

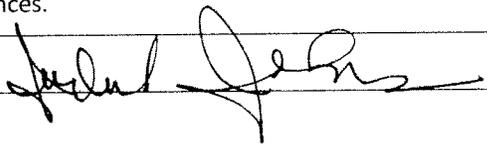
New York State Education Department
Application Cover Sheet
School Improvement Grant (SIG) 1003[g]

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

District (LEA)			LEA Beds Code:
Mount Vernon City School District			660900010000
Lead Contact (First Name, Last Name)			
Gertrude Karabas			
Title	Telephone	Fax Number	E-mail Address
Assistant Superintendent	(914) 3582374	(914) 6656077	gkarabas@mtvernoncsd.org
Legal School Name for the Priority School Identified in this Application			School Beds Code
Davis Middle School			660900010022
Grade Levels Served by the Priority School Identified in this Application			School NCES #
Currently 2013-14 & 2014-15: Grades 7&8; Projected 2015-16 & Forward: Grades 6,7,8			362010-00-1840
Total Number of Students Served by the Priority School Identified in this Application			School Address (Street, City, Zip Code)
750			350 Gramatan Ave, Mt Vernon, NY, 10552
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
	February 26, 2014
Type or print the name and title of the Chief Administrative Officer	
Judith Johnson, Interim Superintendent	
DO NOT WRITE IN THIS SPACE	

RECEIVED
FEB 28 2014
CONTRACT ADMINISTRATION
NB



Mount Vernon City School District

165 North Columbus Avenue • Mount Vernon, New York 10552 • 914-665-5201 • Fax 914-665-6077
email: jjohnson@mtvernoncsd.org

Judith Johnson

Interim Superintendent of Schools

February 28, 2014

New York State Education Department
Contracts Administration Unit, 501 W EB
89 Washington Ave
Albany, New York 12234

Attn: Nell Brady, RFP # TA-14

Dear Ms. Brady:

Please find enclosed one original and one copy of the Mount Vernon City School District's School Improvement Grant (SIG) RFP # TA-14 and FS10 for the following school:

- A.B. Davis Middle School

The application has also been submitted electronically through the Review Room portal. Thank you very much for your continued support of the students of Mount Vernon.

Sincerely,

A handwritten signature in black ink, appearing to read "Judith Johnson", with a long horizontal flourish extending to the right.

Judith Johnson

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 checked="" 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 checked="" 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 checked="" type="checkbox"/>
M/WBE 105 Contractor's Good Faith Efforts	N/A	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M/WBE 101 Request for Waiver Form and Instructions	N/A	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SED Comments:			
Has the applicant submitted all of the documents listed above? <input type="checkbox"/> Yes <input type="checkbox"/> No			
Reviewer: _____		Date: _____	

Attachment A
Consultation and Collaboration Documentation Form

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

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>Charles Brown</i>	<i>2/28/14</i>	
Type or print name Charles Brown		
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>Jeff Yonkers</i>	<i>2/28/14</i>	
Type or print name Jeff Yonkers		
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>Aleisha McDowell</i>	<i>2/28/14</i>	
Type or print name Aleisha McDowell		

MVFT

MT. VERNON FEDERATION OF TEACHERS

Telephone (914) 664-3189
Fax # (914) 664-0860

AFFILIATED WITH
NYSUT, AFT, NEA, AFL-CIO

22 WEST 1ST. STREET - #303
MT. VERNON, N.Y. 10550

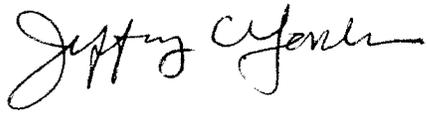
February 28, 2014

To Whom It May Concern,

Representatives of the Mount Vernon Federation of Teachers have reviewed the School Improvement Grant application and have been assured that every effort will be made to make certain that when put in to practice, it will conform to the present contractual agreement between the Mount Vernon Federation of Teachers and the Mount Vernon City School District. Our members are anxiously looking forward to the prospect of high level professional development being provided as a part of this grant.

Thank you.

Sincerely,



Jeffrey C. Yonkers
President, Mount Vernon Federation of Teachers

JEFFREY C. YONKERS, President

DOMINICK CICCONE, 1st. Vice President of Personnel • SOPHIA WILLIAMSON, 2nd. Vice President • CARL CAPRIO, High School V.P.
ANNE MARIE KIERNAN, Middle School V.P. • CARENE DOMATO, Elementary V.P. • PATRICIA PELLICCI, Teaching Assistant V.P. • JEFFREY KNOTT, Security V.P.
JENNIFER RUDNITSKY, Recording Secretary • JULIA BONURA, Corresponding Secretary • BARBARA MANCUSO, Membership Secretary
CESAR MATANZO, Treasurer • ANITA AMIEIRO, Member-at-Large • MICHAEL BALDINO, Member-at-Large • BARBARA FOLEY, Member-at-Large

Attachment A. CONSULTATION AND COLLABORATION

School Improvement Grant Planning Meeting

January 23, 2014

Location: Mount Vernon High School

Time: 3:00pm-4:00pm

McRel, Inc. – Dana Frazee, Principal Partner

AB Davis Middle School Principal, Joshua Whitham

Standards Administrator for School Improvement, Sherry Ward

Review of possible intervention models.

Intervention Model	Strengths	Weaknesses
Turnaround	<ul style="list-style-type: none"> • New staff • Visible change 	<ul style="list-style-type: none"> • Principal in year 1 of leadership
Restart	<ul style="list-style-type: none"> • Supports and interventions from an outside agency. • Reduction in cost 	<ul style="list-style-type: none"> • Not a goal of the school board. • District in the process of undergoing restructuring
Transformation	<ul style="list-style-type: none"> • Not all of the staff would be replaced immediately. • Process allows capacity building for existing staff • Process supports greater autonomy in changes 	<ul style="list-style-type: none"> • Union barriers • Timeline for moving ineffective teachers • APPR changes / baseline inconsistent
Closure	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Historic school • Beloved by the community • Further limiting middle school students in the area

The transformation model was agreed upon due to the feasibility of application to the existing parameters for operations.

Program Development Components

Professional Development	<ul style="list-style-type: none"> • Summer professional development • Job-embedded professional development • Coaching for teachers
English Language Arts (ELA) Supports and Interventions	<ul style="list-style-type: none"> • Strengthening student vocabulary development • Strengthening student comprehension skills
Math Supports and Interventions	<ul style="list-style-type: none"> • Conceptual understanding • Hands-on practical applications • Integration of reading supports
College and Career Readiness	<ul style="list-style-type: none"> • Build pathways of college and career exploration for students • Provide exposure • Connect learning with relevant job skills
Technology Integration	<ul style="list-style-type: none"> • Provide students with opportunities to use 21st Century learning platforms • Use technology to enhance student learning

Meeting scheduled with the superintendent tomorrow to review transformation model and the ramifications.

Further meetings will occur with potential partners to support program components.

Attachment A. CONSULTATION AND COLLABORATION

School Improvement Grant Planning Meeting

January 24, 2014

Location: AB Davis Middle School

Time: 9:30am-11:00am

AB Davis Middle School Principal, Joshua Whitham

Interim Superintendent of Schools, Judith Johnson

Standards Administrator for School Improvement, Sherry Ward

Review of possible intervention models.

Intervention Model	Strengths	Weaknesses
Turnaround	<ul style="list-style-type: none"> • New staff • Visible change 	<ul style="list-style-type: none"> • Principal in year 1 of leadership
Restart	<ul style="list-style-type: none"> • Supports and interventions from an outside agency. • Reduction in cost 	<ul style="list-style-type: none"> • Not a goal of the school board. • District in the process of undergoing restructuring
Transformation	<ul style="list-style-type: none"> • Not all of the staff would be replaced immediately. • Process allows capacity building for existing staff • Process supports greater autonomy in changes 	<ul style="list-style-type: none"> • Union barriers • Timeline for moving ineffective teachers • APPR changes / baseline inconsistent
Closure	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Historic school • Beloved by the community • Further limiting middle school students in the area

The transformation model was agreed upon due to the feasibility of application to the existing parameters for operations.

Program Development Components

Professional Development	<ul style="list-style-type: none"> • Summer professional development • Job-embedded professional development • Coaching for teachers
English Language Arts (ELA) Supports and Interventions	<ul style="list-style-type: none"> • Strengthening student vocabulary development • Strengthening student comprehension skills
Math Supports and Interventions	<ul style="list-style-type: none"> • Conceptual understanding • Hands-on practical applications • Integration of reading supports
College and Career Readiness	<ul style="list-style-type: none"> • Build pathways of college and career exploration for students • Provide exposure • Connect learning with relevant job skills
Technology Integration	<ul style="list-style-type: none"> • Provide students with opportunities to use 21st Century learning platforms • Use technology to enhance student learning

The superintendent is in agreement and support of the proposed plan.

Superintendent recommended BOCES grant writer

Other items discussed:

Frontload training

21st Century technology

Working with teachers to adapt modules and ensure curriculum alignment.

Meeting needed with labor lawyer – Ms. Karabas

Side letter agreement needed from teacher and administrator union indicating support of plan

Other funding sources may include Apple, Inc.

Need to find additional funding sources

Meeting needs to be scheduled with teachers

Survey of teachers must be completed

Attachment B: MVCSD School-level Baseline Data and Target-Setting Chart 2014-2017

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	NYS State Average	District Average	Baseline Data	Target for 2014-2015	Target for 2015-2016	Target for 2016- 2017
I. Leading Indicators							
a. Number of minutes in the school year	min		78,000	78,000	84480	84480	84480
b. Student participation in State ELA assessment	%		95%	98.74	99	99	99
c. Student participation in State Math assessment	%		95%	98.48	99	99	99
d. Drop-out rate	%		3%	N/A			
e. Student average daily attendance	%		89%	92.3	94	95	96
f. Student completion of advanced coursework	num			66	70	75	80
g. Suspension rate	%		11%	18	15	13	10
h. Number of discipline referrals	num		117	209	150	130	115
i. Truancy rate	%		14%	29.98	25	20	15
j. Teacher attendance rate	%		89%	87%	90	93	97
k. Teachers rated as "effective" and "highly effective"	%		41%	23%	25	30	35
l. Hours of professional development to improve teacher performance	num		40 hours	15	50	50	50
m. Hours of professional development to improve leadership and governance	num		50 hours	50	60	60	60
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num		12 hours	12	20	20	20
II. Academic Indicators							
o. ELA performance index (estimated)	PI		134	72	78	87	93
p. Math performance index (estimated)	PI		137	42	64	69	75
q. Student scoring "proficient" or higher on ELA assessment	%			11.5	30	50	65
r. Students scoring "proficient" or higher on Math assessment	%			5	20	40	50
s. Average SAT score	score			0			
t. Students taking PSAT	num			0			
u. Students receiving Regents diploma with advanced designation	%			0			
v. High school graduation rate	%		62	0			
w. Ninth graders being retained	%			0			
x. High school graduates accepted into two or four year colleges	%			0			

Attachment C 1 SFA
Evidence of Partner Effectiveness Chart

Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	References / Contacts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)
	1. Nichols	1.Regina Haywood – 313.852.0800
	2. Priest	2.Lisa Billops – 313.849.3705
	3. Pulaski	3.Desheil Echols – 313.866.7022
	4.	4.
	5.	5.
	6.	6.
	7.	7.
	8.	8.
	9.	9.
	10.	10.

Attachment C 2: Evidence of Partner Effectiveness for McREL

<p>McREL International 4601 DTC Blvd. #500 Denver, CO 80237 Contact: Dana Frazee, Consultant Director in the Center for Systems Transformation dfrazee@mcrel.org 303-632-5638</p> <p><u>Services include:</u> systemic school and district improvement, shared leadership practices, data-driven instruction and data teams, PLCs, Common Core implementation, curriculum alignment, curriculum, instruction, assessment, and lesson planning—all content areas.</p> <p><u>Recent McREL publications</u></p> <ul style="list-style-type: none"> • <i>The 12 Touchstones of Good Teaching</i> (2013) • <i>Classroom Instruction that Works with ELL</i> (2013) • <i>Classroom Instruction that Works with Technology</i> (2013) • <i>Classroom Instruction that Works</i> (2012) • <i>Teaching Reading in the Content Area</i> (2012) • <i>Quick Start Guides for Common Core Standards</i> (2012) 6 books for math and ELA K-12 • <i>District Leadership that Works</i> (2009) • <i>Designing Effective Science Lessons</i> (2009) • <i>School Leadership that Works</i> (2005) 	<p>Sedalia Elementary, Sedalia CO Douglas County School District</p>	<p>George Boser, Principal George.Boser@dcsdk12.org (303) 387-5500</p>
	<p>Sobesky Academy, Lakewood CO Jeffco Public Schools</p>	<p>Jill Colby, Principal jcolby@jeffco.k12.co.us (303) 982-5995</p>
	<p>Arvada K-8, Arvada CO Jeffco Public Schools</p>	<p>Susan Chapla, Principal schapla@jeffco.k12.co.us (303) 982-1240</p>
	<p>Peck Elementary, Arvada CO Jeffco Public Schools</p>	<p>Jon Katsanis jkatsani@jeffco.k12.co.us 303-982-0590</p>
	<p>Green Mountain High School Jeffco Public Schools</p>	<p>Colleen Owens, Principal cdowens@jeffco.k12.co.us 303-982-9500</p>
	<p>Slater Elementary, Lakewood CO Jeffco Public Schools</p>	<p>Nick Kemmer, Former Principal (now principal of a middle school) nkemmer@jeffco.k12.co.us 303-982-6282</p>
	<p>Peiffer Elementary Jeffco Public Schools</p>	<p>Molly Touher, Principal mtouher@jeffco.k12.co.us 303-982-4800</p>
	<p>Belmar Elementary, Lakewood CO Jeffco Public Schools</p>	<p>Peter Ludwig, Principal pludwig@jeffco.k12.co.us 303-982-8220</p>
	<p>Arvada West High School, Arvada CO Jeffco Public Schools</p>	<p>Robert Bishop, Principal rbishop@jeffco.k12.co.us 303-982-1303</p>
	<p>Moore Middle School, Arvada CO Jeffco Public Schools</p>	<p>Michelle McAteer, Principal 303-982-0400</p>
	<p>For additional information on McREL's work in Jeffco Public Schools, please contact the Chief Academic Officer: Dr. Heather Beck at hrbeck@jeffco.k12.co.us (303) 982-3755</p>	

Attachment C 3 Evidence of Partner Effectiveness for Edgenuity

Partner Organization Name and contact information and description of type of service	Schools the partner has successfully supported in the last three years	References/Contacts
Edgenuity Elena Anguita Cell: 570-468-7808 Email: elena.anguita@edgenuity.com	Rio Rancho Cyber Academy 1330 Jackie Road SE Rio Rancho, New Mexico 87124	Contact: Heidi Parnell Program Manager and Education Technology Specialist and Edgenuity District Coordinator Email: hparnell@rrps.net <mailto:hparnell@rrps.net> Phone: 505. 892.7222 X107
	Loudoun County Public Schools 21000 Education Court Ashburn, VA 20148	Eric Stewart Director of Curriculum and Instruction Eric.Stewart@lcps.org <mailto:Eric.Stewart@lcps.org> (571) 252-1320 Fall 2011-current
	Carpe Diem Collegiate High School	Rick Ogston, Founder, CEO P.O. Box 6502 Yuma, AZ 85366 928.317.3113 rogston@cdyuma.com <mailto:rogston@cdyuma.com>

**MOUNT VERNON CITY SCHOOL DISTRICT
OFFICE OF HUMAN RESOURCES**

2013-2014 RECRUITMENT PLAN

**Hasna Muhammad, Ed.D.
Assistant Superintendent for Human Resources**

**MOUNT VERNON CITY SCHOOL DISTRICT
OFFICE OF HUMAN RESOURCES
2013-2014 RECRUITMENT PLAN**

INTRODUCTION

As a result of retirement incentives, the Mount Vernon City School District (MVCSD) is seeking successful, talented educators for the 2013-2014 school year to work in culturally diverse schools that prepare our *Children of Promise* for successful adult lives as members of a vibrant and secure democracy. The MVCSD Recruitment Plan is designed to provide guidance to those employees who are responsible for staffing their buildings and/or departments. The MVCSD 2013-2014 Recruitment Plan outlines the positions, processes, procedures, roles, and responsibilities for recruiting, hiring, and inducting approximately 100 administrative, instructional, and non-instructional employees before the start of the 2013-2014 school year.

OVERVIEW OF THE RECRUITMENT PROCESS

What follows is an overview of the current Mount Vernon City School District (MVCSD) recruitment process. The MVCSD recruitment process is guided by the Shared Decision-Making Plan submitted in 2009 as well as by District Policy 6211.1 which was approved in 2006. The purpose of this overview is to distinguish the roles of the School-based Team, the Compact Team, and a Search Committee.

In *Section VI: School Based Team Membership* on page 4 of the Shared Decision-Making Plan, the composition of a School Based Team is prescribed as “50% staff and 50% parent composition.” *Section XV: Protocol for Staffing Recommendations*, on page 9 of the same document, reads “It is suggested that a sub committee of the School-Based Teams be the Compact Team responsible for the recommendations to Human Resources of selected candidates for hiring.” There is no requirement listed for a representative percentage of staff or parents on a Compact Team. It follows, therefore, that although the School-Based Team has “an equal number of staff and parents,” the Compact Team is a building-level sub-committee of the School-Based Team without the requirement of a 1:1 ratio. Section XV does go on to prescribe that the site-based compact teams represent all stakeholder groups.

Section XV also indicates that “Level I screening is to be completed at the building level. Qualified in-district staff will be interviewed at this level.” It goes on to prescribe that in-district candidates should be interviewed in accordance [with] the existing contractual agreement.” Section XV does not include in the role of the Compact Team interviewing outside candidates, district-level candidates, or candidates for co-curricular, after school, or Saturday school positions.

The types of screening committees that should be utilized in the 2013-2014 Recruitment Plan are as follows:

Compact Committee

A Compact Committee is a subcommittee of School-based Teams and should be composed of a stakeholder group. A Compact Committee must be established for probationary building-level administrative, teacher, and teaching assistant positions. Leave Replacement positions of 90 days or more also require a Compact Committee.

Elementary Stakeholder Compact Committee Composition

- Principal or designee
- 1-2 teachers at different grade levels
- 1 Reading teacher, PPS Provider, and/or Specialist (As necessary)
- 1 Special Education Supervisor (As necessary)
- 1 Collective bargaining unit representative
- 1-2 parents
- 1-2 students (As appropriate)

Secondary Stakeholder Compact Committee Composition

- Principal or designee
- Department Chair
- 1-2 Content specific teachers
- 1 Reading teacher, PPS Provider, and/or Specialist (As necessary)
- 1 Special Education Supervisor (As necessary)
- 1 Collective bargaining unit representative (As appropriate)

The president of the collective bargaining units or his/her designee will choose which unit members shall represent the bargaining unit on the Compact Committee.

Search Committee

A Search Committee must be established for Central Office and CSEA positions. A Search Committee may be comprised of the administrative supervisor and appropriate personnel such as the Superintendent's Cabinet, Directors, Principals, Department Chairs, Standards Administrators, Special Education Supervisors, presidents of collective bargaining units, and other supervisory employees. The president of the collective bargaining units or his/her designee will choose which unit members shall represent the bargaining unit on the Search Committee.

In addition:

- The Lead Facilitator will review all appropriate application materials in order to select applicants to be interviewed.
- The screening and interviewing process is a four-level process that includes Level 0.
- The Committee will submit in rank order the names of three (3) semi finalists to the Assistant Superintendent for Human Resources.
- The final decision to recommend a candidate for hire rests with the Superintendent.

2013-2014 POSITIONS

Administrative Instructional and Non-Instructional Leadership Positions

Assistant Superintendent for Instructional Services	Director of Special Education
Principals	District Administrator for the Arts and Career and Technical Education
Assistant Principals	District Administrator for ELA
Director of Facilities	District Administrator for School Turnaround (Two year grant-funded position)
Director of Security, Drug Prevention, and Emergency Preparedness	

Teaching and Teaching Assistant Positions

Art	Reading
Attendance	School Library Media
Cosmetology	School Psychologist
Elementary	School Social Worker
English as a Second Language	Technology
Music	Teaching Assistant

Instructional Leave Replacement Positions

Elementary
Reading
Special Education

Civil Service Positions

Cleaners
Custodians
Head Custodians
Senior Account Clerk
Senior Typists
Temporary Buildings and Grounds
Temporary Painter
Typist

- Dual certification in literacy is preferred for the elementary teaching positions.
- Dual certification in SWD and content area (math or science) is preferred for Special Education teaching positions.
- Certification as a teacher is preferred for teaching assistant positions.

PROTOCOL FOR HIRING INSTRUCTIONAL PERSONNEL

The protocol for the process and procedures for hiring instructional personnel is a four-level process that includes Level 0. The process starts with the initial work of the Office of Human Resources and concludes with the recommendation of the Superintendent to the Board of Education (BOE).

LEVEL	FACILITATOR	ACTION(S)
Level 0	Human Resources	Staffing Needs, Postings, Advertisements
Level 1	Lead Facilitator	Applicant Screening; Committee support
Level 2	Committee	Interviews, Authentic Assessments, Reference Checks, and Hiring Packet
Level 3	Superintendent and Assistant Superintendent	Semi Finalist Screening and Intake
Level 4	Board of Education	Appointment

Level 0: Staffing Needs, Postings, and Advertisements

Staffing Needs

Staffing needs are based on enrollment data, the master schedule, mandated services, program initiatives, and the ability to efficiently and effectively provide appropriate resources and services for students. Staffing needs are contingent upon:

- Verified need for the position
- Superintendent approval for the position
- Budget appropriation for the position
- BOE resolution

Postings and Advertisements

All new positions, vacancies, and leave replacement positions will be posted in accordance with District policy and Unit contracts. Once the need for staff is established and approved, the Office of Human Resources will create a posting. The Office of Human Resources will post the vacancy internally, on the Human Resources web site, and through Online Application System (OLAS). Advertisements in periodicals and on other employment sites will also be utilized as necessary.

Level 1: Applicant Screening

Applicant Screening

All applications are to be submitted through OLAS. When a posting closes, the Lead Facilitator will screen the applicant materials. All Lead Facilitators (such as the Superintendent, Assistant Superintendents, Directors, Standards Administrators, and Principals), should contact the Office of Human Resources to gain access to OLAS as well as any paper applications that may have been submitted. Applicants who submit

resumes to individuals in the District should be directed to apply through OLAS. Applicant screenings may also include short telephone screening interviews.

LEVEL 2: Interviews, Authentic Assessment, Reference Check, and Hiring Packet

Committee Interviews

The Lead Facilitators should meet with the members of the Search Committee or Compact Committee prior to the scheduled interviews in order to review candidate application materials and to establish common questions to be asked of each candidate. Questions regarding age, race, creed, sexual orientation, and gender are not appropriate at any time. If a member of the Search Committee or Compact Committee is a potential reference for a candidate or related to the candidate, then the member should be excused from the Committee. If a member knows an external candidate, then the committee member must disclose the nature of the relationship. The Lead Facilitator will determine if the relationship would have an impact on the member's ability to be objective throughout the interview process.

The interview process is confidential. Specifically, the names of applicants should not be disclosed. The contents of an application, resume, or any other documentation should not be discussed outside of the committee process. Committee members should maintain no documents.

Through consensus, the Search Committee and the Compact Committee will recommend in rank order 3 semi final candidates to the Assistant Superintendent for Human Resources or his/her designee.

Authentic Assessments

As possible and practical, the semi finalists should be given an authentic assessment. Authentic assessments include, and are not limited to: Demonstration lesson, in-box exercise, site visit, the outline of a plan, etc.

Reference Checks

The Lead Facilitator or designee must check references of the top-ranking semi-finalist. References from most recent as well as previous administrators are required. References from past 3 employers should be included. Reference check forms should be utilized.

Hiring Packet

In order to schedule semi-finalist interviews with the Superintendent and the Assistant Superintendent for Human Resources, a packet of information must be completed and sent to the Office of Human Resources. For each semi finalist, the Hiring Packet must contain the following:

- Hiring Packet Cover Sheet
- Lead Facilitator, Director, or Principal Recommendation of Semi Finalists

- Committee Documents: List of members, Confidentiality Statements
- Reference Check Forms
- Authentic Assessment:

LEVEL 3: Semi Finalist Screening and Intake

The Superintendent and the Assistant Superintendent for Human Resources will screen two semi finalists once the complete Hiring Packet has been received. The semi finalists should be instructed to bring to the interview with the Superintendent and the Assistant Superintendent for Human Resources the following information:

- Transcripts - Unofficial copies will be accepted at this interview, but official copies will be required at a later date.
- Evidence of prior tenure - if applicable
- Pending Certification Letter from college or university indicating that all requirements have been met to obtain NY State certification and that all paperwork has been sent to the State Education Department (As necessary).
- Social Security Card and Driver License or Passport
- Drug Screen

The semi-finalists should be prepared to complete an employee application and an I-9 form. The semi-finalists must also give a writing sample.

The semi-finalists should be prepared to interview with the Superintendent and the Assistant Superintendent for Human Resources. The Assistant Superintendent for Human Resources will conduct the intake of the finalist by confirming terms of employment including employment eligibility, certification status, tenure area, building assignment, probationary period, and salary. The Assistant Superintendent will recommend to the Superintendent the finalist for the position.

The Superintendent and the Assistant Superintendent will interview the top-ranking semi-finalist when the Hiring Packet has been received. The Superintendent's Recommendation packet should include:

- Hiring Packet from the Committee
- TEACH Sheet
- Intake Worksheet
- I-9 Form

- Recommendation Letter to the Superintendent

The Assistant Superintendent will conclude the intake by providing to a new employee:

- Teacher's Oath
- Code of Conduct
- District Calendar
- Payroll Calendar
- Invitation to the MVCSD Employee Orientation

LEVEL 4: Appointment by the Board of Education

The finalist will be placed on a personnel agenda to be recommended by the Superintendent for appointment by the Board of Education. At this time, the Lead Facilitator or designee will notify the principal of the successful candidate. The Lead Facilitator will notify all other candidates in writing of their status.

CONFIDENTIALITY

Please be reminded that the entire interview process is confidential. Specifically, the names of applicants should not be disclosed. The contents of an application, resume, or any other documentation should not be discussed outside of the committee process. Committee members should maintain no documents.

Please Note:

- Leave Replacement positions are positions that are a semester long (90 days) or more. Absences that are less than 90 days will be covered by a per diem substitute who must be certified in the area if serving more than 4 weeks for No child Left Behind or 40 days.
- The Special Education Department will facilitate the hiring of all Special Education Supervisors and Teachers.
- The Pupil Personnel Services department will facilitate the hiring for all PPS positions.
- The hiring for all administrative positions will be facilitated by the Office of Human Resources.

All candidates who will not be considered for an interview with the Assistant Superintendent should be notified by the Lead facilitator in writing and/or by telephone that they are not finalists. Candidates who would be considered "runners up" should not be notified until the process for filling the vacancy is complete.

THE HIRING PROCESS FOR NON-INSTRUCTIONAL PERSONNEL

Applicant Folders

All applications are to be done through OLAS. When a posting closes, the Lead Facilitator will screen the applicant materials. Assistant Superintendents, Directors and Principals should contact the Office of Human Resources to gain access to OLAS as well as any paper applications that may have been submitted. Applicants who submit resumes to individuals in the District should be directed to apply through OLAS. Attempts to honor requests for courtesy interviews will be made.

Applicants who submit resumes to individuals in the District should be directed to apply through OLAS. Attempts to honor requests for courtesy interviews will be made.

It is important to note that Civil Service rules may preclude a posting. The Office of Human Resources will canvas the appropriate Civil Service list, and the interview of the top three (3) on the list must take place.

Components

For the hiring of clerical, custodial, security, and food service, the hiring process will consist of (as required):

- Canvassing the civil service list - If required
- Interview
- Reference checks
- Complete Hiring Packet
- Assistant Superintendent's interview - Finalist only

Civil Service List

Please contact Ms. Sherry Watson in the Office of Human Resources for information about any requirement for a civil service list.

