents as often as non-disabled student receive academic progress reports.

- Timeline
 - Mid-Quarter (Interim Reports)
 - Quarterly
- Format
 - Compilation Forms
 - Graphs
 - Narratives
 - Accompanies hard data
 - Explains any instructional changes or specific circumstances
- Student progress is considered in relationship to each goal, benchmark, or short-term objective.

Using the data to make instructional and service decisions:

Four aspects should be considered:

- *Progress*
 - Did the student make the progress expected by the intervention team? (criteria)
- *Comparison to Peers or Standards*
 - How does the student's performance compare with the performance of general education students?
- *Independence*
 - Is the student more independent in the goal area?
- *Goal Status*
 - Will work in the goal be continued?
 - Will student be dismissed from this goal area?

Additional References:

- Alexandrin, I. R. (2003). Using continuous, constructive classroom evaluations. *TEACHING Exceptional Children*, 52-57.
- Etscheidt, Susan K. (2006). Progress monitoring: Legal issues and recommendations for IEP teams. *TEACHING Exceptional Children*, 56-60.

Elementary Example **Tier 1 Academic Intervention**

Name: Student A

Date: _____

Assessment: Universal Screening-DIBELS

Date: October 5, 2012

Description of Assessment:

DIBELS administered by Grade 1 classroom teacher. Student is required to identify letters and associated sounds, segment stated words to phonemes and blend stated phonemes to nonsense words.

Assessment Results and Interpretation:

Student A did not achieve benchmark; student scored At Risk re: Nonsense Word Fluency. Student named most letters and identified most associated sounds. Student A could segment words; however, could not blend phonemes into CVC words.

Plan:

The classroom teacher will self-assess his/her teaching strategies, appropriateness of instruction, and methods of presentation regarding this skill. The teacher adds, changes, adapts whole group activities and small groups activities (e.g. Centers) to target skill. The teacher may reassess his/her time spent at various centers depending on areas of need. He/she increases time spent on consistent, specific, direct instruction of blending phonemes and integrates and reinforces this skill within other curricular activities. Additionally, a Reading Buddy or Peer Tutor is assigned to Student A. Documentation of daily classroom intervention is charted for 10 consecutive days/sessions.

Progress Monitoring:

Student A's progress is evaluated using (for example) an informal list of 20 curricular-based CVC words.

- 1 Outcome 1: Student A demonstrates adequate progress and the ability to blend phonemes to CVC words.
- 2 Outcome 2: Student A does not demonstrate adequate progress.

Plan:

Direct, task-specific, alternative, and authentic intervention occurs within the classroom. Teacher takes Student A in small group (3-5 students) or individually 15-20 minutes per day for 10 sessions. Daily documentation of intervention is charted.

Secondary Example Tier 1 Academic Intervention

Name: Student B

Date: _____

Assessment: Universal NWEA

Date: September 23, 2012

Description of Assessment:

Student B was administered a screening for basic skills that are required for incoming 9th grade students in the area of Science. Skills evaluated included: graphing, chart interpretation, and generic science vocabulary.

Assessment Results and Interpretation:

Student C demonstrated grade-level skills (>75 % accuracy) on chart interpretation and generic science vocabulary. Student B scored in the At-Risk range (<75% accuracy) in the area of graphing.

Based on these findings, Student B requires additional instruction and practice in graphing skills, particularly with regard to identifying limit-ranges for graphing data.

Plan:

Student B will participate in a cooperative learning group with 3 other students in the classroom for 15 minutes once per week for 4 weeks. Students will engage in guided practice identifying limit-ranges and graphing data.

Progress Monitoring:

Data will be collected regarding the number of sessions Student B attended the cooperative learning group and the content that was covered each session and success. (For example: Student completed four practice problems. Three out of four were completed correctly with teacher prompts.)

At the end of four weeks, Student B will be re-evaluated using a CBM of 9th grade science skills on graphing.

Example
Tier 1 Behavioral Intervention

Name: Student c

Date: _____

Assessment: Universal Screening-Classroom Behavior Log

Date: October 12, 2012

Description of Assessment:

The classroom teacher identified Student C as demonstrating a higher number of disruptive classroom behaviors during a two week period than is typical of students in this class. The teacher has a clearly defined class-wide behavior management plan in place. Each time Student C acts in a manner inconsistent with the classroom rules and expectations, the teacher provides the student with a prompt, redirection, or restatement of the rules. Despite these efforts, Student C continues to display a high degree of problematic behavior.

