

RECEIVED
FEB 28 2014
CONTRACT ADMINISTRATION

MB

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

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	(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)
1412			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
<i>Susan Johnson</i>	02-26-14
Type or print the name and title of the Chief Administrative Officer SUSAN JOHNSON, SUPERINTENDENT OF SCHOOLS	
DO NOT WRITE IN THIS SPACE	

SIG SUBMISSION CHECKLIST - Turnaround, Restart, and Transformation Models

Documents for Submission	Checked – applicant	Checked – SED	
Application Cover Sheet <i>(with original signatures in blue ink)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Proposal Narrative <i>(Including District-level Plan, School-level Plan)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Attachment A Consultation and Collaboration Form	<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 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"/>	
M/WBE Documents Package (containing original signatures)			
<input type="checkbox"/> Full Participation <input type="checkbox"/> Request Partial Waiver <input type="checkbox"/> Request Total Waiver			
Type of Form	Full Participation	Request Partial Waiver	Request Total Waiver
M/WBE Cover Letter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 100 Utilization Plan	<input type="checkbox"/>	<input type="checkbox"/>	N/A
M/WBE 102 Notice of Intent to Participate	<input type="checkbox"/>	<input type="checkbox"/>	N/A
EEO 100 Staffing Plan and Instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 105 Contractor’s Good Faith Efforts	N/A	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 101 Request for Waiver Form and Instructions	N/A	<input type="checkbox"/>	<input type="checkbox"/>
SED Comments:			
Has the applicant submitted all of the documents listed above? <input type="checkbox"/> Yes <input type="checkbox"/> No			
Reviewer: _____		Date: _____	

HEMPSTEAD SCHOOL DISTRICT

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:

- Literacy for All model where we build a student's reading comprehension, writing skills, and overall skills in communication
- Early identification of student underperformance in a specific area accompanied by early intervention
- Connections to student support and wrap-around services for students with social, emotional, and behavioral issues
- Frequent communications, partnership and connections with parents; and
- Targeted, ongoing professional development for teachers to ensure fidelity of best practices; and
- The use of data to guide instruction and provide appropriate services to students academically and behaviorally

The district will review, provide or develop:

- District policies and regulations to ensure that the efforts being made under the transformation model are aligned
- A detailed job description for the School Transformation Officer (STO)
- the appropriate protocols for the Transformation Officer
- Re-define the Response to Intervention (RtI) and Academic Intervention Services (AIS) models to ensure that all students are grouped based on the North Western Evaluation Association (NWEA) map data and provided with appropriate interventions
- Ensure that all staff adhere to the new guidelines of the transformation model
- Ensure a Literacy for All model
- Extend the school day
- Provide job-embedded professional development for all academic staff
- Increase the level of parental engagement
- Bridge the gap between home and school; and
- Require teachers to participate in a minimum of 30 hours of professional development (PD) sessions to improve teachers' 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.**

- 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.**

The Hempstead District approach will be to focus on Literacy for All model in where we will strengthen and enhance student's skills in four major areas, **1) reading, 2) writing, 3) listening and 4) speaking.** We understand that it is common to believe that literacy instruction is solely the charge of English Language arts teachers, but with the shift to the Common Core Learning Standards it is becoming clearer that this is not the case. We want our students to be able to engage in advanced reading, writing, listening and speaking. We will provide our teacher and administrators with in depth professional development that not only strengthens their content knowledge, but the how within their content; and this is where the Literacy for All model comes into play.

In the area of Reading, our set of actions includes:

- Provide professional development on scaffolding
- Create a list of relevant texts to fit our student population
- Develop district-wide social practice that guides our reading discussions in classrooms

In the area of Writing, our set of actions includes:

- Provide professional development in open response
- Develop an open response rubric
- Develop a district-wide writing process/steps
- Create an open response calendar where writing is shared across every content, this includes PE, Music, Art and Family and Consumer Sciences
- Join the National Writing Project and secure additional training for teachers and administrators

In the area of Listening, our set of actions includes:

- Provide professional development in listening development as a literacy skill
- Include the development of listening as a skill in the literacy block and across content areas
- Develop a district-wide set of characteristics for effective listening strategies

In the area of Speaking (accountable talk) our set of actions includes:

- Provide professional development in accountable talk
- Create Socratic seminar settings in our classrooms
- Include the development of speaking as a skill in the literacy block and across content areas

Additional set of actions to support turnaround:

- Facilitate and ensure student learning of 21st century skills by evaluating and using a variety of hardware and software program
- Evaluating and matching instructional program to students' learning styles
- Flexible student grouping
- Focus group meetings
- Extend and expand the school day and year to increase teaching and learning time
- Use the substitute placement warehouse to track and measure staff attendance
- Technology-based differentiated instruction in a Response-to-Intervention (RtI) framework
- Multiple modes of instructional technology training held weekly, to empower teachers
- Maintain a data inquiry team with the focus of examining both formative and summative data that is collected to evaluate the academic progress of students and assist in targeting instruction to meet student needs
- Plan and implement an advisory period
- Monitor period by period attendance to provide interventions and supports for students with excessive absenteeism
- Designing an instructional paradigm of mathematics focusing on practical application and problem solving; and
- Providing students with a hands-on manipulative approach which aligns to the Common Core Learning Standards (CCLS)

After establishing Literacy for All model in the Hempstead School District, we anticipate the impact on our Priority schools will include:

- A structured literacy model will be in place for all students to improve in reading, writing, listening and speaking
- Improved student academic and behavioral performance
- Increased percent of students ready for College and Career
- Increased job-embedded professional development through Professional Learning Community time for all staff
- Expansion of the school year and student contact time

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 appointed a new Superintendent who was recently awarded a three year contract
- The district currently has a School Improvement and Accountability Office in place to support and oversee the priority schools transformation reform model
- The district was recently awarded the Systemic Support School Turnaround (SSST) grant over a two year period
- The district is currently engaging in a district-wide strategic planning process

- Students' 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
- The district has six certified "train the trainers" under the APPR teacher evaluation training process
- The district certifies and recertifies administrators, annually under the APPR teacher evaluation tool
- The district participates in training its master calibration team through NYSUT

HEMPSTEAD UNION FREE SCHOOL DISTRICT

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 has given the ABGS Middle School total autonomy to make all operational, hiring and curriculum based decisions. They will oversee the recruitment of key transformational staff and what the expanded and extended school year will look like moving forward. The middle school leadership team has met with the teachers' collective bargaining unit on a number of occasions. Both have jointly sought creative teacher input on scheduling that respects and honors the teacher's contract, while maintaining a student centered focus.

- 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 policy. The accountability policy has been board approved. The district is in the reading process for the autonomy policy.

- 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.**
 - See the provided letter of support from the local HCTA and HSAA collective bargaining units.

HEMPSTEAD UNION FREE SCHOOL DISTRICT

C. 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 ABGS Middle School Shared Leadership Team will hire a School Transformation Officer (STO) to support the middle school Transformation model. This agent will report to the Office of School Improvement and Accountability and will work directly with the building principal and leadership team. 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.

- 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.**

Cycle of planning

The Hempstead UFSD will follow the Plan, Act, Assess and Evolve planning cycle. Within the **plan**, we set our goals and outcomes. During the **act** cycle, we will provide services, implement activities and programs. In order to effectively ensure that we are on track with our plan, we will move into the **assessment** phase in where we look at our results based on our measurable outcomes, we conduct surveys and provide regular on-going reporting. In the **evolve** cycle of planning, we review, prioritize, restructure, redeploy all based on the assessment and regular reporting from the goals and objectives.

Action

Instructional Leadership Training (Monthly training)

Responsible party: Office of School Improvement & Accountability

- A district level administrator in collaboration with the building principal, assistant principals and dean will participate in extensive 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 the leadership team will be equipped to support, supervise and assess teachers in all content areas and school programming.

Shared Leadership Team Meeting (Monthly SLT meetings)

Responsible party: School Transformation Officer and SLT

- The building shared leadership team (SLT) will consist of parents, academic and ancillary staff 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 (weekly instructional walk through visits)

Responsible party: Office of School Improvement & Accountability, STO and SLT

- District level administrators will participate in Instructional walk throughs in collaboration with the building leadership team. 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: (Reference is 12 years old, need more recent reference)
 - 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

Professional Development (monthly professional development offerings)

Responsible party: Office of Curriculum and Instruction

- 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. HPS district’s, professional development program will 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.

Evaluation and Feedback

School Transformation Officer (weekly site visits)

Responsible party: Office of School Improvement & Accountability & STO

- 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

Responsible party: Office of School Improvement & Accountability

- 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.

External Evaluation

Responsible party: SLT with oversight from Office of School Improvement & Accountability

- The priority school will release requests for proposals for organizations to serve as the external evaluator for the middle school transformation model. The evaluator will conduct on site visits, focus group meetings, climate surveys and prepare an annual progress report.

Bi-Annual Climate Survey

Responsible party: External Evaluator

- Under the supervision of our external evaluator the priority school will undergo a bi-annual climate survey. Both parents, students and teachers will be surveyed. Evidence will be collected and compiled for use in an annual progress report.

HEMPSTEAD UNION FREE SCHOOL DISTRICT

D. TEACHER AND LEADER PIPELINE

- i. Identify and describe recruitment goals and strategies for high poverty and high minority schools to ensure that students in those schools have equal access to high-quality leaders and teachers.**
 - The 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 has an approved Equity in education policy that was recently recommended by SED following a Title I compliance audit. 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.**
 - Based on the priority school Autonomy structuring policy we have put in place, we do not anticipate any issues that may result from having to alter budgetary timelines. The building has total hiring autonomy and has therefore developed its own pre-established hiring procedure as developed by the Shared Leadership Team.

- 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. Provide a history of these 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?**
 - In partnership with Hofstra University, the district created an Aspiring Administrators Academy. A selection committee was established and a rubric created based on the ISLLC standards. Participants completed applications, were interviewed and a cohort of eight Aspiring Administrators were chosen to undergo a year-long training process. The Aspiring Administrators chose an action research project that they completed throughout the school year. The principal chosen to lead the priority school was not selected from this Academy; however, two of our newly selected focus school principals and one assistant principal participated in this Aspiring Administrators Academy.

- 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.*

- 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 Learning 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.
- v. **Identify in chart form, the district-offered training events for items "iii & iv" above, scheduled during the year-one implementation period (June 1, 2014 to June 30, 2015). 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	ELA Director	Participants will be able to deliver instruction aligned to the CCLS.
Effective ELA interventions that work	ELA Director	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 Director	Participants will be able to deliver instruction aligned to the CCLS.
Effective Math interventions that work	Math Director	Participants will be able to effectively create and utilize math interventions in the classroom.
Differentiated Instruction	District staff	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	SEGIS	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 ESL 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	District data team	Participants will be able to understand and use student data to target their instruction.
How to use and understand data	Data team	Participants will be able to understand and use student

		data to target their instruction.
Successful reading instructional strategies that work	ELA Director	Participants will be able to apply the knowledge to improve student reading levels homogenously and heterogeneously.
Writing across content areas	ELA Director	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	ELA Director	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	District staff	Participants will be able to better engage families and the community into the school environment.
Successful parent involvement activities that work	District staff	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.	Nassau BOCES	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	Nassau BOCES	Participants will be able to learn strategies for consistently improving student attendance.
Understanding student engagement	NYU's Steinhardt Center	Participants will be able to strengthen student engagement in daily lessons and school wide programs.
The ABC's of successful classroom management	NYU's Steinhardt Center	Participants will be able to manage behaviorally challenged classrooms.

Rationale for these PD sessions

- By providing these professional development sessions, the district believes we are setting a strong foundation in the successful implementation of the School Improvement grant plan. All these key areas focus on providing teachers and other staff with the requisite knowledge and skills to improve student achievement in the classroom in the areas of ELA and Math, while simultaneously ensuring that the social and emotional needs of our students are being met.

HEMPSTEAD UNION FREE SCHOOL DISTRICT

E. EXTERNAL PARTNER RECRUITMENT, SCREENING, AND MATCHING

- i. Describe the rigorous process and formal LEA mechanisms for identifying, screening, selecting, matching, and evaluating external partner organizations that are providing support to this Priority school.**
 - The SLT will undergo a request for proposals process, where the priority school will have the complete autonomy to select its external partner. The SLT will utilize the district's current RFP process and select an external partner based on the following:
 - 1) experience and a demonstrated record of effectiveness, 2) ability to build capacity for sustained improvement, and 3) a comprehensive plan to achieve our measurable outcomes.
 - The SLT will identify an external evaluator, who will work to evaluate the effectiveness of each of our partners, as we plan and implement the transformational school reform model at our 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.**
 - The business office purchase agent will request 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 priority school SLT.
 - Vendors are interviewed by the priority school SLT in collaboration with the Office of School Improvement & Accountability where they present their plan of action to assist in our transformation model.
 - The selected vendors forwarded to the Superintendent to be placed on the board docket for approval
 - The district enters into a Board approved contract with each selected outside partner.
 - The contracts are shared with the business office.
 - The Office of School Improvement & Accountability originates the purchase order and processes the paperwork.
 - The building principal and his team 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 and in preparation and start up for the new school year.

- 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.**
 - Please see answer provided in ii.

HEMPSTEAD UNION FREE SCHOOL DISTRICT

F. ENROLLMENT AND RETENTION POLICIES, PRACTICES AND STRATEGIES

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

HEMPSTEAD SCHOOL DISTRICT SWD & ELL #s	
Elementary SWDs	Secondary SWDs
369	444
Elementary ELL students	Secondary ELL students
1151	669

- There is only one middle school in our district; therefore, there is no other middle school better with which to compare these populations. All elementary buildings feed into this one building, which explains why our population appears to increase. 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 ESL 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.
- 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, NYSESLAT 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 the disproportionate identification of black males in special education and suspension of SWDs. Over the past two years, the middle school has been working with NYU surrounding issues of race, student disproportion 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.
- **Specific strategies are:**
 - Literacy for All model
 - Hiring of a new Assistant Superintendent of Special Education to address district special education compliance issues
 - Embedded PD from NYU Steinhardt Center
 - Task force committee formed
 - Building walk-throughs and evaluations by Outside Educational Experts

HEMPSTEAD UNION FREE SCHOOL DISTRICT

G. DISTRICT LEVEL LABOR AND MANAGEMENT CONSULTATION AND COLLABORATION

- i. **Describe in detail the steps that have occurred to consult and collaborate in the development of the district and school-level implementation plans.**
 - 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 met with the collective bargaining units to discuss restructuring efforts and ideas
 - A needs assessment was conducted and analyzed
 - 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 and can be produced upon request

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

See Consultation and Collaboration form

HEMPSTEAD UNION FREE SCHOOL DISTRICT

SECTION II.

A. 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 mission. We are in the process of creating a building specific mission and vision that is aligned to the goals and objectives of our school improvement plan and transformation model.
- The mission of Alverta B Gray Schultz Middle School, a culturally diverse community, is to provide students with a progressive and disciplined learning environment that is academically challenging, safe, and secure, this will be accomplished through excellence in teaching and learning in partnership with family and community to ensure that students gain and develop the knowledge and skills necessary to excel in high school and beyond.

End of three (3) years goals

- School Environment
 - School culture
 - School connectivity
 - Teacher and leader engagement effectiveness
- Student Performances
 - Measure of student progress
 - Outcomes for students

ATTACHMENT B GOALS

Goal #1: Increase by at 5% the number of students scoring in Level 3 and Level 4 on the New York Stated assessment in both ELA and Math

Goal #2: Reduce student tardiness and absenteeism

Goal #3: Increase the use of data to drive instruction and teach to the needs of the learner

Goal #4: Increase Parent and Community Involvement

Goal #5: 100% Literacy for All

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

- Literacy for All students
- Advisory for all students
- Peer tutoring

- Peer mediation
- Common planning time
- Job embedded coaching for staff and administrators
- Co-teaching model for special education
- Project-based learning
- STEM focus
- Shift towards informational reading across content areas
- Literacy across content areas
- Progress Monitoring
- Formal and Informal assessments
- Targeted professional development
- Needs assessment survey
- Curriculum aligned both vertically and horizontally
- Data-driven instruction
- Integration of technology into curriculum design and student work product
- **Partnership Organizations:** Will be selected and chosen based on an RFP process.

Key Strategies

- Curriculum alignment and mapping - Provide clear instructional leadership and accountability. Define the model for learning: curriculum, scope and sequence and schedule for learning for the core subjects of reading, writing and math (EngageNY.org)
- Use a scheduled formative assessment process to check each student's mastery of the CCLS for learning
- Create a master schedule with extended time 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 and enrichment 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
- Keep parents/guardians more informed through programs, conferences, leadership opportunities, and regular parent-teacher conferences
- Share interim data results with parents/guardians and discuss the child's progress (at Saturday Academy workshops)
- Conduct walkthroughs and formal observations of the teachers to ensure that curriculum is being followed

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

- The Hempstead School District 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. This calls for schools to make mission-driven decisions in accordance with students' needs and hence, truly comprehensive, transformational reform. 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 transformational leader is highly skilled and well equipped to deal with the myriad of problems and issues that arise during whole school reform.

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

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

- 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 (ABGS) 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. ABGS Middle School serves 1,412 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). Seventy-four percent (78%) 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 (42%) Caribbean and African American, sixty-five percent (56%) Hispanic and one percent (1%) other. Thirty-three percent (14%) of the students are LEP (Limited English Proficient) and thirty percent (30%) are FLEP (Former Limited English Proficient). Approximately two hundred and twelve (196) students or fourteen percent (16%) of the student population are Special Education learners.
 - There are one hundred and forty (140) ABGS Middle School staff members including teachers, one media specialist, three guidance counselors, two social workers, two psychologists, medical personnel and eleven teaching assistants employed at ABGS Middle School. There are currently four administrators: principal, three assistant principals, and one dean. 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 building's strengths, needs/challenges under the following areas: teaching, instructional leadership and organizational leadership. The school has undergone a thorough district led diagnostic school review and more recently a SED diagnostic tool site review was conducted.

- 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 SLOs
- 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 monitored by teachers to discourage/minimize high student lateness and absenteeism
- Common Planning time needs to be led by teachers in conjunction with an assistant principal
- An alternative session needs to be arranged 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 morale

- 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

The following are the preliminary results from the SED diagnostic tool site review that was conducted December 2013.

- v. **Discuss how the LEA/school will prioritize these identified needs in the implementation of the SIG plan.**
- With the Literacy for All model we anticipate that a lot of the challenges we face in the area of Math and other non-ELA content areas will in time disappear. The Literacy for ALL focus will afford our students and staff with a myriad of opportunities to improve in this area.
- The data inquiry team will continue to meet to analyze and process data. Data will be shared with staff on an on-going basis. After the data is analyzed and processed, clear priorities and objectives are identified (and set aside for staff development implementation) by the group.
- 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 in accord to accomplish it.

C. 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

- Replace the principal and replace ineffective teachers and administrators via the new principal and teacher evaluation process provide job-embedded professional development; implement a rigorous teacher-evaluation and reward system; offer financial and career advancement incentives; implement comprehensive instructional reform; extend learning- and teacher-planning time; create a community-orientation; and provide operating flexibility and sustained support. The Transformation model relies on organizations that can provide professional development tailored to the severity of the turnaround situation.
 - Based on the above definition of the transformation model, our rationale in effect is that the teachers who interact with our at risk population must have on going job embedded professional development provided by technical assistance providers who have a proven and demonstrated track record of building capacity and sustaining for school improvement purposes. It is better for us to ensure that these sustainability factors are critical to our implementing a successful school transformation.
- 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 school has held a number of restructuring meetings with the building leadership team, various teachers and the union representatives
 - The CEP team provides restructuring ideas and support to improve academic effectiveness
 - Major discussions about the restructuring process have been addressed at several monthly staff meetings
 - The Superintendent has been informed of any progress made with respect to restructuring ideas and concerns
 - A building-wide needs assessment was conducted
 - Feedback from the needs assessment was shared at a faculty meeting
 - Current technical assistance providers have met with the principal, leadership team and the principal's cabinet
 - Board members met with our Outside Educational Expert (OEE), along with the Superintendent's cabinet and building principal
 - Meeting agendas and minutes, email, notes and sign in sheets from all sessions are on file and available upon request

D. SCHOOL LEADERSHIP

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

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 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, Mr. Hank Williams has a passion for helping students achieve their goals. He has been a math teacher, a middle school dean, and an assistant principal in both middle and high school. His school's guidelines for success: *listen, be prepared, be respectful, be committed and believe* are being embraced by the school and Hempstead community. Hank Williams has shown leadership

strength and compassion while guiding the middle school students and staff towards academic gains. Mr. Williams is also a 2013 recipient of the Hempstead for Hofstra Unispan Award.

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
- Staff Developer for Data
- Staff Developer for ELA
- Staff Developer for Math
- Staff Developer for ESL/Bilingual
- Behavior Interventionist

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: the principal, three assistant principals and one dean, work extremely well together. They all meet with teachers during their common planning time, make daily instructional classroom visits and actively value staff input as the middle school attempts to cultivate positive growth and change within the building. Our principal, assistant principals and dean are APPR certified.

Ms. Rowena Costa, our second year assistant principal, is both a reading and data specialist. Her expertise reinforces our school goal of literacy for all students across the curriculum. Ms. Costa's broad experience as a testing coordinator and data specialist provides teachers with an additional incentive in learning how to read and interpret data so that they can meet the needs of their students.

Our second assistant principal, Mr. Kelvin Ortiz a bi-lingual administrator, served as dean last year. Mr. Ortiz's background as a special education teacher and guidance counselor informs his decision making with respect to staff and student needs.

Our third assistant principal, Ms. Fairclough has been an inclusion teacher, an instructional coach and an assistant principal within the New York City public school system for over a decade. Her experience and expertise within the NYCDOE provides our staff and students with an enhanced understanding of how the CCLS are implemented across the curriculum and region.

The dean, Mr. Earl Davis is a first year APPR certified administrator. His background as a teacher and licensed social worker reinforces his community based approach to achieving positive student behavior, manners, dress code and learning environment.

- The administrative cabinet meets weekly and debriefs daily.
- The middle school 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. Hank Williams and his team bring to the table. The ABGS Middle School is aligned with the District's vision and has its own Mission Statement. 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, college and beyond.

E. INSTRUCTIONAL STAFF

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

- We have over 140 instructional staff in the building. The HEDI breakdown is as follows:

- Highly effective: 1
- Effective: 28
- Developing: 23
- Ineffective: 3

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

- ABGS Middle School has teachers who are NYS certified in specific subject area. Our teaching staff is culturally diverse and also 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 differentiate or *meet the needs of their students* by providing alternative ways of thinking creatively and problem solving to promote "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, fourteen mathematics teachers, twelve ELA teachers, and six science teachers covering both the seventh and eighth grade monolingual and bilingual students. We have four ESL teachers, eleven special education teachers, fifteen special subject teachers and one reading teacher covering grades six through eight. We also have eleven teaching assistants whose cultural and linguistic abilities are also indicative of the student population.
- 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.

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

- The 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.

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.

- Screening of applicants will come by the Office of Personnel, whom after applications are received will forward to the building SLT for final screening and interview selection. The SLT will follow the building hiring procedure as developed from the district model but adapted to address our specific building needs. 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 and administrators. Those teachers who we find to be ineffective, 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 school is successful. We anticipate this relationship will continue to work collaboratively towards this common goal.