The Interview

The interview will be conducted by the Lead Facilitator and a Search Committee as necessary.

Reference Checks

The Director/Principal or his/her designee must check the references of the finalist prior to the Assistant Superintendent's interview with the finalist. A minimum of three references for each candidate must be contacted. References from the candidate's supervisors must be checked.

Hiring Packet

Before a candidate is scheduled for an interview with the Assistant Superintendent for Human Resources, a packet of information must be completed and sent to the Office of Human Resources. Hiring Packets for non-instructional candidates must include (as required):

- Hiring Packet Cover Sheet
- Recommendation of Final Candidate
- Summary of Preparation and Experience
- Reference checks:
 - I-9 form
 - Coaching certification (if required)
 - CPR/1st Aid courses (if required)
 - Completed application
 - Fingerprint clearance
 - Medical examination (if required)
 - Salary by contract
 - Tuberculosis test (if required)
 - Completed Recommendation for Appointment
 - Writing Sample (As appropriate)
 - Authentic Assessment (As appropriate)

Assistant Superintendent's Interview

The Assistant Superintendent for Human Resources will interview the finalist once the complete Hiring Packet has been received. The Office of Human Resources will complete all paperwork relative to fingerprinting and final appointment. The finalist will be placed on a personnel agenda and be recommended to the Superintendent for appointment by the Board of Education. At this time, the Lead Facilitators should notify the "runners up" in writing and/or by telephone that they were not finalists.

ROLES AND RESPONSIBILITIES

The Superintendent is responsible for:

- Approving the job description
- Conducting the interview of the finalist
- Choosing the candidate for the position
- Presenting the final candidate to the BOE

The Assistant Superintendent for Human Resources is responsible for:

- Acquiring the approval of and verifying the need and the funding for the position
- Finalizing the job description
- Approving the posting
- Managing the recruitment, interview, and recommendation processes
 - Providing an orientation for the Lead Facilitators and Committees
 - The hiring process
 - The responsibility of the Committees
 - How to review a resume
 - Question Design
 - How to conduct a reference check
 - Confidentiality
- Providing resources and information to the Lead Facilitator
- Interviewing the three finalists in rank order
- Confirming qualifications for the position
- Conducting the intake of the candidate
 - Confirming certification and the assignment
 - Conducting additional reference checks as necessary
 - Identifying the tenure area, probationary period
 - Negotiating salary

The Office of Human Resources staff is responsible for:

- Submitting the Position Duty Statement to Civil Service (As Necessary)
- Creating the posting for the position
- Posting the position
 - OLAS
 - Website
 - Print Media
 - Other
- Providing applications to the Lead Facilitator
 - Hard copies of walk-in applications
 - Provide Lead Facilitators with access codes to OLAS applications
- Receiving all hiring materials from the Committee
 - Committee Recommendation
 - Reference Checks
 - Authentic Assessments
 - Other Committee Documents
- Acquiring from the semi finalists

- Writing sample
- Employee Application
- I-9 form
- Preparing Hiring Packet and intake materials for the Superintendent. The Intake Folder should include:
 - Hiring Packet from the Committee
 - TEACH Sheet
 - Intake Worksheet
 - Salary Schedule
- Providing to the finalist:
 - Drug Screening materials
 - Oath
 - Code of Conduct
- Writing the tab

The Lead Facilitator is responsible for:

- Reviewing the qualifications for the position
 - Certification(s)
 - Experiences
 - Expectations of the Superintendent or designee
- Screening the applicants
 - Application screening – Access to OLAS
 - Telephone Screenings (As appropriate)
- Supporting the principal
 - Providing guidance to the Compact Committee
 - Supervising the design of the interview questions
 - Participating in the interviews
 - Conducting additional reference checks (As necessary)
 - Recommending three-semi finalists to the Superintendent and the Assistant Superintendent for Human Resources
- Notifying the unsuccessful semi-finalists

The Principal is Responsible For:

- Convening the Compact Committee (As necessary)
- Scheduling the interviews
- Facilitating the authentic assessment
- Collecting all compact documents
- Conducting the reference checks
- Finalizing and forwarding the Hiring Packet
- Notifying the unsuccessful candidates
- Conducting a building-level new employee orientation

The Search Committee Members are responsible for:

- Interviewing Central Office, District-level, and CSEA positions

- Recommending in rank order three semi-finalists to the Superintendent and Assistant Superintendent for Human Resources

The Compact Committee Members are responsible for:

- Interviewing building-level administrative, teacher, and teaching assistant probationary and leave replacement positions
- Recommending in rank order three semi-finalists to the Superintendent and Assistant Superintendent for Human Resources

WRITING SAMPLES

Semi-finalists should be given twenty (20) minutes to provide a writing sample based on the questions below. The candidates should be given access to a computer and an adequate space to complete the assignment. All writing must be done on site immediately before or after the interview. Candidates should use their first and last names as the title of the document and save the document on the desk top. If a member of the Committee is a candidate for any position, an alternate writing sample will be given.

Building-Level Administrative Position

The candidates must answer these two questions:

1. Why do you choose to be an educator in the Mount Vernon City School District?
2. To what degree are you prepared to design, model, and evaluate instructional strategies that are appropriate for all students, integrated with technology, and aligned with the Common Core Learning Standards?

District-Level Administrative Position

The candidates must answer these three questions:

1. Describe the leadership skills you possess that will benefit the Mount Vernon City School District.
2. Instructional improvement is aimed at higher student performance and is tied to effective supervision and training of faculty. Please explain your approach and plan to accomplish this objective in the Mount Vernon City School District.
3. Please describe five accomplishments in your professional career in which you take the greatest satisfaction and why you do so.

Teacher Position

The candidates must answer these two questions:

1. Why do you choose to be an educator in the Mount Vernon City School District?
2. To what degree are you prepared to utilize instructional strategies that are appropriate for all students, integrated with technology, and aligned with the Common Core Standards?

Clerical/Executive Assistant/Associate Position

The candidates must answer these two questions:

1. Why do you choose to work in the Mount Vernon City School District?
2. To what degree are you prepared to fulfill the responsibilities of this position?

AUTHENTIC ASSESSMENTS

Authentic assessments are designed to enable a candidate to demonstrate some of the skills that are required for a position. Some authentic assessments entail preparation and planning on the part of the Lead Facilitator as well as the candidate. Other assessments entail an activity to be completed before or after an interview. If a member of the Committee is a candidate for any position, an alternate assessment will be given. What follows is a list of authentic assessments that should be used as appropriate:

Building-Level Administrative Position

The telephone rings as you return from lunch with the union president. It's the local reporter who's been questioning district spending on technology. Today, she has a new issue. Parents at one of your elementary schools are picketing the school about a library exhibit on the family. It seems the exhibit includes pictures of same sex couples and their children. Outline the steps you would take to address this situation. Include the rationale for each of your choices.

District-Level Administrative Position

Outline a plan for preparing teachers to implement the Common Core Modules. Include in the plan the infusion of technology as well as the needs of all students.

Teacher Position

Demonstration lesson in a classroom that is aligned with the position sought.

Clerical/Executive Assistant/Associate Position

Note taking at a meeting (audio/video/live).

Outline the process by which you would develop (Choose one as appropriate):

- An index of Board of Education minutes (or other documents).
- A way to organize materials for your supervisor
- A way to assist your supervisor with multiple, critical tasks
- A solution to a problem with personnel

HIRING PACKET FORMS

POLICY

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3240

1 of 2

Community Relations

**SUBJECT: PARTICIPATION IN SCHOOL-BASED PLANNING AND SHARED
DECISION MAKING: STUDENT PARTICIPATION**

In accordance with the Commissioner's Regulations, the Board of Education has developed and adopted a District plan for the participation by teachers and parents with administrators and School Board members in school-based planning and shared decision making. The District plan shall be developed in collaboration with a committee comprising:

- a) The Superintendent of Schools;
- b) Administrators and teachers selected by their respective bargaining units; and
- c) Parents who are selected by school related parent organizations as defined by Commissioner's Regulations and who are not employed by the District or a collective bargaining unit;

The plan for participation in school-based planning and shared decision making shall specify:

- a) The educational issues which will be subject to cooperative planning and shared decision making at the building level by teachers, parents, administrators, and, at the discretion of the Board of Education, other parties such as students, support staff, and community members;
- b) The manner and extent of the expected involvement of all parties;
- c) The means and standards by which all parties shall evaluate improvement in student achievement;
- d) The means by which all parties will be held accountable for the decisions which they share in making;
- e) The process whereby disputes presented by the participating parties about the educational issues being decided upon will be resolved at the local level; and
- f) The manner in which all State and federal requirements for the involvement of parents in planning and decision making will be coordinated with and met by the overall plan.
- g) Adoption of the District plan and submission of such plan to the Commissioner of Education shall be in accordance with the Regulations of the Commissioner.

The Board of Education shall review the District plan every two years.

(Continued)

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Attachment F

POLICY

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2 of 2

Community Relations

**SUBJECT: PARTICIPATION IN SCHOOL-BASED PLANNING AND SHARED
DECISION MAKING: STUDENT PARTICIPATION (Cont'd.)**

Students provide an important channel of communication with parents and the entire community. Information concerning the schools may be properly disseminated through students. The School District's administrators shall review all messages and materials prior to authorizing their dispersal through the student body.

Commissioner's Regulations Section 100.11

Adopted: 6/27/00

POLICY

2013

5412
1 of 1Non-Instructional/Business
Operations**SUBJECT: COMPETITIVE BIDDING REQUIREMENTS**

The Purchasing Agent and the Assistant Superintendent for Business have the authority to prepare, advertise and open bids for all purchase contracts and contracts for public work, if formal competitive bidding is required by the General Municipal Law.

The Assistant Superintendent for Business, subject to approval of the Superintendent of Schools, will be responsible for the development and administration of regulations for the competitive purchasing of goods and services by the School District in compliance with the requirements of the General Municipal Law.

Cross-ref: 5410 Purchasing

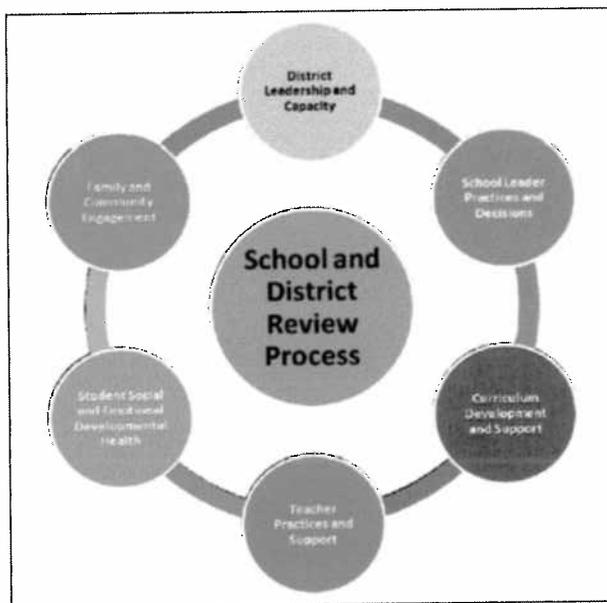
Ref: Education Law §§1619; 1725; 1725-a; 2513; 2556
General Municipal Law §§100; 103; 103-d; 103-e; 104; 105; 109-b
Local Finance Law §§163; 175-a; 175-b

Adoption date: November 6, 2013

Mount Vernon City School District



AB Davis Middle School Final Report Learning Walkthrough



School	District	Date of Review	Principal
A. B. Davis Middle School	Mount Vernon	October 17, 2013	Joshua Whitham

2013-14 SCHOOL INFORMATION	
Grade Configuration:	7-8
Total Enrollment:	793
Race/Ethnicity:	Black 75%, Hispanic 18%, White 6%, and Asian or Native American 1%
Limited English Proficient (LEP):	7%
Students with Disabilities (SWD):	20%
School Status:	Priority

TENET AND STATEMENT OF PRACTICE SUMMARY

Tenet 3: Curriculum Development and Support

The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

STATEMENT OF PRACTICE	H	E	D	I
3.1: The district works collaboratively with the school to provide opportunities and supports that are connected to the implementation of a comprehensive curriculum appropriately aligned to the Common Core Learning Standards (CCLS) and are inclusive of the arts, technology and other enrichment subjects in a data-driven culture.			X	
3.2: The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.			X	
3.3: Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.			X	
3.4: The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.			X	
3.5: The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.			X	
OVERALL RATING FOR TENET 3			D	

Tenet 4: Teacher Practices and Decisions:

Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.

Statement of Practice	H	E	D	I
4.1: The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices that lead to effective planning and account for student data, needs, goals and levels of engagement.			X	
4.2: Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.			X	
4.3: Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.			X	
4.4: Teachers create a safe environment that is culturally responsive, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.			X	
4.5: Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.			X	
OVERALL RATING FOR TENET 4			D	

Attachment 5

TENET AND STATEMENT OF PRACTICE DEBRIEFING STATEMENTS

Tenet	Tenet Rating	D
<p>Tenet 3 - Curriculum Development and Support</p> <p>The school has rigorous and coherent curriculum and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.</p>	<p>Tenet Rating</p>	<p>D</p>
<p>Debriefing Statement:</p> <p>The school has made some progress in developing rigorous and coherent curriculum and assessments that are aligned with the Common Core Learning Standards (CCLS) to support curriculum planning; however, teachers lack sufficient district and school support to develop and implement CCLS aligned units of study in ELA and Math that consistently expose all students, including SWDs to consistently rigorous content and to incorporate the arts, technology and enrichment in all areas. While data (academic and behavioral) on students is available, systems to coordinate, analyze, and ultimately use data to identify student needs are not consistently used across grade-levels.</p>		
<p>3.2 The school has received a rating of <i>Developing</i> in this Statement of Practice:</p> <p>The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.</p> <p>Common Core Learning Standards (CCLS) and grade level meetings are in the initial stages of being used to support teacher understanding of CCLS. As evidenced through classroom visits, the implementation of lessons aligned to the CCLS is inconsistent. The activities were neither rigorous nor engaging, and they did not reveal implementation of CCLS aligned curriculum, e.g., there was no use of text-based questioning or complex texts. Teachers have received PD regarding the modules, however, teachers showed a low level of understanding, which may be due to their being provided insufficient follow-up and support.</p>		
<p>3.3 The school has received a <i>Developing</i> in this Statement of Practice:</p> <p>Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.</p> <p>Grades seven and eight teachers have department meetings however, these meetings are not always focused on CCLS. Some teachers are beginning to develop grade level unit and lesson plans, but the practice is inconsistent and limited. Teachers were not observed consistently facilitating student higher-order thinking and deep conceptual understanding during class visits. Lesson plans are developed; however, they are neither aligned with the CCLS nor do they always introduce complex questioning, stimulate higher</p>		

Attachment 5

order thinking skills, or build conceptual understanding. There is minimal evidence of the CCLS Shifts in instructional practice. In classroom visits, the review team observed considerable missed opportunities for teachers to have students use text based answers and write from sources in order to increase rigor and extend instruction. A systemized, consistent, formal, and monitored practice aligning lesson plans to CCLS must be established to ensure active and independent learning which will significantly impact student results.

3.4 The school has received a *Developing* in this Statement of Practice:

The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.

The school leader has created opportunities for teams of teachers to collaborate across grade levels, and vertical team meetings are in the early stages. The time afforded for staff collaboration does not match the intensity of need for teachers to collaborate across grade levels and subjects regarding student data, results of intervention, and other instructional issues. This limits student opportunities to access a robust curriculum that incorporates the arts, technology and other enrichment activities. In addition, teacher use of technology and other enrichment activities is inconsistent. Therefore, although some teachers are developing the capacity to work collaboratively in collegial groups to improve academic achievement, instruction across curricular and special areas is fragmented, resulting in lost opportunities for students to make connections and apply new learning.

3.5 The school has received a *Developing* in this Statement of Practice:

The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.

Although student data (academic and behavioral) is available, systems to coordinate, analyze, and ultimately use data to identify student needs are not consistently and regularly used throughout the school. Teachers are not consistently using available data sources to inform lesson plans, and the use of formative assessments to modify instruction is minimal. The school is in the early stages of developing a data-driven culture to effectively use data to inform classroom practices, identify patterns of student learning, and develop plans for greater student outcomes. While structures are in place to support the development of a data-driven culture, currently instruction is adjusted only in some instances, and not all students are benefiting from differentiated learning opportunities.

Attachment 5

Tenet 4 - Teacher Practices and Decisions	Tenet Rating	D
<p>Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students and pertinent sub-groups experience consistent high levels of engagement, thinking and achievement.</p> <p>Debriefing Statement: Teachers clearly and consistently communicate acceptable and safe behaviors to students; teachers developed action plans to inform instructional decision making but didn't consistently use data-based strategies to make decisions to address the gap between what students know and need to learn; further, teachers' instructional practices were somewhat inconsistent in depth and strategies that would lead to improved student achievement through active learning and engagement.</p> <p>4.2 The school has received a <i>Developing</i> in this Statement of Practice: Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry. Instruction is not sufficient to support the work of CCLS and rigorous student learning objectives. Teachers were not consistently aligning the objectives to instruction. A number of classrooms visited by the team focused on completing activities independently. Instruction, in many cases, did not engage students or present challenging activities / questions that result in higher levels of student engagement. The lack of organized lesson planning that includes established student goals, accommodations for subgroup needs, and strategies that promote engagement and inquiry results in a lack of student involvement in their learning.</p> <p>4.3 The school received a <i>Developing</i> in this Statement of Practice: Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple point of access for all students to achieve targeted goals. Teachers are using some instructional practices that are appropriately aligned to CCLS. Differentiated instruction was inconsistent. During classroom visits, text-based questions were used as well as checks for understanding. In the majority of classroom visits, whole group instruction was used. Students are not consistently provided with multiple points of access and, therefore, not all students are able to achieve their academic goals.</p>		

4.4 The school received a *Developing* in this Statement of Practice:

Teachers create a safe environment that is responsive to students' varied experience, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.

Overall, the teachers understand and acknowledge the importance of a culturally responsive classroom, even if they did not always modify their lessons to address differences among students. However, there are some teachers that do not share expectations for providing a culturally responsive classroom or have not had the training to provide such a classroom. In addition to teachers inconsistently implementing a plan for student behavior, teacher lessons are generic and do not promote student engagement. Questions are of lower order and are not differentiated for students. Although some teachers do ask high quality, text-based questions and provide multiple opportunities for students to respond, typically a single student is asked to respond orally. Classroom management implementation was inconsistent within the school, which is not characteristic of the Positive Behavioral Intervention Supports (PBIS) programming that was to be in place in the school. The climate of caring and support serves as a foundation for greater emphasis on school-wide expectations for behavior and academic rigor.

4.5 The school achieved *Developing* in this Statement of Practice:

Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.

Some teachers use data sources to inform instructional decision making and action plans for adjusting student groupings; however, the plans lack specificity and do not provide targeted intervention for students requiring additional support within the classrooms. Teachers are not expected to and do not employ strategies to provide data-based feedback to students. Some of the student work reviewed or posted had written feedback, but mainly provided a grade or a general comment, such as "good work" or "excellent!" Work in notebooks in most cases had no feedback and no grades. This lack of ongoing data analysis results in the school leaders, i.e., the Principal and Assistant Principal not knowing which teachers are effective, how to target PD to teachers that need support, and how to share best practices among teachers. Furthermore, students are not able to monitor their own progress or identify needed areas of improvement.

Attachment 5

RECOMMENDATIONS

1. Implement a classroom observation schedule to monitor the quality of teaching and learning. Provide written formal and informal observations, including clear targets for improvement. Develop Teacher Improvement Plans (TIP) for all teachers needing support. Include follow-up observations to monitor progress.
2. Ensure effective implementation of research based instructional practices embedded in Common Core Learning Standards (CCLS) to positively impact student learning.
3. Use frequent data analyses to inform planning for small-group instruction, Response to Intervention (RTI) and Expanded Learning Time (ELT) programs
4. Review and ensure that all lesson plans align to the written, taught and assessed curriculum (CCLS), the District instructional guides and supplements and ensure that differentiation is occurring and higher order thinking skills are being employed. Provide corrective feedback to teachers to improve CCLS alignment and inclusion of instructional shifts.

Attachment 5

Proposal Narrative: I. District-level Plan

A. District Overview

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

Theory of Action and District Approach to Turnaround

According to the report, “Exploring the Pathway to Rapid District Improvement” (Center on Innovation and Improvement, 2009), districts with increasing numbers of underperforming schools *must* strive for instructional coherence, decreased teacher isolation, shared responsibility and problem solving as well as the development of multiple professional learning communities. Further, such districts need to provide a system of aligned curriculum, instruction, and assessments; need to develop systems to allow administrators and teachers access to constructive use of data; and must have mechanisms to support and monitor improved instruction. MVSD is implementing the following three research-based strategies necessary to support the rapid, dramatic, and sustained improvement needed for success:

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

Currently, three key partners are working together to help build district capacity around the following three strands: District Support Systems and Structures (Annenberg Institute for School Reform), Common Core Standards Implementation and Data Driven Instruction (McREL International) and Teacher Preparation and Evaluation (Bank Street College of Education). Additionally, through an open and transparent process involving representation from all stakeholders in both the School District and the Mount Vernon community, the Interim Superintendent has embarked on a restructuring of both the District Central Office and, more important, a restructuring of the present K-6, middle and high school organization. The restructuring of the Central District Office includes an Office of Innovation and School Improvement, headed by an Assistant Superintendent for Accountability, Innovation and School Improvement and staffed by a District Administrator for Data and Assessment who has developed Data Inquiry Teams in all 16 schools and by a Standards Administrator for

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

In the 2014-15, the District is partnering with Manhattan College for intensive PLC work across the district to establish a district-wide PLC for the benefit of students and to strengthen teacher and leader effectiveness. Selected participants from the District PLC will take free graduate education leadership courses from Manhattan College. The District is also a member of the NYSED Diagnostic Tool for School and District Effectiveness (DTSDE) PLC.

In the summer of 2014, the district is partnering with McREL International for curriculum alignment, revision, integration and management. The District also purchased the i-READY diagnostic assessment and benchmarking system for students in the district. There is an online instructional component for the middle schools, and grades 3-8 have i-Ready workbooks.

District Readiness

As part of the School Improvement Grant Round 5 application, the district has selected the Transformation Model, which it will apply to the Davis Middle School, the one Priority School in the district. Despite not receiving a School Improvement Grant in Round 4, MVSD took the all-important step of replacing the principal of Davis MS with a proven leader of a middle school in New York City. Mr. Joshua Whitham was appointed to Davis MS in July, 2013 and, as demonstrated by an October 2013 Learning Walkthrough, is already having an impact on the culture of the school, the quality of the administrators and teachers, and the learning experience of the students.

Other indicators of District readiness include:

- Undertaking rigorous Learning Walkthroughs of all District Schools with special attention to the Priority School.
- Making student achievement data the centerpiece of the budget presentations, underscoring for the community the need for immediate change.
- Creating a retirement incentive that has resulted in 55 staff members separating from the district—providing an opportunity for the district to recruit and hire high-quality staff committed to the work necessary to insure student success.
- Hiring an Assistant Superintendent for Instructional Services.
- Conducting a national search for a permanent Superintendent committed to continuing the strong path provided by the nationally-known and respected Interim Superintendent.

District's Theory of Action for Change

In order to accomplish the district's goal of becoming a district in which schools can break free of the cycle of low performance and low expectations, the Mount Vernon City School District has set forth as its theory of action for change a coherent set of strategies that shall ensure that the district becomes an improvement-oriented organization that cultivates its improvement capacities, ensures that schools and teachers have the tools and resources needed to support student learning and manages its core operations. The Superintendent of Schools will work with the Mount Vernon School Board to codify the theory of action as a policy to guide the district's efforts in closing the achievement gap, strengthening academic rigor and maximizing student learning at all levels by shaping district level management goals, policies, strategic planning and budgets. The district will work with its partner organizations to fully develop and craft such a policy. For purposes of guiding the district's turnaround efforts, MVSD proposes to structure its theory around framework that will enable the district to promote system-wide understanding of its actions, support strategic planning, serve as a basis for decision- making and provide a structure for critical reflection and ultimately serve as a diagnostic tool, or as a self-assessment.

The district has researched models and frameworks from the various reviews on the turnaround process and has opted for adapting the theory proposed by Center for Innovation and Improvement. The following is based on the work from The Center for Innovation and Improvement which captures the district's beliefs in the actions necessary to support change.

- If the district has structures, processes, and programs for strategically allocating and targeting human and fiscal resources; aligning district systems, policies and structures to support district and school improvement efforts; then the district will develop its capacity to successfully restructure so that all efforts, functions, policies, and actions are supporting the improvement effort.
- If the district establishes and communicates a district-wide improvement strategy, including a vision and specific goals for improvement; develops and communicates policies, non-negotiables, and new programs; establishes and maintains a focus on equity; coordinates and monitors district-wide improvement strategies; and sets expectations for monitoring and supporting school improvement efforts; then the district will continue to develop its capacity to successfully reorient the organization by shifting culture and beliefs toward shared responsibility for student achievement.
- If district educators (principals, teachers, administrators) engage in ongoing (e.g., at least once a week) problem-solving around issues related to teaching and learning; incorporate educator-developed strategies and solutions into school and district improvement efforts; support and engender productive attitudes/dispositions, such as trust, willingness to share information, reflection and self-awareness, and willingness to change; then the district will improve its capacity for improvement by providing dedicated time and space for educators to figure out local solutions; by allowing for and communicating a strategic balance of district parameters and local autonomy; and by providing educators with the skills needed to engage in ongoing problem solving.
- If the district improves the instructional capacity in schools and among district leaders; analyzes and uses data to identify district and school areas for improvement; investigates, identifies, and selects improvement strategies (e.g., grants, programs, new initiatives) and programs that support and align with the district's improvement efforts and evaluates the

impact of programs and improvement strategies; then the district will improve by building leadership and instructional capacity that focuses improvement efforts on improving instruction and improving relations among adults and among adults and students.

In fall 2012, the Mount Vernon City School District (MVCSD) was designated a Focus District for student performance in ELA and for failure to improve high school graduation rate. Of the district's 16 schools, there are 8 schools in accountability status: the two middle schools, two of the three high schools and four elementary schools. Dramatic and sustainable improvement is needed. These changes begin with the implementation of our 2012-2013 District Comprehensive Improvement Plan, which defines our direction and focuses our efforts on those objectives that support the improvement of student performance.

Table 1: 2012-13 MVSD DISTRICT and SCHOOL DESIGNATIONS BASED on 2012 NYSED DATA

Overall District Averages	ELA Non-Proficient %Average	Math Non-Proficient %Average	Designations	
Grades 3-6 District	53.225		49.425	
Grades 7-8 District	71.45		70.325	
Grades 3-6 Pennington	35.8	26.5	31.1	Good Standing
Grades 3-6 Lincoln	39.5	31.7	35.6	Good Standing
Grades 3-6 Traphagen	40.2	33.2	36.7	Good Standing
Grades 3-6 Holmes	60.1	25.4	42.7	Good Standing
Grades 3-6 Columbus	53.2	45.6	49.4	Good Standing
Grades 3-6 Longfellow	56.2	48.7	52.5	Focus
Grades 3-6 Hamilton	60.1	53.5	56.8	Good Standing
Grades 3-6 Parker	65.6	50.2	57.9	Good Standing

The MVCSD has been able to raise efficiency in business practices over the past four years, by outsourcing, and adopting other productivity and performance measures. As a result, more dollars are gradually being directed to the classrooms than ever before. Yet, while these practices are promising, student performance on state assessments continues to be the most important challenge with which we struggle. Therefore, we continue to battle to change a culture of low expectations by setting goals that will raise standards in Mount Vernon City School District.