Assessment Results and Interpretation:

The teacher has noted on the behavior log that Student B has required more than 4 redirections/prompts in one class period three days of the week over several weeks due to disruptive behaviors (Such as, talking loudly to peers, flicking items off desk, distracting others.) Based on these findings Student C's behavior is a problem that disrupts classroom functioning and must be clearly articulated to the student and his parents in order to develop an intervention that specifically targets the issue(s).

Plan:

The teacher will contact Student C's parent(s). The teacher will first attempt to reach the parent via telephone number listed. If parent cannot be reached in this manner, teacher will use emergency telephone numbers listed. If teacher is still unable to reach the parent, the teacher will send a letter through the mail. The teacher will communicate the specific nature of the behavior problems Student C is displaying in class and how the teacher feels that the parent(s) may be able to help.

The teacher will meet with Student C in a private location in the classroom at the beginning or end of the class period, or during student's lunch period, or after school, or during another class period if necessary. The teacher will ask for Student C's input on the problem and what may be contributing to the problem (e.g. enjoys joking with peers, boredom, and difficulty with the class work.)

The teacher will ask for the student's ideas regarding possible solutions (e.g. seat change, Cloze activities to keep student focused, scaffolds for new concepts, short breaks)

Based on the meeting, the teacher has found that Student C enjoys joking with friends and tends to do so more in class because he struggles with boredom while the teacher is lecturing. As a result, teacher will move his seat away from certain peers. The teacher will assess his/her mode/method of instruction. The teacher will use various modalities for instruction (e.g. visual aids, media, hands-on activities) to help Student C (and others) sustain attention to tasks and interest. The teacher will provide students with guided notes during lectures.

Progress Monitoring:

Behavioral data will be recorded on teacher's Classroom Behavior Log. In addition, the teacher will record modalities of instruction and what changes in methods, materials, etc. were implemented.

At the end of 2 weeks Student C's progress will be evaluated.

Classroom Intervention Planning

The attached form: Tier I Classroom Intervention Planning sheet was taken from Jim Wrights' RTI Work Series. The form is designed to include all the essential elements of an effective RTI intervention plan. It includes space to document the following:

- **Definition of up to two student academic or behavioral problems.** The most significant step in selecting an effective classroom intervention is to correctly identify the target student concern(s) in clear, specific, measureable terms (Bergan, 1995). The teacher selects no more than two student concerns to address on the intervention plan.
- **Intervention description.** The teacher describes the evidence-based intervention(s) that will be used to address the identified student concern(s).
- **Intervention delivery.** The teacher writes down details necessary for implementing the intervention in the classroom (e.g., where and when the intervention will be used; the adult-to-student ratio; how frequently the intervention will take place; the length of time each session of the intervention will last; materials needed for the intervention, etc.
- **Checkup date.** The teacher notes the date at which the intervention will be reviewed to determine whether it has been sufficiently effective. NOTE: For academic interventions, it is advisable to allow at least **4** instructional weeks before deciding whether the intervention has been effective. If that is determined, continue with the interventions until you reach the 9 week point.
- **Assessment data.** For each intervention, the teacher selects the type(s) of classroom data that will be collected formatively throughout the intervention period to judge its effectiveness. For each data source, in turn, the teacher collects baseline data on student performance—and calculates an outcome goal that the student is expected to attain if the intervention is successful. (During the period in which the intervention is in effect, the teacher collects ongoing data to judge student performance and attaches that data to the classroom intervention documentation form.)

References

- Bergan, J. R. (1995). Evolution of a problem-solving model of consultation. *Journal of Educational and Psychological Consultation*, 6(2), 111-123.
- Witt, J. C., VanDerHeyden, A. M., & Gilbertson, D. (2004). Troubleshooting behavioral interventions. A systematic process for finding and eliminating problems. *School Psychology Review*, 33, 363-383

Student Intervention Success Plan

(This should include at least 2 parent contacts, plan initiation and plan review using the RTI process for intervention in each Tier) see page 3 for RTI Tier Triangle

Name: _____

School: _____

Grade: _____

Student Academic Strengths:

- 1.
- 2.
- 3.

Student Academic Weaknesses/Concerns:

- 1.
- 2.
- 3.

Student Learning Goals

- 1.
- 2.
- 3.