F. PARTNERSHIPS

- i. Identify by name, the partner organizations that will be utilized to provide services critical to the implementation of the new school design. Additionally, provide the rationale for the selection of each. Explain specifically, the role they will play in the implementation of the new school design.***
 - The district has partnered with CSSR to assist with our focus and priority schools as the Outside Educational Experts. CSSR has a proven track record and the district went through an extensive RFP process to secure their services to assist us with our school improvement efforts. We also currently partner with Scholastic Achievement Partners. They provide professional development in the area of ELA and Math. The International Center for Leadership in Education is working with us in the area of ELA. Math Solutions is assisting us in the area of math. All provide training on the CCLS, rigor and relevance, differentiated instruction, best practices in instructional strategies in ELA and Math and in scaffolding literacy across the content areas.
 - While we currently appreciate and respect the work they are currently doing with our district, the district has chosen to go through an official RFP process to secure external partners that will work with us over the three years of the School Improvement Grant. If awarded the SIG, we anticipate being able to complete the RFP process within a two week period.

- 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.**

Once the district completed the RFP process and makes the final selection, we will be able to submit a demonstrated and proven track record of success

- 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 SLT in collaboration with the district will hire an external evaluator who will 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.

G. ORGANIZATIONAL PLAN

- i. **Submit an organizational chart (or charts) identifying the management and team structures, and lines of reporting. (If a Restart model is being proposed, be sure to include the specific role of the 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 regularly with his administrative team using the following modalities: in cabinet meetings, informal open door policy meetings, daily debriefings, memos, email, and two-way radio communication.
- The entire administrative team focuses on assessment results in order to promote data driven instruction. At weekly department meetings, staff provides evidence of the ways in which they align curriculum with student achievement and Common Core Learning Standards (CCLS). 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 MAP testing program. Teachers are shown how to create a tiered analysis of evidence based student ability/achievement.
- Data Inquiry Team is currently facilitated by one of our Assistant Principals. She meets on an on-going basis with a team of staff to review, analyze and collaborate with staff on their grade level on how to effectively use data in their classrooms to guide instruction.
- Throughout the school year, academic data is discussed at PTSA and SEPTA meetings and other parent workshops and forums.

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

- The district has an approved APPR plan that is available upon request. The principal and his cabinet are responsible for scheduling all observations for the 2014-2015 school year. A set schedule is established prior to the beginning of school by the building leadership. The assistant principals report their results to the principal and enter all of their classroom observations in OASYS, which is our on line database to house all APPR information. Once all evaluations are completed for the year, an email is sent to the Principal and finally the Assistant Superintendent for Personnel who ensures that all staff are appropriately observed.

ADMINISTRATOR/EVALUATOR	CONTENT AREA ASSIGNED	REPORT RESULTS TO
PRINCIPAL- Hank Williams	Special Education, Teaching Assistants, Health	Assistant Superintendent for Personnel
AP- Rowena Costa	ELA, ESL, Guidance, SS-Grade 6	Principal
AP-Kelvin Ortiz	Science, SS-Grades 7, 8, P.E., Music, LOTE	Principal
AP- Kelly Fairclough	Math, SS-Grade 6, Business, Tech, Art, Home & Careers	Principal
Dean - Earl Davis	IST, Attendance, Security, Cafeteria	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 2014-2015 school year that reaches all instructional personnel who will staff the building.

See attached calendar

H. EDUCATIONAL PLAN

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

We will use the state approved EngageNY ELA and Math modules. Our priority school's approach will be to focus on a **Literacy For All** model in where we strengthen and enhance students skills in for major areas, **1) reading, 2) writing, 3) listening and 4) speaking.** We understand that it is common to believe that literacy instruction is solely the charge of English Language Arts teachers, but with the shift to the Common Core Learning standards it is becoming clearer that this is not the case. We want our students to be able to engage in advanced reading, writing, listening and speaking. We will provide our teachers and administrators in depth professional development that will strengthens their content knowledge, and ability to implement the CCLS with rigor and relevance.

- **Curriculum Mapping software**

- The district will explore a more innovative way for staff to vertically and horizontally articulate 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 data of academic achievement and growth 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.

- 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.).

- Grounded in Constructivist pedagogy, teachers will continue to explore ways to focus on shifts in math and ELA. Other subject area teachers will become more familiar with these Common Core shifts and use them as a basis for their lessons, so that students will be able to discern-correlate evidence from the text that has real world relevance. As we

delve deeper into the ELA and Math shifts through a Literacy for ALL model, we will concentrate on some basic instructional strategies we feel meet the learning style needs of our student population in both ELA and Math, they are:

- Scaffolding
- Differentiation
- One observation, One connection, One surprise and One question
- Close reading and reading for purpose
- Open response
- Accountable talk
- Making predictions and connections
- Think alouds
- Cooperative learning groups
- Think, write, pair, share
- Thumbs up, thumbs down
- Concentration on targeted strategies for **Reading, writing, listening and speaking:**
 - **Reading:** the district will identify, target and train staff across content areas on 10 reading strategies that will have the most significant impact on student achievement.
 - **Writing:** the district will identify, target and train staff across content areas on 5 writing strategies that will have the most significant impact on student achievement.
 - **Listening:** the district will identify, target and train staff across content areas on 2 listening strategies that will have the most significant impact on student achievement.
 - **Speaking:** the district will identify, target and train staff across content areas on 2 speaking strategies that will have the most significant impact on student achievement.
- **Plan to accelerate learning**
 - Using the RtI model, we will create Individualized Learning Plans (ILP) for every student in grades 6th through 8th grade. Teachers on each grade level will be responsible for 25-35 ILP's depending on the number of students on each grade level. The ILP will be used to track student progress, progress monitor and communicate student achievement to parents and instructional support staff as necessary. Based on the student achievement and progress monitoring data gathered on the ILP, teachers will be able to place students in the correct level of difficulty to ensure we are achieving academic rigor for all students.

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. To that end, both priority schools will be proposing moving from a 180 day school year to 187 day school year.
- This would involve four (4) additional half days for student instruction with the second part of the day targeting building specific professional development.
- An additional two (2) days would be for an annual staff retreat for capacity building and sustainability.
- Lastly, one (1) day for staff at the end of every school year to plan

We are proposing the following:

- AIS during the school day
- Summer Enrichment Camp
- Before and after-school programming
- 6th grade 3-week transitional camp
- Saturday Academy: Math, ELA, ESL
- A variety of professional development opportunities during the school day, after school and summer institutes for principals and instructional staff
- Annual two (2) day staff retreat

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).

- Evidenced based decision making

- 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 uses Race to The Top funds to support the data driven inquiry initiative district-wide. We have established coordinated processes to collect data, measure and communicate student achievement, and its progress. Data is collected, analyzed and shared to inform district planning, professional development planning and development of differentiated instructional plans for students.
- 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 with 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.
- **Common planning time (house and/or grade level)**
- Early warning and intervention systems require interdisciplinary teams of teachers (pairs, triads, four- to six-person teams) with a common set of students and common planning time to monitor student progress, evaluate the effectiveness of interventions, and adapt strategies as needed to specific students in a timely manner. Teachers will need training and technical assistance on how to effectively 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 collaborate with these teams to ensure meeting protocols are established and orchestrated, teachers reflect on their instructional practices, students' work is discussed, and to maintain the overarching objective of maintaining effective instructional and intervention strategies to improve student achievement across all content areas.

- 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 strategies for academic and behavioral challenges in the classroom, a teacher may make a written recommendation for 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 is 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. This begins the CSE process. An ABGS Middle School parent may refer his/her 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 academic and behavior. We have detailed our 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

Approach to student behavior and discipline

- 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 and 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:
 - Reduction in referrals, suspensions, and expulsions
 - Decline in tardiness rates
 - Increases in student attendance and classroom connectedness
 - Increased safety and civility
- We do experience suspensions as do most schools; however, we practice a progressive discipline model that incorporates a demerit system, lunch and after-school detention. While we still administer out of school suspensions, we feel that progressive discipline coupled with our Safe and Civil Schools philosophy we are on the right track with our at risk student population. Our data team makes it a point to review and disaggregate student discipline referrals; in addition our building leaders provide additional training and support to staff that write an excessive amount of student referrals.

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.

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 and Curriculum Nights**
 - HSD 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 and monthly curriculum nights 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 is occurring. To that end, we want to allow our students and staff to serve as our Public Relations representatives, by sharing academic achievement and growth 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 meaningful communication between stakeholders with information and opportunities for involvement in the school's reform efforts.
- **Some additional activities will be as follows:**
 - Parent Teacher conferences

- Written letters and memorandums are sent home to parents regularly.
- PTSA meetings
- SEPTA meetings (teachers are on the SEPTA board)
- STEM Fair
- Parent literacy workshops
- Parent homework assistance workshops
- Parents Right to Know (IDEA) workshops
- Enhance parent's knowledge of NYS and local assessments
- Automatic call out phone system
- Group text messaging services for the parents of students

I. TRAINING, SUPPORT AND PROFESSIONAL DEVELOPMENT

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

- The building level shared leadership team met along with the district grant writer and OEE to work on each section of the SIG plan. These meetings were held a weekly basis since November 2013.
- Meeting agendas and minutes, email, notes and sign in sheets from each session are on file are available upon request.

ii. Implementation Period. Identify in chart form, the planned training, support, and professional development events scheduled during the year one implementation period (June 1, 2014, to June 30, 2015). 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 our SIG plan goals and feedback from our preliminary SED diagnostic visit, we have presented a number of professional development opportunities for staff. We anticipate that these opportunities if implemented and done with fidelity, will have a dramatic impact on student achievement.

Professional Development Topic	Responsible for Delivery	Measurable Outcomes
Reading strategies	Content coaches	Teachers will be able to articulate, apply and use reading strategies to enhance and improve student reading comprehension and communication skills.
Writing strategies	Content coaches	Teachers will be able to articulate, apply and use writing strategies to enhance and improve student writing and communication skills.
Listening strategies	Content coaches	Teachers will be able to articulate, apply and use listening strategies to enhance and improve student listening and communication skills.
Speaking strategies	Content coaches	Teachers will be able to articulate, apply and use speaking strategies to enhance and improve student speaking and communication skills.
Reasoning strategies	Content coaches	Teachers will be able to

		articulate, apply and use reasoning strategies to enhance and improve student reasoning abilities and communication skills.
Questioning Techniques	Content coaches	Teachers will be able to articulate, apply and use higher order questioning techniques strategies to improve student achievement and cognitive growth.
Rigor and Relevance	Technical assistance provider	Teachers will be able to construct, plan and apply instruction that is rigorous and relevant for ultimate student achievement.
CCLS shifts in ELA	Technical assistance provider	Teachers will be able to analyze, organize and use the CCLS shifts in their instructional program.
CCLS shifts in Math	Technical assistance provider	Teachers will be able to analyze, organize and use the CCLS shifts in their instructional program.
Response to Intervention Tier I	District staff	Teachers will understand and apply research based instructional strategies to support Tier I core instruction.
Response to Intervention Tier II	District staff	Teachers will understand and apply research based instructional strategies to support Tier II core strategic interventions.
Response to Intervention Tier III	District Staff	Teachers will understand and apply research based instructional strategies to support Tier III intensive interventions.
Classroom management and successful behavioral strategies	Technical assistance provider	Teachers will understand and utilize research based classroom management techniques.
Advisories that work	Technical assistance provider	Teachers will utilize strategies to ensure a successful advisory program.

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.

BUDGET NARRATIVE AND BUDGET FORMS

- i. A FS-10 for the year-one implementation period (June 1, 2014, to June 30, 2015).
- 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

School Transformation Officer (STO) $\$140,000 \times .5 = \$70,000$

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.

Before and After School Programming 10 teachers @ 3 hours x 30 weeks x \$40.54 = \$36,486
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 140 teachers x 2 days @ \$100 per teacher/per day = \$24,000
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 2014-2015 school year and aligned to the goals and objectives as outlined in our transformation activities.

Summer Transition Camp for rising 6th graders 10 teachers x 4 hours x 15 days x \$40.54 = \$24,324

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 10 teachers x 2 hours x 30 weeks x \$40.54=\$24,324

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: \$179,134

Code 16 Salaries for Support Staff

Clerical for the School Transformation Officer \$33,000 x 1= \$33,000

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: \$33,000

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.

Naviance \$10,000

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.

Technical Assistance Providers (To be determined)=\$150,000

Our TA will be assisting the priority school in the implementation of the CCLS in the area of Math, ELA. They will also provide job embedded coaching and intensive summer institutes for teachers, teacher leaders and administrators. They will also provide coaching, professional development, guidance and feedback as we implement the transformation model.

Code 40 Total \$175,000

Code 45 Supplies and Materials

Math Manipulatives \$8,266

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 5= \$60,000

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.

Supplies and materials for before and after-school programming \$10,000

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 \$83,266

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

Code 80 Benefits

School Transformation Officer 20% for benefits= \$14,500
Code 46 Total \$14,500

TOTAL BUDGET: \$500,000

Agency Code	2	8	0	2	0	1	0	3	0	0	0
Agency Name											
Year 1 Implementation Period (June 1, 2014 - June 30, 2015)											
Categories	Code	Costs									
Professional Salaries	15	179134									
Support Staff Salaries	16	33000									
Purchased Services	40	175000									
Supplies and Materials	45	83266									
Travel Expenses	46	15100									
Employee Benefits	80	14500									
Indirect Cost (IC)	90	0									
BOCES Service	49	0									
Minor Remodeling	30	0									
Equipment	20	0									
Total		\$500000									
Year 2 Implementation Period (July 1, 2015 - June 30, 2016)											
Categories	Code	Costs									
Professional Salaries	15	85,500									
Support Staff Salaries	16	0									
Purchased Services	40	150000									
Supplies and Materials	45	0									
Travel Expenses	46	0									
Employee Benefits	80	14500									
Indirect Cost (IC)	90										
BOCES Service	49										
Minor Remodeling	30										
Equipment	20										
Total		250000									
Year 3 Implementation Period (July 1, 2016 - June 30, 2017)											
Categories	Code	Costs									
Professional Salaries	15	85,500									
Support Staff Salaries	16	0									
Purchased Services	40	150000									
Supplies and Materials	45	0									
Travel Expenses	46	0									
Employee Benefits	80	14500									
Indirect Cost (IC)	90										
BOCES Service	49										
Minor Remodeling	30										
Equipment	20										
Total		250000									

Total Project Period (June 1, 2014 - June 30, 2017)		
Categories	Code	Costs
Professional Salaries	15	350134
Support Staff Salaries	16	33000
Purchased Services	40	475000
Supplies and Materials	45	83266
Travel Expenses	46	15100
Employee Benefits	80	43500
Indirect Cost (IC)	90	0
BOCES Service	49	0
Minor Remodeling	30	0
Equipment	20	0
Total Project Budget		1,000,000

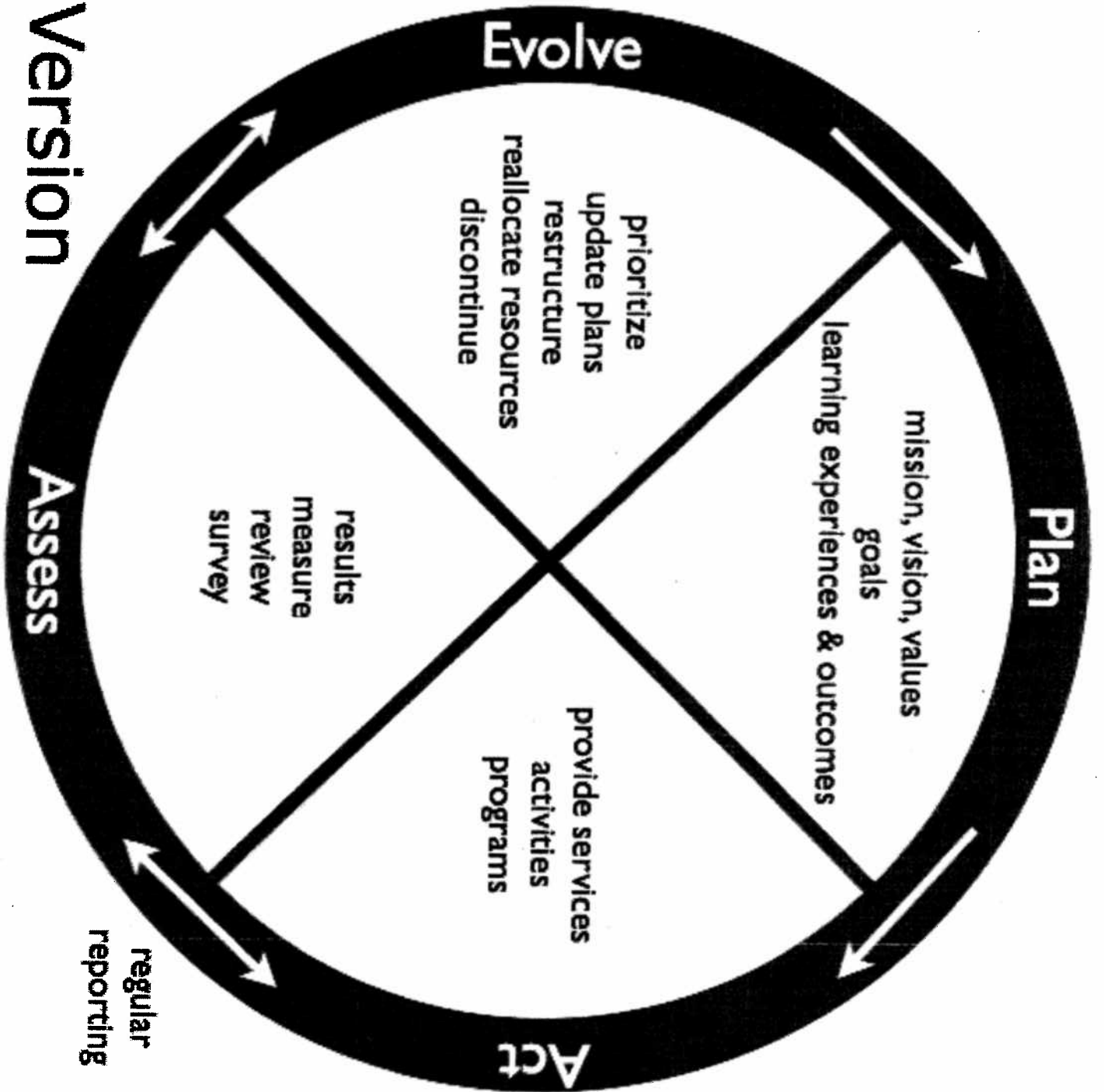
Attachment B
School-level Baseline Data and Target-Setting Chart

SCHOOL-LEVEL BASELINE DATA AND TARGET-SETTING CHART	Unit	2015-16 Average	Baseline 2016	2017 Target	2018 Target	2019 Target
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%	97%	98%	100%
c. Student participation in State Math assessment	95%	95%	95%	97%	98%	100%
d. Drop-out rate	n/a	n/a	n/a	n/a	n/a	n/a
e. Student average daily attendance	88%	88%	88%	90%	95%	99%
f. Student completion of advanced coursework	n/a	n/a	n/a	n/a	n/a	n/a
g. Suspension rate	14%	14%	14%	10%	8%	4%
h. Number of discipline referrals	630	630	630	300	200	100
i. Truancy rate	n/a	n/a	n/a	n/a	n/a	n/a
j. Teacher attendance rate	7%	7%	7%	5%	3%	1%
k. Teachers rated as "effective" and "highly effective"	17%	17%	17%	34%	50%	70%
l. Hours of professional development to improve teacher performance	16	16	16	20	25	30
m. Hours of professional development to improve leadership and governance	5	5	5	7	9	10
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	5	5	5	7	9	10
II. Academic Indicators						
a. ELA performance index	PI 96	96	96	121	138	142
b. Math performance index	PI 114	114	114	137	141	152
c. Student scoring "proficient" or higher on ELA assessment	19%	19%	19%	40%	52%	60%
d. Students scoring "proficient" or higher on Math assessment	27%	27%	27%	54%	60%	65%
e. Average SAT score	n/a	n/a	n/a	n/a	n/a	n/a
f. Students taking PSAT	n/a	n/a	n/a	n/a	n/a	n/a
g. Students receiving Regents diploma with advanced designation	n/a	n/a	n/a	n/a	n/a	n/a
h. High school graduation rate	n/a	n/a	n/a	n/a	n/a	n/a
i. Ninth graders being retained	n/a	n/a	n/a	n/a	n/a	n/a
j. High school graduates accepted into two or four year colleges	n/a	n/a	n/a	n/a	n/a	n/a

Hempstead UFSD Priority School Principal Autonomy Structure

Autonomy: Decisions made at the school level, fully meeting federal and state law, district policies and negotiated contracts when applicable. Some decisions will be shared with central administration to ensure alignment with the district's defined strategic plan and maximize district resources.

School Budget	It is expected that the priority school will engage in annual budget planning at the school based level.
Staffing	Staffing decisions will be made by the priority school based team. The district will assist the priority school in talent recruitment both within and outside of the district.
Professional Development/Capacity Building	The priority will be responsible for capacity building based on the building turnaround plan. The school will ensure that the educational needs and goals of the students are being met. The district will continue to provide centralized professional development outside of those provided by the priority school.
Curriculum	The priority school may create unique courses and curriculum that prepare students for College and Career.
Tiered Interventions	The district will continue to provide the structure for RtI based on our district plan, however the priority school can adopt and modify based on their specific building needs.
School Schedule	Priority schools may propose unique instructional schedules that must be supported by their school based budget.
Accountability System	Priority schools will follow the same performance standards and assessments that are set for all schools. The district will continue to monitor its accountability system based on our approved APPR plan.
Partnerships	Priority schools are encouraged to seek partnerships that align with their theme, design and grade levels to advance the educational experiences of their students.



Draft Version

4-20-2012



185 Peninsula Blvd.
Hempstead, NY 11550

Susan Johnson
Superintendent of Schools
(516) 292-7111 ext. 1001
Fax: (516) 292-0933

Dr. William McLaurin
President
Hempstead School
Administrators Association
(516) 292-7111 ext. 3145
Fax: (516) 292-7830

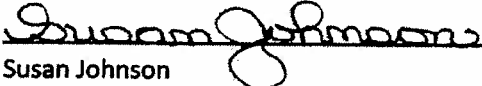
February 25, 2014

Dr. John King
Commissioner of Education
New York State Education Department
89 Washington Avenue
Albany, NY 12234

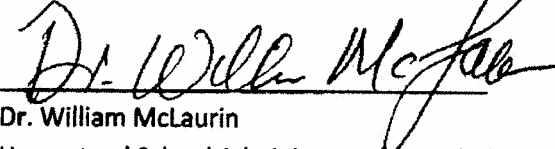
Dear Dr. King:

This letter is being written in support of the School Improvement Grant 1003(g) for the Hempstead Public School district's two schools, The Hempstead High School and the ABGS Middle School. The Hempstead Public School District and the Hempstead School Administrators Association Schools have agreed to work together to support the full implementation of a Transformation Model in each of the identified schools and hereby certify that discussions related to obstacles and activities that will be subject to negotiating collective bargaining agreements have been conducted and will continue to be conducted on a monthly basis with the goal of identifying and resolving contractual barriers through the negotiation and MOA process.