The District has embraced the State's RTTT initiatives and is implementing the Common Core Standards in English Language Arts and Mathematics with literacy as both the foundation and focus upon which to build student learning. Additionally, student mastery of 21st Century skills (critical thinking and problem solving, communication, collaboration, and creativity and innovation) forms another critical outcome of the teaching and learning process because no 21st Century skills'

implementation can be successful without developing core academic subject knowledge and understanding among a literate student body. Students who can think critically and communicate effectively must build on a base of core academic knowledge and literacy. To this end, the MVCSD implemented a 21st Century PreK-12 curriculum from EngageNY that is aligned to the Common Core Standards and delivered through research-based instruction using benchmark, formative, and summative assessment from i-READY. To ensure that there is an effective teacher in every classroom and every building has an effective leader, the district has a NYSED approved APPR and has a process in place to calibrate building leaders' understanding of what constitutes effective teaching and effective leadership. Additionally, the district has identified the following priorities:

- All teachers in the Mount Vernon City School District will be proficient in leading the teaching, learning and assessing process within their respective content area through the application of current and proven learning theories and principles.
- All teachers in the Mount Vernon City School District will engage in shared responsibility for overall student achievement through the implementation of Professional Learning Communities.
- All educational leaders in the Mount Vernon City School District will develop a common understanding for excellent teaching and instructional practices that will inform belief systems about teaching, learning and assessing, building the capacity for transformational leadership.
- The Mount Vernon City School District will develop, implement and monitor curriculum and instruction programs, strategies and assessment tools in order to evaluate and improve the achievement of students with varied ability levels as they work toward meeting the Common Core State Standards.
- The Mount Vernon City School District will enhance the utilization and availability of technology as an integral resource to student learning, data management and communication tool.
- Elementary: With an increased focus and emphasis in the early childhood grades, students in the Mount Vernon City School District will have access to authentic literature, nonfiction works and become proficient and critical readers and writers by the end of Grade 3.
- Secondary: With an increased focus on college and career readiness, secondary students in the Mount Vernon City School District will have increased opportunities for flexibility in course offerings and exposure to vocational studies in an effort to meet the needs of students experiencing academic challenges and provide post-secondary career options.

College and Career Readiness

The data set that suggests the need for the implementation of a district wide literacy initiative to support college and career readiness is found in a review of the trends in the district-wide ELA and Math Regents results as well as in the results of *ELA/Math Aspirational Performance Measure (APM)*: for the 2008 Cohort. The APM which is meant to be a predictor of college and career readiness, represents the count and percentage of students in the cohort who graduated with a local, Regents, or Regents with Advanced Designation diploma and scored **75** or higher on the English Regents examination and scored **80** or higher on a Regents examination in mathematics are shown in Table 2 which follows at the end of this section.

In order to increase the number of students graduating MVCSD, career and college ready, the district implemented a PreK-12 literacy initiative and provided supports for struggling learners in

robust extended learning time opportunities. The new district administrators for learning standards in ELA have held numerous workshops to support teachers in the implementation of the literacy initiative. Instruction for students in grades K-12 including special education follows a Balanced Literacy approach consisting of the following components: phonics (K-3), vocabulary/word study (4-12), independent reading, shared reading, guided reading, read aloud, shared writing, independent writing, and teacher/student conferences. Students in grades K-8 read independently from classroom libraries in our various literacy programs purchased through our partnership with Scholastic and Great Books. Site-based Reading Specialists support teachers' efforts. The district supports the implementation of a school-wide reading program that includes a plan for using curriculum materials for the core and the intervention program and a series of assessments designed to monitor outcomes. McREL International has led numerous workshops on Common Core Shifts in ELA and math, workshops on text complexity, depth of knowledge and EngageNY modules.

See the next 5 pages for Table 2

New York State Education Department



Elementary/Middle-Level Accountability Data Verification Report Data Contained in the Student Information Repository System

School or District Code: 660900010022
 School or District Name: DAVIS MIDDLE SCHOOL
 School Year: 2012-13
 Subject Area: ELA
 Grade: All Grades
 Data Refresh Date: February 6, 2014

Student Subgroup (accountability subgroups are marked with an asterisk (*))	2013 Participation					2013 Performance								
	Participation Rate Enroll (a)	Tested (b)	Not Tested (c)	Estimated Participation Rate ((b/a)*100) (d)	Continuously Enrolled (e)	Level 1 Not On Track (f)	Level 2 Not On Track (h)	Level 2 On Track (i)	Level 3 (j)	Level 4 (k)	Estimated Performance Index ((g+h+i+k)+(g +j+k))/ e)*100) (l)	Continuously Enrolled NYSAA Students (m)	Continuously Enrolled NYSAA Students Scoring Level 3 or 4 (n)	Continuously Enrolled NYSAA Students Scoring Level 3 or 4 Counted as Level 2 in PI (NYSAA Cap) (o)
*All Students	791	781	10	98.74%	730	333	0	264	13	77	43	35	35	35
Female	390	385	5	98.72%	361	138	0	149	7	49	18	11	11	11
Male	401	396	5	98.75%	369	195	0	115	6	28	25	24	24	24
*American Indian/Alaska Native	3	3	0	100.00%	3	3	0	0	0	0	0	0	0	0
*Black	586	577	9	98.46%	542	252	0	199	9	50	32	27	27	27
*Hispanic	148	147	1	99.32%	134	63	0	42	3	17	9	8	8	8
*Asian/Pacific Islander	11	11	0	100.00%	9	2	0	5	0	1	1	0	0	0
*White	42	42	0	100.00%	41	13	0	17	1	9	1	0	0	0

School or District Code: 660900010022
 School or District Name: DAVIS MIDDLE SCHOOL
 School Year: 2012-13
 Subject Area: ELA
 Grade: All Grades
 Data Refresh Date: February 6, 2014

Student Subgroup (accountability subgroups are marked with an asterisk (*))	Participation Rate Enroll (a)	Tested (b)	Not Tested (c)	Estimated Participation Rate ((b/a)*100) (d)	Continuously Enrolled (e)	Level 1 Not On Track (f)	Level 1 On Track (g)	Level 2 Not On Track (h)	Level 2 On Track (i)	Level 3 (j)	Level 4 (k)	Estimated Performance Index ((g+h+i+j+k)+(g +i+j+k))/ e*100) (l)	Continuously Enrolled NYSAA Students (m)	Continuously Enrolled NYSAA Students Scoring Level 3 or 4 (n)	Continuously Enrolled NYSAA Students Scoring Level 3 or 4 Counted as Level 2 in PI (NYSAA Cap) (o)
*Multiracial	1	1	0	100.00%	1	0	0	1	0	0	0	100.000	0	0	0
General Education Students	608	600	8	98.68%	554	227	0	230	13	75	9	76.534	0	0	0
*Students with Disabilities	183	181	2	98.91%	176	106	0	24	0	2	34	60.227	35	35	35
Former Students with Disabilities	1	1	0	100.00%	1	1	0	0	0	0	0	0.000	0	0	0
Not Limited English Proficient	724	714	10	98.62%	676	282	0	259	13	77	38	76.183	20	20	20
*Limited English Proficient	67	67	0	100.00%	54	44	0	5	0	0	5	27.778	5	5	5
Formerly Limited English Proficient	17	17	0	100.00%	17	9	0	7	0	1	0	52.941	0	0	0
*Economically Disadvantaged	625	617	8	98.72%	580	266	0	217	11	52	34	70.862	27	27	27
Not Economically Disadvantaged	166	164	2	98.80%	150	67	0	47	2	25	9	79.333	8	8	8
Not Migrant	791	781	10	98.74%	730	333	0	264	13	77	43	72.603	35	35	35

To assist in the verification process, this report shows estimated participation rates. These estimates are computed using one school year of data only, as were reported to the Level 2 warehouse as of the date of the data refresh indicated above. The participation rates used to determine final Adequate Yearly Progress (AYP) may be different if new data are submitted to Level 2 before the final reporting deadline or multiple years of data are combined due to the failure of a group to meet the participation rate objective.

Estimated Performance Indices for 2011-12 and forward reflect the new formula for computing the PI as approved by the federal government and shown in New York State's Elementary and Secondary Education Act

(ESEA) waiver. More information on the ESEA waiver is available at <http://www.p12.nysed.gov/esea-waiver/>. These estimates are computed using one school year of data only, as were reported to the level 2 warehouse as of the data refresh date indicated above. The PIs used to determine AYP may be different if there were fewer than 30 continuously enrolled tested students in the all students group in the current year.

Under the Participation section, all students will show as "not tested" until scores are returned from the testing contractors for 3-8 ELA/Math and NYSESLAT.

Under the Performance section, only students with a valid score will appear as continuously enrolled and within the performance level counts.

USDOE allows 1% of continuously enrolled tested students in the district to be counted as proficient (Level 3 or 4) on the New York State Alternate Assessment (NYSAA). If the district exceeds this 1% cap, enough students scoring at Level 3 or 4 are counted as scoring at Level 2 when Performance Indices are calculated. These students are selected so as to have the least negative impact on the district and its component schools. This report shows the number of NYSAA students in the cohort, the number scoring at Level 3 or 4, and the number whose scores were counted at Level 2 because of a "cap".

For more information about accountability, see "Understanding Accountability in New York State" at <http://www.p12.nysed.gov/irs/accountability/>.

New York State Education Department



Elementary/Middle-Level Accountability Data Verification Report Data Contained in the Student Information Repository System

School or District Code: 660900010022
 School or District Name: DAVIS MIDDLE SCHOOL
 School Year: 2012-13
 Subject Area: Mathematics
 Grade: All Grades
 Data Refresh Date: February 6, 2014

Student Subgroup (accountability subgroups are marked with an asterisk (*))	2013 Participation					2013 Performance									
	Participation Rate Enroll (a)	Tested (b)	Not Tested (c)	Estimated Participation Rate ((b/a)*100) (d)	Continuously Enrolled (e)	Level 1 Not On Track (f)	Level 1 On Track (g)	Level 2 Not On Track (h)	Level 2 On Track (i)	Level 3 (j)	Level 4 (k)	Estimated Performance Index ((g+h+i+j+k)+(g +i+j+k)/ e)*100) (l)	Continuously Enrolled NYSAA Students (m)	Continuously Enrolled NYSAA Students Scoring Level 3 or 4 (n)	Continuously Enrolled NYSAA Students Scoring Level 3 or 4 Counted as Level 2 in PI (NYSAA Cap) (o)
*All Students	792	780	12	98.48%	734	496	0	165	4	32	37	42,371	35	34	34
Female	391	384	7	98.21%	360	234	0	82	4	20	13	45,278	11	10	10
Male	401	396	5	98.75%	374	262	0	76	0	12	24	39,572	24	24	24
*American Indian/Alaska Native	3	3	0	100.00%	3	3	0	0	0	0	0	0.000	0	0	0
*Black	587	577	10	98.30%	543	381	0	112	2	20	28	39,042	27	27	27
*Hispanic	148	146	2	98.65%	135	86	0	34	0	8	7	47,407	8	7	7
*Asian/Pacific Islander	11	11	0	100.00%	10	5	0	3	0	1	1	70,000	0	0	0
*White	42	42	0	100.00%	42	21	0	15	2	3	1	64,286	0	0	0

SIRS-102 Summary
 Feb 26, 2014

School or District Code: 660900010022
 School or District Name: DAVIS MIDDLE SCHOOL
 School Year: 2012-13
 Subject Area: Mathematics
 Grade: All Grades
 Data Refresh Date: February 6, 2014

Student Subgroup (accountability subgroups are marked with an asterisk (*))	Participation Rate Enroll (a)	Tested (b)	Not Tested (c)	Estimated Participation Rate ((b/a)*100) (d)	Continuously Enrolled (e)	Level 1 On Track (f)	Level 1 Not On Track (g)	Level 2 On Track (h)	Level 2 Not On Track (i)	Level 3 (j)	Level 4 (k)	Estimated Performance Index ((g+h+i+j+k)/(e)*100) (l)	Continuously Enrolled NYSAA Students (m)	Continuously Enrolled NYSAA Students Level 3 or 4 (n)	Continuously Enrolled NYSAA Students Scoring Level 3 or 4 Counted as Level 2 in PI (NYSAA Cap) (o)
*Multiracial	1	1	0	100.00%	1	0	0	1	0	0	0	100.000	0	0	0
General Education Students	602	592	10	98.36%	558	368	0	151	4	31	4	41.039	0	0	0
*Students with Disabilities	183	181	2	98.91%	176	138	0	14	0	1	33	46.591	35	34	34
Former Students with Disabilities	1	1	0	100.00%	1	1	0	0	0	0	0	0.000	0	0	0
Not Limited English Proficient	725	714	11	98.48%	674	444	0	161	4	32	33	44.362	30	30	30
*Limited English Proficient	67	66	1	98.51%	60	52	0	4	0	0	4	20.000	5	4	4
Formerly Limited English Proficient	17	16	1	94.12%	16	10	0	5	0	0	1	43.750	0	0	0
*Economically Disadvantaged	626	615	11	98.24%	593	403	0	125	4	23	28	40.309	27	26	26
Not Economically Disadvantaged	166	165	1	99.40%	151	93	0	40	0	9	9	50.331	8	8	8
Not Migrant	792	780	12	98.48%	734	496	0	165	4	32	37	42.371	35	34	34

To assist in the verification process, this report shows estimated participation rates. These estimates are computed using one school year of data only, as were reported to the Level 2 warehouse as of the date of the data refresh indicated above. The participation rates used to determine final Adequate Yearly Progress (AYP) may be different if new data are submitted to Level 2 before the final reporting deadline or multiple years of data are combined due to the failure of a group to meet the participation rate objective.

Estimated Performance Indices for 2011-12 and forward reflect the new formula for computing the PI as approved by the federal government and shown in New York State's Elementary and Secondary Education Act

(ESEA) waiver. More information on the ESEA waiver is available at <http://www.p12.nysed.gov/essa-waiver/>. These estimates are computed using one school year of data only, as were reported to the level 2 warehouse as of the data refresh date indicated above. The PIs used to determine AYP may be different if there were fewer than 30 continuously enrolled tested students in the all students group in the current year.

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Under the Performance section, only students with a valid score will appear as continuously enrolled and within the performance level counts.

USDOE allows 1% of continuously enrolled tested students in the district to be counted as proficient (Level 3 or 4) on the New York State Alternate Assessment (NYSAA). If the district exceeds this 1% cap, enough students scoring at Level 3 or 4 are counted as scoring at Level 2 when Performance Indices are calculated. These students are selected so as to have the least negative impact on the district and its component schools. This report shows the number of NYSAA students in the cohort, the number scoring at Level 3 or 4, and the number whose scores were counted at Level 2 because of a "cap".

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Attachment F1

Mount Vernon City School District



SHARED-DECISION-MAKING PLAN

Date submitted January 30, 2009
Original submission date May 6, 1998
Recertified on November 7, 2001
Recertified on March 2, 2004

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I. District Information

District Name: Mount Vernon City School District
District Address: 165 North Columbus Avenue
Mount Vernon, New York 10553

Superintendent Name: Dr. W.L. "Tony" Sawyer

Telephone Number: 914-665-5201

Fax: 914-665-6077

Board of Education Members

Charles Stern, *President*
Derrick Claye, *Vice President*
Maria Aneiro
Adrian Armstrong
Carol Ben Reuben
Maria Cedano
Elias Gootzeit
Lynn McBride
Michelle Walker

District Planning Committee

Name	Represented Unit	Signature
Marcia Lalloo-Roldan	Parent	
Vanessa Lee	Parent	
Anita Amieiro	Teacher	
Jennifer Hayes	Teacher	
Waveline Bennett-Conroy	Administrator	
Lyuba Sesay	Administrator	
Maureen Gonzalez	Superintendent's Office	

II. Board of Education and Superintendent Mission/Vision Statement

Board of Trustees Mission/Accountability Statement

The mission of the Mount City School Board is to develop sound education and fiscal policies that are focused on student achievement based on informed decisions that are research based and data driven.

Board of Trustees Vision Statement

This board is committed to an open collegial model where informed decision making is derived from a knowledgeable leadership whose sense of responsibility is focused on an expectation of a world class education that is rigorous and meaningful and where high achievement is defined by giving all students an opportunity to excel.

Superintendent Mission Statement

The Mount Vernon City School District will be a district in which every child receives the attention, the focus, and the challenge of a professional, experienced, and committed workforce. Our buildings will reflect the appropriate preparation for children organizationally, physically and materially. The materials provided for their instructional experience, the faculty selected to lead and educate them, and the physical plant designed for their educational experience, will be the best in the nation. The food we serve our students will be selected to ensure their nutritional and intellectual success.

The central office will be dynamically involved in the progress of every school providing information that is timely, allocations that are equitable, professional development that is transforming, communication that is sufficient and organization that is efficient.

Every effort will be made to share information on our successes as well as our challenges. We will recognize and acknowledge the efforts of our faculty and staff by sharing best practices and by constantly monitoring the progress of all schools. Although every school will be measured against itself, there will be no excuses for the lack of progress. Every school will be expected to improve each year, each day, and each hour.

The classroom will be a place where academic rigor is experienced at its highest level. Classrooms will focus on literacy that is intellectually stimulating, technologically invigorating and motivationally activating. All learning will be accompanied by appropriate intellectual discussions. Students will have opportunities to articulate their opinions about

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critical issues and concerns, to make comparisons and analogies to their own sphere of influence, and to use their imaginations to draw conclusions, gain inferences and predict outcomes.

Our principals will be instructional leaders that are motivational and inspirational. Information on student progress and school progress will be gladly shared with their colleagues. They will create teams for progress both externally and internally. As leaders, they will share information because they realize that the success of all schools is essential to the success of the Mount Vernon Community and to the world community.

Our teachers will understand that teaching and learning today requires rigorous content and righteous intent. A child's lack of preparation will not be viewed as an impediment to progress but as a challenge to our expertise. We will rise to the challenge.

The time spent with students will be valued by our teachers because of their professional and personal commitment to student progress. There will be a strong awareness that the cultivation of our students requires communication beyond classroom borders, as we reach them intent on understanding the complexities and challenges that they face in their young lives.

We are mindful of the fact that the support of the greater community is integral to our progress. Every effort will be made to partner with parents, community, clergy, business and industry in an effort to share information and create new and innovative designs for learning.

As committed professionals, we will be governed by one very simple tenet. We will accept no less for any child in the Mount Vernon City School District than that which we would accept for our own children. With this as a realization, we will be patient, committed, diligent, and focused on the success of every child in our purview.

III. Purpose of the District Shared-Decision Making Plan

The District Shared-Decision Making Plan outlines the creation of the School-Based Teams and details those educational issues on which the School-Based Teams are to provide input as per the Regulation of the Commissioner 100.11 and Education Law (2:117-2:127). The terms shared decision making and school-based management refer to a model for decision making in the schools that emphasizes both the involvement and meaningful participation of administrators, teachers and parents in the process (Education Law Section 2:117). The purpose of the school-based team is to develop an annual school educational plan aimed at improving student performance.

IV. District Plan

The plan must be developed by the District Planning Committee in collaboration with the Board and adopted by the Board. The school Board must conduct the biennial review of the district plan in collaboration with the District Planning Committee. During the biennial review the plan may be amended or recertified without change, as appropriate. The amended or recertified plan must be submitted to the Superintendent of Schools. The District plan must be submitted to the Commissioner for approval with a statement of the plan's success no later than February 1 of the review year.

V. District Planning Committee/District Based Team

1. A District Planning Committee representing grades K-12 is required in each school district. The District Planning Committee develops the District Plan in collaboration with the Board. However, a Board member cannot be a member of the District Planning Committee. The District Planning Committee is composed of the superintendent of schools, administrators selected by the administrative bargaining unit, teachers selected by the teacher's bargaining unit and parents selected by the school related parent organization wherever possible.
2. A District Based Team representing a member from each school based team and the superintendent of schools is to be formed. The District Based Team will meet regularly for the purpose of communicating about the school based teams and the district wide efforts.
3. In addition, the District Based Team will coordinate District Wide Congress sessions. The District Wide Congress is extended to the community. The purpose of the District Wide Congress is to identify systemic concerns, successes, root causes, interventions, and responses that aim to improve student achievement in individual schools while providing direction and guidance throughout the district.

VI. School Based Team Membership

1. Membership is voluntary.
2. 50% staff and 50% parent composition. (There should be an equal number of staff and parents.)
3. Mandatory Members must include the Principal, Parent Teacher Association representative, and a Mount Vernon Federation of Teachers designee.
4. Each stakeholder group will select its own representative to the School-Based Teams. Every effort will be made for representatives from all building grade levels.
5. To encourage broad participation all recommendations for membership will be processed by each stakeholder group in a fair and unbiased manner.
6. Each stakeholder group will make provisions for filling vacancies that occur.
7. Length of service should not exceed two consecutive years.
8. School-Based Teams at the elementary or middle school level may include students. A minimum of two students is required in high schools. Student members of the School-

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Based Teams do not count when determining if a team has an equal number of parents and staff.

9. In addition to the mandatory members, School-Based Teams must include other parents and staff (pedagogic and/or non-pedagogic) from the school.
10. School-Based Teams also may include representatives of Community Based Organizations. Community Based Organization members of the School-Based Teams do not count when determining if a team has an equal number of parents and staff.
11. The School-Based Teams shall submit a written report on its operations to the Superintendent on January 31st and June 30th, which will be shared with the Board of Education at its subsequent meeting.

VII. Membership Eligibility

1. A parent is defined as a parent (by birth or step-parent), legally appointed guardian, foster parent or person in a parental relationship to a child. A person in parental relationship refers to a person who has assumed the care of a child because the child's parents or guardians are not available, whether due to, among other things, death, imprisonment, mental illness, abandonment of a child, or living outside of the state.
2. Parents who are staff members may not serve on the School-Based Teams as a parent member in schools in which they are employed, but they may serve in other schools where they have a child in attendance.
3. In the case of co-presidents, the remaining Parent Teacher Association officers shall determine which co-president will serve as the mandatory member of the School-Based Teams.
4. District office staff may not serve on any School-Based Teams as a parent member in the district in which they are employed.
5. Selections will be made annually.

VIII. School-Based Team Member Roles and Responsibilities

1. Chairperson
 - a. Once the team is constituted, it must select a Chairperson or Co-Chairpersons from among its membership.
 - b. The Chairperson or Co-Chairpersons need not be one of the mandatory members (Principal, Mount Vernon Federation of Teachers designee or Parent Teacher Association representative).
 - c. The Chairperson is responsible for scheduling meetings, ensuring that team members have the information necessary to guide their planning, and focusing the team on educational issues of importance to the school.
 - d. The Chairperson ensures that voices of all team members are heard.

2. Secretary

- a. Each School-Based Team must select a member of the School-Based Teams to serve as secretary.
- b. The secretary will be responsible for sending School-Based Teams meeting notices.
- c. The secretary is responsible for attendance and minutes being recorded at every meeting.
- d. The secretary must ensure that minutes must be maintained at the school, with a copy provided to the Parent Teacher Association.
- e. The school principal may designate an office staff member to assist the School-Based Teams secretary.
- f. Written minutes of school building team meetings shall be kept and distributed to the building administrators, faculty, staff and parents, and will include all decisions rendered.

3. Members

Members are responsible:

- a. To solicit input from his/her stakeholder group regarding decisions being considered by the school-based team.
- b. To actively support all decisions made of the team, and to work towards the successful implementation of those decisions.
- c. To share decisions made by the team with his/her stakeholder group.
- d. To be willing and able to put personal needs/interests aside in the decision making process.
- e. To adhere to Federal and State guidelines.
- f. To establish the ground rules describing such items as the times of meetings, the agenda and location.
- g. To attend on-going training sessions.

IX. Scheduling of Meetings

1. School-Based Teams should meet at least once a month during the school year.
2. Meetings must take place on school premises and be scheduled at a time convenient to parent members (day or evening).
3. Members are expected to attend all meetings of the School-Based Teams and to be prompt.
4. All building team meetings shall be open to any interested person(s).

Attachment F1

X. School-Based Team Relationship with Other School-Based Entities

The School-Based Team is the central coordinating team in the school and must help to facilitate communication among the various school committees.

XI. Bylaws

1. Every School-Based Team must develop bylaws and operating guidelines to provide clear direction about School-Based Teams responsibilities.
2. All bylaws must be consistent with this shared-decision-making plan.
3. Bylaws should incorporate key decisions about team membership and operations.
4. All bylaws must address the following areas:
 - a. The roles of team members and Chairperson
 - b. team composition
 - c. quorum
 - d. method of selection of parent and staff members
 - e. method of selection of chairperson
 - f. method of selecting Community Based Organizations and student members where applicable
 - g. length of term and term limits
 - h. process for removal of chairperson and members
 - i. method for making decisions (i.e. consensus or majority rule) and procedures to be followed if the team has a need for conflict resolution
 - j. filling vacancies
 - k. role of observers during meetings
 - l. who can speak at meetings
 - m. how agendas are established
 - n. that the team must meet at least ten times per school year
 - o. number of meetings that can be missed, and consequences of missing more than the designated number of meetings
 - p. develop and adopt procedures to remove a member who does not fulfill his/her responsibilities
 - q. that a secretary be appointed

XII. Decision Making/Problem Solving Protocol

1. Decisions will be based on consensus.

2. Teams must develop methods for engaging in collaborative problem solving and solution seeking that will lead to consensus-based decisions and, when necessary, effective conflict resolution strategies.
3. All building team members are expected to fully support the decisions made by the team, even if the decision was not the first choice of the individual team member. "Support" is defined as each building team member working to fully and successfully implement the decision of the team, and to be available to explain the decision and its implications, in a positive manner, to stakeholders.
4. Be responsible for monitoring the effectiveness of its own decision making process.
5. That all decisions are reflective of improved student performance.
6. Modify its decision and/or decision-making process, as appropriate, and such changes shall be based upon objective criteria.

XIII. Local District Dispute Process

1. The dispute process will apply only to those disputes arising from the inability to plan or make decisions in a timely manner to the agreed upon educational issues.
2. It is the responsibility of the School-Based Teams to develop the details of a dispute resolution plan. For example, a Suggested dispute resolution models include a Team of Arbitrators, consisting of a minimum of five members will be formed with representation from current site based teams. This team will adhere to the same guidelines as those for the school-based teams, where school personnel does not exceed 50%. School based teams will refer unresolved disputes to this panel of arbitrators. The school-based team will refer the matter to the Superintendent for resolution. The school-based team will make a decision by majority vote, if consensus cannot be reached.

XIV. Educational Issues Subject to Cooperative Planning and Shared Decision Making at the Building Level

1. The responsibility of the School Based Team is to develop an annual school educational plan (for example, State Education Department Comprehensive Educational Plan, State Education Department Restructuring Plan, Mount Vernon City School District Elementary School Educational Plan) that is aligned with the school budget. The School-Based Teams is not responsible for the hiring or firing of school staff. The School-Based Teams may develop sub-committees steered by a member of the School-Based Teams to expand the productivity of the team.

Attachment F1

2. All decisions made by the school-based team on any educational issue will take into consideration the resource, instructional and programmatic needs of students served by state and/or federal programs to assure a coherent, integrated community of services.
3. Each team will develop a process to ensure compliance with existing state and federal guidelines.
4. Each team will focus on the following areas:
 - a. Curriculum and Instruction
 - b. School Data
 - c. Student Support Services
 - d. Health and Safety
 - e. Professional Development
 - f. Community Outreach
 - g. Grant Opportunities
 - h. Staffing Recommendations (refer to section XV)

XV. Protocol for Staffing Recommendations

1. It is suggested that a sub-committee of the School-Based Teams be the Compact Team responsible for the recommendations to Human Resources of selected candidates for hiring.
2. Recruitment and interviewing – Central office will *acknowledge* all applications, in writing. Members of the size-based compact teams, representing all stakeholder groups, will review all appropriate applications and resumes in order to select applications to be screened
3. Screening is a three (3) level process:
 - a. Level I screening is to be completed at the building level. Qualified in-district staff will be interviewed at this level.
 - b. Level II screening is a central office responsibility.
 - c. Level III will be appointments by the Board of Education.
4. Recommendations for hiring – Only qualified and certified personnel will be considered, unless there are established and documented shortage areas which may be exempt.
5. The Level I screening committee will submit a minimum of three (3) teacher and five (5) supervisory candidates' names, in rank order, to the Superintendent of Schools for Level II action. Any qualified in-district candidate is to be interviewed by the level I committee. Seniority, within the applicant's current area of certification will be a consideration in all lateral transfer opportunities, in accordance to the existing contractual agreement. Before Level III action is taken, final decisions and supporting rationale will be communicated back to the Level I screening committee.

