



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

ASSISTANT COMMISSIONER  
OFFICE OF SCHOOL INNOVATION  
ROOM 475 EBA  
Tel. 518/474-4817  
Fax 518/474-7558

November 26, 2012

Superintendent Bolgen Vargas  
Rochester City School District  
131 West Broad St.  
Rochester, New York 14614

RE: Award Notice: School Innovation Fund Round 2– Grant #TA-09  
Award Amount: \$2,499,628  
Time Period: January 1, 2013 to June 30, 2015

Dear Superintendent Vargas:

On behalf of the New York State Education Department (NYSED), I wish to thank you for your participation in our recent School Innovation Fund Round 2 grant competition. I am pleased to inform you that your proposal for Dr. Martin Luther King School #9 is one of five applications statewide that have met the preliminary standard for funding. These results are preliminary, pending the review and approval of the New York State Comptroller.

Once NYSED has obtained approval, you will receive a final approval notice from our Grants Finance Unit. *No work should be initiated until you receive final notice of approval of your award. All grants, regardless of type or dollar amount, are subject to further review, monitoring, and audit to ensure compliance. NYSED has the right to recoup funds if the approved activities are not performed and/or the funds are expended inappropriately.*

The grant resulting from this award will require that grantees accept electronic payments for amounts due on the grant. Additional information and authorization forms are available at the State Comptroller's website at [www.osc.state.ny.us/epay/index.htm](http://www.osc.state.ny.us/epay/index.htm).

Staff in the NYSED School Turnaround Office (STO) will serve as your lead program office for project oversight, assistance, monitoring, and reporting. Once our Grants Finance Unit has issued your final Grant Award Notice, NYSED STO staff will reach out to you directly to discuss next steps. We look forward to working with you on this project. Should you have any immediate questions, STO staff can be reached at (518) 473-8852.

Sincerely,

  
Sally Bachofer

c: Sandra Herndon  
Owen Donovan

## **Proposal Narrative**

### **I. EXECUTIVE SUMMARY**

As New York State raises expectations for student achievement with shifts to the Common Core State Standards and higher levels of proficiency on state examinations to ensure alignment with college and career readiness in a global economy, another major shift is necessary; expanding learning opportunities for all students beyond the traditional school day and year. It is necessary to push the boundaries of the traditional school model and incorporate more time for instruction and enrichment by adding hours to the existing school days and adding days to the existing school year through Saturday, summer, and school break programming. Time must be adjusted to meet the needs of individual learners with a focus on core academic learning and enrichment to enhance student success.

Through expanded learning time, schools can begin to broaden learning experiences and opportunities for youth development. Extended time for academic learning can enhance intervention options and offer varied enrichment opportunities. Management of extended learning programs and coordinated community partnerships can ensure intentional learning through additional time and strengthen the opportunity for students to meet challenging academic standards demanded by the shifts in the Common Core State Standards, thus improving problem-solving and critical thinking, leading ultimately to college and career readiness.

The National Center on Time and Learning recommends that learning time is expanded by at least 300 hours which allows extra time for additional academic instruction and integration of enrichment into the regular schedule. While room exists for additional evidence of effectiveness to be gathered many foundations, including Wallace and C.S. Mott, have commissioned national studies and randomized controlled trials resulting in findings that students who participate in high quality expanded learning time demonstrate higher levels of overall school engagement, higher work quality, higher grades, improved attendance, better work habits, and lower dropout rates. Non-academic outcomes include improved self-esteem, improved physical and mental health, and reduced incidence of anti-social behavior, sexual activity and crime.

Dr. Martin Luther King, Jr. School 9 proposes a redesign framework that incorporates the Community-Oriented School Design (wrap-around services model.) This redesign framework complements and supports the Rochester City School District's priority of introducing the concept of "expanded learning" into the Rochester City Schools. School 9 will partner with the National Center on Time and Learning (Boston, MA) to implement the essential elements of expanded learning. School 9 will also partner with local community resources (Baden Street Settlement, ViaHealth and Nazareth College) to implement the essential elements of a successful Community-Oriented Redesign.

School 9's design incorporates the concepts of extended learning time. Several key activities will propel this redesign:

- Utilizing the School and teacher union Living Contract Committee in order to extend the school to an 8 a.m. to 5 p.m., Monday through Friday day;

- Expanding resources in School 9's new Boy's Academy launched in 2012;
- Launching a "Newcomers" program for students (and their families) with no or very limited English Proficiency who have arrived within the last year and half. (More than 28 students arrive at the school each year.);
- Implementing Coping Powers Program in addition to Promoting Alternative Thinking Strategies (PATHS) and Positive Behavioral Interventions & Supports (PBIS);
- Enhancing service with School 9's school-based health center provider – Via Health;
- Two Literacy Teacher Specialist to support teachers, students and families.
- One STEM teacher specialist to bolster student math scores and teacher content knowledge.
- One Expanded Learning Opportunities Director who will manage the structure of ELT, the participation of students, the services of the community resources and partners,

This program will be enhanced by Pre-AP activities in 7th and 8th grade to meet the unique needs of School 9's English Language Learners (ELLs); School 9 is proposing a Newcomers Academy.

School 9 will develop a new, shared school vision with staff and students during the planning period of the grant award. The vision will reflect a literacy theme.

School 9's Proposed School mission is to prepare students to be productive members of a culturally diverse and increasingly complex society. We will accomplish this in a safe, nurturing, and pleasing environment where a competent, cooperative, and collaborative staff provides a challenging academic program for all students.

Serving as School 9's "key partner" is the National Center on Time & Learning. Other local community-based organizations who will support School 9's transformation efforts are Baden Street Settlement of Rochester, ViaHealth, and Nazareth College.

The key design elements of School 9's new educational program are: extended learning time (school day from 8 a.m. – 5 p.m.), expanded learning opportunities, revised master schedule, strengthening the School's Boys Academy, addition of two Literacy Specialists in Years 2 and 3, one STEM Specialist added in all three years, a Coping Power Program designated lead teacher, an Expanded Learning Program Coordinator, curriculum development, STEM and Pre-AP student experiences, computer equipment, Expanded Learning opportunities for parents by increasing the Parent Community coordinator to work summer months to prepare activities for the Fall.

Other unique characteristics of the program include: School 9 has a School-based Living Contract Committee. This committee allows school staff to vary elements of the teachers' union contract with teacher majority vote.

The Rochester City School District has effectively managed many large-scale implementations. The National Center on Time and Learning is New York State's proposed partner on the TIME Collaborative.