Sincerely,


Susan Johnson

Superintendent of Schools


Dr. William McLaurin
Hempstead School Administrators Association

02-26-14

Date

2/26/14

Date



185 Peninsula Blvd.
Hempstead, NY 11550

Susan Johnson
Superintendent of Schools
(516) 292-7111 ext. 1001
Fax: (516) 292-0933

Rodney Gilmore, Ed.D.
Interim Assistant Superintendent
for Personnel
(516) 292-7111 ext. 1144
Fax: (516) 564-0356

Regina Armstrong
Assistant Superintendent
for Elementary Curriculum and
Instruction
(516) 292-7111 ext. 1007
Fax: (516) 292-0933

Deborah DeLong
Assistant Superintendent
for Pupil Personnel Services
(516) 292-7111 ext. 3132
Fax: (516) 292-7692

Gerard Antoine
Assistant Superintendent
for Business
(516) 292-7111 ext. 1107
Fax: (516) 292-3115

Allison Hernandez
Assistant Superintendent
for Special Education
(516) 292-7111 ext. 1015
Fax: (516) 564-0349

Nichelle Rivers, Ed.D.
Executive Director
(516) 500-9952
Fax: (516) 500-9949

February 26, 2014


John King, Ph.D.
Commissioner of Education
New York State Education Department
89 Washington Avenue
Albany, NY 12234

Dear Dr. King:

This letter is being written in support of the School Improvement Grant 1003(g) for the district's two Persistently Lowest Achieving Schools – Hempstead High School and ABGS Middle School. The Hempstead School District (HPS) and Hempstead Classroom Teachers Association (HCTA) have agreed to work together to support the full implementation of a Transformation Model in each of the identified schools. The parties agree that they will engage in expeditious negotiations regarding mandatory subjects of bargaining related to changes in the collective bargaining agreement that are necessary to implement the transformational model.


Susan Johnson, Superintendent of Schools

02-26-14
Date


Elias Mestizo, President of
Hempstead Classroom Teachers Association

2/26/14
Date

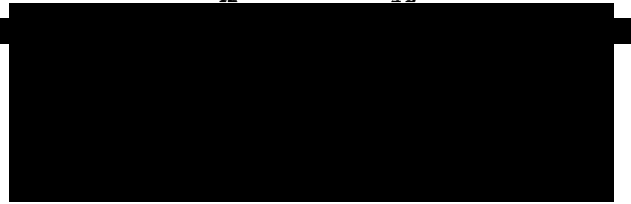
Attachment A
 Consultation and Collaboration Documentation Form

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

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

Principals Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School Identified in this SIG application.
Signature (in blue ink) <i>[Signature]</i>	Date 2/26/14	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.
Type or print name DR. WILLIAM McLAURON	Date 2/26/14	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.
Teachers Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School Identified in this SIG application.
Signature (in blue ink) <i>[Signature]</i>	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School Identified in this SIG application.
Type or print name S. S. Postias	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School Identified in this SIG application.
Parent Group President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School Identified in this SIG application.
Signature (in blue ink) <i>[Signature]</i>	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School Identified in this SIG application.
Type or print name Sharese R Hawkins	Date 2-26-14	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.

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

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
- Conferred 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

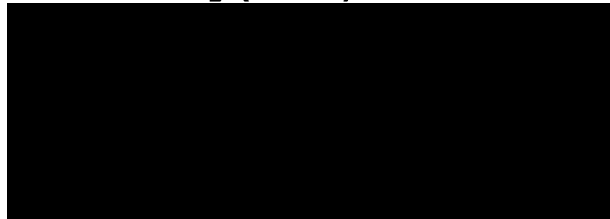
PROFESSIONAL MEMBERSHIPS

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

REFERENCES

Available upon request

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

Current Calendar of Events

January 2014

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			

February 2014

Sun	Mon	Tues	Wed	Thu	Fri	Sat
					1	2
3	4	5 Washington Pre P2 Swiatowski Pre P3 Langton Pre P4 Marchan Pre P8	6	7 Swiatowski Ob P1 Washington Ob P3 Marchan Ob P5 Koestenblatt Ob P7	8	9

		Koestenblatt Pre P9		Langton Ob P9		
10	11	12 Tineo Pre P1 Crespo Pre P2 Smith Pre P 3 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

March 2014

Sun	Mon	Tues	Wed	Thu	Fri	Sat
				1	2	3
4	5 Shabazz/Janeo Post P1 Mallah Post P4	6	7 Dezil Pre P1 Topping Pre P2	8 Dezil Ob P8+9 Room 127	9 Clarke Ob P1+2 Room 119 Topping Ob P5+6 Room 125	10

7	8	9	10	11	12	13
14	15	16	17 Moran Ob P3+4 Room 128 Nealis Ob P7+8 Room 908	18	19	20
21	22 Nealis Post P1 Moran Post P2 Hutchinson Post P3	23 Knecht Pre P3 Dorestant Pre P4	24 Hutchinson Ob P1+2 Room 105 Knecht Ob P6+7 Room 118 Dorestant Ob- P8+9 Room 107	25	26	27
28	29 Hutchinson Post P3 Dorestant Post P4 Knecht Post P9	30 Shabazz/Janeo Pre P1 Mallah Pre P4 Ruvolo/Cantor Pre P9	31 Mallah Ob P2+3 Room 109 Ruvolo/Cantor Ob P6+7 Room 119 Shabazz/Janeo Ob P8+9 Room 115			

**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.

- Works on data and monitors student progress.
- Ensures implementation of timeline.
- Directs and guides the total transformation model activities
- Maintains a healthy educational climate, together with good student discipline.
- Cooperates in the review and evaluation of the reform process.
- Makes recommendations, together with the Office of School Improvement and Technical Assistance Provider, for the employment, promotion, and dismissal of secondary teachers and other staff to the District Leadership Team.
- Encourages staff and student responsibilities through their participation in the development and execution of school procedures and policies.
- Maintains good school-community relation, outlines and interprets the school program to students, parents, and community.
- Assist with preparation of teacher and pupil assignments and schedules.
- Assist with conduct of staff meetings as required for the proper functioning of the school.
- Perform other duties as assigned

SCHOOL IMPROVEMENT GRANT (G) 2014-2015 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:	100 Main Street		
	Street		
	HEMPSTEAD	NY	1150
	City	State	Zip Code

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

E-Mail Address: nrivers@hempsteadschools.org

Project Operation Dates: 06 / 01 / 14 06 / 30 / 15
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
School Transformation Officer (STO)	.5	\$140,000 x .5	\$70,000
Before/After School tutors	10 teachers	3hrs x 30 wks x \$40.54	\$36,486
PD Summer Institute	140 teachers	120 x 2 days @ \$100 per day	\$24,000
Summer Transition Camp for rising 6 th graders	10 teachers	4 hrs x 15 days x \$40.54	\$24,324
Saturday Academy	20 teachers	2 hrs x 30 wks x \$40.54	
Before/After school coordinator	stipend	\$10,000	\$10,000
Subtotal - Code 15			\$179,134

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	\$33,000	\$33,000
Subtotal - Code 16			\$33,000

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	TBD	TBD	\$150,000
Career Counseling software	Naviance	\$10,000	\$10,000
Curriculum Mapping Software	TBD	\$15,000	\$15,000
Subtotal - Code 40			\$175,000

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	\$8,266	\$8,266
Leveled materials	Literacy	Varies	\$12,000 x 5 LLI Kits	\$60,000
Supplies before/after program	for school	Varies	\$10,000	\$10,000
Transition supplies	Camp	Varies	\$5,000	\$5,000
Subtotal - Code 45				\$83,266

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		14,500

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)

\$		(A)
	%	(B)
\$	\$0	(C)

B. Approved Restricted Indirect Cost Rate

C. (A) x (B) = Total Indirect Cost

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	\$179,134
Support Staff Salaries	16	33,000
Purchased Services	40	\$175,000
Supplies and Materials	45	\$83,266
Travel Expenses	46	\$15,100
Employee Benefits	80	\$14,500
Indirect Cost	90	\$0
BOCES Services	49	\$0
Minor Remodeling	30	\$0
Equipment	20	\$0
Grand Total		1,000,000

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 02/26/14

Signature Susan Johnson

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

FOR DEPARTMENT USE ONLY

Agency Code:

2	8	0	2	0	1	0	3	0	0	0
---	---	---	---	---	---	---	---	---	---	---

Project #:

--	--	--	--	--	--	--	--	--	--	--

Contract #:

--	--	--	--	--	--	--	--	--	--	--

Federal Employer ID #:

--	--	--	--	--	--	--	--	--	--	--

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

--

RECEIVED

FEB 28 2014

CONTRACT ADMINISTRATION



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

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	(516) 500-9952	(516) 500-9949	NRIVERS@HEMPSTEADSCHOOLS.ORG
Legal School Name for the Priority School Identified in this Application			School Beds Code
HEMPSTEAD HIGH SCHOOL			280201030007
Grade Levels Served by the Priority School Identified in this Application			School NCES #
9-12			
Total Number of Students Served by the Priority School Identified in this Application			School Address (Street, City, Zip Code)
1969			201 PRESIDENT 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
	02-26-14
Type or print the name and title of the Chief Administrative Officer	
SUSAN JOHNSON, SUPERINTENDENT OF SCHOOLS	
DO NOT WRITE IN THIS SPACE	

SIG SUBMISSION CHECKLIST - Turnaround, Restart, and Transformation Models

Documents for Submission	Checked – applicant	Checked – SED	
Application Cover Sheet <i>(with original signatures in blue ink)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Proposal Narrative <i>(Including District-level Plan, School-level Plan)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Attachment A Consultation and Collaboration Form	<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 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"/>	
M/WBE Documents Package (containing original signatures)			
<input type="checkbox"/> Full Participation <input type="checkbox"/> Request Partial Waiver <input type="checkbox"/> Request Total Waiver			
Type of Form	Full Participation	Request Partial Waiver	Request Total Waiver
M/WBE Cover Letter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 100 Utilization Plan	<input type="checkbox"/>	<input type="checkbox"/>	N/A
M/WBE 102 Notice of Intent to Participate	<input type="checkbox"/>	<input type="checkbox"/>	N/A
EEO 100 Staffing Plan and Instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 105 Contractor’s Good Faith Efforts	N/A	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 101 Request for Waiver Form and Instructions	N/A	<input type="checkbox"/>	<input type="checkbox"/>
SED Comments:			
Has the applicant submitted all of the documents listed above? <input type="checkbox"/> Yes <input type="checkbox"/> No			
Reviewer: _____		Date: _____	

HEMPSTEAD SCHOOL DISTRICT

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:

- Literacy for All model where we build a student's reading comprehension, writing skills, and overall skills in communication
- Early identification of student underperformance in a specific area accompanied by early intervention
- Connections to student support and wrap-around services for students with social, emotional, and behavioral issues
- Frequent communications, partnership and connections with parents; and
- Targeted, ongoing professional development for teachers to ensure fidelity of best practices; and
- The use of data to guide instruction and provide appropriate services to students academically and behaviorally

The district will review, provide or develop:

- District policies and regulations to ensure that the efforts being made under the transformation model are aligned
- A detailed job description for the School Transformation Officer (STO)
- the appropriate protocols for the Transformation Officer
- Re-define the Response to Intervention (RtI) and Academic Intervention Services (AIS) models to ensure that all students are grouped based on the North Western Evaluation Association (NWEA) map data and provided with appropriate interventions
- Ensure that all staff adhere to the new guidelines of the transformation model
- Ensure a Literacy for All model
- Extend the school day
- Provide job-embedded professional development for all academic staff
- Increase the level of parental engagement
- Bridge the gap between home and school; and
- Require teachers to participate in a minimum of 30 hours of professional development (PD) sessions to improve teachers' performance
- Review and strengthen relationships with Community Based Organizations.

- 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.**

The Hempstead District approach will be to focus on Literacy **for All** model in where we will strengthen and enhance student's skills in four major areas, **1) reading, 2) writing, 3) listening and 4) speaking.** We understand that it is common to believe that literacy instruction is solely the charge of English Language arts teachers, but with the shift to the Common Core Learning Standards it is becoming clearer that this is not the case. We want our students to be able to engage in advanced reading, writing, listening and speaking. We will provide our teacher and administrators with in depth professional development that not only strengthens their content knowledge, but the how within their content; and this is where the Literacy for All model comes into play.

In the area of Reading, our set of actions includes:

- Provide professional development on scaffolding
- Create a list of relevant texts to fit our student population
- Develop district-wide social practice that guides our reading discussions in classrooms

In the area of Writing, our set of actions includes:

- Provide professional development in open response
- Develop an open response rubric
- Develop a district-wide writing process/steps
- Create an open response calendar where writing is shared across every content, this includes PE, Music, Art and Family and Consumer Sciences
- Join the National Writing Project and secure additional training for teachers and administrators

In the area of Listening, our set of actions includes:

- Provide professional development in listening development as a literacy skill
- Include the development of listening as a skill in the literacy block and across content areas
- Develop a district-wide set of characteristics for effective listening strategies

In the area of Speaking (accountable talk) our set of actions includes:

- Provide professional development in accountable talk
- Create Socratic seminar settings in our classrooms
- Include the development of speaking as a skill in the literacy block and across content areas

Additional set of actions to support turnaround:

- Facilitate and ensure student learning of 21st century skills by evaluating and using a variety of hardware and software program
- Evaluating and matching instructional program to students' learning styles
- Flexible student grouping
- Focus group meetings
- Extend and expand the school day and year to increase teaching and learning time
- Use the substitute placement warehouse to track and measure staff attendance
- Technology-based differentiated instruction in a Response-to-Intervention (RtI) framework
- Multiple modes of instructional technology training held weekly, to empower teachers
- Maintain a data inquiry team with the focus of examining both formative and summative data that is collected to evaluate the academic progress of students and assist in targeting instruction to meet student needs
- Plan and implement an advisory period
- Monitor period by period attendance to provide interventions and supports for students with excessive absenteeism
- Designing an instructional paradigm of mathematics focusing on practical application and problem solving; and
- Providing students with a hands-on manipulative approach which aligns to the Common Core Learning Standards (CCLS)

After establishing Literacy for All model in the Hempstead School District, we anticipate the impact on our Priority schools will include:

- A structured literacy model will be in place for all students to improve in reading, writing, listening and speaking
- Improved student academic and behavioral performance
- Increased percent of students ready for College and Career
- Increased job-embedded professional development through Professional Learning Community time for all staff
- Expansion of the school year and student contact time

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 appointed a new Superintendent who was recently awarded a three year contract
- The district currently has a School Improvement and Accountability Office in place to support and oversee the priority schools transformation reform model
- The district was recently awarded the Systemic Support School Turnaround (SSST) grant over a two year period
- The district is currently engaging in a district-wide strategic planning process

- Students' 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
- The district has six certified "train the trainers" under the APPR teacher evaluation training process
- The district certifies and recertifies administrators, annually under the APPR teacher evaluation tool
- The district participates in training its master calibration team through NYSUT

HEMPSTEAD UNION FREE SCHOOL DISTRICT

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 has given the Hempstead High School total autonomy to make all operational, hiring and curriculum based decisions. They will oversee the recruitment of key transformational staff and what the expanded and extended school year will look like moving forward. The high school leadership team has met with the teachers' collective bargaining unit on a number of occasions. Both have jointly sought creative teacher input on scheduling that respects and honors the teacher contract while maintaining a student centered focus.

- 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 policy. The accountability policy has been board approved. The district is in the reading process for the autonomy policy.

- 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.**
 - See the provided letter of support from the local HCTA and HSAA collective bargaining units.

HEMPSTEAD UNION FREE SCHOOL DISTRICT

C. 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 high school. The Hempstead High School Shared Leadership Team will hire a School Transformation Officer (STO) to support the high school Transformation model. This agent will report to the Office of School Improvement and Accountability and will work directly with the building principal and leadership team. 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.

- 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.**

Cycle of planning

The Hempstead UFSD will follow the Plan, Act, Assess and Evolve planning cycle.

Within the **plan**, we set our goals and outcomes. During the **act** cycle, we will provide services, implement activities and programs. In order to effectively ensure that we are on track with our plan, we will move into the **assessment** phase in where we look at our results based on our measurable outcomes, we conduct surveys and provide regular on-going reporting. In the **evolve** cycle of planning, we review, prioritize, restructure, redeploy all based on the assessment and regular reporting from the goals and objectives.

Action

Instructional Leadership Training (Monthly training)

Responsible party: Office of School Improvement & Accountability

- A district level administrator in collaboration with the building principal, assistant principals and dean will participate in extensive 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 the leadership team will be equipped to support, supervise and assess teachers in all content areas and school programming.

Shared Leadership Team Meeting (Monthly SLT meetings)

Responsible party: School Transformation Officer and SLT

- The building shared leadership team (SLT) will consist of parents, academic and ancillary staff 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 (weekly instructional walk through visits)

Responsible party: Office of School Improvement & Accountability, STO and SLT

- District level administrators will participate in Instructional walk throughs in collaboration with the building leadership team. The district has an established walk through protocol that will be used by the high 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: (Reference is 12 years old, need more recent reference)
 - 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

Professional Development (monthly professional development offerings)

Responsible party: Office of Curriculum and Instruction

- One goal of professional development is to improve student achievement through improved teacher practice. The high 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. HSD district’s, professional development program will 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 needs to specifically improve classroom instruction and student learning.

Evaluation and Feedback

School Transformation Officer (weekly site visits)

Responsible party: Office of School Improvement & Accountability & STO

- The STO will conduct weekly site visits to the high 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

Responsible party: Office of School Improvement & Accountability

- 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 High Level. They are a proven leader in school change and leadership strategies to develop process and procedures to transform low achieving high schools into high achieving high schools.

External Evaluation

Responsible party: SLT with oversight from Office of School Improvement & Accountability

- The priority school will release requests for proposals for organizations to serve as the external evaluator for the high school transformation model. The evaluator will conduct on site visits, focus group meetings, climate surveys and prepare an annual progress report.

Bi-Annual Climate Survey

Responsible party: External Evaluator

- Under the supervision of our external evaluator the priority school will undergo a bi-annual climate survey. Parents, students and teachers will be surveyed. Evidence will be collected and compiled for use in an annual progress report.

HEMPSTEAD UNION FREE SCHOOL DISTRICT

D. TEACHER AND LEADER PIPELINE

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

 - The 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 has an approved Equity in education policy that was recently recommended by SED following a Title I compliance audit. 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.**

 - Based on the priority school Autonomy structuring policy we have put in place, we do not anticipate any issues that may result from having to alter budgetary timelines. The building has total hiring autonomy and has therefore developed its own pre-established hiring procedure as developed by the Shared Leadership Team.

- 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. Provide a history of these 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?**

 - In partnership with Hofstra University, the district created an Aspiring Administrators Academy. A selection committee was established and a rubric created based on the ISLLC standards. Participants completed applications, were interviewed and a cohort of eight Aspiring Administrators were chosen to undergo a year-long training process. The Aspiring Administrators chose an action research project that they completed throughout the school year. The principal chosen to lead the priority school was not selected from this Academy; however, two of our newly selected focus school principals and one assistant principal participated in this Aspiring Administrators Academy.

- 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.*

- 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 Learning 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.
- v. **Identify in chart form, the district-offered training events for items “iii & iv” above, scheduled during the year-one implementation period (June 1, 2014 to June 30, 2015). 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	ELA Director	Participants will be able to deliver instruction aligned to the CCLS.
Effective ELA interventions that work	ELA Director	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 Director	Participants will be able to deliver instruction aligned to the CCLS.
Effective Math interventions that work	Math Director	Participants will be able to effectively create and utilize math interventions in the classroom.
Differentiated Instruction	District staff	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	SEGIS	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 ESL 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	District data team	Participants will be able to understand and use student data to target their instruction.
How to use and understand data	District data team	Participants will be able to understand and use student

		data to target their instruction.
Successful reading instructional strategies that work	ELA Director	Participants will be able to apply the knowledge to improve student reading levels homogenously and heterogeneously.
Writing across content areas	ELA Director	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	ELA Director	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	District staff	Participants will be able to better engage families and the community into the school environment.
Successful parent involvement activities that work	District staff	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.	Nassau BOCES	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	Nassau BOCES	Participants will be able to learn strategies for consistently improving student attendance.
Understanding student engagement	NYU's Steinhardt Center	Participants will be able to strengthen student engagement in daily lessons and school wide programs.
The ABC's of successful classroom management	NYU's Steinhardt Center	Participants will be able to manage behaviorally challenged classrooms.

Rationale for these PD sessions

- By providing these professional development sessions, the district believes we are setting a strong foundation in the successful implementation of the School Improvement grant plan. All these key areas focus on providing teachers and other staff with the requisite knowledge and skills to improve student achievement in the classroom in the areas of ELA and Math, while simultaneously ensuring that the social and emotional needs of our students are being met.

HEMPSTEAD UNION FREE SCHOOL DISTRICT

E. EXTERNAL PARTNER RECRUITMENT, SCREENING, AND MATCHING

- i. Describe the rigorous process and formal LEA mechanisms for identifying, screening, selecting, matching, and evaluating external partner organizations that are providing support to this Priority school.**
 - The SLT will undergo a request for proposals process, where the priority school will have the complete autonomy to select its external partner. The SLT will utilize the district's current RFP process and select an external partner based on the following:
 - 1) experience and a demonstrated record of effectiveness, 2) ability to build capacity for sustained improvement, and 3) a comprehensive plan to achieve our measurable outcomes.
 - The SLT will identify an external evaluator, who will work to evaluate the effectiveness of each of our partners, as we plan and implement the transformational school reform model at our 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.**
 - The business office purchase agent will request 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 priority school SLT.
 - Vendors are interviewed by the priority school SLT in collaboration with the Office of School Improvement & Accountability where they present their plan of action to assist in our transformation model.
 - The selected vendors forwarded to the Superintendent to be placed on the board docket for approval
 - The district enters into a Board approved contract with each selected outside partner.
 - The contracts are shared with the business office.
 - The Office of School Improvement & Accountability originates the purchase order and processes the paperwork.
 - The building principal and his team 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 and in preparation and start up for the new school year.

- 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.**
 - Please see answer provided in ii.

HEMPSTEAD UNION FREE SCHOOL DISTRICT

F. ENROLLMENT AND RETENTION POLICIES, PRACTICES AND STRATEGIES

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

HEMPSTEAD SCHOOL DISTRICT SWD & ELL #s	
Elementary SWDs	Secondary SWDs
369	444
Elementary ELL students	Secondary ELL students
1151	669

- There is only one high school in our district; therefore, there is no other high school better with which to compare these populations. Our only middle school feeds into this one building, which explains why our population appears to increase. 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.
- 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, NYSESLAT 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 the disproportionate identification of black males in special education and suspension of SWDs. Over the past two years, the middle school has been working with NYU surrounding issues of race, student disproportion 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. While disproportionately doesn't exist at the high school, they will also utilize these specific strategies to ensure the success of our SWD and ELL student populations.
- **Specific strategies are:**
 - Literacy for All model
 - Hiring of a new Assistant Superintendent of Special Education to address district special education compliance issues
 - Embedded PD from NYU Steinhardt Center
 - Task force committee formed
 - Building walk-throughs and evaluations by Outside Educational Experts

HEMPSTEAD UNION FREE SCHOOL DISTRICT

G. DISTRICT LEVEL LABOR AND MANAGEMENT CONSULTATION AND COLLABORATION

- i. **Describe in detail the steps that have occurred to consult and collaborate in the development of the district and school-level implementation plans.**
 - 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 met with the collective bargaining units to discuss restructuring efforts and ideas
 - A needs assessment was conducted and analyzed
 - 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 and can be produced upon request

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

See Consultation and Collaboration form

HEMPSTEAD UNION FREE SCHOOL DISTRICT

SECTION II.