6. Emergency hiring provisions – Classroom positions will be filled on a temporary basis for no more than “forty school days” in order to allow Level I screening teams sufficient opportunity to interview and make appropriate recommendations for probationary appointments. Temporary hiring policies will adhere to the newly adopted policy for the compensation of substitutes. In hiring substitutes the following strict priority will be followed.

XVI. Guidance and Assistance

The Office of the Superintendent will provide guidance and respond to inquiries regarding the implementation of the school-based teams.

I. District-level Plan

B. Operational Autonomies

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

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

In order for Davis Middle School to accomplish its transformation from a Priority Level school to one of good standing, the MVCSD will provide the school with operational autonomy in 1) staffing, 2) school-based budgeting, 3) program selection, and 4) educational partner selection.

Staffing

In February 2009, the Board of Education of the MVCSD issued a Shared Decision-Making Plan, which enables each school building to exercise more control over staff hiring decisions. Each school building will appoint a Planning Team comprised of 50% staff and 50% parents, including the Principal, PTA representative, and a Mt. Vernon Federation of Teachers designee. Teams must meet at least monthly and decisions are by consensus. A subcommittee of each School-Based Planning Team will be responsible for recommendations of selected candidates for hiring. The teams will review applications and resumes; screen candidates; and recommend in rank order candidates to the Superintendent of Schools for further screening. Before final action in hiring is taken, decisions and supporting rationale will be communicated back to the school team.

Additionally, the district has agreed that no ineffective school staff members will be transferred to Davis Middle School.

School-Based Budgeting

The District has provided operating flexibility and sustained support so that Davis MS will not be hampered by budgetary restrictions to the extent possible. The District will align its resource allocation with the school’s instructional priorities, including professional development, parent involvement and engagement, and additional staff needed to implement smaller learning

communities. For example, in 2013-2014, Davis MS was allowed to increase the number of math and ELA teaching staff to implement smaller learning communities and to increase the number of full-time counselors from 3 to 4 to better meet the emotional needs of the students.

Educational Partner and Program Selection

The new Principal at Davis MS used an in-depth survey with his teaching staff to determine the type of services needed to increase student achievement, teacher efficacy through job embedded professional development, and site-based shared leadership and accountability. The staff survey and results are in Section 11 School-level Plan C.

The principal and several members of his staff (the preliminary transformation team) researched the “track records” of providers who facilitate job-embedded professional development in math and reading. In addition, a high priority for the school is technology-based education; teachers, district personnel and the DTSDE all rated Davis low and in need of technology-based programs. Mt. Vernon High School will be implementing Edgenuity, and the high school asked that Davis work with this system, as well, for better articulation across the district.

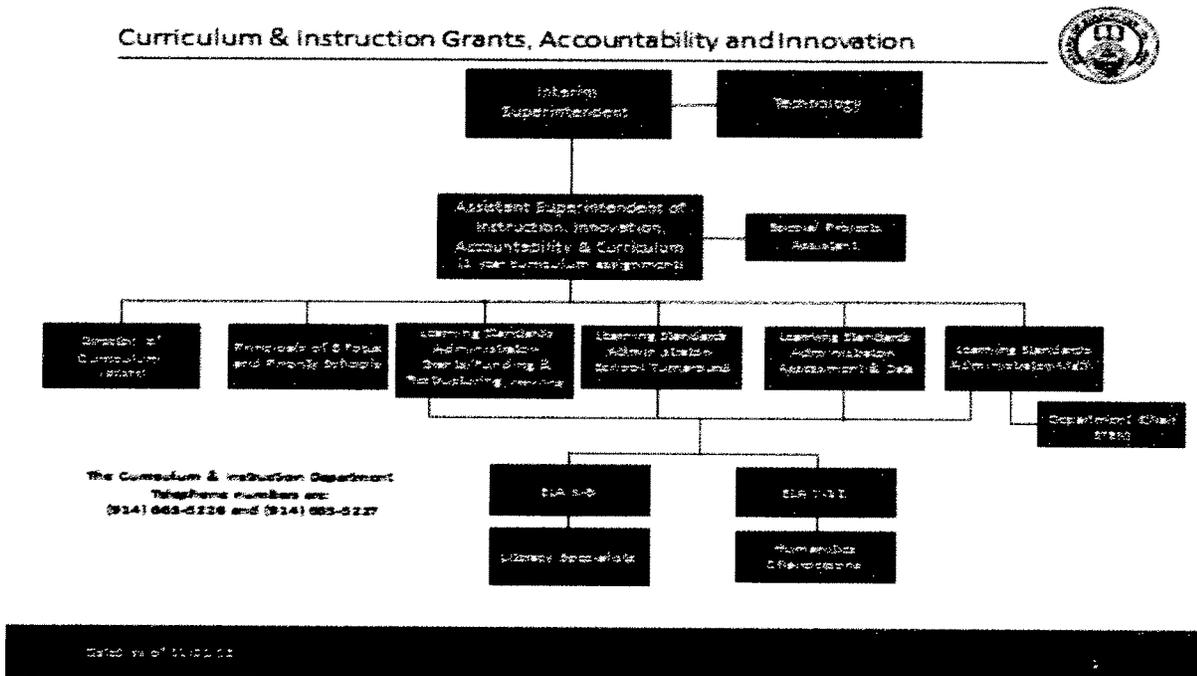
The Principal, along with school staff, district staff, PTA president and the district Superintendent approved the selection of Success for All (SFA) for reading, Edgenuity online courses for reading/math intervention and enrichment, and McREL International as the educational partner for school improvement in site-based decision making, data driven instruction, and embedded professional development in research-based classroom practices for math. More information on this process and selection and can be found in Section 11 School-level Plan C.

A side-letter with the Mount Vernon Federation of Teachers is submitted with this application.

I. District-level Plan

C. District Accountability and Support

As noted in the District Overview, MVCSD has created a Turnaround Office, led by the Assistant Superintendent for Accountability, Innovation and School Improvement and supported by a District Standards Administrator for School Turnaround. The Turnaround Office both supports and provides direction to underperforming schools as well as ensures frequent monitoring and reporting. Underway is the creation of a District Accountability Team to monitor the district, the individual schools, and the educational partners. The Team will include the Assistant Superintendent for Accountability, the District Standards Administrator for Data and Assessment, and the District Administrator for School Turnaround. Monthly meetings will be held with the Davis Turnaround Team, comprised of the Principal, the assistant principals, the technology teachers, the reading teachers, the special education supervisor and the partners in order to review leading indicators and to insure compliance with transformation plans.



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

Davis Middle School Improvement Goals 2014-2017

Goal 1: Increase student attendance from 92.3% to 96% or above over 3-year period.

Goal 2: Reduce number of suspensions by 15% annually for 3 years.

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

I. District-level Plan C. District Accountability and Support

Goal 4: Increase percentage of students achieving at or above level III on Math state assessments to 45% at end of 3-year period.

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

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

Accountability Model Chart

Increase attendance rate to 96% or above	Create student and parent goals for attendance. Provide more emotional and social support, including counseling.	Bi-monthly	Principal Davis Transformation Team District Accountability Team	1-3 years
Reduce number of suspensions by 15% per year	Utilize PBIS and/or Rtl interventions from BOCES to encourage positive behavior. BOCES will provide teacher/staff professional development to improve classroom management. Increase parent and community involvement using the SFA program.	Monthly	Principal Davis staff BOCES SFA Davis Transformation Team District Accountability Team	1-3 years
Increase percentage of students achieving at or above Level III on ELA state assessments to 50% at end of 3-year period	Implementation of the SFA program Implementation of the Edgenuity Intervention and Assessment program	Quarterly	Principal Davis Transformation Team Teachers Educational Partners District Accountability Team	1-3 years
Increase percentage of students	Implementation of embedded math professional	Quarterly	Principal Davis Transformation Team	1-3 years

achieving at or above level III on Math state assessments to 45% at end of 3-year period	development and peer coaching		Teachers Educational Partners District Accountability Team	
Insure alignment of the taught and tested by providing students with a quarterly assessment of learning per NYSED Learning and Common Core Standards	i-READY assessments SFA	i-READY=5 times/year (Pre and post and progress monitoring) SFA=quarterly reading assessments for regrouping	Principal Davis Transformation Team Teachers Educational Partners District Accountability Team	1-3 years
Increase school leadership capacity to utilize the APPR plan, including observations, feedback, and data-based teacher improvement plans	McREL meetings with Principal and assistant principals	Monthly	Principal Assistant Principals McREL	

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

Create Davis Transformation Team	Superintendent Davis Principal	July 2014
Set Benchmarks	Davis Principal District Turnaround Office Davis Transformation Team	June – July 2014
Create Accountability and Monitoring Plan	Asst. Superintendent for School Turnaround	July – August 2014

I. District-level Plan C. District Accountability and Support

	Davis Principal Educational Partners	
Create Teacher Competency Matrix	Davis Principal Educational Partners	July – August 2014
Data Analysis and Performance Management	Asst. Superintendent for Turnaround District Standards Administrator for Data and Assessment District Administrator for School Turnaround Davis Principal Educator Partners	July – August 2014 ongoing

I. District-level Plan

D. Teacher and Leader Pipeline

In 2012-2014, MVCSD, in collaboration with Bank Street College of Education and under the guidance of the Assistant Superintendent for Human Resources, began the development of a comprehensive approach for recruiting, evaluating, hiring, and retaining high quality staff. In addition, a partnership with Manhattan College will focus on developing and supporting effective teachers and school leaders to ensure that every classroom is led by an effective teacher and every school is led by an effective principal. MVCSD is meeting with teacher preparation colleges to discuss the teacher needs of the district. The approach will be completely codified and operational at the end of school year 2013-2014. Following is an excerpt from a recently produced teacher profile that will be discussed at the meeting:

What MVCSD Teachers Should Know and Be Able to Do

1. Plan and deliver rigorous creative instruction that is interdisciplinary in scope and based on best practices.
2. Analyze student work and achievement data in order to plan instruction and design assignments.
3. Support the District goals and the Superintendent's initiatives.
4. Implement and adhere to the District curricula.
5. Communicate effectively to engage and motivate all students.
6. Address the learning needs of all students.
7. Contribute to a positive and effective school climate that supports academic achievement and the needs of the whole child.
8. Integrate literacy into teaching strategies and throughout all content areas.
9. Integrate technology into their teaching strategies.
10. Actively participate in professional development initiatives.
11. Uphold New York State teaching standards.

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

1. MVCSD will continue to use the results of teacher and principal evaluations, the Teacher Improvement Plan procedure, and the Principal Plan Procedure to inform decisions regarding relevant coaching, induction support, and professional development needs; the decision for continuation or termination; and opportunities for advancement, recognition, and additional responsibilities.
2. MVCSD, in collaboration with Bank Street, is developing an action plan that identifies structures and strategies that lead to highly effective personnel.
3. In monthly meetings, MVCSD will offer new teachers and their trained mentors the opportunity to share best practices as well as discuss daily routines and district policies.

4. MVCSD has identified a cadre of 22 teachers (instructional coaches) to provide leadership and support to teachers to improve their instructional practices as measured by the APPR.
5. MVCSD has created partnerships with McREL, Bank Street, and The Annenberg Institute for School Reform to improve instructional leadership and build district, school, administrative, and teacher capacity.
6. MVCSD will insure strategic re-assignment of effective teachers and administrators into high need schools.

District processes for altering hiring procedures and budget policies

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

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

District-wide training programs to build the capacity of leaders

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

- 100% of educational leaders, appropriate district personnel, principals and assistant principals will develop an understanding of highly effective teaching and instructional practices as measured by an 80% inter-rater score in the Danielson rubric.
- Educational leaders will be proficient in leading the teaching, learning, and assessing process as measured by no fewer than 75% of principals receiving an effective or highly effective rating on the Multidimensional rubric and the approved Principal APPR plan.
- By the end of 2014 school year, all administrators will receive more than 40 hours of targeted professional development to support the implementation of Common Core State standards, literacy development, and data analysis provide by McREL.

I. District-level Plan D. Teacher and Leader Pipeline

- MVCSD offered an 8-session Leadership Seminar led by Bank Street for principals and administrators on Conducting Low Inference Teacher Evaluations, Providing Appropriate Coaching and Feedback, and Teaching for Impact.
- McREL has provided 9 sessions on the Common Core Learning Standards and Data Driven Inquiry.

District-wide training programs to build the capacity of teachers

MVCSD currently offers district-wide training programs designed to build the capacity of teachers in leading dramatic change in low-achieving schools. 100% of the teachers at Davis MS, the Priority School which is the subject of the Transformation Model will participate in training programs. The programs are geared to build teachers' capacity to implement the six instructional shifts of the CCSS for Math and ELA, building and using data inquiry team, and conducting low inference observations. Training is provided by SWBOCES, district administrator for learning standards, Lead Teachers, Coaches, McREL, and Bank Street College. The following are the goals for teacher professional development:

- Proficiency in teaching, learning, and assessing within their respective content areas as evidenced by a 20% increase in the number of teachers earning an effective rating on the Danielson rubric and the approved teacher APPR plan.
- By the end of school year 2014, teachers will receive more than 40 hours of targeted professional development to support the implementation of Common Core State standards, literacy development, and data analysis.
- By the end of school year 2014, teachers will receive more than 20 hours of targeted school-based professional development to build teacher capacity in the use of data-driven instruction.

I District-level Plan

E. External Partner Recruitment, Screening, and Matching to Priority Schools

The new Principal at Davis used an in-depth survey with his teaching staff to determine the type of services needed to increase student achievement, teacher efficacy through job embedded professional development, and site-based shared leadership and accountability. The staff survey and results are below.

AB Davis Staff School Improvement Grant (SIG) Survey								
Using the indicators, where would you currently rank the level of support provided to improve instructional and related services at AB Davis Middle School.								
Answer Options	Ineffective	Developing	Neutral	Effective	Highly Effective	Rating Average	Response Count	
	10	26	8	10	1	2.38	55	
Other (please specify)							2	
	<i>answered question</i>							55
	<i>skipped question</i>							0
Using the indicators, how would you currently rank the support provided for the implementation of the Common Core Learning Standards (CCLS)?								
Answer Options	Ineffective	Developing	Neutral	Effective	Highly Effective	Rating Average	Response Count	
	9	25	11	9	1	2.42	55	
Other (please specify)							1	
	<i>answered question</i>							55
	<i>skipped question</i>							0
Using the indicators, what is your current level of preparedness in implementation of the Common Core Learning Standards?								
Answer Options	Poorly prepared	Developing	Neutral	Sufficiently prepared	Well prepared	Rating Average	Response Count	
	7	20	12	12	4	2.75	55	
	<i>answered question</i>							55
	<i>skipped question</i>							0
On a scale of 1 to 5, with 5 being highest, how important is it to you that professional development offerings be tailored to the needs of AB Davis Middle School versus district initiatives?								
Answer Options	1	2	3	4	5	Rating Average	Response Count	
	0	2	3	9	40	4.61	54	
	<i>answered question</i>							54
	<i>skipped question</i>							1
On a scale of 1 to 5, with 5 being the highest, how important is it to provide school-based academic coaches?								
Answer	1	2	3	4	5	Rating	Response	

Options	0	2	7	15	30	Average	Count
						4.35	54
<i>answered question</i>							54
<i>skipped question</i>							1

For each of the three years of the School Improvement Grant (SIG), are you willing to commit to 30 to 35 paid hours of additional training to support implementation between June 1st and mid-September?

Answer Options	Response Percent	Response Count
Yes	94.5%	52
No	7.3%	4
<i>answered question</i>		55
<i>skipped question</i>		0

Please rank the most convenient type of summer professional development sessions.

Answer Options	1	2	3	Rating Average	Response Count
After school sessions in June	22	19	9	1.74	50
Saturday sessions	7	21	22	2.30	50
Week long institute during the summer	21	10	19	1.96	50
<i>answered question</i>					50
<i>skipped question</i>					5

On a scale of 1 to 5, with 5 being the highest, how willing are you to be a part of site-based decision-making committees?

Answer Options	1	2	3	4	5	Rating Average	Response Count
	2	6	14	10	21	3.79	53
<i>answered question</i>							53
<i>skipped question</i>							2

Which of the following do you find more effective: job embedded training/coaching or off-site training away from the building?

Answer Options	Response Percent	Response Count
1. Job embedded	80.0%	44
2. Off-site	20.0%	11
<i>answered question</i>		55
<i>skipped question</i>		0

Using the indicators, how effective is AB Davis at preparing students to meet the CCLS requirements of college and career readiness?

Answer Options	Ineffective	Developing	Neutral	Effective	Highly Effective	Rating Average	Response Count
	8	24	17	5	1	2.40	55
<i>answered question</i>							55
<i>skipped question</i>							0

Using the indicators, how effective is AB Davis Middle School at providing technology-based learning to prepare students for 21st Century demands?

Answer Options	Ineffective	Developing	Neutral	Effective	Highly Effective	Rating Average	Response Count
	30	17	6	2	0	1.64	55
<i>answered question</i>							55
<i>skipped question</i>							0

The principal and several members of his staff (the preliminary transformation team) researched the “track records” of providers who facilitate job-embedded professional development in math and reading. In addition, a high priority for the school was technology-based education; teachers, district personnel and the DTSDE all rated Davis low and in need of technology-based programs. Mt. Vernon High School will be implementing Edgenuity, and the high school asked that Davis work with this system, as well, for better articulation across the district. See research and rationale below.

I. District-level Plan E. External Partner Recruitment, Screening, and Matching to Priority Schools

The Principal, along with school staff, district staff, PTA president and the district Superintendent approved the selection of Success for All (SFA) for reading, Edgenuity online courses for reading/math intervention and enrichment, and McREL International as the educational partner for school improvement in site-based decision making, data driven instruction, and embedded professional development in research-based classroom practices for math.

Success for All: Rationale

Davis Middle School students need intensive reading support as students scored 11.5 % proficient on the state test. Researched by over thirty institutions for more than two decades, Success for All has been found to increase reading achievement, cut the achievement gap between African Americans, Hispanic, and white students, and prepare teachers to support the needs of English language learners. In 2010, Success for All received the highest score in the Department of Education's Investing in Innovation (i3) scale-up competition, which required strong scientific evidence of effectiveness.

A meta-analysis of research on twenty-nine models categorized Success for All as one of only three programs with the "Strongest Evidence of Effectiveness" (Borman, Hewes, Overman, and Brown, 2003).

Success for All was evaluated in a three-year randomized control trial, the gold standard of research, funded by the U.S. Department of Education between 2002 and 2006. Students in SFA schools achieved at significantly higher levels than similar students in control schools. The difference in student performance in only three years was enough to cut the black-white achievement gap in half (Borman, Slavin, Cheung, Chamberlin, Madden, and Chambers, 2007).

Six studies have involved ELLs and have shown that SFA increases their reading levels substantially more than those ELLs in control schools (Cheung and Slavin, 2005).

In a series of studies involving more than 6,000 students over ten years, students in SFA schools were, on average, a full grade level ahead of students in similar control schools by the fifth grade. This difference was maintained during middle school even though the intervention was finished (Borman and Hewes, 2002).

McREL International: Rationale

McREL has been working alongside Bank Street College and Annenberg for the past two years in the district facilitating Common Core implementation and data driven instruction. McREL's continuous improvement approach called *Success in Sight* draws upon research in the areas of systemic change, leadership, organization change, professional development, professional learning communities, researched-based instructional strategies, assessment, and school improvement. This transformation model is designed to help schools develop the capacity to sustain improvement structures, processes and attitudes and respond to future challenges. *Success in Sight* is a systemic approach based on a coherent, articulated theory of change that helps schools understand and manage the complexity of change. *Success in Sight* is built upon a

I. District-level Plan E. External Partner Recruitment, Screening, and Matching to Priority Schools

set of research-based school, teacher, and leadership practices and student characteristics that are correlated with improved student achievement, as found in the research book, *What Matters Most* by Robert Marzano.

The leadership component of *Success in Sight* is based on *Balanced Leadership: What 30 Years of Research Tells us about the Effect of Leadership on Student Achievement* (Waters, Marzano, & McNulty, 2003) as well as an extensive review of the literature on leadership both inside and outside the field of education. McREL consultants provide tailored coaching to principals, helping them understand and fulfill leadership responsibilities associated with increased student achievement. In addition, the simultaneous development of a school leadership team increases shared leadership for school improvement. In an age of increased accountability for student success, principals learn how to build shared leadership into a dynamic process of mutual influence, responsibility, and accountability for collective goals. As teacher-leaders work with other teachers on grade level or cross grade level teams, leadership team members increase the capacity of other individual teachers and the staff as a whole to improve instruction. This increased school and individual teacher capacity are mutually reinforcing and lead to the ultimate goal of improved student achievement.

The instructional component of *Success in Sight* is based upon McREL's research in the book, *Classroom Instruction that Works* (2012) by Dean, et al. McREL will focus on math instruction and job embedded professional development for math teachers through the school PLC structure.

Attachment C has a list schools where McREL's work has been effective in raising student achievement.

Edgenuity Rationale

A high priority for the Davis Middle School is technology-based education; teachers, district personnel and the DTSDE all rated Davis low and in need of technology-based programs. Mt. Vernon High School will be implementing Edgenuity, and the high school asked that Davis work with this system, as well, for better articulation across the district. Edgenuity's web-based system is available 24 hours per day, 7 days per week. Edgenuity provides unlimited multi-tiered customer and technical support model based on escalation point levels to assist with implementation and user support needs and to ensure prompt issue resolution. Support includes customer support, account management, and technical support.

Edgenuity's Professional Development group is a team of experienced teachers and administrators with extensive technical knowledge who are proficient in how the needs of teachers working directly with students in a blended or virtual environment differ from the needs of teachers not employing technology. They work with the school to customize a unique virtual or blended learning implementation that includes a professional development plan. Edgenuity will provide on-site, face-to-face for campus administration and teachers. The training and schedule will be tailored to meet the needs of each user and their roles in the implementation process. Our Professional Development Consultant and support team will provide coaching, mentoring, and ongoing communications throughout the implementation. Follow-up training is available either onsite or via web session.

I. District-level Plan E. External Partner Recruitment, Screening, and Matching to Priority Schools

Additionally, eCommunity is an online resource for teachers and administrators and includes videos, and how-to-guides for the administration of the system. The easy to follow step-by-step guides demonstrate the learning management system and virtual classroom features. The classroom resources support teachers in maximizing student engagement, achievement, and parent participation. Rubrics are also provided.

Edgenuity prepares students for college and career readiness with online courses. Edgenuity courses meet common core and state standards, engaging students through robust content delivered by interactive, media-rich instruction and experienced, certified teachers. All-new courses include new instruction, tools, readings, assignments, and multimedia resources, with embedded scaffolds to help all students meet the challenges of more rigorous standards in every state. Edgenuity solutions support college and career readiness. The curriculum and instructional model are grounded in research, and they monitor results closely.

I. District-level Plan

F. Enrollment and Retention Policies, Practices, and Strategies

MVCSD has an open enrollment policy in place to reduce racial and economic imbalance as much as possible across the school district. The District's enrollment policies for students with disabilities and English Language Learners are governed by location of student services and geographic ease. Students' attendance at one of the district's two middle schools is based on a lottery process.

Despite the lottery process, the enrollments at the two middle schools are remarkably similar, with the exception of ELL students who make up 8% of Davis MS student body compared to only 3% of the Longfellow student body. However, Davis is a much larger school (total enrollment of 750 vs. 350 at the second middle school) with a much larger 7th grade. It is one of MVCSD's priorities to reduce the number of 7th graders at Davis, providing more individual attention and services to ease the transition from elementary to middle school. As discussed in the District Overview, MVCSD is currently in the midst of a re-organization, which will re-configure the elementary schools to a K-8 model. This will be done either within a single building or by pairing geographically contiguous elementary and middle schools to create a single campus. Current plans call for Longfellow Middle School to pair with Longfellow Elementary School. This will entail moving the current 9th grade in Longfellow to the high school level. That, in turn, will allow more 7th graders to attend Longfellow, reducing the number of 7th graders at Davis. The policy is part of an attempt to both reduce the population at Davis and lower the number of students who transfer to private schools rather than attend the District's Middle Schools.

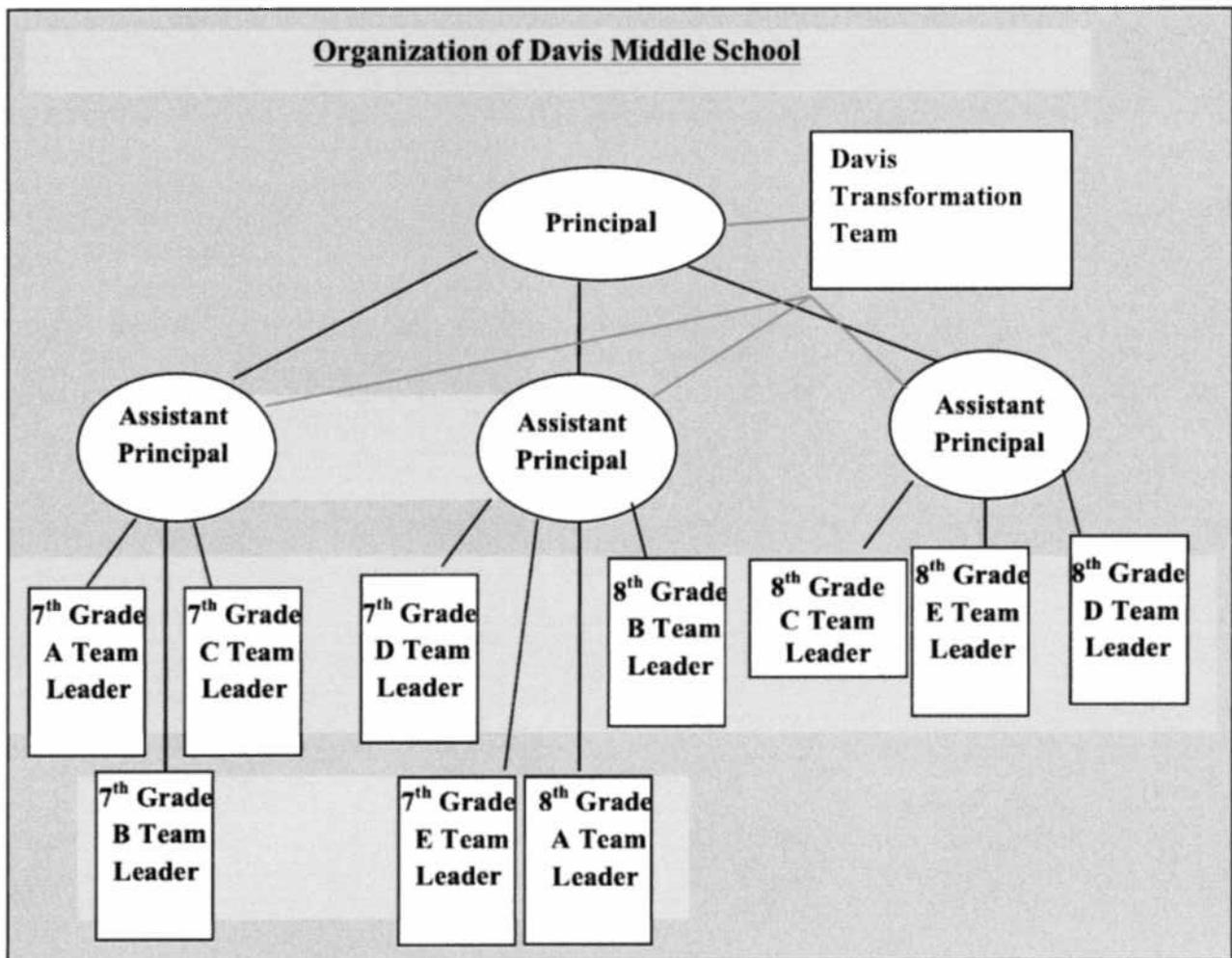
In 2009 MVCSD developed a promotion and retention policy, basing promotion on satisfactory achievement as indicated by grades and results of nationally normed tests and state and local assessments. As part of the restructuring process, this policy is currently being revised.