Intervention/Tier Level	Who's Responsible	Begin Date	Results

Parent/Guardian: _____ **Date:** _____

Teacher: _____ **Date:** _____

Student: _____ **Date:** _____

Tier I/Classroom Intervention Planning Sheet

Teacher/Team: _____ Student Problem Definition #1: _____ Student Problem Definition #2: _____ Optional Person(s) assisting with intervention: _____	Date: _____ Student: _____ _____ planning process: _____	Intervention Description Describe each intervention that you plan to use to address the student's concern(s).	Intervention Delivery List key details about delivery of the intervention, such as: (1) where & when the intervention will be used; (2) the adult-to-student ratio; (3) how frequently the intervention will take place; (4) the length of time each session of the intervention will last.	Check-Up Date Select a date when the data will be reviewed to evaluate the intervention.	Assessment Data Note what classroom data will be used to establish baseline, set a goal for improvement, and track the student's progress during this intervention.	Interventions: Essential Elements (Witt et al., 2004) <ul style="list-style-type: none"> • Clear problem-definition(s) • Baseline data • Goal for improvement • Progress-monitoring plan 	
		Type(s) of Data to Be Used:					
		Baseline				Goal by Check-Up	
		Type(s) of Data to Be Used:					
		Baseline				Goal by Check-Up	
		Type(s) of Data to Be Used:					
		Baseline				Goal by Check-Up	

ELA/Reading Intervention Framework: Three-Tiered Model

Response to Intervention (RTI)	Tier III Intensive	Tier II Strategic	Tier I Benchmark	Advanced	
<p>Components of the RTI process:</p> <ul style="list-style-type: none"> - fidelity to a strong core curriculum - universal screening of all students to determine skill levels - research based interventions applied to address at risk areas - progress monitoring to assess outcomes of the intervention process. <p>Tier I represents students who are achieving benchmark.</p> <p>Tier II represents students at risk needing strategic support.</p> <p>Tier III represents students at risk needing intensive support.</p>	<p>Universal Screening</p>	<p>DIBELS Next/ NWEA Assessment</p>	<p>DIBELS Next/ NWEA Assessment</p>	<p>DIBELS Next/ NWEA Assessment</p>	
	<p>Focus Areas</p>	<p>Oral Language/Basic Reading</p>	<p>Vocabulary/Fluency/Reading</p>	<p>Grade Level Reading</p>	<p>Advanced Reading</p>
	<p>Intervention Program</p>	<p>My Sidewalks- Scott Foresman *Sound Reading Solutions</p>	<p>My Sidewalks- Scott Foresman *Sound Reading Solutions</p>	<p>Reading & ELA Core Scott Foresman</p>	<p>Accelerated Program</p>
	<p>Instructional Time (ELA)</p>	<p>30 minute intervention 90 minute core</p>	<p>20 minutes intervention 90 minutes core</p>	<p>90 minutes core instruction</p>	<p>30 minutes Accelerated Instruction 60 minute core</p>
	<p>Universal Screening</p>	<p>NWEA Assessment SRI Lexiles</p>	<p>NWEA Assessment SRI Lexiles</p>	<p>NWEA Assessment SRI Lexiles</p>	<p>NWEA Assessment SRI Lexiles</p>
<p>Focus Areas</p>	<p>Basic Language, Reading</p>	<p>Reading</p>	<p>Emphasis on building proficiency</p>	<p>Advanced Reading</p>	
<p>Intervention Program</p>	<p>Reading System 44</p>	<p>Reading Read 180</p>	<p>Reading & ELA core Spring Board</p>	<p>Accelerated Program</p>	
<p>Instructional Time (ELA)</p>	<p>80 minutes + 40 minutes intervention</p>	<p>80 minutes + 40 minutes intervention</p>	<p>80 minutes ELA/Reading core Spring Board</p>	<p>40 minutes core 40 minutes Accelerated Instruction</p>	
<p>Universal Screening</p>	<p>NWEA Assessment SRI Lexiles</p>	<p>NWEA Assessment SRI Lexiles</p>	<p>NWEA Assessment SRI Lexiles</p>	<p>NWEA Assessment SRI Lexiles</p>	
<p>Focus Areas</p>	<p>Specially designed instruction focused on student needs</p>	<p>Reading skills</p>	<p>Emphasis on building proficiency</p>	<p>Advanced Reading</p>	
<p>Intervention Program</p>	<p>System 44</p>	<p>Read 180</p>	<p>Core Curriculum</p>	<p>Accelerated Program</p>	
<p>Instructional Time (ELA)</p>	<p>40 minutes + core</p>	<p>40 minutes + core</p>	<p>40 minutes</p>	<p>Accelerated Instruction to expand content areas</p>	
<p>Certify Progress</p>	Evidence of Benchmark Performance				