A. 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 high school has currently adopted the district mission. We are in the process of creating a building specific mission and vision that is aligned to the goals and objectives of our school improvement plan and transformation model.

The mission of Hempstead High School, a culturally diverse community, is to provide students with a progressive and disciplined learning environment that is academically challenging, safe, and secure, this will be accomplished through excellence in teaching and learning in partnership with family and community to ensure that students gain and develop the knowledge and skills necessary to excel in high school and beyond.

End of three (3) years goals

- School Environment
 - School culture
 - School connectivity
 - Teacher and leader engagement effectiveness
- Student Performances
 - Measure of student progress
 - Outcomes for students

ATTACHMENT B GOALS

Goal #1: Increase the number of students passing the Regents exams

Goal #2: Reduce student tardiness and absenteeism

Goal #3: Increase the use of data to drive instruction and teach to the needs of the learner

Goal #4: Increase the 4 year graduation rate

Goal #5: 100% Literacy for All

- 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

- Literacy for All students
- Advisory for all students
- Peer tutoring

- Peer mediation
- Common planning time
- Job embedded coaching for staff and administrators
- Co-teaching model for special education
- Project-based learning
- STEM focus
- Shift towards informational reading across content areas
- Progress Monitoring
- Formal and Informal assessment
- Targeted professional development
- Needs assessment survey
- Curriculum aligned both vertically and horizontally
- Data-driven instruction
- Integration of technology into curriculum design and student work product
- **Partnership Organizations:** Will be selected and chosen based on an RFP process.

Key Strategies

- Curriculum alignment and mapping - Provide clear instructional leadership and accountability. Define the model for learning: curriculum, scope and sequence and schedule for learning for the core subjects of reading, writing and math (EngageNY.org)
- Use a scheduled formative assessment process to check each student's mastery of the CCLS for learning
- Create a master schedule with extended time 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 and enrichment 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
- Keep parents/guardians more informed through programs, conferences, leadership opportunities, and regular parent-teacher conferences
- Share interim data results with parents/guardians and discuss the child's progress (at Saturday Academy workshops)
- Conduct walkthroughs and formal observations of the teachers to ensure that curriculum is being followed

Like the middle school, the high 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

- The Hempstead School District 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 high 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. This calls for schools to make mission-driven decisions in accordance with students' needs and hence, truly comprehensive, transformational reform. 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 transformational leader is highly skilled and well equipped to deal with the myriad of problems and issues that arise during whole school reform.

B. 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 Hempstead High 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. Hempstead High School serves 1,969 students in grades nine through twelve. 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). Seventy-four percent (87%) of our students are Title I eligible as a result of low family income levels. The school's racial/ethnic student profile is fifty three percent (53%) Caribbean and African American, forty six percent (46%) Hispanic and one percent (1%) other. Twenty four percent (24%) of the students are LEP (Limited English Proficient) and thirty percent (30%) are FLEP (Former Limited English Proficient). Approximately two hundred and thirty eight (238) students of the student population are Special Education learners.
 - There are one hundred and forty (136) Hempstead High School staff members including teachers, one media specialist, 6 guidance counselors, two social workers, two psychologists, medical personnel and five teaching assistants employed at ABGS Middle School. There are currently seven administrators: principal, five assistant principals, and one dean. Additionally, there are 10 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.**
 - As a priority school, we have conducted a preliminary needs assessment which identifies the building's strengths, needs/challenges under the following areas: teaching, instructional leadership and organizational leadership. The school has undergone a thorough district led diagnostic school review and more recently a SED diagnostic tool site review was conducted. (see iv for the SED preliminary results.

- 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:

Key challenges:

- Absence of consistent school, district and instructional leadership
- Absence of a clear vision, mission and academic approach
- Absence of rigorous and relevant high school curriculum
- Lack of adequate instructional materials
- Absence of inspirational district and school based professional development and professional support
- Lack of structured time for staff to learn from and collaborate with each other
- Lack of formal system for the continued development and monitoring of the SLC's to allow for increased student personalization and staff collaboration within and across the SLC's

Recommendations:

- Create a recruitment and retention plan that will incentivize the hiring and retention of excellent, district, school and instructional leaders
- Implement a strategic planning process that involves student, faculty, staff, parent, school and district leadership representation to develop a road map for a school focused on instructional excellence and high student achievement for all students
- Collaboratively develop a rigorous and relevant CCLLS aligned district curriculum with an emphasis on literacy across the content areas and targeted support for students at varied achievement and ELL proficiency levels.
- Collaboratively develop a high school schedule that provides opportunities for staff collaboration across subjects, grade levels, and SLCs
- Develop a professional learning program with staff that creates opportunities for:
 - Staff to share their own best practices
 - Consistent in class coaching from non evaluative school based instructional and literacy coaches
 - Staff to learn how to analyze data and develop targeted learning plans
 - Staff to engage in common planning time to benefit increased student achievement
 - Staff to be inspired by the possibilities of teaching
 - Staff to evaluate their teaching effectiveness

The following are the preliminary results from the SED diagnostic tool site review that was conducted December 2013.

- v. **Discuss how the LEA/school will prioritize these identified needs in the implementation of the SIG plan.**
 - With the Literacy for All model we anticipate that a lot of the challenges we face in the area of Math and other non-ELA content areas will in time disappear. The Literacy for ALL focus will afford our students and staff with a myriad of opportunities to improve in this area.
 - The data inquiry team will continue to meet to analyse and process data. Data will be shared with staff on an on-going basis. After the data is analyzed and processed, clear priorities and objectives are identified (and set aside for staff development implementation) by the group.
 - 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 in accord to accomplish it.

C. 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

- Replace the principal and replace ineffective teachers and administrators via the new principal and teacher evaluation process provide job-embedded professional development; implement a rigorous teacher-evaluation and reward system; offer financial and career advancement incentives; implement comprehensive instructional reform; extend learning- and teacher-planning time; create a community-orientation; and provide operating flexibility and sustained support. The Transformation model relies on organizations that can provide professional development tailored to the severity of the turnaround situation.
 - Based on the above definition of the transformation model, our rationale in effect is that the teachers who interact with our at risk population must have on going job embedded professional development provided by technical assistance providers who have a proven and demonstrated track record of building capacity and sustaining for school improvement purposes. It is better for us to ensure that these sustainability factors are critical to our implementing a successful school transformation.
- 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 school has held a number of restructuring meetings with the building leadership team, various teachers and the union representatives
 - The CEP team provides restructuring ideas and support to improve academic effectiveness
 - Major discussions about the restructuring process have been addressed at several monthly staff meetings
 - The Superintendent has been informed of any progress made with respect to restructuring ideas and concerns
 - A building-wide needs assessment was conducted
 - Feedback from the needs assessment was shared at a faculty meeting
 - Current technical assistance providers have met with the principal, leadership team and the principal's cabinet
 - Board members met with our Outside Educational Expert (OEE), along with the Superintendent's cabinet and building principal
 - Meeting agendas and minutes, email, notes and sign in sheets from all sessions are on file and available upon request

D. SCHOOL LEADERSHIP

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

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 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 district is working with a retired principal Mr. Reginald Stroughn to lead the Hempstead High School for the 2013-2014 school year. Mr. Stroughn was the former principal of the high school and is working to assist us in transitioning to a new principal for the 2014-2015 school year. We will conduct interviews for the new high school principal beginning in April 2013.

- 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

- 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: the principal, five assistant principals and one dean, work extremely well together. They all meet with teachers during their common planning time, make daily instructional classroom visits and actively value staff input as the middle school attempts to cultivate positive growth and change within the building. Our principal, assistant principals and dean are APPR certified. The district plans to leave the Assistant principals in place for the 2014-2015 school year.

Ms. Olga Young, our first year assistant principal, is a former ELA teacher. Her expertise reinforces our school goal of literacy for all students across the curriculum. She brings years of experience to this role, having served as dean for over ten years and ELA teacher at the high school and middle school prior to that.

Our second assistant principal, Mr. Claude Irwin is a former math teacher. He has previously worked as a Math Director and dean. He brings over twenty one years of experience to this role.

Our third assistant principal, Mrs. Rachel Blount worked as a social worker before coming the dean of our middle school. Because of her strong commitment to the children families of Hempstead, she was chosen as the new AP of the high school.

Dr. Johnetta Hill has served as a PE teacher of coach of the high school. She transitioned to AP and served as Interim Principal during the 2012-2013 school year.

The dean, Mr. Kenya Vanterpool is a first year APPR certified administrator. His background as a teacher and licensed social worker reinforces his community based approach to achieving positive student behavior, manners, dress code and learning environment.

- The administrative cabinet meets weekly and debriefs daily.
- The middle school 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

current team brings to the table, however we look forward to hiring a new principal for the 2014-2015 school year. The Hempstead High School is aligned with the District's vision and has its own Mission Statement. 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, college and beyond.

E. INSTRUCTIONAL STAFF

- i. Identify the total number of instructional staff in the building and number of staff identified as highly effective, effective, developing and ineffective (HEDI) based on the schools approved APPR system.**
 - We have over 136 instructional staff in the building. Unfortunately, the Hempstead High School was not able to provide HEDI ratings for teachers last school year. This was due to administrator turnover and teachers not being properly evaluated.

- ii. Describe and discuss the current school-specific staffing picture in terms of quality, effectiveness, and appropriateness for the needs of students in this school. In addition, describe the specific quantitative and qualitative change that is needed in this school's staffing between the time of application and the start-up of model implementation.**
 - The Hempstead High School has teachers who are NYS certified in specific subject area. Our teaching staff is culturally diverse and also reflects the community of learners. In particular, several administrators and approximately twenty 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 differentiate or meet the needs of their students by providing alternative ways of thinking creatively and problem solving to promote "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 fourteen mathematics teachers, fifteen ELA, twenty one science, thirteen social studies and eight bilingual teachers. We have eight ESL teachers, nineteen special education teachers, five art teachers, one reading teacher, four music teachers, and seven foreign language covering grades nine through twelve. We also have five teaching assistants whose cultural and linguistic abilities are also indicative of the student population.
 - 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.

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

- The 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.

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.

- Screening of applicants will come by the Office of Personnel, whom after applications are received will forward to the building SLT for final screening and interview selection. The SLT will follow the building hiring procedure as developed from the district model but adapted to address our specific building needs. 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 and administrators. Those teachers who we find to be ineffective, 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 school is successful. We anticipate this relationship will continue to work collaboratively towards this common goal.

F. PARTNERSHIPS

- i. Identify by name, the partner organizations that will be utilized to provide services critical to the implementation of the new school design. Additionally, provide the rationale for the selection of each. Explain specifically, the role they will play in the implementation of the new school design.***
 - The district has partnered with CSSR to assist with our focus and priority schools as the Outside Educational Experts. CSSR has a proven track record and the district went through an extensive RFP process to secure their services to assist us with our school improvement efforts. We also currently partner with Scholastic Achievement Partners. They provide professional development in the area of ELA and Math. The International Center for Leadership in Education is working with us in the area of ELA. Math Solutions is assisting us in the area of math. All provide training on the CCLS, rigor and relevance, differentiated instruction, best practices in instructional strategies in ELA and Math and in scaffolding literacy across the content areas.
 - While we currently appreciate and respect the work they are currently doing with our district, the district has chosen to go through an official RFP process to secure external partners that will work with us over the three years of the School Improvement Grant. If awarded the SIG, we anticipate being able to complete the RFP process within a two week period.

- 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.**

Once the district completed the RFP process and makes the final selection, we will be able to submit a demonstrated and proven track record of success

- 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 SLT in collaboration with the district will hire an external evaluator who will 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.

ADMINISTRATOR/EVALUATOR	CONTENT AREA ASSIGNED	REPORT RESULTS TO
PRINCIPAL- currently Mr. Reginald Strouhn	Director of Guidance, Guidance Counselors, Special Education, Security	Assistant Superintendent for PPS
AP- Olga Young	ELA, ESL, Library Media	Principal
AP-Rachel Blount	Science, SS, Music, LOTE	Principal
AP- Claude Irwin	Math, Business, Tech, Art, Home & Careers	Principal
AP-Johnetta Hill	PE, Athletics, Health, Home & Careers	Principal
Dean – Kenya Vanderpool	IST, Attendance, Cafeteria	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 2014-2015 school year that reaches all instructional personnel who will staff the building.**

See attached schedule of events.

H. EDUCATIONAL PLAN

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

We will use the state approved EngageNY ELA and Math modules. Our priority school's approach will be to focus on a **Literacy For All** model in where we strengthen and enhance students skills in for major areas, **1) reading, 2) writing, 3) listening and 4) speaking**. We understand that it is common to believe that literacy instruction is solely the charge of English Language Arts teachers, but with the shift to the Common Core Learning standards it is becoming clearer that this is not the case. We want our students to be able to engage in advanced reading, writing, listening and speaking. We will provide our teachers and administrators in depth professional development that will strengthens their content knowledge, and ability to implement the CCLS with rigor and relevance.

- **Curriculum Mapping software**

- The district will explore a more innovative way for staff to vertically and horizontally articulate 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 data of academic achievement and growth 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.

- 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.).

- Grounded in Constructivist pedagogy, teachers will continue to explore ways to focus on shifts in math and ELA. Other subject area teachers will become more familiar with these Common Core shifts and use them as a basis for their lessons, so that students will be able to discern-correlate evidence from the text that has real world relevance. As we

G. ORGANIZATIONAL PLAN

- i. **Submit an organizational chart (or charts) identifying the management and team structures, and lines of reporting. (If a Restart model is being proposed, be sure to include the specific role of the 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 Hempstead High School principal communicates regularly with his administrative team using the following modalities: in cabinet meetings, informal open door policy meetings, daily debriefings, memos, email, and two-way radio communication.
- The entire administrative team focuses on assessment results in order to promote data driven instruction. At weekly department meetings, staff provides evidence of the ways in which they align curriculum with student achievement and Common Core Learning Standards (CCLS). 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 MAP testing program. Teachers are shown how to create a tiered analysis of evidence based student ability/achievement.
- Data Inquiry Team is currently facilitated by one of our Assistant Principals. He meets on an on-going basis with a team of staff to review, analyze and collaborate with staff on their grade level on how to effectively use data in their classrooms to guide instruction.
- Throughout the school year, academic data is discussed at PTSA and SEPTA meetings and other parent workshops and forums.

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

- The district has an approved APPR plan that is available upon request. The principal and his cabinet are responsible for scheduling all observations for the 2014-2015 school year. A set schedule is established prior to the beginning of school by the building leadership. The assistant principals report their results to the principal and enter all of their classroom observations in OASYS, which is our on line database to house all APPR information. Once all evaluations are completed for the year, an email is sent to the Principal and finally the Assistant Superintendent for Personnel who ensures that all staff are appropriately observed.

delve deeper into the ELA and Math shifts through a Literacy for ALL model, we will concentrate on some basic instructional strategies we feel meet the learning style needs of our student population in both ELA and Math, they are:

- Scaffolding
- Differentiation
- One observation, One connection, One surprise and One question
- Close reading and reading for purpose
- Open response
- Accountable talk
- Making predictions and connections
- Think alouds
- Cooperative learning groups
- Think, write, pair, share
- Thumbs up, thumbs down
- Concentration on targeted strategies for **Reading, writing, listening and speaking:**
 - **Reading:** the district will identify, target and train staff across content areas on 10 reading strategies that will have the most significant impact on student achievement.
 - **Writing:** the district will identify, target and train staff across content areas on 5 writing strategies that will have the most significant impact on student achievement.
 - **Listening:** the district will identify, target and train staff across content areas on 2 listening strategies that will have the most significant impact on student achievement.
 - **Speaking:** the district will identify, target and train staff across content areas on 2 speaking strategies that will have the most significant impact on student achievement.
- **Plan to accelerate learning**
 - Using the RtI model, we will create Individualized Learning Plans (ILP) for every student in grades 9th through 12th grade. Guidance Counselors will be responsible for their case load ILP's. The ILP will be used to track student progress, progress monitor and communicate student achievement to parents and instructional support staff as necessary. Based on the student achievement and progress monitoring data gathered on the ILP, teachers will be able to place students in the correct level of difficulty to ensure we are achieving academic rigor for all students in addition to determining whether they are on track to graduate with their cohort.

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. To that end, both priority schools will be proposing moving from a 180 day school year to 187 day school year.
- This would involve four (4) additional half days for student instruction with the second part of the day targeting building specific professional development.
- An additional two (2) days would be for an annual staff retreat for capacity building and sustainability.
- Lastly, one (1) day for staff at the end of every school year to plan

We are proposing the following:

- AIS during the school day
- Summer Enrichment Camp
- Before and after-school programming
- 9th grade 3-week transitional camp
- Saturday Academy: Math, ELA, ESL
- A variety of professional development opportunities during the school day, after school and summer institutes for principals and instructional staff
- Annual two (2) day staff retreat

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).

- Evidenced based decision making

- 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 uses Race to The Top funds to support the data driven inquiry initiative district-wide. We have established coordinated processes to collect data, measure and communicate student achievement, and its progress. Data is collected, analyzed and shared to inform district planning, professional development planning and development of differentiated instructional plans for students.
- 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 with 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.
- **Common planning time (house and/or grade level)**
- Early warning and intervention systems require interdisciplinary teams of teachers (pairs, triads, four- to six-person teams) with a common set of students and common planning time to monitor student progress, evaluate the effectiveness of interventions, and adapt strategies as needed to specific students in a timely manner. Teachers will need training and technical assistance on how to effectively 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 collaborate with these teams to ensure meeting protocols are established and orchestrated, teachers reflect on their instructional practices, students' work is discussed, and to maintain the overarching objective of maintaining effective instructional and intervention strategies to improve student achievement across all content areas.

- 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 strategies for academic and behavioral challenges in the classroom, a teacher may make a written recommendation for 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 is 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. This begins the CSE process. A Hempstead High School parent may refer his/her 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 academic and behavior. We have detailed our 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

Approach to student behavior and discipline

- 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 and 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:
 - Reduction in referrals, suspensions, and expulsions
 - Decline in tardiness rates
 - Increases in student attendance and classroom connectedness
 - Increased safety and civility
- We do experience suspensions as do most schools; however, we practice a progressive discipline model that incorporates a demerit system, lunch and after-school detention. While we still administer out of school suspensions, we feel that progressive discipline coupled with our Safe and Civil Schools philosophy we are on the right track with our at risk student population. Our data team makes it a point to review and disaggregate student discipline referrals; in addition our building leaders provide additional training and support to staff that write an excessive amount of student referrals.

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 and ILPs.

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 and Curriculum Nights**

- HSD understand the importance of maintaining open communication with the parents, community and other key stakeholders; therefore, the high school will host an open house at the beginning of the school year and monthly curriculum nights 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 is occurring. To that end, we want to allow our students and staff to serve as our Public Relations representatives, by sharing academic achievement and growth with all stakeholders.

- **Communication with parents and stakeholders**

- Ideally, we want to believe that 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 meaningful communication between stakeholders with information and opportunities for involvement in the school's reform efforts.

- **Some additional activities will be as follows:**

- Parent Teacher conferences

- Written letters and memorandums are sent home to parents regularly.
- PTSA meetings
- SEPTA meetings (teachers are on the SEPTA board)
- STEM Fair
- Parent literacy workshops
- Parent homework assistance workshops
- Parents Right to Know (IDEA) workshops
- Enhance parent's knowledge of NYS and local assessments
- Automatic call out phone system
- Group text messaging services for the parents of students

I. TRAINING, SUPPORT AND PROFESSIONAL DEVELOPMENT

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

- The building level shared leadership team met along with the district grant writer and OEE to work on each section of the SIG plan. These meetings were held a weekly basis since November 2013.
- Meeting agendas and minutes, email, notes and sign in sheets from each session are on file are available upon request.

ii. Implementation Period. Identify in chart form, the planned training, support, and professional development events scheduled during the year one implementation period (June 1, 2014, to June 30, 2015). 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 our SIG plan goals and feedback from our preliminary SED diagnostic visit, we have presented a number of professional development opportunities for staff. We anticipate that these opportunities if implemented and done with fidelity, will have a dramatic impact on student achievement.

Professional Development Topic	Responsible for Delivery	Measurable Outcomes
Reading strategies	Content coaches	Teachers will be able to articulate, apply and use reading strategies to enhance and improve student reading comprehension and communication skills.
Writing strategies	Content coaches	Teachers will be able to articulate, apply and use writing strategies to enhance and improve student writing and communication skills.
Listening strategies	Content coaches	Teachers will be able to articulate, apply and use listening strategies to enhance and improve student listening and communication skills.
Speaking strategies	Content coaches	Teachers will be able to articulate, apply and use speaking strategies to enhance and improve student speaking and communication skills.
Reasoning strategies	Content coaches	Teachers will be able to

		articulate, apply and use reasoning strategies to enhance and improve student reasoning abilities and communication skills.
Questioning Techniques	Content coaches	Teachers will be able to articulate, apply and use higher order questioning techniques strategies to improve student achievement and cognitive growth.
Rigor and Relevance	Technical assistance provider	Teachers will be able to construct, plan and apply instruction that is rigorous and relevant for ultimate student achievement.
CCLS shifts in ELA	Technical assistance provider	Teachers will be able to analyze, organize and use the CCLS shifts in their instructional program.
CCLS shifts in Math	Technical assistance provider	Teachers will be able to analyze, organize and use the CCLS shifts in their instructional program.
Response to Intervention Tier I	District staff	Teachers will understand and apply research based instructional strategies to support Tier I core instruction.
Response to Intervention Tier II	District staff	Teachers will understand and apply research based instructional strategies to support Tier II core strategic interventions.
Response to Intervention Tier III	District Staff	Teachers will understand and apply research based instructional strategies to support Tier III intensive interventions.
Classroom management and successful behavioral strategies	Technical assistance provider	Teachers will understand and utilize research based classroom management techniques.
Advisories that work	Technical assistance provider	Teachers will utilize strategies to ensure a successful advisory program.

- 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.

BUDGET NARRATIVE AND BUDGET FORMS

- i. A FS-10 for the year-one implementation period (June 1, 2014, to June 30, 2015).
- 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

School Transformation Officer (STO) $\$140,000 \times .5 = \$70,000$

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.

Before and After School Programming 10 teachers @ 3 hours x 30 weeks x \$40.54 = \$36,486

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 140 teachers x 2 days @ \$100 per teacher/per day = \$24,000

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 2014-2015 school year and aligned to the goals and objectives as outlined in our transformation activities.

Summer Transition Camp for rising 6th graders 10 teachers x 4 hours x 15 days x \$40.54 = \$24,324

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 10 teachers x 2 hours x 30 weeks x \$40.54=\$24,324

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: \$179,134

Code 16 Salaries for Support Staff

Clerical for the School Transformation Officer \$33,000 x 1= \$33,000

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: \$33,000

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.

Naviance \$10,000

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.

Technical Assistance Providers (To be determined)=\$150,000

Our TA will be assisting the priority school in the implementation of the CCLS in the area of Math, ELA. They will also provide job embedded coaching and intensive summer institutes for teachers, teacher leaders and administrators. They will also provide coaching, professional development, guidance and feedback as we implement the transformation model.

Code 40 Total \$175,000

Code 45 Supplies and Materials

Math Manipulatives \$8,266

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 5= \$60,000

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.