I. District-level Plan

G. District-level Labor and Management Consultation and Collaboration

The 2014-2015 school calendar has not been completed as of this writing but once the district calendar has been established and approved by the board, the Davis MS team will craft a school calendar with all considerations and awareness of school transformation goals, actions, and supporting professional development.

Chart identifying the management and team structures at Davis Middle School.



ii. How the structures function in day-to-day operations

Davis Middle School will adopt a school leadership team model based on the principles of distributed leadership and shared accountability. This team will be the Davis Transformation Team. The principal will lead the instructional program and school logistics, while relying on thoughtful input from the Davis Transformation Team when making critical strategic decisions for the school. This Davis Transformation Team will consist of the principal, assistant principals, two technology teachers, two reading teachers, two parents, and the SFA, Edgenuity, and McREL International professional development partners. The team will share leadership and accountability for the implementation of the Transformation Plan and meet twice a month. All decisions made by the team will be communicated to the staff via the Communication Chain; input from staff will also be communicated to the team via the Communication Chain.

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

Davis Middle School is a part of the district PLC that will work with NYSED on the state DTSDE recommendations for MVCSD schools. In turn, members from Davis will link these recommendations to the transformation work at Davis.

iii. Implementation of the APPR

The purpose of the current APPR evaluation system is to ensure that there is an effective teacher in every classroom and an effective leader in every school. The evaluation system will also foster a culture of continuous professional growth for educators to grow and improve their instructional practices. Under the new APPR Plan, New York State will differentiate teacher effectiveness using four rating categories: *Highly effective, effective, developing, and ineffective (HEDI)*. The APPR will result in a single composite score out of 100 total points that incorporates multiple measures of effectiveness. The ranges for each rating are as follows: ***H (91-100), E (75-90), D (65-74), and I (0-64)***.

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

As stated in the New York State Education Department Guidelines: Under the new law, New York State will differentiate teacher effectiveness using four rating categories – Highly Effective, Effective, Developing, and Ineffective. Education Law §3012-c (2)(a) requires annual professional performance reviews (APPRs) to result in a single composite teacher or effectiveness score that incorporates multiple measures of effectiveness. The results of the

I. District-level Plan G. District-level Labor and Management Consultation and Collaboration

evaluations shall be a significant factor in employment decisions, including but not limited to promotion, retention, tenure determination, termination, and supplemental compensation, as well as teacher professional development (including coaching, induction support, and differentiated professional development. (NYSED Guidelines, 2012, p. 6) None of the descriptions or requirements contained in the district's APPR is intended to supplant the overriding obligation of the teacher's supervisor (and/or Superintendent's Designee) to provide appropriate, individualized support to each teacher including, but not limited to, informal observations, learning walks, interviews, data collection, and artifact study.

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

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

I. District-level Plan G. District-level Labor and Management Consultation and Collaboration

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

**FORMAL OBSERVATION TIMELINE CHART
(60 POINTS BASED ON ALL FOUR DOMAINS OF THE 2011 REVISED EDITION OF DANIELSON'S *FRAMEWORK FOR TEACHING*)**

Teachers will be evaluated based on the teacher category, evaluation requirements, and due dates* as specified below:

Teacher Category	Evaluation Requirement	Due Date
Probationary (Non-tenured)	First Observation Second Observation Summative End of the Year Evaluation	November 15 th March 15 th By June 15 th each teacher will receive a score for the 20% locally-selected measures of student achievement and a score on the 60% "other measures." Prior to the start of classes for the following school year, the teacher will receive a score for the 20% State assessed student growth or SLO(s) to attain a composite score out of 100.
Tenured	Two (2) Observation (maximum 2 observations allowed; 1 announced; must have 10 school days between observations) Summative End of the Year Evaluation	By April 15 th observations must be complete and paperwork submitted to HR. By June 15 th each teacher will receive a score for the 20% locally-selected measures of student achievement and a score on the 60% "other measures." Prior to the start of classes for the following school year, the teacher will receive a score for the 20% State assessed student growth or SLO(s) to attain a composite score out of 100.
Teacher on TIP (Teacher Improvement Plan)	The teacher improvement plan (TIP) will include the following elements: (1) specific standards-based goals that a teacher must make progress toward attaining within a specific period of time, (2) identification of areas that need improvement, (3) a timeline for achieving improvement, (4) the manner in which improvement will be assessed, and, where appropriate, (5) differentiated activities to support improvement in these areas.	The TIP will begin no later than 10 school days from the opening of classes.

*The district is currently revising the observation schedule for 2014-2015.

I. District-level Plan G. District-level Labor and Management Consultation and Collaboration

The following charts detail the plan for how the APPR will be implemented:

Formal Observation Steps (Days refers to school days)

The following chart contains the steps, administrator and teacher responsibilities, timeline, and forms necessary to complete formal observations. For announced formal observations, follow steps 1-8. For unannounced formal observations follow steps 4-8. The APPR document and all forms are available online at the MVCSD website located on the homepage under “Staff.” Steps will be confirmed via email or in written communication.

ACTION/TIMELINE	ADMINISTRATOR	TEACHER	FORM/TOOL
Establish Date and time for Announced Observation	Both parties mutually agree upon date, time, and duration for formal observation.		Via email and/or memo
Complete and Collect Pre-Observation Form	Requests teacher to complete pre-observation form #1	Submit form #1 to the evaluator (hard copy, electronically or via face to face conference as mutually agreed) no less than 3 days prior to observation visit	Pre-observation Form #1
Review and Return Pre-Observation Form to Teacher	Reads the plan, provides feedback to the teacher, and asks any clarifying questions as necessary and returns form #1 no less than one day prior to the formal observation	Applies feedback to adjust lesson if necessary	Pre-observation Form #1
Classroom Observation Visit	Conducts observation of practice, collects evidence on form #2	Conducts the lesson	Evidence Collection Form #2/Teacher Self-Assessment Form #2
Teacher Self-Assessment		Prior to the post conference, completes the teacher section of Teacher Self-Assessment form #2 and provides evidence.	Evidence Collection Form #2/ Teacher Self-Assessment Form #2

Post-Teaching Conference	At a mutually agreed upon date and time within 5 days from the observation, the evaluator and teacher collaboratively discuss and clarify components of the observed lesson using the administrator's evidence collection Form # 2 and teacher's self-reflection form #2. In the event that the evaluator and teacher disagree, the evaluator's assessment will stand as valid record.		Evidence Collection/ Teacher Self-Assessment Form #2
Complete Conversion Flow Chart Following the post-teaching conference (excluding PreK teachers)	The evaluator completes step #3 on the conversion flow chart to calculate the "other measures" score and records it on Form #4. (The highest score of the year is recorded on Form #5)		Conversion Flow Chart and Form #4
Signing Off Observation Documents/Placement in File	Within three days of the post conference, the evaluator gives the observation to the teacher	Teacher has three days from receiving the observation to sign it (indicating receipt only) and return it to the evaluator for placement in personnel file.	Observation Report Form #4

Informal Observations

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

Summative Assessment (End-of-the-Year Evaluation)

The following chart contains the steps, administrator and teacher responsibilities, timeline, and forms necessary to complete the end-of-year summative evaluation. By June 15th, each teacher will receive a score for the 20% locally-selected measures of student achievement and the highest attained score on the 60% “other measures”. Prior to the start of classes for the following year.

Step #	ACTION/TIMELINE	ADMINISTRATOR	TEACHER	FORM #
1.	Administrator Provides the Summative Evaluation – by June 15	Partially completes and provides to the teacher the 20% locally-selected measures of student achievement and the highest attained score on the 60% “other measures”		Summative Assessment Form #5 Summative Assessment Form #8 (Pre-K Teachers)
2.	Signing Documents --within 3 school days of receipt		Signs (indicates receipt only); returns Summative Assessment Form #5 to the evaluator	Summative Assessment Form #5 and Form #8 (Pre-K Teachers)
3.	Administrator Provides the completed Summative Assessment Prior to the start of classes for the following school year	The administrator will add a score for the 20% State assessed student growth or SLO(s) to attain a composite score out of 100 and provides the completed Form #5 to the teacher.		Summative Assessment Form #5
4.	Signing Documents/Placement in File --within 3 days of receipt		Signs completed Summative Assessment Form #5 (indicates receipt only) and returns to the evaluator to be placed in file	Summative Assessment Form #5
5.	Optional Written Response		Teacher may append with a written statement.	N/A
6.	Optional Conference Request --within 5 days of receipt	Request conference if deemed necessary by either administrator or teacher at a mutually agreed upon date and time		N/A

APPR OBSERVATION SCHEDULE

TEACHER TYPE	NUMBER OF OBSERVATIONS		OBSERVER	OBSERVER	OBSERVER
	Prob	Ten			
Art	3	2	Principal/AP	Principal/AP	Principal/AP
Attendance	3	1	Director of PPS	Principal/AP	Principal/AP
CTE	3	2	Principal/AP	Principal/AP	Principal/AP
Elementary	3	2	Principal/AP	Principal/AP	Principal/AP
English	3	2	Principal/AP	Principal/AP	Principal/AP
English (MVHS/NTHS)	3	2	Principal/AP	Dept Chair-Humanities	
ESL	3	2	Principal/AP	Stand. Admin - ELL	
Health	3	2	Principal/AP	Principal/AP	
Library Media	3	2	Principal/AP	Stand. Admin - Literacy	
Math	3	2	Principal/AP	Stand. Admin - Math	
Math (MVHS/NTHS)	3	2	Principal/AP	Stand. Admin - Math	
Music	3	2	Principal/AP	Principal/AP	
Physical Education	3	2	Principal/AP	Principal/AP	
Pre Kindergarten	3	2	Principal/AP	Principal/AP	
Reading/Literacy	3	2	Principal/AP	Principal/AP	
School Counselor	3	1	Director of Guidance	Stand. Admin - Literacy	
School Psychologist	3	1	Director of SE	Director of PPS	Principal/AP
School Social Worker	3	1	Director of SE	Director of SE	Principal/AP
School Speech	3	2	Director of SE	Principal/AP	Principal/AP
Science	3	2	Principal/AP	Principal/AP	
Science (MVHS/NTHS)	3	2	Principal/AP	Principal/AP	
Social Studies	3	2	Principal/AP	Dept Chair-STEM	
Social Studies (MVHS/NTHS)	3	2	Principal/AP	Principal/AP	
Special Education	3	2	Special Ed Supervisors	Dept Chair-Humanities	
Technology	3	2	Principal/AP	Principal/AP	
				Dept Chair-STEM	

II. School-level Plan

A. School Overview

Davis Middle School and to a lesser degree, Longfellow Middle School, as they currently are structured, represent the inability of the district to serve the needs of the students, parents, and community of Mount Vernon. Parents worry about their children's academic success when their students must transition to the middle school program. If they are solidly middle class parents and can afford the tuition, they send their children to parochial schools. However, the majority with a touch of resignation send their precious children to the district's middle schools. Many parent groups have lobbied the Board of Education to implement a K-8 model in several of the schools in good standing. The district has done a feasibility study of the cost of transforming two K-6 schools into two K-8 and the cost was \$1.3 million dollars to serve 112 students. This was not an affordable alternative for the district, nor would that have assisted the two district middle schools.

Davis MS is the only Priority School in the MVCSD and Longfellow Middle School is a Focus School. The total student population of Davis is 750, with 360 in 7th grade and 390 in 8th grade. Special education students make up 22% of the school population and ELL students make up 8% of the population. 98 percent of 7th graders were promoted to 8th grade in 2013-2014 school year and 98 percent of 8th graders were promoted to the high school. Of the 8th graders promoted to the high school 95 % in math and 88.5% in ELA performed at Level 2 or below in ELA and Math.

The Mount Vernon City School District proposes to implement the Transformation model at Davis Middle School in partnership with McREL International, Success for All, and Edgenuity. The vision is to provide a viable option for students transitioning into the middle school that will ensure their educational success. Moreover, the eroding public confidence in the district and school's ability to provide a rigorous education for middle school students will be addressed in this transformation plan.

In fact, the new principal at Davis has already led his staff through the important steps of creating a philosophy statement, an academic rigor statement, a mission statement, goals and belief statements:

Philosophy on Learning

At Davis Middle School, we believe that students learn best when they are actively engaged in their learning. It begins with an established partnership between the home and school. This collaboration provides a safe and structured environment where educators set consistently high expectations, and students take ownership and accountability for their learning utilizing self-assessment. Our students thrive when their cultures and learning styles are embraced and their social-emotional needs are recognized and addressed, as they journey through adolescence.

Academic Rigor

At Davis Middle School, academic rigor is an on-going learning process of problem solving and discovery, setting high expectations for all. It fosters critical and analytical thinking by questioning and challenging what is said, heard, read, or viewed. It empowers learners to take risks by engaging in relevant and meaningful experiences that have real-world applications. By

addressing multiple entry points, rigor cultivates independent thinkers on a quest for learning.

MISSION:

The mission of Davis Middle School is to prepare highly literate students to meet the challenges of a global and technological society by creating a setting that meets the needs of all ability levels and learning styles, maintains high standards, enhances self-esteem, and provides a broad range of educational experiences.

OUR GOALS INCLUDE:

- Infusing literacy and Common Core Learning standards into all curricular areas
- Raising all students' achievement above proficiency or to meet or exceed standards
- Promoting student involvement in school and the community
- Expanding communication and involvement between parents and our school
- Increasing teacher collaboration across grade levels and disciplines

BELIEF STATEMENTS:

THE LEARNING ENVIRONMENT

- We believe that for all people, learning is a continuous and progressive process that educates the mind, body and spirit.
- We believe that everyone has worth, can learn, and succeed in an atmosphere of positive encouragement.
- We believe that everyone in our school community will have the opportunity to actively participate in the educational process.

INDIVIDUAL RESPONSIBILITY

- We believe that everyone has the responsibility to conduct oneself in a manner that meets established academic and behavioral expectations.

SCHOOL CLIMATE

- We believe in a safe, secure learning environment that promotes respect, tolerance and cooperation.

LEARNER-CENTERED APPROACH

- We believe that our students are in transition from childhood to adulthood.
- We believe that all decisions must serve the student's emotional, social, physical and intellectual development.

CURRICULUM AND INSTRUCTION

- We believe that students learn best when exposed to a variety of instructional methods which accommodate unique styles of learning. Literacy is at the core of all instruction.
- We believe that a balanced curriculum for adolescents provides the opportunity for students to explore a wide variety of learning experiences.
- We believe that these learning experiences should provide students with connections between academic topics and adolescent issues.

FAMILY INVOLVEMENT

- We believe that positive interactions with family will greatly influence the success of each student.

Davis Middle School's Identified Partners

McREL International

McREL's continuous improvement approach called *Success in Sight* draws upon research in the areas of systemic change, leadership, organization change, embedded professional development, professional learning communities, researched-based instructional strategies, assessment, and school improvement. This transformation model is designed to help schools develop the capacity to sustain improvement structures, processes and attitudes and respond to future challenges.

Success in Sight is a systemic approach based on a coherent, articulated theory of change that helps schools understand and manage the complexity of change. *Success in Sight* is built upon a set of research-based school, teacher, and leadership practices and student characteristics that are correlated with improved student achievement.

The leadership component of *Success in Sight* is based on *Balanced Leadership: What 30 Years of Research Tells us about the Effect of Leadership on Student Achievement* (Waters, Marzano, & McNulty, 2003) as well as an extensive review of the literature on leadership both inside and outside the field of education. McREL consultants provide tailored coaching to principals, helping them understand and fulfill leadership responsibilities associated with increased student achievement. In addition, the simultaneous development of a school leadership team increases shared leadership for school improvement. In an age of increased accountability for student success, principals learn how to build shared leadership into a dynamic process of mutual influence, responsibility, and accountability for collective goals. As teacher leaders work with other teachers on grade-level or cross grade-level teams, leadership team members increase the capacity of other individual teachers and the staff as a whole to improve instruction. This increased school and individual teacher capacity are mutually reinforcing and lead to the ultimate goal of improved student achievement.

McREL will focus on math instruction, PLCs, leadership and data driven instruction. Davis Middle School staff will develop knowledge and skills in five outcome areas to improve student achievement in math by:

1. Using a systematic and systemic continuous improvement process
2. Using research-based practices associated with improving student achievement (e.g., developing and implementing a guaranteed and viable curriculum, using effective instructional strategies)
3. Using data to set and monitor improvement goals for individual students and the school as a whole
4. Developing and maintaining a purposeful community*

5. Sharing leadership for improvement (i.e., principal and teachers who work together to fulfill the leadership responsibilities that research has shown are associated with increases in student achievement)

*A purposeful community is one that identifies and works collectively toward important outcomes that matter to all stakeholders, shares a collective belief that the community can accomplish its goals, and operates from a set of agreed-upon processes that guide actions and decisions in the school. A purposeful community creates an environment where professional learning communities (PLCs) can thrive.

Success for All Foundation

The Success for All Foundation (SFAF) believes that all students deserve an education that will challenge, inspire, and prepare them for a better future. Their goal is to help all students read and achieve at the highest levels. Their top priority is the education of disadvantaged and at-risk students in pre-K through grade 8. Their programs and services are based on extensive research to help schools better meet the reading needs of all their students.

The SFA whole-school improvement model weaves together four essential strategies to help schools ensure the success of students:

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

Edgenuity

Edgenuity prepares students for college and career readiness with online courses. Edgenuity courses meet common core and state standards, engaging students through robust content delivered by interactive, media-rich instruction and experienced, certified teachers. All-new courses include new instruction, tools, readings, assignments, and multimedia resources, with embedded scaffolds to help all students meet the challenges of more rigorous standards in every state. Edgenuity solutions support college and career readiness. The curriculum and instructional model are grounded in research, and they monitor results closely.

- **The Educator Experience:**

II. School-level Plan A. School Overview

foundational concepts and skills needed for success in the core middle grades math courses and eventually the advanced high school mathematics courses.

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

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

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

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

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

iii. Use of Time. The daily schedule for Davis MS students:

Teams 7A, 7B, 7C, 7D	Teams 7E, 8A, 8B, 8C	Teams 8D, 8E
7:55-8:05	Homeroom	Homeroom
8:05-9:15	Period 1/2	Homeroom
9:18-10:28	Period 3/4	Period 1/2
10:31-11:04	Lunch (Period 5)	Period 3/4
11:07-11:40		Period 5/6 (10:35-11:47)
11:43-12:17	Lunch (Period 7)	Period 6/7 (11:05-12:17)
12:20-12:54	Period 8/9 (12:20-1:32)	Period 7/8 (11:50-1:02)
12:57-1:30		Period 8/9 (12:20-1:32)
1:33-2:43	Period 10/11 (1:32-2:45)	Lunch (Period 9)
		Period 10/11 (1:32-2:45)

There are 180 days in the school year. Continuously throughout the year content area learning will be increased through the use of overlapping curriculum elements across subject areas. Davis will continue the practice of consecutive ELA and Math periods. Students receive core and supplemental instruction through a mix of whole group and small group settings. Intervention services are, whenever possible, provided at times that would supplement rather than supplant core instruction. Maximizing actual time on task will be a specific area of focus to address time lost through transitions and classroom disruptions. In addition, before and after school programs and support times will be made more accessible to students to advance their academic learning and increase engagement.

iv. Data-Driven Instruction and Inquiry

McREL has been working alongside Bank Street College and Annenberg for the past two years in the district facilitating Common Core implementation and data driven instruction. McREL's continuous improvement approach called *Success in Sight* draws upon research in the areas of systemic change, leadership, organization change, professional development, professional learning communities, researched-based instructional strategies, assessment, and school improvement. This transformation model is designed to help schools develop the capacity to sustain improvement structures, processes and attitudes and respond to future challenges. *Success in Sight* is a systemic approach based on a coherent, articulated theory of change that helps schools understand and manage the complexity of change. *Success in Sight* is built upon a set of research-based school, teacher, and leadership practices and student characteristics that are correlated with improved student achievement, as found in the research book, *What Matters Most* by Robert Marzano.

Davis will utilize iReady, Edgenuity, BOCES data warehouse and classroom teacher assessment data to regularly monitor student progress. The Mount Vernon City School District will provide teacher training in accessing and analyzing the available data. Students will receive progress monitoring assessments on a quarterly basis. Student progress monitoring reports will be sent home coupled with student-led conferences to ensure understanding of the opportunities for interventions available to each student.

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

v. Student Support

Davis MS staff believes in a multi-tiered approach to student support. The following supports are provided to support all students.

- ANDRUS partnership for social emotional and trauma theory support
- Rockland Psychiatric clinic onsite
- Special education teachers each have a period daily for resource
- Two ESL teachers
- Integrated co-teaching model

- Added an additional guidance counselor (4 counselors)
- 2 Reading intervention teachers
- Active Student Support Team
- Tutoring built-in to before, during and after school
- Bringing in the Positive Behavior and Interventions Support (PBIS) program
- Full-time youth development specialist
- Multiple after school clubs, tutoring, STEM, culture and athletics.

vi. School Climate and Discipline
DISCIPLINE CODE 2013-2014

The ABDMS Discipline Code encourages staff and students to address individual problems at the classroom teaching team level; with increasingly more serious cases (Level Two and Level Three violations) being resolved by counselors and administrators. An effective discipline plan fosters shared responsibilities on the part of students, staff and parents.

Level One: Classroom Disciplinary Situations

In general, these concerns will be handled within the classroom.

- Tardiness
- Failure to follow classroom rules and procedures.
- Inappropriate behavior in the classroom.
- Habitual failure to bring textbook or other learning materials.
- Failure to complete class work or homework assignments.
- Minor disagreements between students.

Consequences: Teacher documents the problem and may

- Contact a parent/guardian.
- Assign after-school detention (In the teacher's classroom).
- Hold individual conference with student.
- Consult with other team members and/or counselor.

Level Two: Counseling Disciplinary Situations

Student may be referred to a counselor for discipline in the event of

- Continued Level One violation after the teacher has made previous home contact.
- Defiance (fully explained on referral form & indicating intervention strategies).
- Unacceptable classroom, hallway, assembly or lunch court behavior (Including spitting and inappropriate physical contact).
- First - time bus referrals.
- Dress code violations.

Consequences: Counselor will meet with the student and may

- Meet with the teacher.
- Contact parent by phone and/or schedule a parent conference.

- Assign after-school office detention.
- Develop a student contract to be signed by student, parent, teachers and counselor.

Level Three: Assistant Principal Disciplinary Situations

Students will be referred IMMEDIATELY to the Assistant Principal's Office for discipline for

- Chronic Level One or Two behavior - Theft
- Truancy - Fighting
- Graffiti - Possession of alcohol and/or tobacco
- Weapons or other dangerous objects - Vandalism
- Trespassing on school grounds - Illegal substances or paraphernalia
- Threats or harassment - Inappropriate touching

Consequences: Assistant Principal will meet with the student and may assign

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

REPORTING PROBLEMS

If you have a specific problem, bring your concern to an administrator, a teacher, a counselor, a teacher assistant, the office personnel, a lunch supervisor, or a custodian. Depending on your problem you should see one of the following people:

Situation	Person to see
Bicycle problem	Assistant Principal
Bus problem	Assistant Principal
Clearing library fines/charges	Library Assistant
Illness/medical PE excuse	Nurse
Leaving school early	Attendance
Locker problems	Main Office
Lost book	Librarian Assistant
Lost clothing/personal item	Main Office
Lunch card	Attendance Teacher
Change of address/phone	Attendance Teacher/GC
Problem with another student	Youth Development Specialist
Homework assignments during illness	Teacher/Guidance Counselor
New student I.D	Attendance Teacher

BOCES will be providing an onsite coach to support Positive Behavior

V. Parent and Community Engagement

Davis Middle School will join the National Network for Partnership Schools (NNPS) with Johns Hopkins University beginning with training in May 2014. Facilitators will work closely with the school social worker, Parent Resource Center, and PTA to enhance family outreach.