Math Intervention Framework: Three-Tiered Model

Response to Intervention (RTI)		Tier III Intensive	Tier II Strategic	Tier I Benchmark	Advanced	
<p>Components of the RTI process:</p> <ul style="list-style-type: none"> • fidelity to a strong core curriculum • universal screening of all students to determine skill levels • research based interventions applied to address at risk areas • progress monitoring to assess outcomes of the intervention process. <p>Tier I represents students who are achieving benchmark.</p> <p>Tier II represents students at risk needing strategic support.</p> <p>Tier III represents students at risk needing intensive support.</p> <ul style="list-style-type: none"> • A Score of 80% or better on the 9-week assessment will move students from one tier to the next. • *** See Curriculum Support and Specific Grade Frameworks for details of Math minutes and Tier qualifying criteria scores. 	<p>P R I M A R Y K-5</p>	<p>Universal Screening</p> <p>NWEA Assessment</p>	<p>NWEA Assessment</p>	<p>NWEA Assessment</p>	<p>NWEA Assessment</p>	
		<p>Focus Areas</p> <p>Basic Math Skills/ Basic Number and Operations</p>	<p>Basic Math skills/ Math Facts Fluency/Number and Operations</p>	<p>Emphasis on building Grade Level proficiency</p>	<p>Advanced Math (Honors)</p>	
		<p>Intervention Program</p> <p>FASTT Math/ Do The Math/ Building Blocks for Math Pre-k - 1/Focus Math/ Math Central</p>	<p>FASTT Math/ Do The Math/ Building Blocks for Math Pre-k - 1/Focus Math/ Math Central</p>	<p>Math CC Units /Envision</p>	<p>Advanced Math (Honors)</p>	
	<p>Instructional Time</p> <p>30 minute intervention 80 minutes core (9 weeks of intervention)</p>	<p>30 minutes intervention 80 minutes core (9 weeks of intervention)</p>	<p>80 minutes core instruction (9 weeks)</p>	<p>30 minutes Accelerated Instruction</p>	<p>NWEA Assessment</p>	
	<p>Universal Screening</p> <p>NWEA Assessment</p>	<p>NWEA Assessment</p>	<p>NWEA Assessment</p>	<p>NWEA Assessment</p>	<p>NWEA Assessment</p>	
	<p>M I D D L E 6-8</p>	<p>Focus Areas</p> <p>Specially designed instruction focused on student needs/ Basic Math skill development</p>	<p>Basic Math skills/ Math Facts Fluency/ Number and operations</p>	<p>Emphasis on building Grade Level proficiency in computation & problem solving</p>	<p>Advanced Math (Honors)</p>	
		<p>Intervention Program</p> <p>FASTT Math/ Do The Math/ Focus Math/ Math Central</p>	<p>FASTT Math/ Do The Math/ Focus Math/ Math Central</p>	<p>Math CC Units/ Spring Board/ Math Connect</p>	<p>Advanced Math (Honors)</p>	
		<p>Instructional Time</p> <p>80 minutes + 30 minutes intervention (9 weeks of intervention)</p>	<p>80 minutes + 20 minutes intervention (9 weeks of intervention)</p>	<p>80 minutes Math core/Spring Board (9 weeks)</p>	<p>40 minutes core 40 minutes Accelerated Instruction</p>	<p>NWEA Assessment</p>
	<p>H I G H 9-12</p>	<p>Universal Screening</p> <p>NWEA Assessment</p>	<p>NWEA Assessment</p>	<p>NWEA Assessment</p>	<p>NWEA Assessment</p>	<p>NWEA Assessment</p>
		<p>Focus Areas</p> <p>Specially designed instruction focused on student needs</p>	<p>Basic Math skills/ Math Facts Fluency /Math skill designed to achieve course level proficiency</p>	<p>Emphasis on building Course proficiency</p>	<p>Advanced Math (Honors)</p>	
<p>Intervention Program</p> <p>UCSMP & District created Curriculum</p>		<p>UCSMP & District created Curriculum</p>	<p>Core Curriculum</p>	<p>Advanced Math (Honors)</p>		
<p>Instructional Time</p> <p>40 minutes core + 40 minutes intervention at least twice weekly (9 weeks of intervention)</p>	<p>40 minutes core + 40 minutes intervention at least twice weekly (9 weeks of intervention)</p>	<p>40 minutes (9 weeks)</p>	<p>40 Minutes Accelerated Instruction to expand content</p>	<p>Evidence of Benchmark Performance</p>		
<p>Certify Progress</p>	<p>Certify Progress</p>	<p>Certify Progress</p>	<p>Certify Progress</p>	<p>Certify Progress</p>		