Supplies and materials for before and after-school programming \$10,000

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 \$83,266

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

Code 80 Benefits

School Transformation Officer 20% for benefits= \$14,500

Code 46 Total \$14,500

TOTAL BUDGET: \$500,000

Agency Code	2	8	0	2	0	1	0	3	0	0
Agency Name										

Year 1 Implementation Period
(June 1, 2014 - June 30, 2015)

Categories	Code	Costs
Professional Salaries	15	179134
Support Staff Salaries	16	33000
Purchased Services	40	175000
Supplies and Materials	45	83266
Travel Expenses	46	15100
Employee Benefits	80	14500
Indirect Cost (IC)	90	0
BOCES Service	49	0
Minor Remodeling	30	0
Equipment	20	0
Total		\$500000

Year 2 Implementation Period
(July 1, 2015 - June 30, 2016)

Categories	Code	Costs
Professional Salaries	15	85,500
Support Staff Salaries	16	0
Purchased Services	40	150000
Supplies and Materials	45	0
Travel Expenses	46	0
Employee Benefits	80	14500
Indirect Cost (IC)	90	
BOCES Service	49	
Minor Remodeling	30	
Equipment	20	
Total		250000

Year 3 Implementation Period
(July 1, 2016 - June 30, 2017)

Categories	Code	Costs
Professional Salaries	15	85,500
Support Staff Salaries	16	0
Purchased Services	40	150000
Supplies and Materials	45	0
Travel Expenses	46	0
Employee Benefits	80	14500
Indirect Cost (IC)	90	
BOCES Service	49	
Minor Remodeling	30	
Equipment	20	
Total		250000

Total Project Period
(June 1, 2014 - June 30, 2017)

Categories	Code	Costs
Professional Salaries	15	350134
Support Staff Salaries	16	33000
Purchased Services	40	475000
Supplies and Materials	45	83266
Travel Expenses	46	15100
Employee Benefits	80	43500
Indirect Cost (IC)	90	0
BOCES Service	49	0
Minor Remodeling	30	0
Equipment	20	0
Total Project Budget		1,000,000

SCHOOL IMPROVEMENT GRANT (G) 2014-2015 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: 100 Main Street

Street		
<u>HEMPSTEAD</u>	<u>NY</u>	<u>1150</u>
City	State	Zip Code

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

E-Mail Address: nrivers@hempsteadschools.org

Project Operation Dates: 06 / 01 / 14 06 / 30 / 15
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
School Transformation Officer (STO)	.5	\$140,000 x .5	\$70,000
Before/After School tutors	10 teachers	3hrs x 30 wks x \$40.54	\$36,486
PD Summer Institute	140 teachers	120 x 2 days @ \$100 per day	\$24,000
Summer Transition Camp for rising 6 th graders	10 teachers	4 hrs x 15 days x \$40.54	\$24,324
Saturday Academy	20 teachers	2 hrs x 30 wks x \$40.54	\$24,324
Before/After school coordinator	stipend	\$10,000	\$10,000
Subtotal - Code 15			\$179,134

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	\$33,000	\$33,000
Subtotal - Code 16			\$33,000

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	TBD	TBD	\$150,000
Career Counseling software	Naviance	\$10,000	\$10,000
Curriculum Mapping Software	TBD	\$15,000	\$15,000
Subtotal - Code 40			\$175,000

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	\$8,266	\$8,266
Leveled materials	Literacy	Varies	\$12,000 x 5 LLI Kits	\$60,000
Supplies before/after program	for school	Varies	\$10,000	\$10,000
Transition supplies	Camp	Varies	\$5,000	\$5,000
Subtotal - Code 45				\$83,266

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		14,500

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)

\$		(A)
	%	(B)
\$	\$0	(C)

B. Approved Restricted Indirect Cost Rate

C. (A) x (B) = Total Indirect Cost

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	\$179,134
Support Staff Salaries	16	33,000
Purchased Services	40	\$175,000
Supplies and Materials	45	\$83,266
Travel Expenses	46	\$15,100
Employee Benefits	80	\$14,500
Indirect Cost	90	\$0
BOCES Services	49	\$0
Minor Remodeling	30	\$0
Equipment	20	\$0
Grand Total		1,000,000

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.

02 / 26 / 14 _____
Date Signature

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

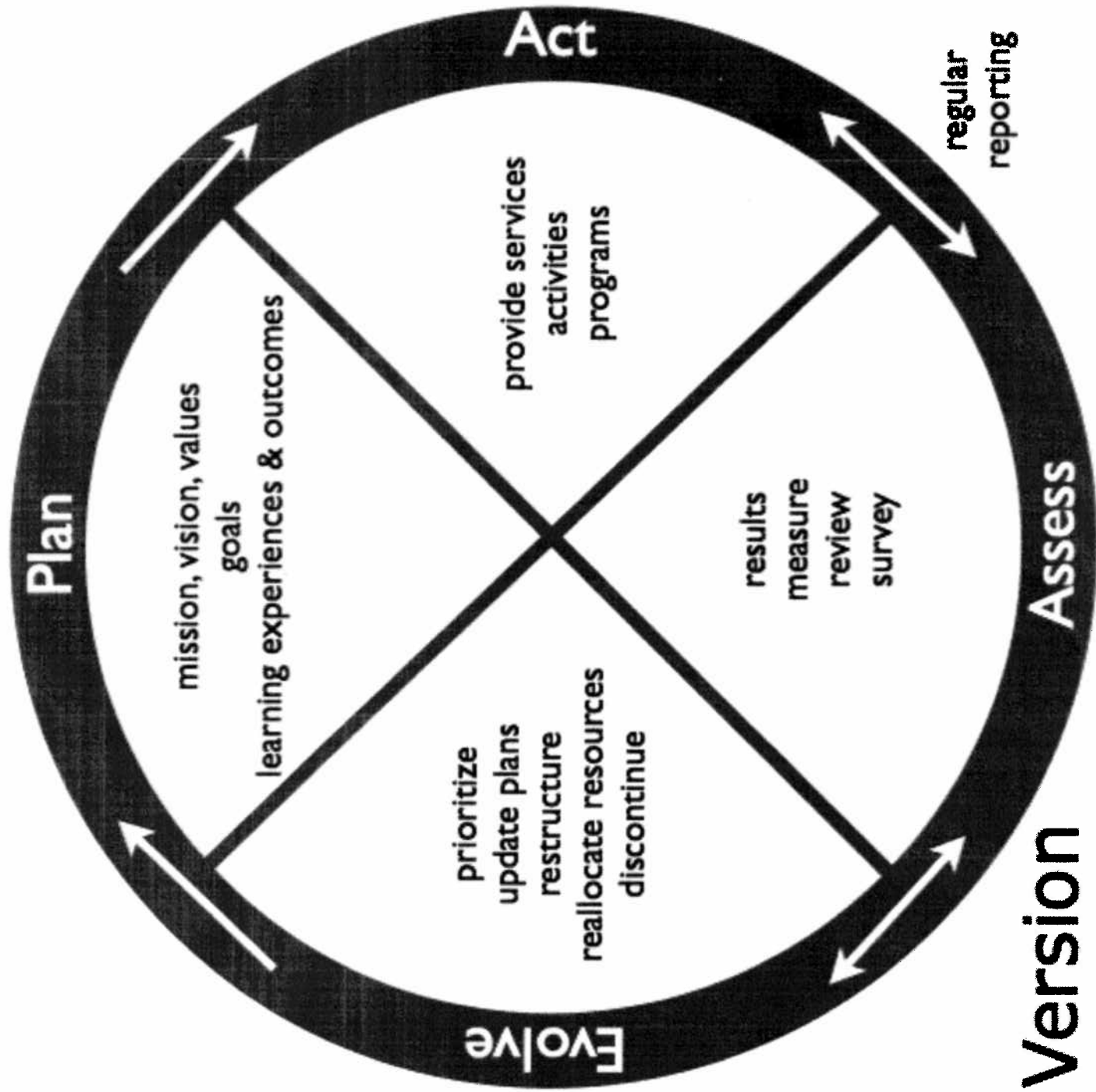
Attachment B
School-level Baseline Data and Target-Setting Chart

SCHOOL-LEVEL BASELINE DATA AND TARGET-SETTING CHART	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
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	75%	75%	75%	85%	90%	97%
c. Student participation in State Math assessment	97%	97%	97%	98%	99%	100%
d. Drop-out rate	n/a	n/a	n/a	n/a	n/a	n/a
e. Student average daily attendance	87%	87%	87%	90%	95%	99%
f. Student completion of advanced coursework	n/a	n/a	n/a	n/a	n/a	n/a
g. Suspension rate	18%	18%	18%	15%	10%	5%
h. Number of discipline referrals	876	876	876	600	400	200
i. Truancy rate	n/a	n/a	n/a	n/a	n/a	n/a
j. Teacher attendance rate	10%	10%	10%	7%	4%	1%
k. Teachers rated as "effective" and "highly effective"	n/a	n/a	n/a	n/a	n/a	n/a
l. Hours of professional development to improve teacher performance	16	16	16	20	25	30
m. Hours of professional development to improve leadership and governance	5	5	5	7	9	10
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	5	5	5	7	9	10
II. Academic Indicators						
a. ELA performance index	PI 56	56	56	65	72	80
b. Math performance index	PI 85	85	85	90	102	114
c. Student scoring "proficient" or higher on ELA assessment	7%	7%	7%	25%	50%	65%
d. Students scoring "proficient" or higher on Math assessment	5%	5%	5%	25%	50%	65%
e. Average SAT score						
f. Students taking PSAT						
g. Students receiving Regents diploma with advanced designation	12%	12%	12%	20%	25%	35%
h. High school graduation rate	38%	38%	38%	48%	55%	62%
i. Ninth graders being retained	20%	20%	20%	10%	5%	1%
j. High school graduates accepted into two or four year colleges	50%	50%	50%	55%	60%	65%

Hempstead UFSD Priority School Principal Autonomy Structure

Autonomy: Decisions made at the school level, fully meeting federal and state law, district policies and negotiated contracts when applicable. Some decisions will be shared with central administration to ensure alignment with the district's defined strategic plan and maximize district resources.

School Budget	It is expected that the priority school will engage in annual budget planning at the school based level.
Staffing	Staffing decisions will be made by the priority school based team. The district will assist the priority school in talent recruitment both within and outside of the district.
Professional Development/Capacity Building	The priority will be responsible for capacity building based on the building turnaround plan. The school will ensure that the educational needs and goals of the students are being met. The district will continue to provide centralized professional development outside of those provided by the priority school.
Curriculum	The priority school may create unique courses and curriculum that prepare students for College and Career.
Tiered Interventions	The district will continue to provide the structure for RtI based on our district plan, however the priority school can adopt and modify based on their specific building needs.
School Schedule	Priority schools may propose unique instructional schedules that must be supported by their school based budget.
Accountability System	Priority schools will follow the same performance standards and assessments that are set for all schools. The district will continue to monitor its accountability system based on our approved APPR plan.
Partnerships	Priority schools are encouraged to seek partnerships that align with their theme, design and grade levels to advance the educational experiences of their students.



Draft Version

4-20-2012



185 Peninsula Blvd.
Hempstead, NY 11550

Susan Johnson
Superintendent of Schools
(516) 292-7111 ext. 1001
Fax: (516) 292-0933

Dr. William McLaurin
President
Hempstead School
Administrators Association
(516) 292-7111 ext. 3145
Fax: (516) 292-7830

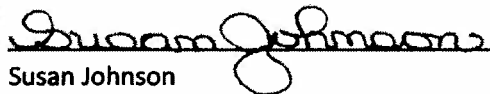
February 25, 2014

Dr. John King
Commissioner of Education
New York State Education Department
89 Washington Avenue
Albany, NY 12234

Dear Dr. King:

This letter is being written in support of the School Improvement Grant 1003(g) for the Hempstead Public School district's two schools, The Hempstead High School and the ABGS Middle School. The Hempstead Public School District and the Hempstead School Administrators Association Schools have agreed to work together to support the full implementation of a Transformation Model in each of the identified schools and hereby certify that discussions related to obstacles and activities that will be subject to negotiating collective bargaining agreements have been conducted and will continue to be conducted on a monthly basis with the goal of identifying and resolving contractual barriers through the negotiation and MOA process.

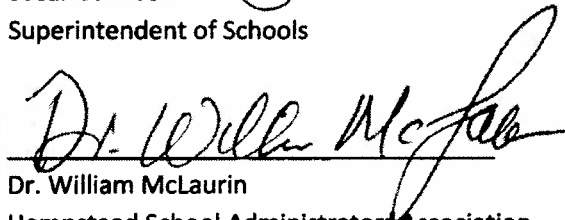
Sincerely,



Susan Johnson
Superintendent of Schools

02-26-14

Date



Dr. William McLaurin
Hempstead School Administrators Association

2/26/14

Date



185 Peninsula Blvd.
Hempstead, NY 11550

Susan Johnson
Superintendent of Schools
(516) 292-7111 ext. 1001
Fax: (516) 292-0933

Rodney Gilmore, Ed.D.
Interim Assistant Superintendent
for Personnel
(516) 292-7111 ext. 1144
Fax: (516) 564-0356

Regina Armstrong
Assistant Superintendent
for Elementary Curriculum and
Instruction
(516) 292-7111 ext. 1007
Fax: (516) 292-0933

Deborah DeLong
Assistant Superintendent
for Pupil Personnel Services
(516) 292-7111 ext. 3132
Fax: (516) 292-7692

Gerard Antoine
Assistant Superintendent
for Business
(516) 292-7111 ext. 1107
Fax: (516) 292-3115

Allison Hernandez
Assistant Superintendent
for Special Education
(516) 292-7111 ext. 1015
Fax: (516) 564-0349

Nichelle Rivers, Ed.D.
Executive Director
(516) 500-9952
Fax: (516) 500-9949

February 26, 2014


John King, Ph.D.
Commissioner of Education
New York State Education Department
89 Washington Avenue
Albany, NY 12234

Dear Dr. King:

This letter is being written in support of the School Improvement Grant 1003(g) for the district's two Persistently Lowest Achieving Schools – Hempstead High School and ABGS Middle School. The Hempstead School District (HPS) and Hempstead Classroom Teachers Association (HCTA) have agreed to work together to support the full implementation of a Transformation Model in each of the identified schools. The parties agree that they will engage in expeditious negotiations regarding mandatory subjects of bargaining related to changes in the collective bargaining agreement that are necessary to implement the transformational model.


Susan Johnson, Superintendent of Schools

02-26-14
Date


Elias Mestizo, President of
Hempstead Classroom Teachers Association

2/26/14
Date

Attachment A Consultation and Collaboration Documentation Form

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

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

Principals Union President / Lead	Date	Summary Documentation if Signature is Unobtainable
Signature (in blue ink) <i>[Signature]</i>	2/26/14	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.
Type or print name Dr. William McArthur	2/26/14	
Teachers Union President / Lead	Date	Summary Documentation if Signature is Unobtainable
Signature (in blue ink) <i>[Signature]</i>		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.
Type or print name S. Masfizo	2-26-14	
Parent Group President / Lead	Date	Summary Documentation if Signature is Unobtainable
Signature (in blue ink) <i>[Signature]</i>	2-26-14	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.
Type or print name Tina Lake		

**HEMPSTEAD HIGH SCHOOL
FORMAL OBSERVATION SCHEDULE**

NAME	SUBJECT	ANNOUNCED	DATE	UNANNOUNCED	DATE
Brooks-Armstrong, S.	ART	Perez	Fall	Perez	Spring
Curina	Theater	Perez	Fall	Perez	Spring
Mizel, L	ART	Perez	Fall	Perez	Spring
New, T	ART	Perez	Fall	Perez	Spring
Kelly, R	ART	Perez	Fall	Perez	Spring
Reichart, S.	ART	Perez	Fall	Perez	Spring
Dennis, J.	BUSINESS	Irwin	Fall	Blount	Spring
Diamond, D	BUSINESS	Irwin	Fall	Blount	Spring
Dunbar, K	BUSINESS	Irwin	Fall	Blount	Spring
Mitchell, B.	BUSINESS	Blount	Fall	Irwin	Spring
Ortmann, P.	BUSINESS	Irwin	Fall	Blount	Spring
Scott, J	BUSINESS	Blount	Fall	Irwin	Spring
Akwowo, Waju	ENGLISH	Young	Fall	Young	Spring
Amoroso, R	ENGLISH	Young	Fall	Young	Spring
Brown, Tracy	ENGLISH	Young	Fall	Young	Spring
Garcia, Jennifer	ENGLISH	Young	Fall	Young	Spring
Hyde, Tucker	ENGLISH	Young	Fall	Young	Spring
Light, Hillary	ENGLISH	Young	Fall	Young	Spring
Moore, Ameshia	ENGLISH	Young	Fall	Young	Spring
Morris, Stephanie	ENGLISH	Young	Fall	Young	Spring
*Powell, Z	ENGLISH	Young	Fall	Young	Spring
Porcaro, D.	ENGLISH	Young	Fall	Young	Spring
Prince, Felicia	ENGLISH	Young	Fall	Young	Spring
Sampson, Y.	ENGLISH	Young	Fall	Young	Spring
Sheehan, Frank	ENGLISH	Young	Fall	Young	Spring
Thomas, Linton	ENGLISH	Young	Fall	Young	Spring
Travers, K.	ENGLISH	Young	Fall	Young	Spring
Wilson, Nickeisha	ENGLISH	Young	Fall	Young	Spring
Applewhaite	ESL	Young	Fall	Young	Spring
Belotte, M.	ESL	Vanterpool	Fall	Vanterpool	Spring
Caban, B.	ESL	Vanterpool	Fall	Vanterpool	Spring
Day, J.	ESL	Vanterpool	Fall	Vanterpool	Spring
Hernandez, Dahiana	ESL	Vanterpool	Fall	Vanterpool	Spring
Hogu, J.	ESL	Vanterpool	Fall	Vanterpool	Spring
Knight, Jennifer	ESL	Leave Replmnt		-----	
Cosenza Renart, L.	Health	Hill	Fall	Hill	Spring
Williams, O.	Health	Hill	Fall	Hill	Spring
Oggioni, E.	Home & Careers	Hill	Fall	Gonzalez	Spring
Outlaw, R.	LIBRARY	Blount	Fall	Gonzalez	Spring
Amouyal, P.	L.O.T.E.	Vanterpool	Fall	Gonzalez	Spring
Gauthier, F.	L.O.T.E.	Vanterpool	Fall	Gonzalez	Spring
Harris, A.	L.O.T.E.	Vanterpool	Fall	Gonzalez	Spring
Hasbun, W.	L.O.T.E.	Young	Fall	Gonzalez	Spring
Jug, Karin	L.O.T.E.	Out on leave		-----	

Revised 12/19/13

**HEMPSTEAD HIGH SCHOOL
FORMAL OBSERVATION SCHEDULE**

NAME	SUBJECT	ANNOUNCED	DATE	UNANNOUNCED	DATE
Lyons, W.	L.O.T.E.	Vanterpool	Fall	Gonzalez	Spring
Mena, A.	L.O.T.E.	Young	Fall	Gonzalez	Spring
Ramirez, Daphne.	L.O.T.E.	Vanterpool	Fall	Gonzalez	Spring
Rusin, D.	L.O.T.E.	Vanterpool	Fall	Gonzalez	Spring
Alexandre, Sony	Mathematics	Jones	Fall	Irwin	Spring
Azzara, Erica	Mathematics	Jones	Fall	Irwin	Spring
Chapman, T.	Mathematics	Irwin	Fall	Irwin	Spring
Dorestant, W.	Mathematics	Irwin	Fall	Irwin	Spring
Estevez, E.	Mathematics	Gonzalez	Fall	Gonzalez	Spring
King-Sumner, C.	Mathematics	Irwin	Fall	Irwin	Spring
Knecht, J Warren	Mathematics	Irwin	Fall	Irwin	Spring
Lacrete, J	Mathematics	Jones	Fall	Irwin	Spring
Pearson, V	Mathematics	Jones	Fall	Irwin	Spring
Perez, M	Mathematics	Gonzalez	Fall	Irwin	Spring
Roy	Mathematics	Jones	Fall	Irwin	Spring
Robinson, C	Mathematics	Jones	Fall	Irwin	Spring
Stephen	Mathematics	Irwin	Fall	Irwin	Spring
Vega, C.	Mathematics	Jones	Fall	Irwin	Spring
Williams, K.	Mathematics	Jones	Fall	Irwin	Spring
Zinsou, C.	Mathematics	Jones	Fall	Irwin	Spring
Blackburn, R.	Music	Perez	Fall	Perez	Spring
Coleman	Music	Perez	Fall	Perez	Spring
Cortright, Eric	Music	Perez	Fall	Perez	Spring
Doyle-Fisher, D.	Music	Perez	Fall	Perez	Spring
Bedneau, R.	Physical Ed.	Intrieri	Fall	Hill	Spring
Cherry	Physical Ed.	Intrieri	Fall	Hill	Spring
Drake, Nicole	Physical Ed.	Intrieri	Fall	Hill	Spring
Lopez, Linda	Physical Ed.	Intrieri	Fall	Hill	Spring
Pascarella, E	Physical Ed.	Intrieri	Fall	Hill	Spring
Polcha, Robert	Physical Ed.	Intrieri	Fall	Hill	Spring
Albuquerque, L	Science	Watkis	Fall	Hickey	Spring
Barken, R	Science	Watkis	Fall	Hickey	Spring
Belcher, T/Hendrick,	Science	Watkis	Fall	Hickey	Spring
Berrios, L	Science	Watkis	Fall	Hickey	Spring
Billings, B.	Science	Watkis	Fall	Hickey	Spring
Callender, Delon	Science	Watkis	Fall	Hickey	Spring
Darien, T.	Science	Watkis	Fall	Hickey	Spring
DeGraff, D.	Science	Watkis	Fall	Hickey	Spring
Edasery, J.	Science	Watkis	Fall	Hickey	Spring
Garcia, D.	Science	Watkis	Fall	Hickey	Spring
Greco, Christopher	Science	Watkis	Fall	Hickey	Spring
Hazel, Jamie	Science	Watkis	Fall	Hickey	Spring
Leibu, Betsy	Science	Watkis	Fall	Hickey	Spring
Levy, Donald	Science	Watkis	Fall	Hickey	Spring
McCurty, Bruce	Science	Watkis	Fall	Hickey	Spring