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

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

The NNPS School Model includes four essential elements:

- Action Team for Partnerships
- Framework of Six Types of Involvement
- One-Year Action Plan for Partnerships
- Program Evaluation

II. School-level Plan

I. Training, Support, and Professional Development

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

The new Principal at Davis used an in-depth survey with his teaching staff to determine the type of services needed to increase student achievement, teacher efficacy through job embedded professional development, and site-based shared leadership and accountability. Survey results are in Section C. The principal and several members of his staff (the preliminary transformation team) researched the “track records” of providers who facilitate job-embedded professional development in math and reading. In addition, a high priority for the school was technology-based education; teachers, district personnel and the DTSDE all rated Davis low and in need of technology-based programs. Mt. Vernon High School will be implementing Edgenuity, and the high school asked that Davis work with this system, as well, for better articulation across the district. The Principal, along with school staff, district staff, PTA president and the district Superintendent approved the selection of Success for All (SFA) for reading, Edgenuity online courses for reading/math intervention and enrichment, and McREL International as the educational partner for school improvement in site-based decision making, data driven instruction, and embedded professional development in research-based classroom practices for math.

ii. Implementation Period Year One

McREL	Data Driven Instruction in math Increased math achievement Leadership Development	Staff Evaluation Surveys Review interim math assessment data Leadership responsibilities in practice
Success for All	Data Driven Instruction in reading Increased student achievement in reading Increased parent engagement	Staff evaluation surveys Review of quarterly reading assessments
Edgenuity	Online learning Students taking classes in foreign languages	Data on online learning usage by students and teachers Data on number of students taking and succeeding in online foreign language courses

McREL will hold a two-day session with all of the Davis staff in the summer of 2014 to review the year one plan. The change process and accepting and managing transitions	Davis staff will need to review expectations for year one.
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II. School-level Plan I. Training, Support, and Professional Development

<ul style="list-style-type: none"> • Overview of the next three years' work: expectations, timelines, content of PD and outcomes. • Lesson design using McREL's Common Core booklets • Learning objectives using McREL research in <i>Classroom Instruction that Works (2012)</i> • Common Core Shifts <p>McREL will focus on math instruction, Professional Learning Communities (PLCs), leadership and data driven instruction. Davis Middle School staff will develop knowledge and skills in five outcome areas to improve student achievement in math by:</p> <ol style="list-style-type: none"> 1. Using a systematic and systemic continuous improvement process 2. Using research-based practices associated with improving student achievement (e.g., developing and implementing a guaranteed and viable curriculum, using effective instructional strategies) 3. Using data to set and monitor improvement goals for individual students and the school as a whole 4. Developing and maintaining a purposeful community* 5. Sharing leadership for improvement (i.e., principal and teachers who work together to fulfill the leadership responsibilities that research has shown are associated with increases in student achievement) <p>The 2014-2015 school year will be a time for continuous professional support and embedded professional development. The School Transformation Team, comprised of three assistant principals, two reading teachers and two technology teachers, two parents and the Partners, will meet twice a month to monitor incremental progress toward improving student achievement, specifically in reading (SFA/Edgenuity) and math (McREL/Edgenuity). The Davis Transformation Team will be responsible for leading the changes needed to improve student achievement and make Davis a purposeful community. A McREL Facilitator will meet monthly with the School Transformation Team to:</p> <ul style="list-style-type: none"> • review short term math initiatives and math data • teach, discuss and monitor leadership responsibilities • teach, discuss and monitor the steps for making Davis a purposeful community • teach and use the McREL data process for data driven instruction <p>A McREL Facilitator will meet monthly with math content PLCs to:</p> <ul style="list-style-type: none"> • teach strategies 	<p>5% of A.B. Davis Middle School Students score proficient or better on the state assessment.</p> <p>The new Davis Transformation Team will need intense leadership training in data driven instruction, shared leadership responsibilities, communication, and purposeful community.</p> <p>The teachers need intense embedded PD in math practices, strategies, instruction, formative assessment, summative assessment, and curriculum alignment. They will also receive training in how to do peer coaching so that their learning can be sustained.</p> <p>Teachers need expert RtI training for differentiating instruction for the needs of all students.</p>
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II. School-level Plan I. Training, Support, and Professional Development

<ul style="list-style-type: none"> • review standards and math practices • monitor math data from math initiatives • set up peer observations and peer coaching • observe math lessons • give feedback and plan next steps • model math lessons • teach formative assessment • assist with designing common assessments • assist with designing lessons <p>A McREL Facilitator will meet monthly with all staff to:</p> <ul style="list-style-type: none"> • address culturally responsive education • address RtI • address issues about how the three Partners' work is interconnected <p>During Year 1, there will be 10 monthly site visits. Each site visit will be a total of three days with the exception of April and May when the on-site support will be abbreviated due to state testing. Following each visit, a site visit summary report will be generated.</p>	
<p><u>Success for All Introductory Workshops</u> The principal, the Success for All facilitator, and the Schoolwide Solutions coordinator attend a five-day New Leaders Conference in Baltimore. Participants will gain an understanding of the schoolwide structures, including data-based goal setting, progress-monitoring tools, and instructional processes that form the SFA approach. Your Success for All point coach will conduct a Leading for Success planning kickoff meeting with the school Leadership team. This meeting will be at the school site in preparation for the program-introduction workshops that will be conducted for the full staff. Program-introduction workshops involving all staff members will present the schoolwide structures and instructional processes with an emphasis on preparing teachers to use the Success for All instructional tools and classroom materials. After a one-day whole-school overview, teachers meet in break-out groups, each guided by a SFAF coach, for an introduction to The Reading Edge. Staff responsible for increasing school attendance, enhancing parent involvement, managing student interventions, and creating community engagement will be provided with three days of workshops over the course of the year to develop the Schoolwide Solutions program for the school.</p> <p><u>Ongoing Coaching</u> Success for All coaches will visit throughout the year (approximately two to four days per month) to provide</p>	<p>Davis staff will need to review expectations for year one.</p> <p>11.5% of Davis students scored proficient or better on the state assessment, so there is an intense need for reading support.</p> <p>The new Davis Transformation Team will need intense leadership training in data driven instruction for reading and parent involvement.</p> <p>The teachers need intense embedded PD in reading strategies, instruction, goal-setting, formative assessment, and summative assessment.</p>

II. School-level Plan I. Training, Support, and Professional Development

<p>coaching related to all aspects of SFA implementation. During visits, coaches will review progress relative to previously set goals and against previously selected progress metrics and will carry out observations of classrooms, discussions with teachers, reviews of student progress data with teachers and school leaders, reviews of implementation self-assessments, planning for achievement growth, and meetings with school staff responsible for schoolwide initiatives related to prevention and intervention (such as attendance, parent involvement, and student referrals). Coaches are also available by telephone and e-mail to check on progress, answer questions, and problem solve between visits.</p>	
<p><u>Edgenuity</u> Software Licenses 100 Edgenuity Virtual Classroom and Web Administrator 12 Month License subscription for 35 courses of Edgenuity Online Curriculum Concurrent User Licenses 1 Premium Level Support 12 Edgenuity Onsite Training and Coaching Days 1 Edgenuity Tier 1 Media Appliance</p>	<p>Need for technology and online learning for intervention classes and also advancement classes.</p>

iii. Evaluation of Services

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

- Identify a project’s strategic objectives.
- Working with the project team to ensure the vision for the project is successfully translated into the requirements and solution design.
- Critically analyzing and ensuring best practices.
- Identifying and eliminating obstacles that may threaten the project’s viability within the organization itself.
- Prioritizing project phases based on value.
- Relaying timely updates to all stakeholders.
- Appropriately allocating and organizing internal resources to ensure the successful completion implementation or adoption of the project.

To ensure that partners provide the described deliverables in accordance with agreements and to provide specific support for project oversight, Mount Vernon City School District will assign a

II. School-level Plan I. Training, Support, and Professional Development

project manager for oversight of implementation. The project manager will develop a progress monitoring timeline to track progress and gauge impact.

Dates	Goal	Participants
	Quarterly Meetings	
2014	Partner meeting to review deliverables	McREL International
June		Edgenuity, Inc.
October	Evaluation of progress using student	Success For All
January	performance indicators.	
March		
2015	Review of student performance data and	
June	staff feedback	
September		
January		
March		
2016		
June		
September		
January		
March		
July – September	Summer Professional Development for	McREL International
2014	Staff Completed	Success For All
		Edgenuity
September 2014	Professional development survey	All staff
January 2015	Professional development survey	All staff
May 2015	Professional development survey	All staff
July – September	Summer Professional Development for	McREL International
2015	Staff Completed	.
		Success For All
		Edgenuity
September 2015	Professional development survey	All staff
January 2016	Professional development survey	All staff
May 2016	Professional development survey	All staff
July – September	Summer Professional Development for	McREL International
2016	Staff Completed	Success For All
		Edgenuity

II. School-level Plan I. Training, Support, and Professional Development

II School-level Plan

J. Community and Stakeholder Involvement/Engagement

Davis Middle School will join the National Network for Partnership Schools (NNPS) with Johns Hopkins University beginning with training in May 2014. Facilitators will work closely with the school social worker, Parent Resource Center, and PTA to enhance family outreach.

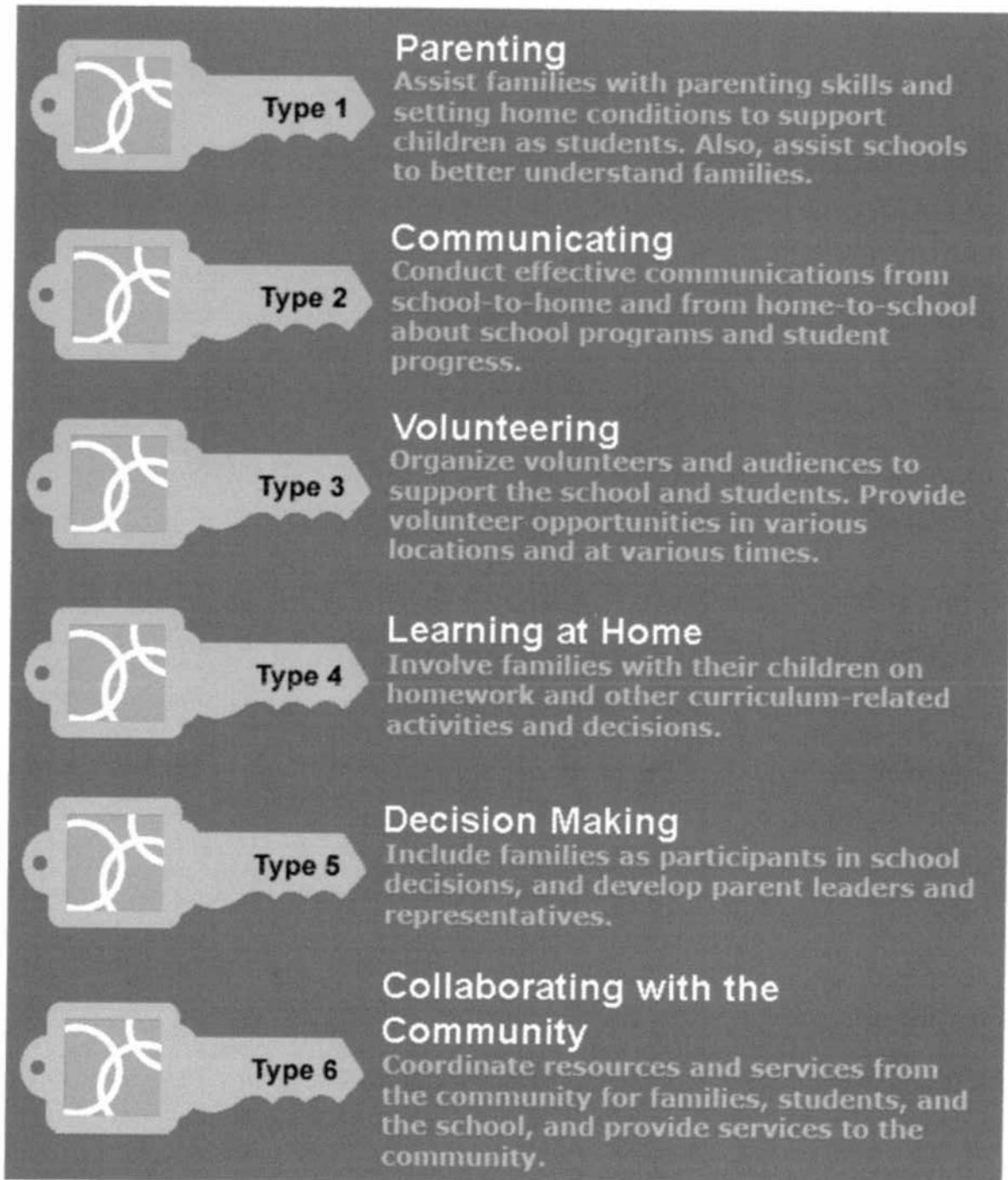
NNPS is designed to assist schools with organizing research-based and goal-oriented programs of school, family, and community partnerships. NNPS also guides district and school leaders in creating a welcoming climate of partnership and to implement involvement activities linked to school goals for student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

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

The NNPS School Model includes four essential elements:

- Action Team for Partnerships
- Framework of Six Types of Involvement
- One-Year Action Plan for Partnerships
- Program Evaluation

Keys to Successful Partnerships: Six Types of Involvement



Type 1 **Parenting**
Assist families with parenting skills and setting home conditions to support children as students. Also, assist schools to better understand families.

Type 2 **Communicating**
Conduct effective communications from school-to-home and from home-to-school about school programs and student progress.

Type 3 **Volunteering**
Organize volunteers and audiences to support the school and students. Provide volunteer opportunities in various locations and at various times.

Type 4 **Learning at Home**
Involve families with their children on homework and other curriculum-related activities and decisions.

Type 5 **Decision Making**
Include families as participants in school decisions, and develop parent leaders and representatives.

Type 6 **Collaborating with the Community**
Coordinate resources and services from the community for families, students, and the school, and provide services to the community.

II School-level Plan

K. Project Plan and Timeline

i. Goals and Key Strategies for the Pre-Implementation Period (May 1 to Mid-September, 2014)

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

1. Transformation leadership
 - District will work with the principal to identify and establish a school-based Transformation Team
2. Hiring
 - Other key leadership hires for Davis MS as necessary
 - Additional instructional staff recruitment as needed
3. School Organization
 - The project manager will work with Transformation Team to organize Davis MS into small learning communities each led by a team of four subject area teachers (math, ELA, history and science)
 - The project manager will work with Transformation Team to establish a Master Schedule
 - Development of a School Transformation Plan
4. Awareness
 - Current Davis MS staff will become familiar with the proposed transformation model
 - Continuing staff will receive initial TDS awareness training
 - Awareness activities with family and community stakeholders
5. Professional Development and Training
 - NNPS team training in May 2014
 - Transformation principal and onsite math and ELA coaches receive McREL, SFA, and Edgenuity training and support
 - All instructional staff (continuing and new recruits) receive pre-service Professional Development in instructional practices and school climate/ tiered intervention strategies
6. Data collection and management
 - School utilizes iReady and BOCES data warehouse with SchoolNet dashboard to management and analyze data
 - provides professional development and assistance to leadership team in data collection and management
7. Planning

II School-level Plan K. Project Plan and Timeline

- School leadership team (principal, project manager, assistant principals and teacher team leaders) plans school climate and student support policies and activities
- Instructional staff (content area teams and SLC teacher teams) plan yearly goals and objectives and detailed first quarter planning
- SFA and McREL instructional materials ordered

ii. Specific, measurable, activities for Pre-Implementation Period

Key Strategies	Specific Activities	Timeline/Deadline	Person/Organization Responsible
School-based Transformation Team	Members of Transformation Team identified and recruited	May 2014	School district (project manager)
Transformation Team meets weekly (minimum)		May – June 30, 2014	Team members
Project Manager meets with Transformation Team every other week		April – June 30, 2014	Project Manager
Other key leadership hires as necessary		June 30, 2014	School District
Onsite coaches/consultants for math and ELA from McREL		June 15, 2014	School District
Additional instructional staff as needed		June 30, 2014	School District
School Organization	School Transformation Plan developed and submitted to Field Manager and District	May 15, 2014	Project Manager and Transformation Team
Davis MS organized into small learning communities each led by a four-teacher team		May 30, 2014	Project Manager and Transformation Team
Detailed Master Schedule with extended learning period		May 30, 2014	Project Manager and Transformation Team

APPR OBSERVATION SCHEDULE

TEACHER TYPE	NUMBER OF OBSERVATIONS		OBSERVER	OBSERVER	OBSERVER
	Prob	Ten			
Art	3	2	Principal/AP	Principal/AP	Principal/AP
Attendance	3	1	Director of PPS	Principal/AP	Principal/AP
CTE	3	2	Principal/AP	Principal/AP	Principal/AP
Elementary	3	2	Principal/AP	Principal/AP	Principal/AP
English	3	2	Principal/AP	Principal/AP	Principal/AP
English (MVHS/NTHS)	3	2	Principal/AP	Dept Chair-Humanities	Principal/AP
ESL	3	2	Principal/AP	Stand. Admin - ELL	Principal/AP
Health	3	2	Principal/AP	Principal/AP	Principal/AP
Library Media	3	2	Principal/AP	Stand. Admin - Literacy	Principal/AP
Math	3	2	Principal/AP	Stand. Admin - Math	Principal/AP
Math (MVHS/NTHS)	3	2	Principal/AP	Stand. Admin - Math	Principal/AP
Music	3	2	Principal/AP	Principal/AP	Principal/AP
Physical Education	3	2	Principal/AP	Principal/AP	Principal/AP
Pre Kindergarten	3	2	Principal/AP	Principal/AP	Principal/AP
Reading/Literacy	3	2	Principal/AP	Stand. Admin - Literacy	Principal/AP
School Counselor	3	1	Director of Guidance	Director of PPS	Principal/AP
School Psychologist	3	1	Director of SE	Director of SE	Principal/AP
School Social Worker	3	1	Director of SE	Director of SE	Principal/AP
School Speech	3	2	Director of SE	Principal/AP	Principal/AP
Science	3	2	Principal/AP	Principal/AP	Principal/AP
Science (MVHS/NTHS)	3	2	Principal/AP	Dept Chair-STEM	Principal/AP
Social Studies	3	2	Principal/AP	Principal/AP	Principal/AP
Social Studies (MVHS/NTHS)	3	2	Principal/AP	Dept Chair-Humanities	Principal/AP
Special Education	3	2	Special Ed Supervisors	Principal/AP	Principal/AP
Technology	3	2	Principal/AP	Dept Chair-STEM	Principal/AP

School-level Plan

H. Educational Plan

i. Curriculum.

Davis Middle School students need intensive reading support; students scored 11.5 % proficient on the state test. Researched by over thirty institutions for more than two decades, Success for All has been found to increase reading achievement, cut the achievement gap between African Americans, Hispanic, and white students, and prepare teachers to support the needs of English language learners. In 2010, Success for All received the highest score in the Department of Education's Investing in Innovation (i3) scale-up competition, which required strong scientific evidence of effectiveness.

A meta-analysis of research on twenty-nine models categorized Success for All as one of only three programs with the "Strongest Evidence of Effectiveness" (Borman, Hewes, Overman, and Brown, 2003).

Success for All was evaluated in a three-year randomized control trial, the gold standard of research, funded by the U.S. Department of Education between 2002 and 2006. Students in SFA schools achieved at significantly higher levels than similar students in control schools. The difference in student performance in only three years was enough to cut the black-white achievement gap in half (Borman, Slavin, Cheung, Chamberlin, Madden, and Chambers, 2007).

Six studies have involved ELLs and have shown that SFA increases their reading levels substantially more than those ELLs in control schools (Cheung and Slavin, 2005). In a series of studies involving more than 6,000 students over ten years, students in SFA schools were, on average, a full grade level ahead of students in similar control schools by the fifth grade. This difference was maintained during middle school even though the intervention was finished (Borman and Hewes, 2002).

McREL has been working alongside Bank Street College and Annenberg for the past two years in the district facilitating Common Core implementation and data driven instruction. McREL's continuous improvement approach called *Success in Sight* draws upon research in the areas of systemic change, leadership, organization change, professional development, professional learning communities, researched-based instructional strategies, assessment, and school improvement. This transformation model is designed to help schools develop the capacity to sustain improvement structures, processes and attitudes and respond to future challenges. *Success in Sight* is a systemic approach based on a coherent, articulated theory of change that helps schools understand and manage the complexity of change. *Success in Sight* is built upon a set of research-based school, teacher, and leadership practices and student characteristics that are correlated with improved student achievement, as found in the research book, *What Matters Most* by Robert Marzano.

The leadership component of *Success in Sight* is based on *Balanced Leadership: What 30 Years of Research Tells us about the Effect of Leadership on Student Achievement* (Waters, Marzano,

& McNulty, 2003) as well as an extensive review of the literature on leadership both inside and outside the field of education. McREL consultants provide tailored coaching to principals, helping them understand and fulfill leadership responsibilities associated with increased student achievement. In addition, the simultaneous development of a school leadership team increases shared leadership for school improvement. In an age of increased accountability for student success, principals learn how to build shared leadership into a dynamic process of mutual influence, responsibility, and accountability for collective goals. As teacher-leaders work with other teachers on grade-level or cross grade-level teams, leadership team members increase the capacity of other individual teachers and the staff as a whole to improve instruction. This increased school and individual teacher capacity are mutually reinforcing and lead to the ultimate goal of improved student achievement.

The instructional component of *Success in Sight* is based upon McREL's research in the book, *Classroom Instruction that Works* (2012) by Dean, et al. McREL will focus on math instruction and job embedded professional development for math teachers through the school PLC structure.

Attachment C has a list schools where McREL's work has been effective in raising student achievement.

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

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

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

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

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

Shift 5: Writing from Sources. After engaging in team and class discussions about the text, students write individual brief constructed responses to Discussion Questions, providing evidence from the text to support their answers. In addition, Literature-Related Writing activities following each instructional sub-unit provide opportunities for students to develop written

arguments as well as literature-related narratives in a variety of literary forms (letters, essays, editorials, personal narratives, etc.)

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

ii. Instruction.

A multi-tiered approach to building instructional capacity makes it possible for all students to engage in a standards-based curriculum that is coherent, focused, and challenging. Professional development in math, ELA, and student support services, combined with follow-up curriculum coaching and implementation support from both coaching partners, McREL, Inc and SFA. The transformation team and the onsite math and ELA coaches will enable teachers to develop instructional approaches that focus on teaching for understanding, peer-assisted learning, providing students with background knowledge, developing meta-cognitive strategies, and engaging students with questions that provoke higher-order thinking.

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

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

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

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

foundational concepts and skills needed for success in the core middle grades math courses and eventually the advanced high school mathematics courses.

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

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

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

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

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

iii. Use of Time. The daily schedule for Davis MS students:

Teams 7A, 7B, 7C, 7D	Teams 7E, 8A, 8B, 8C	Teams 8D, 8E
7:55-8:05	Homeroom	Homeroom
8:05-9:15	Period 1/2	Homeroom
9:18-10:28	Period 3/4	Period 1/2
10:31-11:04	Lunch (Period 5)	Period 3/4
11:07-11:40		Period 5/6 (10:35-11:47)
11:43-12:17	Lunch (Period 7)	Period 5/6 (10:35-11:47)
12:20-12:54	Period 8/9 (12:20-1:32)	Period 6/7 (11:05-12:17)
12:57-1:30		Period 7/8 (11:50-1:02)
1:33-2:43	Period 10/11 (1:32-2:45)	Period 8/9 (12:20-1:32)
		Lunch (Period 9)
		Period 10/11 (1:32-2:45)

There are 180 days in the school year. Continuously throughout the year content area learning will be increased through the use of overlapping curriculum elements across subject areas. Davis will continue the practice of consecutive ELA and Math periods. Students receive core and supplemental instruction through a mix of whole group and small group settings. Intervention services are, whenever possible, provided at times that would supplement rather than supplant core instruction. Maximizing actual time on task will be a specific area of focus to address time lost through transitions and classroom disruptions. In addition, before and after school programs and support times will be made more accessible to students to advance their academic learning and increase engagement.

iv. Data-Driven Instruction and Inquiry

McREL has been working alongside Bank Street College and Annenberg for the past two years in the district facilitating Common Core implementation and data driven instruction. McREL's continuous improvement approach called *Success in Sight* draws upon research in the areas of systemic change, leadership, organization change, professional development, professional learning communities, researched-based instructional strategies, assessment, and school improvement. This transformation model is designed to help schools develop the capacity to sustain improvement structures, processes and attitudes and respond to future challenges. *Success in Sight* is a systemic approach based on a coherent, articulated theory of change that helps schools understand and manage the complexity of change. *Success in Sight* is built upon a set of research-based school, teacher, and leadership practices and student characteristics that are correlated with improved student achievement, as found in the research book, *What Matters Most* by Robert Marzano.

Davis will utilize iReady, Edgenuity, BOCES data warehouse and classroom teacher assessment data to regularly monitor student progress. The Mount Vernon City School District will provide teacher training in accessing and analyzing the available data. Students will receive progress monitoring assessments on a quarterly basis. Student progress monitoring reports will be sent home coupled with student-led conferences to ensure understanding of the opportunities for interventions available to each student.

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

v. Student Support

Davis MS staff believes in a multi-tiered approach to student support. The following supports are provided to support all students.

- ANDRUS partnership for social emotional and trauma theory support
- Rockland Psychiatric clinic onsite
- Special education teachers each have a period daily for resource
- Two ESL teachers
- Integrated co-teaching model

- Added an additional guidance counselor (4 counselors)
- 2 Reading intervention teachers
- Active Student Support Team
- Tutoring built-in to before, during and after school
- Bringing in the Positive Behavior and Interventions Support (PBIS) program
- Full-time youth development specialist
- Multiple after school clubs, tutoring, STEM, culture and athletics.

vi. School Climate and Discipline
DISCIPLINE CODE 2013-2014

The ABDMS Discipline Code encourages staff and students to address individual problems at the classroom teaching team level; with increasingly more serious cases (Level Two and Level Three violations) being resolved by counselors and administrators. An effective discipline plan fosters shared responsibilities on the part of students, staff and parents.

Level One: Classroom Disciplinary Situations

In general, these concerns will be handled within the classroom.

- Tardiness
- Failure to follow classroom rules and procedures.
- Inappropriate behavior in the classroom.
- Habitual failure to bring textbook or other learning materials.
- Failure to complete class work or homework assignments.
- Minor disagreements between students.

Consequences: Teacher documents the problem and may

- Contact a parent/guardian.
- Assign after-school detention (In the teacher's classroom).
- Hold individual conference with student.
- Consult with other team members and/or counselor.

Level Two: Counseling Disciplinary Situations

Student may be referred to a counselor for discipline in the event of

- Continued Level One violation after the teacher has made previous home contact.
- Defiance (fully explained on referral form & indicating intervention strategies).
- Unacceptable classroom, hallway, assembly or lunch court behavior (Including spitting and inappropriate physical contact).
- First - time bus referrals.
- Dress code violations.

Consequences: Counselor will meet with the student and may

- Meet with the teacher.
- Contact parent by phone and/or schedule a parent conference.

- Assign after-school office detention.
- Develop a student contract to be signed by student, parent, teachers and counselor.

Level Three: Assistant Principal Disciplinary Situations

Students will be referred IMMEDIATELY to the Assistant Principal's Office for discipline for

- Chronic Level One or Two behavior - Theft
- Truancy - Fighting
- Graffiti - Possession of alcohol and/or tobacco
- Weapons or other dangerous objects - Vandalism
- Trespassing on school grounds - Illegal substances or paraphernalia
- Threats or harassment - Inappropriate touching

Consequences: Assistant Principal will meet with the student and may assign

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

REPORTING PROBLEMS

If you have a specific problem, bring your concern to an administrator, a teacher, a counselor, a teacher assistant, the office personnel, a lunch supervisor, or a custodian. Depending on your problem you should see one of the following people:

Situation

Bicycle problem
 Bus problem
 Clearing library fines/charges
 Illness/medical PE excuse
 Leaving school early
 Locker problems
 Lost book
 Lost clothing/personal item
 Lunch card
 Change of address/phone
 Problem with another student
 Homework assignments during illness
 New student I.D

Person to see

Assistant Principal
 Assistant Principal
 Library Assistant
 Nurse
 Attendance
 Main Office
 Librarian Assistant
 Main Office
 Attendance Teacher
 Attendance Teacher/GC
 Youth Development Specialist
 Teacher/Guidance Counselor
 Attendance Teacher

BOCES will be providing an onsite coach to support Positive Behavior

V. Parent and Community Engagement

Davis Middle School will join the National Network for Partnership Schools (NNPS) with Johns Hopkins University beginning with training in May 2014. Facilitators will work closely with the school social worker, Parent Resource Center, and PTA to enhance family outreach.

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

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

The NNPS School Model includes four essential elements:

- Action Team for Partnerships
- Framework of Six Types of Involvement
- One-Year Action Plan for Partnerships
- Program Evaluation

II. School-level Plan

I. Training, Support, and Professional Development

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

The new Principal at Davis used an in-depth survey with his teaching staff to determine the type of services needed to increase student achievement, teacher efficacy through job embedded professional development, and site-based shared leadership and accountability. Survey results are in Section C. The principal and several members of his staff (the preliminary transformation team) researched the “track records” of providers who facilitate job-embedded professional development in math and reading. In addition, a high priority for the school was technology-based education; teachers, district personnel and the DTSDE all rated Davis low and in need of technology-based programs. Mt. Vernon High School will be implementing Edgenuity, and the high school asked that Davis work with this system, as well, for better articulation across the district. The Principal, along with school staff, district staff, PTA president and the district Superintendent approved the selection of Success for All (SFA) for reading, Edgenuity online courses for reading/math intervention and enrichment, and McREL International as the educational partner for school improvement in site-based decision making, data driven instruction, and embedded professional development in research-based classroom practices for math.

ii. Implementation Period Year One

McREL	Data Driven Instruction in math Increased math achievement Leadership Development	Staff Evaluation Surveys Review interim math assessment data Leadership responsibilities in practice
Success for All	Data Driven Instruction in reading Increased student achievement in reading Increased parent engagement	Staff evaluation surveys Review of quarterly reading assessments
Edgenuity	Online learning Students taking classes in foreign languages	Data on online learning usage by students and teachers Data on number of students taking and succeeding in online foreign language courses

McREL will hold a two-day session with all of the Davis staff in the summer of 2014 to review the year one plan. The change process and accepting and managing transitions	Davis staff will need to review expectations for year one.
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II. School-level Plan I. Training, Support, and Professional Development

- Overview of the next three years' work: expectations, timelines, content of PD and outcomes.
- Lesson design using McREL's Common Core booklets
- Learning objectives using McREL research in *Classroom Instruction that Works (2012)*
- Common Core Shifts

McREL will focus on math instruction, Professional Learning Communities (PLCs), leadership and data driven instruction. Davis Middle School staff will develop knowledge and skills in five outcome areas to improve student achievement in math by:

1. Using a systematic and systemic continuous improvement process
2. Using research-based practices associated with improving student achievement (e.g., developing and implementing a guaranteed and viable curriculum, using effective instructional strategies)
3. Using data to set and monitor improvement goals for individual students and the school as a whole
4. Developing and maintaining a purposeful community*
5. Sharing leadership for improvement (i.e., principal and teachers who work together to fulfill the leadership responsibilities that research has shown are associated with increases in student achievement)

The 2014-2015 school year will be a time for continuous professional support and embedded professional development. The School Transformation Team, comprised of three assistant principals, two reading teachers and two technology teachers, two parents and the Partners, will meet twice a month to monitor incremental progress toward improving student achievement, specifically in reading (SFA/Edgenuity) and math (McREL/Edgenuity). The Davis Transformation Team will be responsible for leading the changes needed to improve student achievement and make Davis a purposeful community. A McREL Facilitator will meet monthly with the School Transformation Team to:

- review short term math initiatives and math data
- teach, discuss and monitor leadership responsibilities
- teach, discuss and monitor the steps for making Davis a purposeful community
- teach and use the McREL data process for data driven instruction

A McREL Facilitator will meet monthly with math content PLCs to:

- teach strategies

5% of A.B. Davis Middle School Students score proficient or better on the state assessment.