Revised 12/19/13

**HEMPSTEAD HIGH SCHOOL
FORMAL OBSERVATION SCHEDULE**

NAME	SUBJECT	ANNOUNCED	DATE	UNANNOUNCED	DATE
Ogogo, E	Science	Watkis	Fall	Hickey	Spring
Partee, Cynthia	Science	Watkis	Fall	Hickey	Spring
Rodriguez, Carolyn	Science	Watkis	Fall	Hickey	Spring
Anderson, J.	Social Studies	Blount	Fall	Kurtz	Spring
Burgess, D.	Social Studies	Blount	Fall	Kurtz	Spring
Cotten, S.	Social Studies	Kurtz	Fall	Blount	Spring
Echieverria, D.	Social Studies	Blount	Fall	Kurtz	Spring
Gelardi, J	Social Studies	Kurtz	Fall	Blount	Spring
Hanan, C	Social Studies	Blount	Fall	Kurtz	Spring
Hughes, K.	Social Studies	Blount	Fall	Kurtz	Spring
Jackson, D.	Social Studies	Blount	Fall	Kurtz	Spring
Mitchell, K	Social Studies	Blount	Fall	Kurtz	Spring
Saenz de Viteri, J	Social Studies	Kurtz	Fall	Blount	Spring
Scarles, K	Social Studies	Blount	Fall	Kurtz	Spring
Staton, B.	Social Studies	Blount	Fall	Kurtz	Spring
Taylor, P.	Social Studies	Blount	Fall	Kurtz	Spring
Zubietta, C.	Social Studies	Kurtz	Fall	Blount	Spring
Alexandre, Sig.	Special Ed.	Wilson	Fall	Young	Spring
Assaf, L.	Special Ed.	Watkis	Fall	Hickey	Spring
Crespo		Out on Leave			
Coppola, A.	Special Ed.	Wilson	Fall	Wilson	Spring
Dreckett, J.	Special Ed.	Gonzalez	Fall	Wilson	Spring
Elcock, A.	Special Ed.	Hill	Fall	Hickey	Spring
Geiger, Dorothea	Special Ed.	Young	Fall	Hill	Spring
Givens, J.	Special Ed.	Irwin	Fall	Gonzalez	Spring
Grandville, D.	Special Ed.	Watkis	Fall	Blount	Spring
Hanan, Craig	Special Ed.	Blount	Fall	Kurtz	Spring
Jones, De	Special Ed.	Blount	Fall	Kurtz	Spring
Mccue, Cheryl	Special Ed.	Blount	Fall	Wilson	Spring
Miller, S.	Special Ed.	Young	Fall	Irwin	Spring
Moore, Ant.	Special Ed.	Gonzalez	Fall	Irwin	Spring
Moore, Beverly	Special Ed.	Gonzalez	Fall	Blount	Spring
O'Donovan, G.	Special Ed.	Out on leave		---	
Prastil, C.	Special Ed.	Gonzalez	Fall	Irwin	Spring
Robinson, N.	Special Ed.	Blount	Fall	Kurtz	Spring
Santos-Almonte, D.	Special Ed.	Irwin	Fall	Gonzalez	Spring

Rachel D. Blount



SUMMARY OF QUALIFICATIONS

- License: School District Administrator, Permanent
- APPR Calibrated
- Knowledge of Common Core State Learning Standards & PARCC
- Knowledge of Student Learning Objectives
- Knowledge of DASA & VADIR reporting
- Knowledge of McKinney Vento
- Knowledge of CSE & NCLB
- Committed to providing leadership and team building in educational settings of all types
- Deeply committed to high quality education for children
- Work supportively with colleagues and administration to achieve performance improvement goals

PROFESSIONAL EXPERIENCE

- | | | | |
|---------------------|--------------------------------------|---------------------------------|---|
| 7/13-Present | Associate Assistant Principal | Hempstead Public Schools | Hempstead, New York |
| | | | <ul style="list-style-type: none">• Conduct formal/informal classroom observations to monitor and support teachers with their instructional classroom practices• Oversee teachers as they administer assessments to students and ensure that all modifications are met• Maintain open communication with parents and students regarding the progress of their children• Work collaboratively with Professional Developer to distribute package state exams and other assessments• Monitor/supervise the use of large space (i.e. cafeteria/auditorium, the school yard) |
| 10/09-7/13 | Dean of Students | Hempstead Public Schools | Hempstead, New York |
| | | | <ul style="list-style-type: none">• Maintain visibility and accessibility for students, staff, and parents• Monitor student progress and behavior• Coordinated community resources for student support• Manage student discipline and conduct student mediations• Maintain compliance with NYS policies and standards in areas of instruction, attendance, and student success• Conduct comprehensive investigations and prepare cases for Superintendent Hearings• Conduct formal/informal classroom observations of special area teachers |
| 9/07-10/09 | School Social Worker | DOE/Middle School 385 | Brooklyn, New York |
| | | | <ul style="list-style-type: none">• Conducted Manifestation Determination Reviews (MDRs) |

- Participant of the Committee on Special Education Meetings
- Participant of School Based Support Team
- Provided mandated SBST and crisis counseling
- Proved students and families with community resources
- Assisted in maintaining an environment which promotes student growth

9/03-6/07 School Social Worker Hempstead Public Schools Hempstead, New York

- Conducted Individual and group counseling
- Accomplished program planning and building community relations, with vision and strategic planning
- Conducted intense case management with pregnant and parenting teens
- Served as the District's Homeless Liaison
- Supervised Clinician's submittal of student evaluations
- Maintained daily and monthly reports

1/06-6/06 School Administrative Intern Hempstead Public Schools Hempstead, New York

- Monitored District-Wide AIS and after-school programs
- Prepared and analyzed state assessments for elementary students
- Active member and participant of the committee revising the Safe Schools Procedure
- Assisted building administrators with evaluating staff's lesson plans, drafting memos, observing after school programs, addressing disciplinary issues, and preparing for special programs
- Responsible for the districts STAC (Reimbursement for Students with special needs)

5/02-6/10 Mental Health Professional Rikers Island East Elmhurst, New York

- Completed screening and intake of prison inmates
- Provided individual, group crisis counseling
- Prepared Psychosocial Assessments, Treatment Plans, and other documentation
- Provided support and assistance for daily activities as well as helping juvenile inmates develop self esteem

5/98-8/03 English Teacher/Dean NYC Board of Education Brooklyn, New York

- Differentiated instruction and incorporated varied learning styles into instructional planning to meet the needs of all students
- Established and maintained positive interpersonal relations with staff, students, and parents
- Resolved disciplinary problems
- Provided workshops for teachers on student management
- Implemented disciplinary actions such as In School Suspension, Principal Suspensions, and Superintendent Suspensions

EDUCATION

2006	SUNY Stonybrook	SDA	Educational Administration
2002	SUNY Stonybrook	M.S.W.	Social Welfare
1997	Hofstra University	M.S.	Secondary Education (English)
1994	SUNY Albany	B.A.	English

References Available Upon Request

Claude Irwin



Education:

College of Saint Rose, Albany, New York, 2008
Advanced Certificate in School Building Leadership
New York Institute of Technology, New York, New York, 1999
Masters of Business Administration
St. Louis University, St. Louis, Missouri, 1987
Bachelors of Science in Aeronautics

Certifications:

New York State School District Administrator
New York State School Administrator and Supervisor
New York State School Business Administrator
New York State Mathematics Education
New York State Distributive Education
New York State Airframe Maintenance Repair
New York State Power Plant Maintenance & Repair

Administrative Experience

2008 - Present **Director of Mathematics, Amityville UFSD**
1992 – 1997 **Dean of Students, Boys and Girls High School**

Administrative Assignments: 2008 – 2013

K-12 Math Director

- Developed curriculum for high school courses
- Developed SLO assessments
- Implemented progress monitoring protocols
- Developed Professional Learning Committees at the high school
- Implemented District-Wide Math Day Events
- Implemented Dress for Success program at the middle school
- Co-managed Summer School for elementary students
- Conducted observations and walkthroughs
- Facilitated State Regents exams
- Managed consultants
- Managed student teachers and observers
- Conducted Annual Board presentations
- Conducted interviews to hire new staff
- Conducted Common Core Math training sessions
- Completed training on UBD
- Completed training on Danielson observation model
- Completed training on inter-rater reliability for observations

Additional Past Assignments:

- 1993 – 1997 **Dean of Students: Boys and Girls H.S.**
- Provided conflict resolution opportunities
 - Attended hearings
 - Maintained a safe environment

Instructional Experience:

- 1992 – 2008 **Mathematics Teacher, Boys and Girls H.S.**
- Teach all courses in Math A/B curriculum
 - Taught portfolio based assessment class
 - Achieve over 80 percent passing several times on sequential three regents
 - Coordinate after school and Saturday tutorial assignments
 - Assist in the design of the four term Math A sequence
 - Mentor staff annually
 - Design and implement practice material for freshman
 - Taught in a Credit Recovery after school program
 - Deliver individualize and group instruction and other educational objectives to provide students a quality education in the least restrictive environment
 - Supervise and maintain statistical data on classroom and regents testing
- 1989 – 1992 **Mathematics Teacher, Maggie L. Walker JHS**
- Taught math and science to a very challenging population
 - Implemented differentiated instruction to engage low functioning students
- 1993 – 2013 **Instructor, NYU STEP Program**
- Taught Intro to Business
 - Taught Intro to Aeronautics
 - Taught Trigonometry, Pre-Calculus and Calculus

Military Experience:

U.S. Army/Reserves

- Completed 24-year career with an Honorable Discharge
- Supervised a company with 110 troops as the Acting First Sergeant
- Served as a Helicopter Mechanic in the reserve unit in Islip New York
- Served as an Automated Logistics Specialist
- Radio Operator for a nuclear missile site in the Netherlands

Professional Affiliations:

- Association for Supervision and Curriculum Development
- Association of Mathematics Teachers of New York State
- Suffolk County Math Teachers Association
- National Council of Teachers of Mathematics
- National Council of Supervisors of Mathematics

References furnished upon request

CERTIFICATION

- New York State School Administrator and Supervisor
- New York State School District Administrator
- New York State School Counseling
- New York State School Social Worker

EDUCATION

- Certificate, School District Administration, May 2006 (GPA: 3.77) **COLLEGE OF SAINT ROSE**, Albany, N.Y.
- Certificate, School Administrator and Supervisor, August 2005 **COLLEGE OF SAINT ROSE**, Albany, N.Y.
- M.S., Counselor Education, May 2002 (GPA: 3.33) **HOFSTRA UNIVERSITY**, Hempstead, New York
- Master in Social Work, May 1999 (GPA: 3.375) **ADELPHI UNIVERSITY**, Garden City, New York
- B.A., Social Work, May 1998 (GPA: 3.24) **MOLLOY COLLEGE**, Rockville Centre, New York

ADMINISTRATIVE EXPERIENCE

Hempstead School District, Hempstead, N.Y. (8/13 – present)

Dean of Students, Hempstead High School

- Assist principal with instructional programming and operations which includes data review, analysis, and management, strategic and redesign planning, staff development, teacher formal and informal observations and evaluations, instructional walk-thru and review of lesson plans
- Manage student discipline program, performed safety inspection, conducted evacuation and fire drills to ensure that the school facility is safe and orderly
- Assist with the recruitment and interviewing of new staff
- Conduct parent meetings and parent/teacher conferences
- Supervise the implementation of the In-School Suspension program

United Way of Long Island, Deer Park, N.Y. (9/11 – 8/13)

Education and Program Coordinator, Caroline G. Atkinson Intermediate School, Freeport, N.Y.

- Provided overall administration of the program by preparing staff and student schedules, monitoring and reporting staff and students performance and attendance, maintaining discipline throughout the student body
- Recruited and interviewed new staff
- Participated in school district and community meetings and conferences deemed valuable to the success of the program

Wyandanch School District, Wyandanch, N.Y. (9/05 – 1/11)

Assistant Principal, Dean of Students

- Assisted principal with instructional programming and operations which includes data review, analysis, and management, strategic and redesign planning, staff development, teacher formal and informal observations and evaluations, instructional walk-thru, master scheduling, New York State Assessment Examinations and review of lesson plans
- Managed student discipline program, performed safety inspection, conducted evacuation and fire drills to ensure that the school facility was safe and orderly for both the middle school and elementary level
- Assisted with the recruitment and interviewing of new staff
- Conducted parent meetings and parent/teacher conferences
- Supervised the implementation of the In-School Suspension program
- Coordinated Incentive Programs (Positive Behavioral Intervention & Support and Jiggy) and other assigned student activities and services
- Attended professional development workshops

EDUCATIONAL EXPERIENCE

Westbury School District, Westbury, N.Y.

(10/11 – 8/13)

Dean of Students/In-School Suspension Supervisor, Westbury Middle School

- Managed student discipline program and promote positive school climate
- Supervised the implementation of the In-School Suspension program
- Provided Character Education through individual and group discussions and reflective writing

School Counselor, Attendance Teacher, School Social Worker

(9/02 – 9/05)

- Provided individual, group and crisis counseling to students grades Pre-Kindergarten – 9
- Consulted with teachers regarding student's progress with academics and behavior
- Conducted classroom presentations regarding youth development, school adjustment, and family and peer issues
- Participated in the Student Staff Support Team, grade level meetings and parent conferences
- Assisted with the development of the Pre-Kindergarten – 12 Guidance Curriculum
- Developed and implemented 1st Annual Career Day
- Participated in meetings and conferences deemed valuable to the solution of attendance
- Conducted /participated in proof of residency by verifying documentation and through home visits
- Provided case management and crisis counseling for students with poor attendance
- Participated in the Administrator Council, Board of Education, Curriculum and Safe Schools/Healthy Students Joint Advisory Council meeting, School Planning and Management Team

Manhasset Secondary School, Manhasset, N.Y.

(2/00 – 6/02)

School Social Worker, In-School Suspension Supervisor

- Worked with at-risk middle school students through individual and group counseling and extracurricular activities
- Participated in the Committees on Special Education, Child Study Team and parent conferences
- Established a partnership with parents between home and school
- Assisted Assistant Principals with discipline issue
- Managed computer program and services for disciplinary actions
- Chaperoned/supervised school events

EXTRACURRICULAR ACTIVITY EXPERIENCE

Westbury High School, Westbury, N.Y.

(winter 2003 & 2004)

Assistant Coach

- Boys Varsity Basketball, winter 2004
- Boys Junior Varsity Basketball, winter 2003

Oyster Bay High School, Oyster Bay, N.Y.

(winter 2001 & 2002)

Coach

- Boys Varsity Basketball, winter 2002
- Boys Junior Varsity Basketball, winter 2001 & 2002

Westbury Middle School, Westbury, N.Y.

(10/99 – 1/01)

Supervisor, Westbury Middle School Extended Day Program

- Engaged in recreational and educational activities with students in grades 6 – 8

RELATED EXPERIENCE

Family and Children's Association, Mineola, N.Y.

(5/96 – 5/06)

Residential Counselor

- Provided direct care, supportive counseling and rehabilitation services for juvenile delinquent and emotional handicapped youngsters

SPECIAL SKILLS

Knowledge of Infinite Campus, PowerSchool, BOCES SchoolWare, eSchool Data, Columbia, and Windows program

REFERENCES: Available upon request

**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.

- Works on data and monitors student progress.
- Ensures implementation of timeline.
- Directs and guides the total transformation model activities
- Maintains a healthy educational climate, together with good student discipline.
- Cooperates in the review and evaluation of the reform process.
- Makes recommendations, together with the Office of School Improvement and Technical Assistance Provider, for the employment, promotion, and dismissal of secondary teachers and other staff to the District Leadership Team.
- Encourages staff and student responsibilities through their participation in the development and execution of school procedures and policies.
- Maintains good school-community relation, outlines and interprets the school program to students, parents, and community.
- Assist with preparation of teacher and pupil assignments and schedules.
- Assist with conduct of staff meetings as required for the proper functioning of the school.
- Perform other duties as assigned

RECEIVED
FEB 28 2014
CONTRACT ADMINISTRATION
NB

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


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	(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)
1412			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
	02-26-14
Type or print the name and title of the Chief Administrative Officer SUSAN JOHNSON, SUPERINTENDENT OF SCHOOLS	
DO NOT WRITE IN THIS SPACE	

SIG SUBMISSION CHECKLIST - Turnaround, Restart, and Transformation Models

Documents for Submission	Checked – applicant	Checked – SED	
Application Cover Sheet <i>(with original signatures in blue ink)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Proposal Narrative <i>(Including District-level Plan, School-level Plan)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Attachment A Consultation and Collaboration Form	<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 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"/>	
M/WBE Documents Package (containing original signatures)			
<input type="checkbox"/> Full Participation <input type="checkbox"/> Request Partial Waiver <input type="checkbox"/> Request Total Waiver			
Type of Form	Full Participation	Request Partial Waiver	Request Total Waiver
M/WBE Cover Letter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 100 Utilization Plan	<input type="checkbox"/>	<input type="checkbox"/>	N/A
M/WBE 102 Notice of Intent to Participate	<input type="checkbox"/>	<input type="checkbox"/>	N/A
EEO 100 Staffing Plan and Instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 105 Contractor’s Good Faith Efforts	N/A	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 101 Request for Waiver Form and Instructions	N/A	<input type="checkbox"/>	<input type="checkbox"/>
SED Comments:			
Has the applicant submitted all of the documents listed above? <input type="checkbox"/> Yes <input type="checkbox"/> No			
Reviewer: _____		Date: _____	

HEMPSTEAD SCHOOL DISTRICT

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:

- Literacy for All model where we build a student's reading comprehension, writing skills, and overall skills in communication
- Early identification of student underperformance in a specific area accompanied by early intervention
- Connections to student support and wrap-around services for students with social, emotional, and behavioral issues
- Frequent communications, partnership and connections with parents; and
- Targeted, ongoing professional development for teachers to ensure fidelity of best practices; and
- The use of data to guide instruction and provide appropriate services to students academically and behaviorally

The district will review, provide or develop:

- District policies and regulations to ensure that the efforts being made under the transformation model are aligned
- A detailed job description for the School Transformation Officer (STO)
- the appropriate protocols for the Transformation Officer
- Re-define the Response to Intervention (RtI) and Academic Intervention Services (AIS) models to ensure that all students are grouped based on the North Western Evaluation Association (NWEA) map data and provided with appropriate interventions
- Ensure that all staff adhere to the new guidelines of the transformation model
- Ensure a Literacy for All model
- Extend the school day
- Provide job-embedded professional development for all academic staff
- Increase the level of parental engagement
- Bridge the gap between home and school; and
- Require teachers to participate in a minimum of 30 hours of professional development (PD) sessions to improve teachers' 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.**

- 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.**

The Hempstead District approach will be to focus on Literacy **for All** model in where we will strengthen and enhance student's skills in four major areas, **1) reading, 2) writing, 3) listening and 4) speaking**. We understand that it is common to believe that literacy instruction is solely the charge of English Language arts teachers, but with the shift to the Common Core Learning Standards it is becoming clearer that this is not the case. We want our students to be able to engage in advanced reading, writing, listening and speaking. We will provide our teacher and administrators with in depth professional development that not only strengthens their content knowledge, but the how within their content; and this is where the Literacy for All model comes into play.

In the area of Reading, our set of actions includes:

- Provide professional development on scaffolding
- Create a list of relevant texts to fit our student population
- Develop district-wide social practice that guides our reading discussions in classrooms

In the area of Writing, our set of actions includes:

- Provide professional development in open response
- Develop an open response rubric
- Develop a district-wide writing process/steps
- Create an open response calendar where writing is shared across every content, this includes PE, Music, Art and Family and Consumer Sciences
- Join the National Writing Project and secure additional training for teachers and administrators

In the area of Listening, our set of actions includes:

- Provide professional development in listening development as a literacy skill
- Include the development of listening as a skill in the literacy block and across content areas
- Develop a district-wide set of characteristics for effective listening strategies

In the area of Speaking (accountable talk) our set of actions includes:

- Provide professional development in accountable talk
- Create Socratic seminar settings in our classrooms
- Include the development of speaking as a skill in the literacy block and across content areas

Additional set of actions to support turnaround:

- Facilitate and ensure student learning of 21st century skills by evaluating and using a variety of hardware and software program
- Evaluating and matching instructional program to students' learning styles
- Flexible student grouping
- Focus group meetings
- Extend and expand the school day and year to increase teaching and learning time
- Use the substitute placement warehouse to track and measure staff attendance
- Technology-based differentiated instruction in a Response-to-Intervention (RtI) framework
- Multiple modes of instructional technology training held weekly, to empower teachers
- Maintain a data inquiry team with the focus of examining both formative and summative data that is collected to evaluate the academic progress of students and assist in targeting instruction to meet student needs
- Plan and implement an advisory period
- Monitor period by period attendance to provide interventions and supports for students with excessive absenteeism
- Designing an instructional paradigm of mathematics focusing on practical application and problem solving; and
- Providing students with a hands-on manipulative approach which aligns to the Common Core Learning Standards (CCLS)

After establishing Literacy for All model in the Hempstead School District, we anticipate the impact on our Priority schools will include:

- A structured literacy model will be in place for all students to improve in reading, writing, listening and speaking
- Improved student academic and behavioral performance
- Increased percent of students ready for College and Career
- Increased job-embedded professional development through Professional Learning Community time for all staff
- Expansion of the school year and student contact time

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 appointed a new Superintendent who was recently awarded a three year contract
- The district currently has a School Improvement and Accountability Office in place to support and oversee the priority schools transformation reform model
- The district was recently awarded the Systemic Support School Turnaround (SSST) grant over a two year period
- The district is currently engaging in a district-wide strategic planning process

- Students' 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
- The district has six certified "train the trainers" under the APPR teacher evaluation training process
- The district certifies and recertifies administrators, annually under the APPR teacher evaluation tool
- The district participates in training its master calibration team through NYSUT

HEMPSTEAD UNION FREE SCHOOL DISTRICT

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 has given the ABGS Middle School total autonomy to make all operational, hiring and curriculum based decisions. They will oversee the recruitment of key transformational staff and what the expanded and extended school year will look like moving forward. The middle school leadership team has met with the teachers' collective bargaining unit on a number of occasions. Both have jointly sought creative teacher input on scheduling that respects and honors the teacher's contract, while maintaining a student centered focus.

- 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 policy. The accountability policy has been board approved. The district is in the reading process for the autonomy policy.

- 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.**
 - See the provided letter of support from the local HCTA and HSAA collective bargaining units.

HEMPSTEAD UNION FREE SCHOOL DISTRICT

C. 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 ABGS Middle School Shared Leadership Team will hire a School Transformation Officer (STO) to support the middle school Transformation model. This agent will report to the Office of School Improvement and Accountability and will work directly with the building principal and leadership team. 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.

- 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.**

Cycle of planning

The Hempstead UFSD will follow the Plan, Act, Assess and Evolve planning cycle. Within the **plan**, we set our goals and outcomes. During the **act** cycle, we will provide services, implement activities and programs. In order to effectively ensure that we are on track with our plan, we will move into the **assessment** phase in where we look at our results based on our measurable outcomes, we conduct surveys and provide regular on-going reporting. In the **evolve** cycle of planning, we review, prioritize, restructure, redeploy all based on the assessment and regular reporting from the goals and objectives.

Action

Instructional Leadership Training (Monthly training)

Responsible party: Office of School Improvement & Accountability

- A district level administrator in collaboration with the building principal, assistant principals and dean will participate in extensive 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 the leadership team will be equipped to support, supervise and assess teachers in all content areas and school programming.

Shared Leadership Team Meeting (Monthly SLT meetings)

Responsible party: School Transformation Officer and SLT

- The building shared leadership team (SLT) will consist of parents, academic and ancillary staff 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 (weekly instructional walk through visits)

Responsible party: Office of School Improvement & Accountability, STO and SLT

- District level administrators will participate in Instructional walk throughs in collaboration with the building leadership team. 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: (Reference is 12 years old, need more recent reference)
 - 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

Professional Development (monthly professional development offerings)

Responsible party: Office of Curriculum and Instruction

- 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. HPS district’s, professional development program will have 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.

Evaluation and Feedback

School Transformation Officer (weekly site visits)

Responsible party: Office of School Improvement & Accountability & STO

- 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

Responsible party: Office of School Improvement & Accountability

- 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.

External Evaluation

Responsible party: SLT with oversight from Office of School Improvement & Accountability

- The priority school will release requests for proposals for organizations to serve as the external evaluator for the middle school transformation model. The evaluator will conduct on site visits, focus group meetings, climate surveys and prepare an annual progress report.

Bi-Annual Climate Survey

Responsible party: External Evaluator

- Under the supervision of our external evaluator the priority school will undergo a bi-annual climate survey. Both parents, students and teachers will be surveyed. Evidence will be collected and compiled for use in an annual progress report.

HEMPSTEAD UNION FREE SCHOOL DISTRICT

D. TEACHER AND LEADER PIPELINE

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

 - The 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 has an approved Equity in education policy that was recently recommended by SED following a Title I compliance audit. 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.**

 - Based on the priority school Autonomy structuring policy we have put in place, we do not anticipate any issues that may result from having to alter budgetary timelines. The building has total hiring autonomy and has therefore developed its own pre-established hiring procedure as developed by the Shared Leadership Team.

- 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. Provide a history of these 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?**

 - In partnership with Hofstra University, the district created an Aspiring Administrators Academy. A selection committee was established and a rubric created based on the ISLLC standards. Participants completed applications, were interviewed and a cohort of eight Aspiring Administrators were chosen to undergo a year-long training process. The Aspiring Administrators chose an action research project that they completed throughout the school year. The principal chosen to lead the priority school was not selected from this Academy; however, two of our newly selected focus school principals and one assistant principal participated in this Aspiring Administrators Academy.

- 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.*

- 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 Learning 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.
- v. **Identify in chart form, the district-offered training events for items "iii & iv" above, scheduled during the year-one implementation period (June 1, 2014 to June 30, 2015). 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	ELA Director	Participants will be able to deliver instruction aligned to the CCLS.
Effective ELA interventions that work	ELA Director	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 Director	Participants will be able to deliver instruction aligned to the CCLS.
Effective Math interventions that work	Math Director	Participants will be able to effectively create and utilize math interventions in the classroom.
Differentiated Instruction	District staff	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	SEIS	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 ESL 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	District data team	Participants will be able to understand and use student data to target their instruction.
How to use and understand data	Data team	Participants will be able to understand and use student

		data to target their instruction.
Successful reading instructional strategies that work	ELA Director	Participants will be able to apply the knowledge to improve student reading levels homogeneously and heterogeneously.
Writing across content areas	ELA Director	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	ELA Director	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	District staff	Participants will be able to better engage families and the community into the school environment.
Successful parent involvement activities that work	District staff	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.	Nassau BOCES	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	Nassau BOCES	Participants will be able to learn strategies for consistently improving student attendance.
Understanding student engagement	NYU's Steinhardt Center	Participants will be able to strengthen student engagement in daily lessons and school wide programs.
The ABC's of successful classroom management	NYU's Steinhardt Center	Participants will be able to manage behaviorally challenged classrooms.

Rationale for these PD sessions

- By providing these professional development sessions, the district believes we are setting a strong foundation in the successful implementation of the School Improvement grant plan. All these key areas focus on providing teachers and other staff with the requisite knowledge and skills to improve student achievement in the classroom in the areas of ELA and Math, while simultaneously ensuring that the social and emotional needs of our students are being met.

HEMPSTEAD UNION FREE SCHOOL DISTRICT

E. EXTERNAL PARTNER RECRUITMENT, SCREENING, AND MATCHING

- i. Describe the rigorous process and formal LEA mechanisms for identifying, screening, selecting, matching, and evaluating external partner organizations that are providing support to this Priority school.**
 - The SLT will undergo a request for proposals process, where the priority school will have the complete autonomy to select its external partner. The SLT will utilize the district's current RFP process and select an external partner based on the following:
 - 1) experience and a demonstrated record of effectiveness, 2) ability to build capacity for sustained improvement, and 3) a comprehensive plan to achieve our measurable outcomes.
 - The SLT will identify an external evaluator, who will work to evaluate the effectiveness of each of our partners, as we plan and implement the transformational school reform model at our 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.**
 - The business office purchase agent will request 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 priority school SLT.
 - Vendors are interviewed by the priority school SLT in collaboration with the Office of School Improvement & Accountability where they present their plan of action to assist in our transformation model.
 - The selected vendors forwarded to the Superintendent to be placed on the board docket for approval
 - The district enters into a Board approved contract with each selected outside partner.
 - The contracts are shared with the business office.
 - The Office of School Improvement & Accountability originates the purchase order and processes the paperwork.
 - The building principal and his team 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 and in preparation and start up for the new school year.

- 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.**
 - Please see answer provided in ii.

HEMPSTEAD UNION FREE SCHOOL DISTRICT

F. ENROLLMENT AND RETENTION POLICIES, PRACTICES AND STRATEGIES

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

HEMPSTEAD SCHOOL DISTRICT SWD & ELL #s	
Elementary SWDs	Secondary SWDs
369	444
Elementary ELL students	Secondary ELL students
1151	669

- There is only one middle school in our district; therefore, there is no other middle school better with which to compare these populations. All elementary buildings feed into this one building, which explains why our population appears to increase. 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 ESL 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.
- 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, NYSESLAT 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 the disproportionate identification of black males in special education and suspension of SWDs. Over the past two years, the middle school has been working with NYU surrounding issues of race, student disproportion 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.
- **Specific strategies are:**
 - Literacy for All model
 - Hiring of a new Assistant Superintendent of Special Education to address district special education compliance issues
 - Embedded PD from NYU Steinhardt Center
 - Task force committee formed
 - Building walk-throughs and evaluations by Outside Educational Experts

HEMPSTEAD UNION FREE SCHOOL DISTRICT

G. DISTRICT LEVEL LABOR AND MANAGEMENT CONSULTATION AND COLLABORATION

- i. **Describe in detail the steps that have occurred to consult and collaborate in the development of the district and school-level implementation plans.**
 - 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 met with the collective bargaining units to discuss restructuring efforts and ideas
 - A needs assessment was conducted and analyzed
 - 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 and can be produced upon request

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

See Consultation and Collaboration form

HEMPSTEAD UNION FREE SCHOOL DISTRICT

SECTION II.

A. 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 mission. We are in the process of creating a building specific mission and vision that is aligned to the goals and objectives of our school improvement plan and transformation model.
 - The mission of Alverta B Gray Schultz Middle School, a culturally diverse community, is to provide students with a progressive and disciplined learning environment that is academically challenging, safe, and secure, this will be accomplished through excellence in teaching and learning in partnership with family and community to ensure that students gain and develop the knowledge and skills necessary to excel in high school and beyond.

End of three (3) years goals

- School Environment
 - School culture
 - School connectivity
 - Teacher and leader engagement effectiveness
- Student Performances
 - Measure of student progress
 - Outcomes for students

ATTACHMENT B GOALS

Goal #1: Increase by at 5% the number of students scoring in Level 3 and Level 4 on the New York Stated assessment in both ELA and Math

Goal #2: Reduce student tardiness and absenteeism

Goal #3: Increase the use of data to drive instruction and teach to the needs of the learner

Goal #4: Increase Parent and Community Involvement

Goal #5: 100% Literacy for All

- 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

- Literacy for All students
- Advisory for all students
- Peer tutoring

- Peer mediation
- Common planning time
- Job embedded coaching for staff and administrators
- Co-teaching model for special education
- Project-based learning
- STEM focus
- Shift towards informational reading across content areas
- Literacy across content areas
- Progress Monitoring
- Formal and Informal assessments
- Targeted professional development
- Needs assessment survey
- Curriculum aligned both vertically and horizontally
- Data-driven instruction
- Integration of technology into curriculum design and student work product
- **Partnership Organizations:** Will be selected and chosen based on an RFP process.

Key Strategies

- Curriculum alignment and mapping - Provide clear instructional leadership and accountability. Define the model for learning: curriculum, scope and sequence and schedule for learning for the core subjects of reading, writing and math (EngageNY.org)
- Use a scheduled formative assessment process to check each student's mastery of the CCLS for learning
- Create a master schedule with extended time 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 and enrichment 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
- Keep parents/guardians more informed through programs, conferences, leadership opportunities, and regular parent-teacher conferences
- Share interim data results with parents/guardians and discuss the child's progress (at Saturday Academy workshops)
- Conduct walkthroughs and formal observations of the teachers to ensure that curriculum is being followed

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

- The Hempstead School District 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. This calls for schools to make mission-driven decisions in accordance with students' needs and hence, truly comprehensive, transformational reform. 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 transformational leader is highly skilled and well equipped to deal with the myriad of problems and issues that arise during whole school reform.

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

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

- 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 (ABGS) 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. ABGS Middle School serves 1,412 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). Seventy-four percent (78%) 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 (42%) Caribbean and African American, sixty-five percent (56%) Hispanic and one percent (1%) other. Thirty-three percent (14%) of the students are LEP (Limited English Proficient) and thirty percent (30%) are FLEP (Former Limited English Proficient). Approximately two hundred and twelve (196) students or fourteen percent (16%) of the student population are Special Education learners.
 - There are one hundred and forty (140) ABGS Middle School staff members including teachers, one media specialist, three guidance counselors, two social workers, two psychologists, medical personnel and eleven teaching assistants employed at ABGS Middle School. There are currently four administrators: principal, three assistant principals, and one dean. 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 building's strengths, needs/challenges under the following areas: teaching, instructional leadership and organizational leadership. The school has undergone a thorough district led diagnostic school review and more recently a SED diagnostic tool site review was conducted.

- 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 SLOs
- 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 monitored by teachers to discourage/minimize high student lateness and absenteeism
- Common Planning time needs to be led by teachers in conjunction with an assistant principal
- An alternative session needs to be arranged 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 morale

- 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

The following are the preliminary results from the SED diagnostic tool site review that was conducted December 2013.

- v. **Discuss how the LEA/school will prioritize these identified needs in the implementation of the SIG plan.**
- With the Literacy for All model we anticipate that a lot of the challenges we face in the area of Math and other non-ELA content areas will in time disappear. The Literacy for ALL focus will afford our students and staff with a myriad of opportunities to improve in this area.
- The data inquiry team will continue to meet to analyze and process data. Data will be shared with staff on an on-going basis. After the data is analyzed and processed, clear priorities and objectives are identified (and set aside for staff development implementation) by the group.
- 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 in accord to accomplish it.

C. 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

- Replace the principal and replace ineffective teachers and administrators via the new principal and teacher evaluation process provide job-embedded professional development; implement a rigorous teacher-evaluation and reward system; offer financial and career advancement incentives; implement comprehensive instructional reform; extend learning- and teacher-planning time; create a community-orientation; and provide operating flexibility and sustained support. The Transformation model relies on organizations that can provide professional development tailored to the severity of the turnaround situation.
 - Based on the above definition of the transformation model, our rationale in effect is that the teachers who interact with our at risk population must have on going job embedded professional development provided by technical assistance providers who have a proven and demonstrated track record of building capacity and sustaining for school improvement purposes. It is better for us to ensure that these sustainability factors are critical to our implementing a successful school transformation.
- 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 school has held a number of restructuring meetings with the building leadership team, various teachers and the union representatives
 - The CEP team provides restructuring ideas and support to improve academic effectiveness
 - Major discussions about the restructuring process have been addressed at several monthly staff meetings
 - The Superintendent has been informed of any progress made with respect to restructuring ideas and concerns
 - A building-wide needs assessment was conducted
 - Feedback from the needs assessment was shared at a faculty meeting
 - Current technical assistance providers have met with the principal, leadership team and the principal's cabinet
 - Board members met with our Outside Educational Expert (OEE), along with the Superintendent's cabinet and building principal
 - Meeting agendas and minutes, email, notes and sign in sheets from all sessions are on file and available upon request

D. SCHOOL LEADERSHIP

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

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 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, Mr. Hank Williams has a passion for helping students achieve their goals. He has been a math teacher, a middle school dean, and an assistant principal in both middle and high school. His school's guidelines for success: *listen, be prepared, be respectful, be committed and believe* are being embraced by the school and Hempstead community. Hank Williams has shown leadership

strength and compassion while guiding the middle school students and staff towards academic gains. Mr. Williams is also a 2013 recipient of the Hempstead for Hofstra Unispan Award.

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
- Staff Developer for Data
- Staff Developer for ELA
- Staff Developer for Math
- Staff Developer for ESL/Bilingual
- Behavior Interventionist

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: the principal, three assistant principals and one dean, work extremely well together. They all meet with teachers during their common planning time, make daily instructional classroom visits and actively value staff input as the middle school attempts to cultivate positive growth and change within the building. Our principal, assistant principals and dean are APPR certified.

Ms. Rowena Costa, our second year assistant principal, is both a reading and data specialist. Her expertise reinforces our school goal of literacy for all students across the curriculum. Ms. Costa's broad experience as a testing coordinator and data specialist provides teachers with an additional incentive in learning how to read and interpret data so that they can meet the needs of their students.

Our second assistant principal, Mr. Kelvin Ortiz a bi-lingual administrator, served as dean last year. Mr. Ortiz's background as a special education teacher and guidance counselor informs his decision making with respect to staff and student needs.

Our third assistant principal, Ms. Fairclough has been an inclusion teacher, an instructional coach and an assistant principal within the New York City public school system for over a decade. Her experience and expertise within the NYCDOE provides our staff and students with an enhanced understanding of how the CCLS are implemented across the curriculum and region.

The dean, Mr. Earl Davis is a first year APPR certified administrator. His background as a teacher and licensed social worker reinforces his community based approach to achieving positive student behavior, manners, dress code and learning environment.

- The administrative cabinet meets weekly and debriefs daily.
- The middle school 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. Hank Williams and his team bring to the table. The ABGS Middle School is aligned with the District's vision and has its own Mission Statement. 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, college and beyond.

E. INSTRUCTIONAL STAFF

- i. **Identify the total number of instructional staff in the building and number of staff identified as highly effective, effective, developing and ineffective (HEDI) based on the schools approved APPR system.**
 - We have over 140 instructional staff in the building. The HEDI breakdown is as follows:
 - Highly effective: 1
 - Effective: 28
 - Developing: 23
 - Ineffective: 3
- ii. **Describe and discuss the current school-specific staffing picture in terms of quality, effectiveness, and appropriateness for the needs of students in this school. In addition, describe the specific quantitative and qualitative change that is needed in this school's staffing between the time of application and the start-up of model implementation.**
 - ABGS Middle School has teachers who are NYS certified in specific subject area. Our teaching staff is culturally diverse and also 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 differentiate or *meet the needs of their students* by providing alternative ways of thinking creatively and problem solving to promote "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, fourteen mathematics teachers, twelve ELA teachers, and six science teachers covering both the seventh and eighth grade monolingual and bilingual students. We have four ESL teachers, eleven special education teachers, fifteen special subject teachers and one reading teacher covering grades six through eight. We also have eleven teaching assistants whose cultural and linguistic abilities are also indicative of the student population.
 - 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.

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

- The 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.

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.

- Screening of applicants will come by the Office of Personnel, whom after applications are received will forward to the building SLT for final screening and interview selection. The SLT will follow the building hiring procedure as developed from the district model but adapted to address our specific building needs. 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 and administrators. Those teachers who we find to be ineffective, 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 school is successful. We anticipate this relationship will continue to work collaboratively towards this common goal.

F. PARTNERSHIPS

- i. Identify by name, the partner organizations that will be utilized to provide services critical to the implementation of the new school design. Additionally, provide the rationale for the selection of each. Explain specifically, the role they will play in the implementation of the new school design.***
 - The district has partnered with CSSR to assist with our focus and priority schools as the Outside Educational Experts. CSSR has a proven track record and the district went through an extensive RFP process to secure their services to assist us with our school improvement efforts. We also currently partner with Scholastic Achievement Partners. They provide professional development in the area of ELA and Math. The International Center for Leadership in Education is working with us in the area of ELA. Math Solutions is assisting us in the area of math. All provide training on the CCLS, rigor and relevance, differentiated instruction, best practices in instructional strategies in ELA and Math and in scaffolding literacy across the content areas.
 - While we currently appreciate and respect the work they are currently doing with our district, the district has chosen to go through an official RFP process to secure external partners that will work with us over the three years of the School Improvement Grant. If awarded the SIG, we anticipate being able to complete the RFP process within a two week period.

- 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.**

Once the district completed the RFP process and makes the final selection, we will be able to submit a demonstrated and proven track record of success

- 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 SLT in collaboration with the district will hire an external evaluator who will 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.

G. ORGANIZATIONAL PLAN

- i. **Submit an organizational chart (or charts) identifying the management and team structures, and lines of reporting. (If a Restart model is being proposed, be sure to include the specific role of the 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 regularly with his administrative team using the following modalities: in cabinet meetings, informal open door policy meetings, daily debriefings, memos, email, and two-way radio communication.
 - The entire administrative team focuses on assessment results in order to promote data driven instruction. At weekly department meetings, staff provides evidence of the ways in which they align curriculum with student achievement and Common Core Learning Standards (CCLS). 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 MAP testing program. Teachers are shown how to create a tiered analysis of evidence based student ability/achievement.
 - Data Inquiry Team is currently facilitated by one of our Assistant Principals. She meets on an on-going basis with a team of staff to review, analyze and collaborate with staff on their grade level on how to effectively use data in their classrooms to guide instruction.
 - Throughout the school year, academic data is discussed at PTSA and SEPTA meetings and other parent workshops and forums.
- iii. **Describe in detail, the plan for implementing the annual professional performance review (APPR) of all instructional staff within the school. Include in this plan an identification of who will be responsible for scheduling, conducting, and reporting the results of pre-observation conferences, classroom observations, and post-observation conferences.**
 - The district has an approved APPR plan that is available upon request. The principal and his cabinet are responsible for scheduling all observations for the 2014-2015 school year. A set schedule is established prior to the beginning of school by the building leadership. The assistant principals report their results to the principal and enter all of their classroom observations in OASYS, which is our on line database to house all APPR information. Once all evaluations are completed for the year, an email is sent to the Principal and finally the Assistant Superintendent for Personnel who ensures that all staff are appropriately observed.

ADMINISTRATOR/EVALUATOR	CONTENT AREA ASSIGNED	REPORT RESULTS TO
PRINCIPAL- Hank Williams	Special Education, Teaching Assistants, Health	Assistant Superintendent for Personnel
AP- Rowena Costa	ELA, ESL, Guidance, SS-Grade 6	Principal
AP-Kelvin Ortiz	Science, SS-Grades 7, 8, P.E., Music, LOTE	Principal
AP- Kelly Fairclough	Math, SS-Grade 6, Business, Tech, Art, Home & Careers	Principal
Dean - Earl Davis	IST, Attendance, Security, Cafeteria	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 2014-2015 school year that reaches all instructional personnel who will staff the building.

See attached calendar

H. EDUCATIONAL PLAN

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

We will use the state approved EngageNY ELA and Math modules. Our priority school's approach will be to focus on a **Literacy For All** model in where we strengthen and enhance students skills in for major areas, **1) reading, 2) writing, 3) listening and 4) speaking**. We understand that it is common to believe that literacy instruction is solely the charge of English Language Arts teachers, but with the shift to the Common Core Learning standards it is becoming clearer that this is not the case. We want our students to be able to engage in advanced reading, writing, listening and speaking. We will provide our teachers and administrators in depth professional development that will strengthens their content knowledge, and ability to implement the CCLS with rigor and relevance.

- **Curriculum Mapping software**

- The district will explore a more innovative way for staff to vertically and horizontally articulate 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 data of academic achievement and growth 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.

- 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.).

- Grounded in Constructivist pedagogy, teachers will continue to explore ways to focus on shifts in math and ELA. Other subject area teachers will become more familiar with these Common Core shifts and use them as a basis for their lessons, so that students will be able to discern-correlate evidence from the text that has real world relevance. As we

delve deeper into the ELA and Math shifts through a Literacy for ALL model, we will concentrate on some basic instructional strategies we feel meet the learning style needs of our student population in both ELA and Math, they are:

- Scaffolding
- Differentiation
- One observation, One connection, One surprise and One question
- Close reading and reading for purpose
- Open response
- Accountable talk
- Making predictions and connections
- Think alouds
- Cooperative learning groups
- Think, write, pair, share
- Thumbs up, thumbs down
- Concentration on targeted strategies for **Reading, writing, listening and speaking:**
 - **Reading:** the district will identify, target and train staff across content areas on 10 reading strategies that will have the most significant impact on student achievement.
 - **Writing:** the district will identify, target and train staff across content areas on 5 writing strategies that will have the most significant impact on student achievement.
 - **Listening:** the district will identify, target and train staff across content areas on 2 listening strategies that will have the most significant impact on student achievement.
 - **Speaking:** the district will identify, target and train staff across content areas on 2 speaking strategies that will have the most significant impact on student achievement.
- **Plan to accelerate learning**
 - Using the RtI model, we will create Individualized Learning Plans (ILP) for every student in grades 6th through 8th grade. Teachers on each grade level will be responsible for 25-35 ILP's depending on the number of students on each grade level. The ILP will be used to track student progress, progress monitor and communicate student achievement to parents and instructional support staff as necessary. Based on the student achievement and progress monitoring data gathered on the ILP, teachers will be able to place students in the correct level of difficulty to ensure we are achieving academic rigor for all students.

- 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. To that end, both priority schools will be proposing moving from a 180 day school year to 187 day school year.
- This would involve four (4) additional half days for student instruction with the second part of the day targeting building specific professional development.
- An additional two (2) days would be for an annual staff retreat for capacity building and sustainability.
- Lastly, one (1) day for staff at the end of every school year to plan

We are proposing the following:

- AIS during the school day
- Summer Enrichment Camp
- Before and after-school programming
- 6th grade 3-week transitional camp
- Saturday Academy: Math, ELA, ESL
- A variety of professional development opportunities during the school day, after school and summer institutes for principals and instructional staff
- Annual two (2) day staff retreat

- 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).

- Evidenced based decision making

- 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 uses Race to The Top funds to support the data driven inquiry initiative district-wide. We have established coordinated processes to collect data, measure and communicate student achievement, and its progress. Data is collected, analyzed and shared to inform district planning, professional development planning and development of differentiated instructional plans for students.
- 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 with 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.
- **Common planning time (house and/or grade level)**
- Early warning and intervention systems require interdisciplinary teams of teachers (pairs, triads, four- to six-person teams) with a common set of students and common planning time to monitor student progress, evaluate the effectiveness of interventions, and adapt strategies as needed to specific students in a timely manner. Teachers will need training and technical assistance on how to effectively 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 collaborate with these teams to ensure meeting protocols are established and orchestrated, teachers reflect on their instructional practices, students' work is discussed, and to maintain the overarching objective of maintaining effective instructional and intervention strategies to improve student achievement across all content areas.

- 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 strategies for academic and behavioral challenges in the classroom, a teacher may make a written recommendation for 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 is 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. This begins the CSE process. An ABGS Middle School parent may refer his/her 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 academic and behavior. We have detailed our 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

Approach to student behavior and discipline

- 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 and 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:
 - Reduction in referrals, suspensions, and expulsions
 - Decline in tardiness rates
 - Increases in student attendance and classroom connectedness
 - Increased safety and civility
- We do experience suspensions as do most schools; however, we practice a progressive discipline model that incorporates a demerit system, lunch and after-school detention. While we still administer out of school suspensions, we feel that progressive discipline coupled with our Safe and Civil Schools philosophy we are on the right track with our at risk student population. Our data team makes it a point to review and disaggregate student discipline referrals; in addition our building leaders provide additional training and support to staff that write an excessive amount of student referrals.

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.