The new Davis Transformation Team will need intense leadership training in data driven instruction, shared leadership responsibilities, communication, and purposeful community.

The teachers need intense embedded PD in math practices, strategies, instruction, formative assessment, summative assessment, and curriculum alignment. They will also receive training in how to do peer coaching so that their learning can be sustained.

Teachers need expert RtI training for differentiating instruction for the needs of all students.

II. School-level Plan I. Training, Support, and Professional Development

<ul style="list-style-type: none"> • review standards and math practices • monitor math data from math initiatives • set up peer observations and peer coaching • observe math lessons • give feedback and plan next steps • model math lessons • teach formative assessment • assist with designing common assessments • assist with designing lessons <p>A McREL Facilitator will meet monthly with all staff to:</p> <ul style="list-style-type: none"> • address culturally responsive education • address RtI • address issues about how the three Partners' work is interconnected <p>During Year 1, there will be 10 monthly site visits. Each site visit will be a total of three days with the exception of April and May when the on-site support will be abbreviated due to state testing. Following each visit, a site visit summary report will be generated.</p>	
<p><u>Success for All Introductory Workshops</u> The principal, the Success for All facilitator, and the Schoolwide Solutions coordinator attend a five-day New Leaders Conference in Baltimore. Participants will gain an understanding of the schoolwide structures, including data-based goal setting, progress-monitoring tools, and instructional processes that form the SFA approach. Your Success for All point coach will conduct a Leading for Success planning kickoff meeting with the school Leadership team. This meeting will be at the school site in preparation for the program-introduction workshops that will be conducted for the full staff. Program-introduction workshops involving all staff members will present the schoolwide structures and instructional processes with an emphasis on preparing teachers to use the Success for All instructional tools and classroom materials. After a one-day whole-school overview, teachers meet in break-out groups, each guided by a SFAF coach, for an introduction to The Reading Edge. Staff responsible for increasing school attendance, enhancing parent involvement, managing student interventions, and creating community engagement will be provided with three days of workshops over the course of the year to develop the Schoolwide Solutions program for the school.</p> <p><u>Ongoing Coaching</u> Success for All coaches will visit throughout the year (approximately two to four days per month) to provide</p>	<p>Davis staff will need to review expectations for year one.</p> <p>11.5% of Davis students scored proficient or better on the state assessment, so there is an intense need for reading support.</p> <p>The new Davis Transformation Team will need intense leadership training in data driven instruction for reading and parent involvement.</p> <p>The teachers need intense embedded PD in reading strategies, instruction, goal-setting, formative assessment, and summative assessment.</p>

II. School-level Plan I. Training, Support, and Professional Development

<p>coaching related to all aspects of SFA implementation. During visits, coaches will review progress relative to previously set goals and against previously selected progress metrics and will carry out observations of classrooms, discussions with teachers, reviews of student progress data with teachers and school leaders, reviews of implementation self-assessments, planning for achievement growth, and meetings with school staff responsible for schoolwide initiatives related to prevention and intervention (such as attendance, parent involvement, and student referrals). Coaches are also available by telephone and e-mail to check on progress, answer questions, and problem solve between visits.</p>	
<p><u>Edgenuity</u> Software Licenses 100 Edgenuity Virtual Classroom and Web Administrator 12 Month License subscription for 35 courses of Edgenuity Online Curriculum Concurrent User Licenses 1 Premium Level Support 12 Edgenuity Onsite Training and Coaching Days 1 Edgenuity Tier 1 Media Appliance</p>	<p>Need for technology and online learning for intervention classes and also advancement classes.</p>

iii. Evaluation of Services

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

- Identify a project’s strategic objectives.
- Working with the project team to ensure the vision for the project is successfully translated into the requirements and solution design.
- Critically analyzing and ensuring best practices.
- Identifying and eliminating obstacles that may threaten the project’s viability within the organization itself.
- Prioritizing project phases based on value.
- Relaying timely updates to all stakeholders.
- Appropriately allocating and organizing internal resources to ensure the successful completion implementation or adoption of the project.

To ensure that partners provide the described deliverables in accordance with agreements and to provide specific support for project oversight, Mount Vernon City School District will assign a

II. School-level Plan I. Training, Support, and Professional Development

project manager for oversight of implementation. The project manager will develop a progress monitoring timeline to track progress and gauge impact.

Dates	Goal	Participants
2014 June October January March 2015 June September January March 2016 June September January March	Quarterly Meetings Partner meeting to review deliverables Evaluation of progress using student performance indicators. Review of student performance data and staff feedback	McREL International Edgenuity, Inc. Success For All
July – September 2014	Summer Professional Development for Staff Completed	McREL International Success For All Edgenuity
September 2014	Professional development survey	All staff
January 2015	Professional development survey	All staff
May 2015	Professional development survey	All staff
July – September 2015	Summer Professional Development for Staff Completed	McREL International Success For All Edgenuity
September 2015	Professional development survey	All staff
January 2016	Professional development survey	All staff
May 2016	Professional development survey	All staff
July – September 2016	Summer Professional Development for Staff Completed	McREL International Success For All Edgenuity

II. School-level Plan I. Training, Support, and Professional Development

II School-level Plan

J. Community and Stakeholder Involvement/ Engagement

A.B. Davis Middle School will join the National Network for Partnership Schools (NNPS) with Johns Hopkins University beginning with training in May 2014. Facilitators will work closely with the school social worker, Parent Resource Center, and PTA to enhance family outreach.

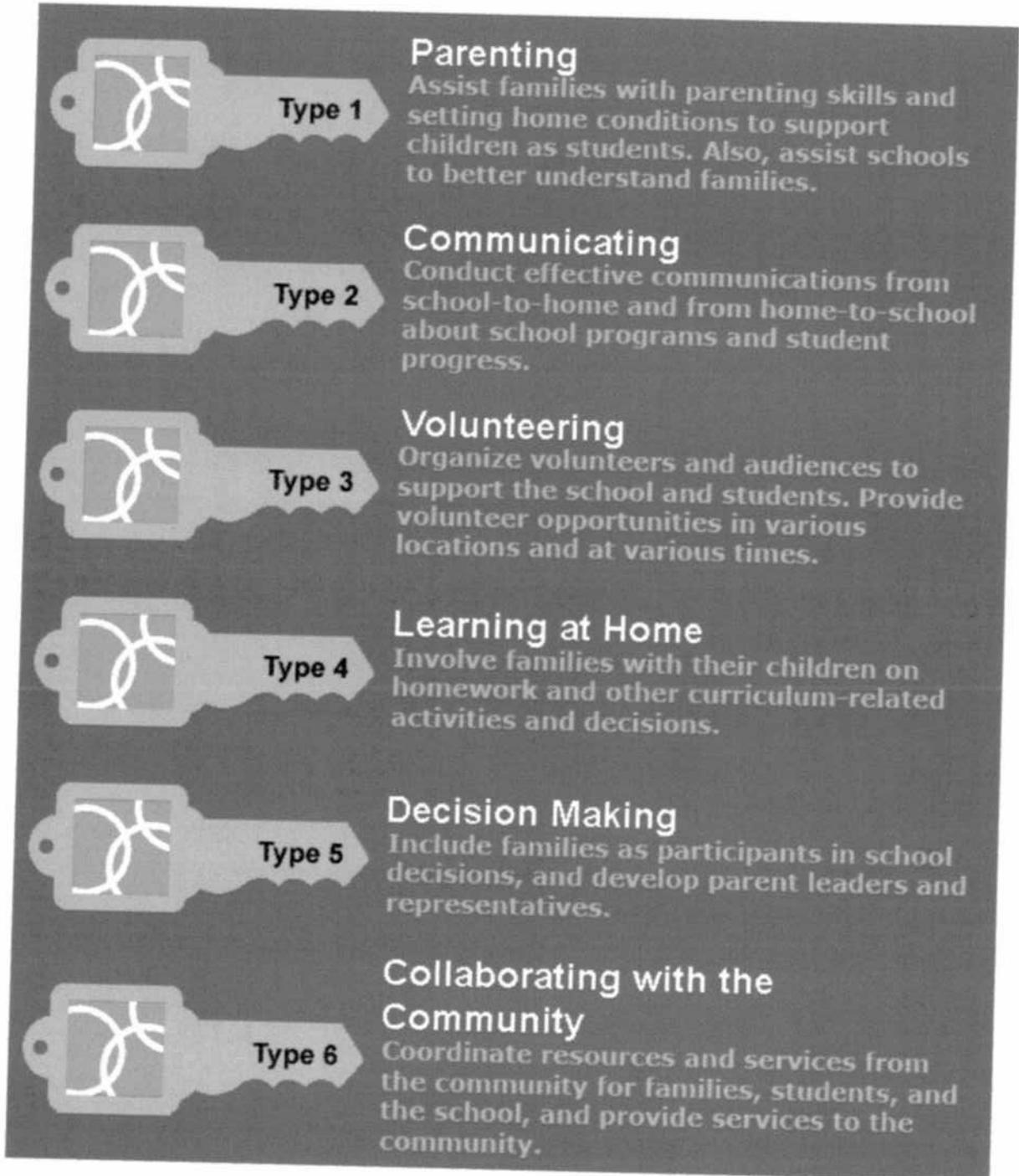
NNPS is designed to assist schools with organizing research-based and goal-oriented programs of school, family, and community partnerships. NNPS also guides district and school leaders in creating a welcoming climate of partnership and to implement involvement activities linked to school goals for student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

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

The NNPS School Model includes four essential elements:

- Action Team for Partnerships
- Framework of Six Types of Involvement
- One-Year Action Plan for Partnerships
- Program Evaluation

Keys to Successful Partnerships: Six Types of Involvement



Type 1 **Parenting**
Assist families with parenting skills and setting home conditions to support children as students. Also, assist schools to better understand families.

Type 2 **Communicating**
Conduct effective communications from school-to-home and from home-to-school about school programs and student progress.

Type 3 **Volunteering**
Organize volunteers and audiences to support the school and students. Provide volunteer opportunities in various locations and at various times.

Type 4 **Learning at Home**
Involve families with their children on homework and other curriculum-related activities and decisions.

Type 5 **Decision Making**
Include families as participants in school decisions, and develop parent leaders and representatives.

Type 6 **Collaborating with the Community**
Coordinate resources and services from the community for families, students, and the school, and provide services to the community.

K. Project Plan and Timeline

i. Goals and Key Strategies for the Pre-Implementation Period (May 1 to Mid-September, 2014)

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

1. Transformation leadership
 - District will work with the principal to identify and establish a school-based Transformation Team
2. Hiring
 - Other key leadership hires for Davis MS as necessary
 - Additional instructional staff recruitment as needed
3. School Organization
 - The project manager will work with Transformation Team to organize Davis MS into small learning communities each led by a team of four subject area teachers (math, ELA, history and science)
 - The project manager will work with Transformation Team to establish a Master Schedule
 - development of a School Transformation Plan
4. Awareness
 - Current Davis MS staff will become familiar with the proposed transformation model
 - Continuing staff will receive initial TDS awareness training
 - Awareness activities with family and community stakeholders
5. Professional Development and Training
 - NNPS team training in May 2014
 - Transformation principal and onsite math and ELA coaches receive McRel, SFA, and Edgenuity training and support
 - All instructional staff (continuing and new recruits) receive pre-service Professional Development in instructional practices and school climate/ tiered intervention strategies
6. Data collection and management
 - School utilizes iReady and BOCES data warehouse with SchoolNet dashboard to management and analyze data
 - provides professional development and assistance to leadership team in data collection and management
7. Planning
 - School leadership team (principal, project manager, assistant principals and teacher team leaders) plans school climate and student support policies and activities
 - Instructional staff (content area teams and SLC teacher teams) plan yearly goals and objectives and detailed first quarter planning
 - SFA and McRel instructional materials ordered

ii. Specific, measurable, time-phased activities for Pre-Implementation Period Key Strategies	Specific Activities	Time Frame/ Deadlines	Person/ Organization Accountable
School-based Transformation Team	Members of Transformation Team identified and recruited	May 2014	School district (with project manager)
Transformation Team meets at least weekly Project Manager meets with Transformation Team every other week		May -June 30 April-June 30	Team members Project manager
Other key leadership hires as necessary Onsite coaches for math and ELA from McRel and SFA		June 30 June 15	School district School district
Additional instructional staff as needed School Organization	School Transformation Plan developed and submitted to Field Manager and district	June 30 May 15	School district Project manager and Transformation Team
Davis MS organized into small learning communities each led by a four-teacher team Detailed Master Schedule with extended learning periods created		May 30 May 30	Project Manager and Transformation Team Project manager and Transformation Team

III. SIG Budget Narrative A

McREL International

Year I Summer: Initiating Transformation

Professional development to increase student achievement at AB Davis Middle School will include multiple aspects of research-based support for leadership and instructional teams at the school. Starting in the summer of 2014, the staff at A.B. Davis MS will assemble for two full days of professional development to launch the transformation process that will take place over the next three years.

These two days will focus on the following key elements:

- The change process and accepting and managing transitions
- Overview of the next three years' work: expectations, timelines, content of PD and outcomes.
- Lesson design using McREL's Common Core booklets
- Learning objectives using McREL research in *Classroom Instruction that Works (2012)*
- Common Core Shifts

A McREL International facilitator will design and facilitate the two full-days of professional development including the development of all learning materials for A.B. Davis Middle School staff members. Summer teacher-learners will receive the following two resources: Classroom Instruction That Works, 2nd Edition ASCD, Motivating Students Who Don't Care, Allen Mendler; Solution Tree.

Year 1 Focusing on the Right Solution and Taking Collective Action

McREL will focus on math instruction, Professional Learning Communities (PLCs), leadership and data driven instruction. Davis Middle School staff will develop knowledge and skills in five outcome areas to improve student achievement in math by:

1. Using a systematic and systemic continuous improvement process
2. Using research-based practices associated with improving student achievement (e.g., developing and implementing a guaranteed and viable curriculum, using effective instructional strategies)
3. Using data to set and monitor improvement goals for individual students and the school as a whole
4. Developing and maintaining a purposeful community*
5. Sharing leadership for improvement (i.e., principal and teachers who work together to fulfill the leadership responsibilities that research has shown are associated with increases in student achievement)

*A purposeful community is one that identifies and works collectively toward important outcomes that matter to all stakeholders, shares a collective belief that the community can accomplish its goals, and operates from a set of agreed-upon processes that guide actions and decisions in the school. A purposeful community creates an environment where professional learning communities (PLCs) can thrive.

The 2014-2015 school year will be a time for continuous professional support and embedded professional development. The School Transformation Team, comprised of three assistant principals, two reading teachers and two technology teachers, two parents and the Partners, will

meet twice a month to monitor incremental progress toward improving student achievement, specifically in reading (SFA/Edgenuity) and math (McREL/Edgenuity). The Davis Transformation Team will be responsible for leading the changes needed to improve student achievement and make Davis a purposeful community.

A McREL Facilitator will meet monthly with the School Transformation Team to

- review short term math initiatives and math data
- teach, discuss and monitor leadership responsibilities
- teach, discuss and monitor the steps for making Davis a purposeful community
- teach and use the McREL data process for data driven instruction

A McREL Facilitator will meet monthly with math content PLCs to

- teach strategies
- review standards and math practices
- monitor math data from math initiatives
- set up peer observations and peer coaching
- observe math lessons
- give feedback and plan next steps
- model math lessons
- teach formative assessment
- assist with designing common assessments
- assist with designing lessons

A McREL Facilitator will meet monthly with all staff to:

- address culturally responsive education
- address RtI
- address issues about how the three Partners work is interconnected

During Year 1, there will be 10 monthly site visits. Each site visit will be a total of three days with the exception of April and May when the on-site support will be abbreviated due to state testing. Following each visit, a site visit summary report will be generated.

Year 1 Cost including summer work=\$263,579

Years 2 and 3 Building Capacity and Planning for Sustainability

Summer

During the summer of 2015 and 2016, A.B. Davis Middle School staff members will receive professional development addressing achievements and remaining needs and concerns related to student achievement. Continuing the work on *Classroom Instruction That Works*, started in the summer of 2014, teachers will eventually learn about and plan implementation of all nine effective categories of strategies.

School Year

A McREL Facilitator will meet monthly with the School Transformation Team to

- review short term math initiatives and math data
- discuss and monitor leadership responsibilities
- teach, discuss and monitor the steps for making Davis a purposeful community
- use the McREL data process for data driven instruction

A McREL Facilitator will meet monthly with math content PLCs to

- teach strategies
- review standards and math practices

- monitor math data from math initiatives
- set up peer observations and peer coaching
- observe math lessons
- give feedback and plan next steps
- model math lessons
- teach formative assessment
- assist with designing common assessments
- assist with designing lessons

Year 2 Cost=\$105,000

Year 3 Cost=\$105,000

Success for All

Year 1 – Beginning Implementation

Introductory Workshops

The principal, the Success for All facilitator, and the Schoolwide Solutions coordinator attend a five-day New Leaders Conference in Baltimore. Participants will gain an understanding of the schoolwide structures, including data-based goal setting, progress-monitoring tools, and instructional processes that form the SFA approach. (Conference registrations do not include travel or hotel expenses.) Your Success for All point coach will conduct a Leading for Success planning kickoff meeting with the school Leadership team. This meeting will be at the school site in preparation for the program-introduction workshops that will be conducted for the full staff. Program-introduction workshops involving all staff members will present the schoolwide structures and instructional processes with an emphasis on preparing teachers to use the Success for All instructional tools and classroom materials. After a one-day whole-school overview, teachers meet in break-out groups, each guided by a SFAF coach, for an introduction to The Reading Edge. Staff responsible for increasing school attendance, enhancing parent involvement, managing student interventions, and creating community engagement will be provided with three days of workshops over the course of the year to develop the Schoolwide Solutions program for the school.

Ongoing Coaching

Success for All coaches will visit throughout the year (approximately two to four days per month) to provide coaching related to all aspects of SFA implementation. During visits, coaches will review progress relative to previously set goals and against previously selected progress metrics and will carry out observations of classrooms, discussions with teachers, reviews of student progress data with teachers and school leaders, reviews of implementation self-assessments, planning for achievement growth, and meetings with school staff responsible for schoolwide initiatives related to prevention and intervention (such as attendance, parent involvement, and student referrals). Coaches are also available by telephone and e-mail to check on progress, answer questions, and problem solve between visits.

Start-up Materials

Materials for schoolwide structures provided for start-up include the New Leader's Guide (provided at the New Leaders Conference), the *Leading for Success Schoolwide Solutions Guide*, Getting Along Together classroom materials. Instructional materials include teachers' guides and a wide variety of student and teacher materials for all the components that you are implementing.

Online Tools

Login passwords for all staff members and administrators are provided for the online SFAF Resource Centers that provide tools to track student progress on both classroom measures and formal assessments throughout the year and provide a wide variety of reports. In addition, teachers and school leaders will have access to webinars, tutorials, instructional resources, and members of the Success for All Foundation community for implementation support. The Resource Centers also include support for SFAF classroom interactive whiteboard media.

Conferences

Registration fees for three staff members to the five-day New Leaders Conference and to the three-day Experienced Sites Conference are included in this proposal. (Conference registrations do not include travel or hotel expenses.)

Year 1 Cost=\$137,171

Year 2 – Refining Implementation

Workshops

Your Success for All point coach will conduct a Leading for Success planning meeting with the school Leadership team to review progress and set the stage for continuous improvement of implementation and student achievement. This meeting will be at the school site in preparation for the year 2 refinement workshops for the full staff. On-site days for refinement workshops involving all staff members will focus on areas in which improved implementation can accelerate student growth in achievement (see sample schedule below).

Ongoing Coaching

Success for All coaches will visit throughout the year to provide coaching related to all aspects of SFA implementation. Specific activities will be geared toward observing the levels of implementation of all program elements and utilizing classroom data and other assessments to identify opportunities for accelerating growth. Every visit will include meetings with school leaders, review of student-progress and implementation-progress data, review of Schoolwide Solutions data (attendance, parent involvement, and student referrals), selected classroom observations, teacher meetings, plans for continuous improvement, and a summary report. In addition, Schoolwide Solutions team members may be provided with refinement workshops and/or coaching. Coaches will continue to be available by telephone and e-mail to check on progress, answer questions, and problem solve between visits.

Year 2 Materials

Online Tools

Login passwords for all staff members and administrators are provided for the online SFAF Resource Centers. In addition, teachers and school leaders will have access to new webinars, tutorials, instructional resources, and members of the Success for All Foundation community through discussion boards. The Resource Centers also include support for SFAF classroom interactive whiteboard media.

Conferences

Registration fees for three staff members to the three-day Experienced Sites Conference are included in this proposal. (Conference registrations do not include travel or hotel expenses.)

Year 2 Cost=\$47,890

Year 3 – Building Internal Capacity for Supporting Implementation Quality

Workshops

Your Success for All point coach will conduct a Leading for Success planning meeting with the school Leadership team. This meeting will be at the school site in preparation for the year 3 capacity-building workshops for the full staff. On-site capacity-building workshops involving all staff members focus on self-assessment and planning for continuous improvement in student achievement based on the specific needs of your school (see sample schedule below).

Ongoing Coaching

Success for All coaches will conduct on-site support days distributed throughout the year. Specific activities will be geared toward observing levels of implementation of all program elements and utilizing the classroom data and other assessments to identify opportunities for accelerating growth. Every visit will include meetings with school leaders, review of student-progress and implementation-progress data, review of Schoolwide Solutions data (attendance, parent involvement, and student referrals), selected classroom observations, teacher meetings, plans for continuous improvement, and a summary report. In addition, Schoolwide Solutions team members may be provided with refinement workshops and/or coaching. Coaches will continue to be available by telephone and e-mail to check on progress, answer questions, and problem solve between visits.

Year 3 Materials

Online Tools

Login passwords for all staff members and administrators are provided for the online SFAF Resource Centers. In addition, teachers and school leaders will have access to new webinars, tutorials, instructional resources, and members of the SFAF community through discussion boards. The Resource Centers also include support for SFAF classroom interactive whiteboard media.

Conferences

Registration fees for three staff members to the three-day Experienced Sites Conference are included in this proposal. (Conference registrations do not include travel or hotel expenses.)

Year 3 Cost=\$47,890

Pricing Information for A. B. Davis Middle School
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Year 1 Estimated Costs:

Total professional development, including conference registration fees	\$64,515
Total SFA materials, online tools, and software support	\$39,006
Year 1 total estimated SFA costs	\$103,521
Trade book titles to be purchased from another vendor—required	\$33,650

Year 2 Estimated Costs:

Total professional development, including conference registration fees	\$43,690
Total SFA materials, online tools, and software support	\$700
Year 2 total estimated SFA costs	\$44,390
Suggested allowance for consumable materials	\$3,500

Year 3 Estimated Costs:

Total professional development, including conference registration fees	\$43,690
Total SFA materials, online tools, and software support	\$700
Year 3 total estimated SFA costs	\$44,390
Suggested allowance for consumable materials	\$3,500

Total Three-Year Estimated SFA Cost to A. B. Davis Middle School	\$192,301
Average Annual Cost per Student	\$85

Total Three-Year Estimated additional Costs to A. B. Davis Middle School
\$40,650

(Trade books & consumables)

School information used in this proposal for year 1 calculation

Grade	Students	Teachers
7	375	13
8	375	12
Special Education		-
Additional Teachers		-

School information used in this proposal for years 2 and 3 calculations

Grade	Students	Teachers
4	250	8
5	250	9
6	250	8
Special Education		-
Additional Teachers		-

Edgenuity

Edgenuity prepares students for college and career readiness with online courses. Edgenuity courses meet common core and state standards, engaging students through robust content delivered by interactive, media-rich instruction and experienced, certified teachers. All-new courses include new instruction, tools, readings, assignments, and multimedia resources, with embedded scaffolds to help all students meet the challenges of more rigorous standards in every state. Edgenuity solutions support college and career readiness. The curriculum and instructional model are grounded in research, and they monitor results closely.

- **The Educator Experience:**
 The learning management system allows educators to measure and monitor student engagement, progress, and achievement—all in real time. This data empowers educators to

do what they do best: motivate students and ensure they are truly understanding course material.

- The Student Experience
Every Edgenuity course features direct instruction lessons led by highly qualified, certified teachers. Media-rich content keeps students engaged, and interactive instructional tools help them build knowledge and skills with the right level of scaffolding and support.

Year 1 - July 1, 2014 - June 30, 2015	
Software Licenses	
100 Edgenuity Virtual Classroom and Web Administrator	\$58,100.00
12 Month License subscription for 35 courses of Edgenuity Online Curriculum	
\$581/ Concurrent User Licenses	
1 Premium Level Support	\$15,000.00
12 Edgenuity Onsite Training and Coaching Days (\$2,000/day)	\$24,000.00
1 Edgenuity Tier 1 Media Appliance	\$2,150.00
Total \$99,250.00	
Year 2 - July 1, 2015 - June 30, 2016	
Software Licenses	
100 Edgenuity Virtual Classroom and Web Administrator	\$58,100.00
License Renewal	
1 Premium Level Support	\$15,000.00
Edgenuity Coaching (online and onsite)	\$24,000.00
Total \$97,100.00	
Year 3 - July 1, 2016 - June 30, 2017	
Software Licenses	
100 Edgenuity Virtual Classroom and Web Administrator	\$58,100.00
License Renewal	
1 Premium Level Support	\$15,000.00
Edgenuity Coaching (online and onsite)	\$24,000.00
Total \$97,100.00	
Grand Total \$293,450.00	

INSTRUCTIONS

- This budget tool contains 12 worksheets – 1 for agency information, 1 for each of the 10 budget categories, and 1 for the budget summary. To go to the other worksheets, click on the tabs below.
- Complete all of the green-shaded fields on the Agency Information page and the Budget Summary pages. It is very important that the agency name, agency code and the project number, if available, are accurate.
- To enter budget information for a particular category, select that tab and enter the required data. Dollar amounts in the Project Salary/Proposed Expenditure columns of the worksheets will be automatically subtotaled on the worksheets, and the subtotals will be carried over to the Budget Summary worksheet. Dollar amounts will be rounded automatically to the closest whole number. The subtotals and the Budget Summary will automatically be recalculated if the dollar amounts are changed or new information is added.
- Large amounts of text in the description boxes may not be completely visible. To accommodate extra text, expand the row height by dragging the line below the row number until the row is at the appropriate height.
- On the indirect cost category worksheet, the Maximum Direct Cost Base listed below the chart is the total of codes 15, 16, 40, 45, 46 and 80. To compute the amount in row A. - Modified Direct Cost Base, subtract the portion of each subcontract exceeding \$25,000 and any flow through funds from the Maximum Direct Cost Base. Enter the agency's indirect cost rate as a whole number plus one decimal (2.1%, for example).
- To save the completed budget, select File / Save As, rename the file, select the appropriate location on your computer, and click OK.
- To preview a completed budget, select File / Print and then click the Preview button.
- To print a completed budget, select File / Print and then click OK. Only completed budget pages will print.
- The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee.
- Submit a budget with original signature, copies of the signed budget as specified in the grant application instructions, and grant application materials to the State Education Department office listed in the grant application instructions. Do not submit budgets or grant applications to Grants Finance.
- For additional information about preparing budgets, please refer to Fiscal Guidelines for Federal and State Grants at <http://www.oms.nysed.gov/cafe/guidance/>.