- 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 and Curriculum Nights**
 - HSD 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 and monthly curriculum nights 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 is occurring. To that end, we want to allow our students and staff to serve as our Public Relations representatives, by sharing academic achievement and growth 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 meaningful communication between stakeholders with information and opportunities for involvement in the school's reform efforts.
 - **Some additional activities will be as follows:**
 - Parent Teacher conferences

- Written letters and memorandums are sent home to parents regularly.
- PTSA meetings
- SEPTA meetings (teachers are on the SEPTA board)
- STEM Fair
- Parent literacy workshops
- Parent homework assistance workshops
- Parents Right to Know (IDEA) workshops
- Enhance parent's knowledge of NYS and local assessments
- Automatic call out phone system
- Group text messaging services for the parents of students

I. TRAINING, SUPPORT AND PROFESSIONAL DEVELOPMENT

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

- The building level shared leadership team met along with the district grant writer and OEE to work on each section of the SIG plan. These meetings were held a weekly basis since November 2013.
- Meeting agendas and minutes, email, notes and sign in sheets from each session are on file are available upon request.

ii. Implementation Period. Identify in chart form, the planned training, support, and professional development events scheduled during the year one implementation period (June 1, 2014, to June 30, 2015). 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 our SIG plan goals and feedback from our preliminary SED diagnostic visit, we have presented a number of professional development opportunities for staff. We anticipate that these opportunities if implemented and done with fidelity, will have a dramatic impact on student achievement.

Professional Development Topic	Responsible for Delivery	Measurable Outcomes
Reading strategies	Content coaches	Teachers will be able to articulate, apply and use reading strategies to enhance and improve student reading comprehension and communication skills.
Writing strategies	Content coaches	Teachers will be able to articulate, apply and use writing strategies to enhance and improve student writing and communication skills.
Listening strategies	Content coaches	Teachers will be able to articulate, apply and use listening strategies to enhance and improve student listening and communication skills.
Speaking strategies	Content coaches	Teachers will be able to articulate, apply and use speaking strategies to enhance and improve student speaking and communication skills.
Reasoning strategies	Content coaches	Teachers will be able to

		articulate, apply and use reasoning strategies to enhance and improve student reasoning abilities and communication skills.
Questioning Techniques	Content coaches	Teachers will be able to articulate, apply and use higher order questioning techniques strategies to improve student achievement and cognitive growth.
Rigor and Relevance	Technical assistance provider	Teachers will be able to construct, plan and apply instruction that is rigorous and relevant for ultimate student achievement.
CCLS shifts in ELA	Technical assistance provider	Teachers will be able to analyze, organize and use the CCLS shifts in their instructional program.
CCLS shifts in Math	Technical assistance provider	Teachers will be able to analyze, organize and use the CCLS shifts in their instructional program.
Response to Intervention Tier I	District staff	Teachers will understand and apply research based instructional strategies to support Tier I core instruction.
Response to Intervention Tier II	District staff	Teachers will understand and apply research based instructional strategies to support Tier II core strategic interventions.
Response to Intervention Tier III	District Staff	Teachers will understand and apply research based instructional strategies to support Tier III intensive interventions.
Classroom management and successful behavioral strategies	Technical assistance provider	Teachers will understand and utilize research based classroom management techniques.
Advisories that work	Technical assistance provider	Teachers will utilize strategies to ensure a successful advisory program.

- 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.

BUDGET NARRATIVE AND BUDGET FORMS

- i. A FS-10 for the year-one implementation period (June 1, 2014, to June 30, 2015).
- 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

School Transformation Officer (STO) $\$140,000 \times .5 = \$70,000$

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.

Before and After School Programming 10 teachers @ 3 hours x 30 weeks x \$40.54 = \$36,486

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 140 teachers x 2 days @ \$100 per teacher/per day = \$24,000

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 2014-2015 school year and aligned to the goals and objectives as outlined in our transformation activities.

Summer Transition Camp for rising 6th graders 10 teachers x 4 hours x 15 days x \$40.54 = \$24,324

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 10 teachers x 2 hours x 30 weeks x \$40.54=\$24,324

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: \$179,134

Code 16 Salaries for Support Staff

Clerical for the School Transformation Officer \$33,000 x 1= \$33,000

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: \$33,000

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.

Naviance \$10,000

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.

Technical Assistance Providers (To be determined)= \$150,000

Our TA will be assisting the priority school in the implementation of the CCLS in the area of Math, ELA. They will also provide job embedded coaching and intensive summer institutes for teachers, teacher leaders and administrators. They will also provide coaching, professional development, guidance and feedback as we implement the transformation model.

Code 40 Total \$175,000

Code 45 Supplies and Materials

Math Manipulatives \$8,266

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 5= \$60,000

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.

Supplies and materials for before and after-school programming \$10,000

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 \$83,266

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

Code 80 Benefits

School Transformation Officer 20% for benefits= \$14,500

Code 46 Total \$14,500

TOTAL BUDGET: \$500,000

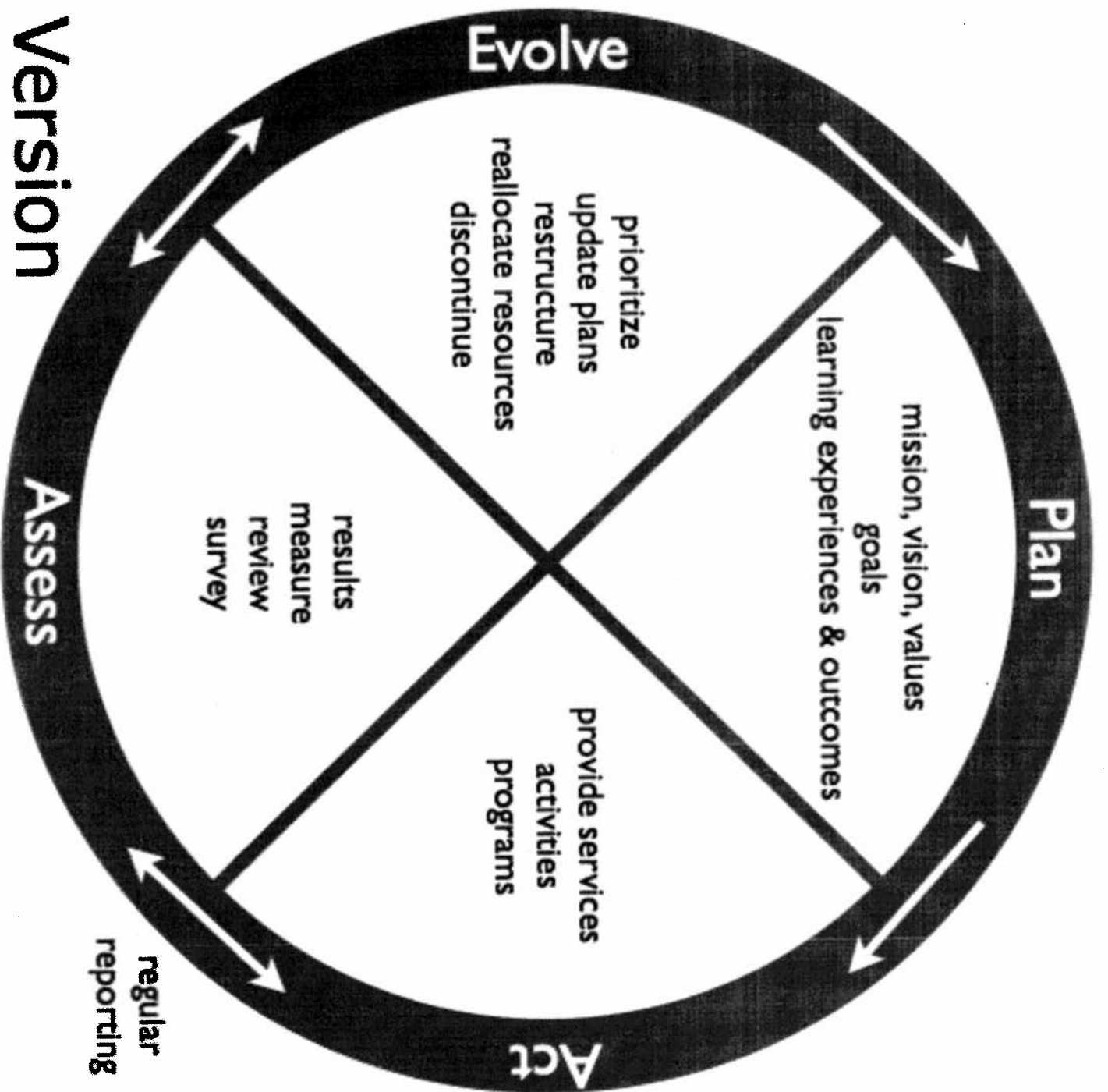
Attachment B
School-level Baseline Data and Target-Setting Chart

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	District Average	Baseline Data	Target for 2014-15	Target for 2015-16	Target for 2016-17
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%	97%	98%	100%
c. Student participation in State Math assessment	95%	95%	95%	97%	98%	100%
d. Drop-out rate	n/a	n/a	n/a	n/a	n/a	n/a
e. Student average daily attendance	88%	88%	88%	90%	95%	99%
f. Student completion of advanced coursework	n/a	n/a	n/a	n/a	n/a	n/a
g. Suspension rate	14%	14%	14%	10%	8%	4%
h. Number of discipline referrals	630	630	630	300	200	100
i. Truancy rate	n/a	n/a	n/a	n/a	n/a	n/a
j. Teacher attendance rate	7%	7%	7%	5%	3%	1%
k. Teachers rated as "effective" and "highly effective"	17%	17%	17%	34%	50%	70%
l. Hours of professional development to improve teacher performance	16	16	16	20	25	30
m. Hours of professional development to improve leadership and governance	5	5	5	7	9	10
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	5	5	5	7	9	10
II. Academic Indicators						
a. ELA performance index	PI 96	96	96	121	138	142
b. Math performance index	PI 114	114	114	137	141	152
c. Student scoring "proficient" or higher on ELA assessment	19%	19%	19%	40%	52%	60%
d. Students scoring "proficient" or higher on Math assessment	27%	27%	27%	54%	60%	65%
e. Average SAT score	n/a	n/a	n/a	n/a	n/a	n/a
f. Students taking PSAT	n/a	n/a	n/a	n/a	n/a	n/a
g. Students receiving Regents diploma with advanced designation	n/a	n/a	n/a	n/a	n/a	n/a
h. High school graduation rate	n/a	n/a	n/a	n/a	n/a	n/a
i. Ninth graders being retained	n/a	n/a	n/a	n/a	n/a	n/a
j. High school graduates accepted into two or four year colleges	n/a	n/a	n/a	n/a	n/a	n/a

Hempstead UFSD Priority School Principal Autonomy Structure

Autonomy: Decisions made at the school level, fully meeting federal and state law, district policies and negotiated contracts when applicable. Some decisions will be shared with central administration to ensure alignment with the district's defined strategic plan and maximize district resources.

School Budget	It is expected that the priority school will engage in annual budget planning at the school based level.
Staffing	Staffing decisions will be made by the priority school based team. The district will assist the priority school in talent recruitment both within and outside of the district.
Professional Development/Capacity Building	The priority will be responsible for capacity building based on the building turnaround plan. The school will ensure that the educational needs and goals of the students are being met. The district will continue to provide centralized professional development outside of those provided by the priority school.
Curriculum	The priority school may create unique courses and curriculum that prepare students for College and Career.
Tiered Interventions	The district will continue to provide the structure for RtI based on our district plan, however the priority school can adopt and modify based on their specific building needs.
School Schedule	Priority schools may propose unique instructional schedules that must be supported by their school based budget.
Accountability System	Priority schools will follow the same performance standards and assessments that are set for all schools. The district will continue to monitor its accountability system based on our approved APPR plan.
Partnerships	Priority schools are encouraged to seek partnerships that align with their theme, design and grade levels to advance the educational experiences of their students.



Draft Version

4-20-2012



185 Peninsula Blvd.
Hempstead, NY 11550

Susan Johnson
Superintendent of Schools
(516) 292-7111 ext. 1001
Fax: (516) 292-0933

Dr. William McLaurin
President
Hempstead School
Administrators Association
(516) 292-7111 ext. 3145
Fax: (516) 292-7830

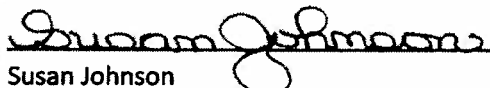
February 25, 2014

Dr. John King
Commissioner of Education
New York State Education Department
89 Washington Avenue
Albany, NY 12234

Dear Dr. King:

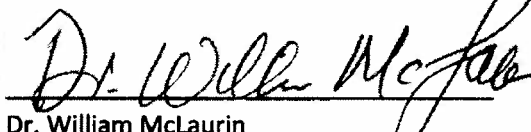
This letter is being written in support of the School Improvement Grant 1003(g) for the Hempstead Public School district's two schools, The Hempstead High School and the ABGS Middle School. The Hempstead Public School District and the Hempstead School Administrators Association Schools have agreed to work together to support the full implementation of a Transformation Model in each of the identified schools and hereby certify that discussions related to obstacles and activities that will be subject to negotiating collective bargaining agreements have been conducted and will continue to be conducted on a monthly basis with the goal of identifying and resolving contractual barriers through the negotiation and MOA process.

Sincerely,


Susan Johnson
Superintendent of Schools

02-26-14

Date


Dr. William McLaurin
Hempstead School Administrators Association

2/26/14

Date



185 Peninsula Blvd.
Hempstead, NY 11550

Susan Johnson
Superintendent of Schools
(516) 292-7111 ext. 1001
Fax: (516) 292-0933

Rodney Gilmore, Ed.D.
Interim Assistant Superintendent
for Personnel
(516) 292-7111 ext. 1144
Fax: (516) 564-0356

Regina Armstrong
Assistant Superintendent
for Elementary Curriculum and
Instruction
(516) 292-7111 ext. 1007
Fax: (516) 292-0933

Deborah DeLong
Assistant Superintendent
for Pupil Personnel Services
(516) 292-7111 ext. 3132
Fax: (516) 292-7692

Gerard Antoine
Assistant Superintendent
for Business
(516) 292-7111 ext. 1107
Fax: (516) 292-3115

Allison Hernandez
Assistant Superintendent
for Special Education
(516) 292-7111 ext. 1015
Fax: (516) 564-0349

Nichelle Rivers, Ed.D.
Executive Director
(516) 500-9952
Fax: (516) 500-9949

February 26, 2014

John King, Ph.D.
Commissioner of Education
New York State Education Department
89 Washington Avenue
Albany, NY 12234

Dear Dr. King:

This letter is being written in support of the School Improvement Grant 1003(g) for the district's two Persistently Lowest Achieving Schools – Hempstead High School and ABGS Middle School. The Hempstead School District (HPS) and Hempstead Classroom Teachers Association (HCTA) have agreed to work together to support the full implementation of a Transformation Model in each of the identified schools. The parties agree that they will engage in expeditious negotiations regarding mandatory subjects of bargaining related to changes in the collective bargaining agreement that are necessary to implement the transformational model.


Susan Johnson, Superintendent of Schools

02-26-14
Date


Elias Mestizo, President of
Hempstead Classroom Teachers Association

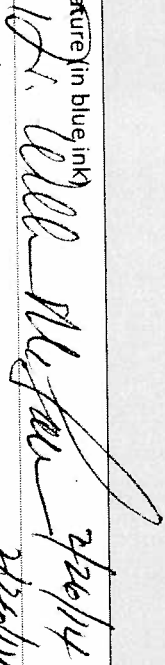


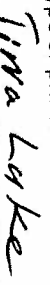
2/26/14
Date

ORIGINAL
CONSULTATION
&
COLLABORATION
FORM

Attachment A Consultation and Collaboration Documentation Form

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

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

Principals Union President / Lead	Date	Summary Documentation if Signature is Unobtainable
Signature (in blue ink)  Type or print name DR. WILLIAM McARTHUR	2/26/14	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)  Type or print name ELIAS S. Nestro	2-26-14	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)  Type or print name Tami Fuku	2-26-14	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)  Type or print name Tima Lake		

Attachment A Consultation and Collaboration Documentation Form

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

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

Principals Union President / Lead	Date	Summary Documentation if Signature is Unobtainable
Signature (in blue ink) <i>[Signature]</i> Type or print name DR. William McLAURIN	2/26/14	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) <i>[Signature]</i> Type or print name S. S. PASTOR	2-26-14	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) <i>[Signature]</i> Type or print name MARIANO HAWKINS	2-26-14	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.

**ORIGINAL
LETTERS OF
SUPPORT**



185 Peninsula Blvd.
Hempstead, NY 11550

February 25, 2014

Dr. John King
Commissioner of Education
New York State Education Department
89 Washington Avenue
Albany, NY 12234

Susan Johnson
Superintendent of Schools
(516) 292-7111 ext. 1001
Fax: (516) 292-0933

Dear Dr. King:

This letter is being written in support of the School Improvement Grant 1003(g) for the Hempstead Public School district's two schools, The Hempstead High School and the ABGS Middle School. The Hempstead Public School District and the Hempstead School Administrators Association Schools have agreed to work together to support the full implementation of a Transformation Model in each of the identified schools and hereby certify that discussions related to obstacles and activities that will be subject to negotiating collective bargaining agreements have been conducted and will continue to be conducted on a monthly basis with the goal of identifying and resolving contractual barriers through the negotiation and MOA process.

Dr. William McLaurin
President
Hempstead School
Administrators Association
(516) 292-7111 ext. 3145
Fax: (516) 292-7830

Sincerely,

Susan Johnson
Superintendent of Schools

02-26-14

Date

Dr. William McLaurin
Hempstead School Administrators Association

2/26/14

Date



185 Peninsula Blvd.
Hempstead, NY 11550

Susan Johnson
Superintendent of Schools
(516) 292-7111 ext. 1001
Fax: (516) 292-0933

Rodney Gilmore, Ed.D.
Interim Assistant Superintendent
for Personnel
(516) 292-7111 ext. 1144
Fax: (516) 564-0356

Regina Armstrong
Assistant Superintendent
for Elementary Curriculum and
Instruction
(516) 292-7111 ext. 1007
Fax: (516) 292-0933

Deborah DeLong
Assistant Superintendent
for Pupil Personnel Services
(516) 292-7111 ext. 3132
Fax: (516) 292-7692

Gerard Antoine
Assistant Superintendent
for Business
(516) 292-7111 ext. 1107
Fax: (516) 292-3115

Allison Hernandez
Assistant Superintendent
for Special Education
(516) 292-7111 ext. 1015
Fax: (516) 564-0349

Nichelle Rivers, Ed.D.
Executive Director
(516) 500-9952
Fax: (516) 500-9949

February 26, 2014

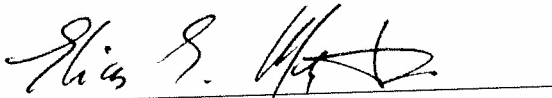
John King, Ph.D.
Commissioner of Education
New York State Education Department
89 Washington Avenue
Albany, NY 12234

Dear Dr. King:

This letter is being written in support of the School Improvement Grant 1003(g) for the district's two Persistently Lowest Achieving Schools – Hempstead High School and ABGS Middle School. The Hempstead School District (HPS) and Hempstead Classroom Teachers Association (HCTA) have agreed to work together to support the full implementation of a Transformation Model in each of the identified schools. The parties agree that they will engage in expeditious negotiations regarding mandatory subjects of bargaining related to changes in the collective bargaining agreement that are necessary to implement the transformational model.


Susan Johnson, Superintendent of Schools

02-26-14
Date


Elias Mestizo, President of
Hempstead Classroom Teachers Association

2/26/14
Date

Attachment A
 Consultation and Collaboration Documentation Form

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

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

Principals Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) Type or print name DR. BERNARD MCLAUGHLIN	<i>[Signature]</i> Date 2-26-14	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) Type or print name S/ias S. Martins	<i>[Signature]</i> Date 2-26-14	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) Type or print name MOROSE HAWKINS	<i>[Signature]</i> Date 2-26-14	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) Type or print name SHORESE R HAWKINS	<i>[Signature]</i> Date 2-26-14	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.

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

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 I Coordinator

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

- Designed a building plan for utilization of Title I 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 I 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

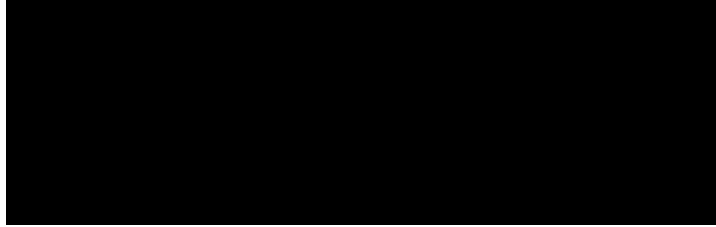
PROFESSIONAL MEMBERSHIPS

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

REFERENCES

Available upon request

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

Current Calendar of Events

January 2014

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				

February 2014

Sun	Mon	Tues	Wed	Thu	Fri	Sat
					1	2
3	4	5		6	7	8
		Washington Pre P2 Swiatowski Pre P3 Langton Pre P4 Marchan Pre P8		Swiatowski Ob P1 Washington Ob P3 Marchan Ob P5 Koestenblatt Ob P7		9

**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.

- Works on data and monitors student progress.
- Ensures implementation of timeline.
- Directs and guides the total transformation model activities
- Maintains a healthy educational climate, together with good student discipline.
- Cooperates in the review and evaluation of the reform process.
- Makes recommendations, together with the Office of School Improvement and Technical Assistance Provider, for the employment, promotion, and dismissal of secondary teachers and other staff to the District Leadership Team.
- Encourages staff and student responsibilities through their participation in the development and execution of school procedures and policies.
- Maintains good school-community relation, outlines and interprets the school program to students, parents, and community.
- Assist with preparation of teacher and pupil assignments and schedules.
- Assist with conduct of staff meetings as required for the proper functioning of the school.
- Perform other duties as assigned

SCHOOL IMPROVEMENT GRANT (G) 2014-2015 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: 100 Main Street
 Street

HEMPSTEAD NY 1150
 City State Zip Code

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

E-Mail Address: nrivers@hempsteadschools.org

Project Operation Dates: 06 / 01 / 14 06 / 30 / 15
 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
School Transformation Officer (STO)	.5	\$140,000 x .5	\$70,000
Before/After School tutors	10 teachers	3hrs x 30 wks x \$40.54	\$36,486
PD Summer Institute	140 teachers	120 x 2 days @ \$100 per day	\$24,000
Summer Transition Camp for rising 6 th graders	10 teachers	4 hrs x 15 days x \$40.54	\$24,324
Saturday Academy	20 teachers	2 hrs x 30 wks x \$40.54	\$24,324
Before/After school coordinator	stipend	\$10,000	\$10,000
Subtotal - Code 15			\$179,134

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	\$33,000	\$33,000
Subtotal - Code 16			\$33,000

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	TBD	TBD	\$150,000
Career Counseling software	Naviance	\$10,000	\$10,000
Curriculum Mapping Software	TBD	\$15,000	\$15,000
Subtotal - Code 40			\$175,000

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	\$8,266	\$8,266
Leveled materials	Literacy	Varies	\$12,000 x 5 LLI Kits	\$60,000
Supplies before/after program	for school	Varies	\$10,000	\$10,000
Transition supplies	Camp	Varies	\$5,000	\$5,000
Subtotal - Code 45				\$83,266

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		14,500

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)

B. Approved Restricted Indirect Cost Rate

C. (A) x (B) = Total Indirect Cost

Subtotal – Code 90

\$	(A)
%	(B)
\$	\$0 (C)

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	\$179,134
Support Staff Salaries	16	33,000
Purchased Services	40	\$175,000
Supplies and Materials	45	\$83,266
Travel Expenses	46	\$15,100
Employee Benefits	80	\$14,500
Indirect Cost	90	\$0
BOCES Services	49	\$0
Minor Remodeling	30	\$0
Equipment	20	\$0
Grand Total		1,000,000

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.

02/26/14

Date

Susan Johnson
Signature

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

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 _____