Section III - (1003g) Budget Summary Chart

Mount Vernon City School District

Agency Code	6	6	0	9	0	0	0	0	1	0	0	0
Agency Name												
Year 2 Other Funds (July 1, 2014 - June 30, 2015)												
Categories	Code	Costs										
Professional Salaries	15		Professional Salaries	15	\$34,969	Professional Salaries	15					
Support Staff Salaries	16		Support Staff Salaries	16		Support Staff Salaries	16					
Purchased Services	40	\$500,000	Purchased Services	40		Purchased Services	40	\$249,990	Purchased Services	40		
Supplies and Materials	45		Supplies and Materials	45		Supplies and Materials	45		Supplies and Materials	45		
Travel Expenses	46		Travel Expenses	46		Travel Expenses	46		Travel Expenses	46		
Employee Benefits	80		Employee Benefits	80	\$9,047	Employee Benefits	80		Employee Benefits	80		
Indirect Cost (IC)	90		Indirect Cost (IC)	90	\$1,232	Indirect Cost (IC)	90		Indirect Cost (IC)	90		
BOCES Service	49		BOCES Service	49		BOCES Service	49		BOCES Service	49		
Minor Remodeling	30		Minor Remodeling	30		Minor Remodeling	30		Minor Remodeling	30		
Equipment	20		Equipment	20		Equipment	20		Equipment	20		
Total		\$500,000	Total		\$45,248	Total		\$249,990	Total		\$249,990	

Year 2 Other Funds (July 1, 2014 - June 30, 2015)		Year 3 Period (July 1, 2016 - June 30, 2017)		Year 3 Other Funds (July 1, 2016 - June 30, 2017)	
Categories	Code	Costs	Categories	Code	Costs
Professional Salaries	15	\$35,314	Professional Salaries	15	
Support Staff Salaries	16		Support Staff Salaries	16	
Purchased Services	40		Purchased Services	40	\$249,990
Supplies and Materials	45		Supplies and Materials	45	
Travel Expenses	46		Travel Expenses	46	
Employee Benefits	80	\$9,658	Employee Benefits	80	
Indirect Cost (IC)	90	\$1,259	Indirect Cost (IC)	90	
BOCES Service	49		BOCES Service	49	
Minor Remodeling	30		Minor Remodeling	30	
Equipment	20		Equipment	20	
Total		\$46,231	Total		\$249,990
					Total
					\$47,066

Section III - (1003g) Budget Summary Chart

Attachment D - (1003g) Budget Summary Chart

Agency Code	6	6	0	9	0	0	0	0	0	0	
Agency Name											
Mount Vernon City School District											
Total Project Period - Other Funds (June 1, 2014 - June 30, 2017)											
Categories	Code	Costs	Categories	Code	Costs	Categories	Code	Costs	Categories	Code	Costs
Professional Salaries	15		Professional Salaries	15	\$105,949	Professional Salaries	15	\$105,949	Professional Salaries	15	\$105,949
Support Staff Salaries	16		Support Staff Salaries	16		Support Staff Salaries	16		Support Staff Salaries	16	
Purchased Services	40	\$999,980	Purchased Services	40		Purchased Services	40	\$999,980	Purchased Services	40	\$999,980
Supplies and Materials	45		Supplies and Materials	45		Supplies and Materials	45		Supplies and Materials	45	
Travel Expenses	46		Travel Expenses	46		Travel Expenses	46		Travel Expenses	46	
Employee Benefits	80		Employee Benefits	80	\$28,823	Employee Benefits	80	\$28,823	Employee Benefits	80	\$28,823
Indirect Cost (IC)	90		Indirect Cost (IC)	90	\$3,773	Indirect Cost (IC)	90	\$3,773	Indirect Cost (IC)	90	\$3,773
BOCES Service	49		BOCES Service	49		BOCES Service	49		BOCES Service	49	
Minor Remodeling	30		Minor Remodeling	30		Minor Remodeling	30		Minor Remodeling	30	
Equipment	20		Equipment	20		Equipment	20		Equipment	20	
Total		\$999,980	Total		\$138,545	Total		\$1,138,525	Total		\$1,138,525

The learning management system allows educators to measure and monitor student engagement, progress, and achievement—all in real time. This data empowers educators to do what they do best: motivate students and ensure they are truly understanding course material.

- **The Student Experience**
Every Edgenuity course features direct instruction lessons led by highly qualified, certified teachers. Media-rich content keeps students engaged, and interactive instructional tools help them build knowledge and skills with the right level of scaffolding and support.

Davis Middle School's three Partners, McREL International, Success for All and Edgenuity, will be responsible for the following:

- Meeting agreed upon performance criteria.
- Providing ongoing performance data, including both leading and lagging indicators of success and failure.
- Focusing on one or more agreed upon target areas (e.g., evaluation, curriculum and instruction, leadership) based on the identified needs of the school(s).
- Providing consistent and intense on-site support.
- Ensuring the support provided is strategically aligned with school-wide initiatives and designed for long-term sustainability.
- Participating in data collection, evaluation, and reporting activities as specified by the district. Accountability indicators will include data such as number of discipline incidents, teacher attendance rates, student attendance rates, promotion and retention data and student achievement on state and district assessments, student, teacher and parent satisfaction survey data.

II. School-level Plan

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

Davis is one of two middle schools serving the City of Mt. Vernon. The community surrounding the school is comprised of middle-income families residing in private homes, rental or condominium apartments or public housing. Student enrollment in both the 7th and 8th grades is approximately 750 students, served by a staff of 125 of which 68 are teachers. A new principal, Mr. Joshua Whitham, was hired for the 2013-2014 school year as part of the plan to turnaround school and student performance. Following are some pertinent statistics:

- 90% of students qualify for free or reduced-price lunch with 70.5% participating.
- Special education students make up 22% of the school population.
- ELL students make up 8% of the school population.
- 11.5% of students score proficient or above in ELA.
- 5% of students score proficient or above in math.
- Three “fragile” special education classes have been added to Davis in the last year, increasing the total to 8 classes.
- CASS student ID system has increased attendance to 92%.
- Only 23% of teachers (14 teachers) are rated effective or highly effective.
- Austerity budgets in place since 2010 have affected staff deployment and material and resource supports for both students and teachers.

The staff is focused on improving student growth with the implementation and continued collaboration for the District Goals, their new Mission Statement, Belief Statements, Vision and School Comprehensive Education Plan – 5 Tenets (SCEP), Recommendations from the School Quality Review (SQR - AUDIT) and Quality Improvement Process for SWD (QIP), Professional Learning Communities (PLC), Professional Development workshops in and out of district, Data Teams -Enhancing Educational Technology Team (EETT); District Instructional Team (DIT), Lead Teachers for ELA and Math, Framework for Teaching Observations and Evaluations for Teachers (APPR), and Student Learning Objectives (SLOs). Although staff attendance has shown an increase, teacher illnesses, Workman Compensation cases, and vacancies in Special Education (1) and Supervisor of Special Education (1) affect the consistent learning of the students.

Despite numerous challenges, Davis is working to provide a challenging and comprehensive Common Core-based curriculum focused on academic achievement for all students.

The District has chosen the Transformation model for turning Davis around and is acting on the following priorities:

- 1) Replaced the Principal for the 2013-2014 school year.
- 2) Provide on-going support and leadership development for building-level administrators and teacher leaders to improve their ability to create a successful school. McREL and Bank Street College have been providing this professional development.

- 3) Implement a rigorous standards-based literacy approach at all grade levels in all content areas. The district has adopted the EngageNY modules for ELA.
- 4) Provide a comprehensive program of professional development to enable teachers to deliver curriculum, instruction and assessments aligned to the Common Core in ELA and Math. McREL, SWBOCES, and the district standards administrators have been providing this professional development. In the transformation plan for Davis, Davis will partner with Success for All, McREL and Edgenuity for math, ELA and career and college ready online courses.
- 5) Promote a culture of respect and shared norms of behavior and character development. Both McREL and Success for All will work on cultural issues, behavior and character development.
- 6) Improve parent participation and support for school improvement goals. Davis has hired a public relations liaison for school/parent/community interaction in August 2013.

II. School-level Plan B. Assessing the Needs of School Systems, Structures, Policies and Students

II. School-level Plan
C. School Model Selection and Rationale

The new Principal at Davis used an in-depth survey with his teaching staff to determine the type of services needed to increase student achievement, teacher efficacy through job embedded professional development, and site-based shared leadership and accountability. The staff survey and results are below.

Davis Staff School Improvement Grant (SIG) Survey							
Using the indicators, where would you currently rank the level of support provided to improve instructional and related services at AB Davis Middle School.							
Answer Options	Ineffective	Developing	Neutral	Effective	Highly Effective	Rating Average	Response Count
	10	26	8	10	1	2.38	55
Other (please specify)							2
<i>answered question</i>							55
<i>skipped question</i>							0
Using the indicators, how would you currently rank the support provided for the implementation of the Common Core Learning Standards (CCLS)?							
Answer Options	Ineffective	Developing	Neutral	Effective	Highly Effective	Rating Average	Response Count
	9	25	11	9	1	2.42	55
Other (please specify)							1
<i>answered question</i>							55
<i>skipped question</i>							0
Using the indicators, what is your current level of preparedness in implementation of the Common Core Learning Standards?							
Answer Options	Poorly prepared	Developing	Neutral	Sufficiently prepared	Well prepared	Rating Average	Response Count
	7	20	12	12	4	2.75	55
<i>answered question</i>							55
<i>skipped question</i>							0
On a scale of 1 to 5, with 5 being highest, how important is it to you that professional development offerings be tailored to the needs of AB Davis Middle School versus district initiatives?							
Answer Options	1	2	3	4	5	Rating Average	Response Count
	0	2	3	9	40	4.61	54
<i>answered question</i>							54
<i>skipped question</i>							1
On a scale of 1 to 5, with 5 being the highest, how important is it to provide school-based academic coaches?							
Answer	1	2	3	4	5	Rating	Response

Options	0	2	7	15	30	Average	Count	
						4.35	54	
							<i>answered question</i>	54
							<i>skipped question</i>	1

For each of the three years of the School Improvement Grant (SIG), are you willing to commit to 30 to 35 paid hours of additional training to support implementation between June 1st and mid-September?

Answer Options	Response Percent	Response Count
Yes	94.5%	52
No	7.3%	4
	<i>answered question</i> 55	
	<i>skipped question</i> 0	

Please rank the most convenient type of summer professional development sessions.

Answer Options	1	2	3	Rating Average	Response Count
After school sessions in June	22	19	9	1.74	50
Saturday sessions	7	21	22	2.30	50
Week long institute during the summer	21	10	19	1.96	50
	<i>answered question</i>				50
	<i>skipped question</i>				5

On a scale of 1 to 5, with 5 being the highest, how willing are you to be a part of site-based decision-making committees?

Answer Options	1	2	3	4	5	Rating Average	Response Count
	2	6	14	10	21	3.79	53
	<i>answered question</i>						53
	<i>skipped question</i>						2

Which of the following do you find more effective: job embedded training/coaching or off-site training away from the building?

Answer Options	Response Percent	Response Count
1. Job embedded	80.0%	44
2. Off-site	20.0%	11
<i>answered question</i>		55
<i>skipped question</i>		0

Using the indicators, how effective is AB Davis at preparing students to meet the CCLS requirements of college and career readiness?

Answer Options	Ineffective	Developing	Neutral	Effective	Highly Effective	Rating Average	Response Count
	8	24	17	5	1	2.40	55
<i>answered question</i>							55
<i>skipped question</i>							0

Using the indicators, how effective is AB Davis Middle School at providing technology-based learning to prepare students for 21st Century demands?

Answer Options	Ineffective	Developing	Neutral	Effective	Highly Effective	Rating Average	Response Count
	30	17	6	2	0	1.64	55
<i>answered question</i>							55
<i>skipped question</i>							0

The principal and several members of his staff (the preliminary transformation team) researched the “track records” of providers who facilitate job-embedded professional development in math and reading. In addition, a high priority for the school was technology-based education; teachers, district personnel and the DTSDE all rated Davis low and in need of technology-based programs. Mt. Vernon High School will be implementing Edgenuity, and the high school asked that Davis work with this system, as well, for better articulation across the district. See research and rationale below.

II. School-level Plan C. School Model Selection and Rationale

The Principal, along with school staff, district staff, PTA president and the district Superintendent approved the selection of Success for All (SFA) for reading, Edgenuity online courses for reading/math intervention and enrichment, and McREL International as the educational partner for school improvement in site-based decision making, data driven instruction, and embedded professional development in research-based classroom practices for math.

Success for All: Rationale

Davis Middle School students need intensive reading support; students scored 11.5 % proficient on the state test. Researched by over thirty institutions for more than two decades, Success for All has been found to increase reading achievement, cut the achievement gap between African Americans, Hispanic, and white students, and prepare teachers to support the needs of English language learners. In 2010, Success for All received the highest score in the Department of Education's Investing in Innovation (i3) scale-up competition, which required strong scientific evidence of effectiveness.

A meta-analysis of research on twenty-nine models categorized Success for All as one of only three programs with the "Strongest Evidence of Effectiveness" (Borman, Hewes, Overman, and Brown, 2003).

Success for All was evaluated in a three-year randomized control trial, the gold standard of research, funded by the U.S. Department of Education between 2002 and 2006. Students in SFA schools achieved at significantly higher levels than similar students in control schools. The difference in student performance in only three years was enough to cut the black-white achievement gap in half (Borman, Slavin, Cheung, Chamberlin, Madden, and Chambers, 2007).

Six studies have involved ELLs and have shown that SFA increases their reading levels substantially more than those ELLs in control schools (Cheung and Slavin, 2005).

In a series of studies involving more than 6,000 students over ten years, students in SFA schools were, on average, a full grade level ahead of students in similar control schools by the fifth grade. This difference was maintained during middle school even though the intervention was finished (Borman and Hewes, 2002).

McREL International: Rationale

McREL has been working alongside Bank Street College and Annenberg for the past two years in the district facilitating Common Core implementation and data driven instruction. McREL's continuous improvement approach called *Success in Sight* draws upon research in the areas of systemic change, leadership, organization change, professional development, professional learning communities, researched-based instructional strategies, assessment, and school improvement. This transformation model is designed to help schools develop the capacity to sustain improvement structures, processes and attitudes and respond to future challenges. *Success in Sight* is a systemic approach based on a coherent, articulated theory of change that helps schools understand and manage the complexity of change. *Success in Sight* is built upon a

set of research-based school, teacher, and leadership practices and student characteristics that are correlated with improved student achievement, as found in the research book, *What Matters Most* by Dr. Robert Marzano.

The leadership component of *Success in Sight* is based on *Balanced Leadership: What 30 Years of Research Tells us about the Effect of Leadership on Student Achievement* (Waters, Marzano, & McNulty, 2003) as well as an extensive review of the literature on leadership both inside and outside the field of education. McREL consultants provide tailored coaching to principals, helping them understand and fulfill leadership responsibilities associated with increased student achievement. In addition, the simultaneous development of a school leadership team increases shared leadership for school improvement. In an age of increased accountability for student success, principals learn how to build shared leadership into a dynamic process of mutual influence, responsibility, and accountability for collective goals. As teacher-leaders work with other teachers on grade-level or cross grade-level teams, leadership team members increase the capacity of other individual teachers and the staff as a whole to improve instruction. This increased school and individual teacher capacity are mutually reinforcing and lead to the ultimate goal of improved student achievement.

The instructional component of *Success in Sight* is based upon McREL's research in the book, *Classroom Instruction that Works* (2012) by Dean, et al. McREL will focus on math instruction and job embedded professional development for math teachers through the school PLC structure.

Attachment C has a list schools where McREL's work has been effective in raising student achievement.

Edgenuity Rationale

A high priority for the Davis Middle School is technology-based education; teachers, district personnel and the DTSDE all rated Davis low and in need of technology-based programs. Mt. Vernon High School will be implementing Edgenuity, and the high school asked that Davis work with this system, as well, for better articulation across the district. Edgenuity's web-based system is available 24 hours per day, 7 days per week. Edgenuity provides unlimited multi-tiered customer and technical support model based on escalation point levels to assist with implementation and user support needs and to ensure prompt issue resolution. Support includes customer support, account management, and technical support.

Edgenuity's Professional Development group is a team of experienced teachers and administrators with extensive technical knowledge who are proficient in how the needs of teachers working directly with students in a blended or virtual environment differ from the needs of teachers not employing technology. They work with the school to customize a unique virtual or blended learning implementation that includes a professional development plan. Edgenuity will provide on-site, face-to-face for campus administration and teachers. The training and schedule will be tailored to meet the needs of each user and their roles in the implementation process. Our Professional Development Consultant and support team will provide coaching, mentoring, and ongoing communications throughout the implementation. Follow-up training is available either onsite or via web session.

II. School-level Plan C. School Model Selection and Rationale

Additionally, eCommunity is an online resource for teachers and administrators and includes videos, and how-to-guides for the administration of the system. The easy to follow step-by-step guides demonstrate the learning management system and virtual classroom features. The classroom resources support teachers in maximizing student engagement, achievement, and parent participation. Rubrics are also provided.

Edgenuity prepares students for college and career readiness with online courses. Edgenuity courses meet common core and state standards, engaging students through robust content delivered by interactive, media-rich instruction and experienced, certified teachers. All-new courses include new instruction, tools, readings, assignments, and multimedia resources, with embedded scaffolds to help all students meet the challenges of more rigorous standards in every state. Edgenuity solutions support college and career readiness. The curriculum and instructional model are grounded in research, and they monitor results closely.

II School-level Plan

D. School Leadership

Under the seven turnaround principles established by the USDOE, districts are required to provide strong leadership by: 1) reviewing the performance of the current principal, and 2) replacing the principal if such change is necessary or demonstrating that the current principal has a track record of and the capacity to improve teacher and student achievement and lead the turnaround effort. MVCSD identified the former principal of Davis Middle School as ineffective and has replaced her with a new, strong, and experienced educational leader in Mr. Joshua R. Whitham.

The Core Competencies for a strong school leader are:

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

Mr. Joshua R. Whitham was hired for the 2013-2014 to help turnaround Priority School Davis Middle School. A visionary leader and bridge-builder, Mr. Whitham has thirteen years of increasingly more responsible experience in education as well as a MS in Educational Leadership and Mathematics from the Bank Street College of Education. Most recently, Mr. Whitham served as Assistant Principal of Middle School 203 which was designated a *School Under Registration and Review* (SURR) by the NYSED. He was tasked with assisting the principal in turning the school around to once again be a school in good standing. After three years of dedicated leadership Middle School 203 was removed from the SURR list. Mr. Whitham's next assignment had him serving as the supervisor and literacy lead for *Middle School Quality Initiative*, developing his school as a prototype for targeted reading recovery. He assisted in supervising and evaluating approximately 50 staff members and created and implemented a yearly program to address individual student learning requirements, professional development, UFT contractual obligations, and the challenges of a multi-campus school. Previously, Mr. Whitham was a Data Specialist and Math Coach in NYCDOE's Region 9; a Math teacher at Raphael Cordero Bilingual Academy at JHS 45 in Manhattan; and he held teaching positions at Nicoloff Elementary School in Imperial Beach, CA and Boone Elementary School in San Diego, CA. Mr. Whitham is a member of the Association for Supervision and Curriculum Development, NCTE, NCTM, and Teaching Tolerance.

There are currently 3 Assistant Principals at Davis. Their responsibilities include:

- Assisting the principal in the overall administration of the school
- Assisting in implementation of the instructional program
- Supervising co-curricular activities
- Assisting in maintaining discipline among the student body
- Supervising reporting and monitoring of student attendance
- Supporting and evaluating teachers
- Supervising content area departments
- Participating on the School Transformation Team

Mr. Whitham's immediate goal is to build leadership capacity in his three assistant principals. While maintaining manager tasks, the assistant principals have been given support as they learn to become more effective instructional leaders in order to work more closely with teaching staff to monitor instruction and student achievement. Being able to effectively use the Danielson Framework to incrementally improve instruction is a high priority.

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

See Belief Statements – Section II., A. School Overview

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

The Davis Transformation Team will utilize the talents of the lead Reading teachers to support the professional development and capacity of school staff. Their contractual time is split to allow for a complement of data analysis, professional development, monitoring instruction as well as student achievement and serving as classroom teachers.

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

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

II. School-Level Plan

E: Instructional Staff

At A.B. Davis Middle School, the current staff accountability levels are as follows:

Davis Middle School			
	Number	Percent of All Evaluated	Percent of All Teachers
Highly Effective	0	0%	0%
Effective	14	28%	23%
Developing	25	50%	42%
Ineffective	11	22%	18%
Total Evaluated	50	83%	
Incomplete	10		17%
Total Teachers	60		100%
Percent of All teachers Effective or Highly Effective			23%

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

However, the current staff genuinely desires to improve student achievement. They have not lost hope in the transformation process and have rallied around the new turnaround principal. The staff has bought into and is beginning to follow the non-negotiables of the current paradigm shift, enacted by the new principal's desire to proceed with transformation. At Davis Middle School, inquiry teams and all teacher teams involved in instructional planning will be trained to incorporate the Common Core Learning Standards throughout all classes and coursework. The Davis Transformation Team will support the embedded professional development from the partners (see section C) for teachers regarding strategies for integrating core subject competencies to build a framework for college and career readiness. These strategies will be aimed at reinforcing students' learning and ability to apply their knowledge across subject areas. Davis has provided professional development for staff in both academic and technology content as

well as instructional strategies in the past. The Davis Transformation Team will build a professional development structure that takes advantage of resources within the school, including teachers and administrators sharing best practices, as well as external expertise from industry and educational partners. Professional development will encompass curriculum mapping for all disciplines, helping teachers understand what their students are learning and the skills needed in all classes, designing and using project assessments and hands-on coursework, and targeted support for individual teachers, departments, and grade teams specifically in math and ELA. With Edgenuity, all teachers will have intervention and online enrichment courses to use. The Principal will be able to utilize staff in the school to dedicate the equivalent of no less than one FTE to support the professional development and capacity building of school staff. These lead reading teachers (who will be members of the Davis Transformation Team) will spend half their time teaching classes with the other portion of time serving as professional development resources for their teams. The Principal will also rely on the new autonomy for hiring, which will offer the opportunity to a pipeline of teachers specially trained to work in schools identified as lowest-performing. Furthermore, the team will pursue strategies to embed the best practices and expectations from surrounding district schools into the professional development framework. As part of this effort, leadership will plan to seek learning opportunities such as utilizing coaches, to receive guidance on how to implement a more comprehensive system for observing teachers and deliver more specific, actionable, verbal and written feedback to teachers. The Davis Transformation Team will also pursue learning opportunities to learn how to more effectively document and track progress against key milestones for teachers, using the Danielson framework.

II. School-level Plan

F. Partnerships

The new Principal at Davis, Mr. Joshua Whitham used an in-depth survey with his teaching staff to determine the type of services needed to increase student achievement, teacher efficacy through job embedded professional development, and site-based shared leadership and accountability. The staff survey and results are below.

The principal and several members of his staff (the preliminary transformation team) researched the “track records” of providers who facilitate job-embedded professional development in math and reading. In addition, a high priority for the school is technology-based education; teachers, district personnel and the DTSDE all rated Davis low and in need of technology-based programs. Mt. Vernon High School will be implementing Edgenuity, and the high school asked that Davis work with this system, as well, for better articulation across the district. See research and rationale below.

The Principal, along with school staff, district staff, PTA president and the district Superintendent approved the selection of Success for All (SFA) for reading, Edgenuity online courses for reading/math intervention and enrichment, and McREL International as the educational partner for school improvement in site-based decision making, data driven instruction, and embedded professional development in research-based classroom practices for math.

Success for All: Rationale

Davis Middle School students need intensive reading support since students scored 11.5 % proficient on the state test. Researched by over thirty institutions for more than two decades, Success for All has been found to increase reading achievement, cut the achievement gap between African Americans, Hispanic, and white students, and prepare teachers to support the needs of English language learners. In 2010, Success for All received the highest score in the Department of Education’s Investing in Innovation (i3) scale-up competition, which required strong scientific evidence of effectiveness.

A meta-analysis of research on twenty-nine models categorized Success for All as one of only three programs with the “Strongest Evidence of Effectiveness” (Borman, Hewes, Overman, and Brown, 2003).

Success for All was evaluated in a three-year randomized control trial, the gold standard of research, funded by the U.S. Department of Education between 2002 and 2006. Students in SFA schools achieved at significantly higher levels than similar students in control schools. The difference in student performance in only three years was enough to cut the black-white achievement gap in half (Borman, Slavin, Cheung, Chamberlin, Madden, and Chambers, 2007).

Six studies have involved ELLs and have shown that SFA increases their reading levels substantially more than those ELLs in control schools (Cheung and Slavin, 2005).

In a series of studies involving more than 6,000 students over ten years, students in SFA schools were, on average, a full grade level ahead of students in similar control schools by the fifth grade. This difference was maintained during middle school even though the intervention was finished (Borman and Hewes, 2002).

McREL International: Rationale

McREL has been working alongside Bank Street College and Annenberg for the past two years in the district facilitating Common Core implementation and data driven instruction. McREL's continuous improvement approach called *Success in Sight* draws upon research in the areas of systemic change, leadership, organization change, professional development, professional learning communities, researched-based instructional strategies, assessment, and school improvement. This transformation model is designed to help schools develop the capacity to sustain improvement structures, processes and attitudes and respond to future challenges. *Success in Sight* is a systemic approach based on a coherent, articulated theory of change that helps schools understand and manage the complexity of change. *Success in Sight* is built upon a set of research-based school, teacher, and leadership practices and student characteristics that are correlated with improved student achievement, as found in the research book, *What Matters Most* by Robert Marzano.

The leadership component of *Success in Sight* is based on *Balanced Leadership: What 30 Years of Research Tells us about the Effect of Leadership on Student Achievement* (Waters, Marzano, & McNulty, 2003) as well as an extensive review of the literature on leadership both inside and outside the field of education. McREL consultants provide tailored coaching to principals, helping them understand and fulfill leadership responsibilities associated with increased student achievement. In addition, the simultaneous development of a school leadership team increases shared leadership for school improvement. In an age of increased accountability for student success, principals learn how to build shared leadership into a dynamic process of mutual influence, responsibility, and accountability for collective goals. As teacher-leaders work with other teachers on grade-level or cross grade-level teams, leadership team members increase the capacity of other individual teachers and the staff as a whole to improve instruction. This increased school and individual teacher capacity are mutually reinforcing and lead to the ultimate goal of improved student achievement.

The instructional component of *Success in Sight* is based upon McREL's research in the book, *Classroom Instruction that Works* (2012) by Dean, et al. McREL will focus on math instruction and job embedded professional development for math teachers through the school PLC structure.

Attachment C has a list schools where McREL's work has been effective in raising student achievement.

Edgenuity Rationale

A high priority for the Davis Middle School was technology-based education; teachers, district personnel and the DTSDE all rated Davis low and in need of technology-based programs. Mt. Vernon High School will be implementing Edgenuity, and the high school asked that Davis work

II. School-level Plan F. Partnerships

with this system, as well, for better articulation across the district. Edgenuity's web-based system is available 24 hours per day, 7 days per week. Edgenuity provides unlimited multi-tiered customer and technical support model based on escalation point levels to assist with implementation and user support needs and to ensure prompt issue resolution. Support includes customer support, account management, and technical support.

Edgenuity's Professional Development group is a team of experienced teachers and administrators with extensive technical knowledge who are proficient in how the needs of teachers working directly with students in a blended or virtual environment differ from the needs of teachers not employing technology. They work with the school to customize a unique virtual or blended learning implementation that includes a professional development plan. Edgenuity will provide on-site, face-to-face for campus administration and teachers. The training and schedule will be tailored to meet the needs of each user and their roles in the implementation process. Our Professional Development Consultant and support team will provide coaching, mentoring, and ongoing communications throughout the implementation. Follow-up training is available either onsite or via web session.

Additionally, eCommunity is an online resource for teachers and administrators and includes videos, and how-to-guides for the administration of the system. The easy to follow step-by-step guides demonstrate the learning management system and virtual classroom features. The classroom resources support teachers in maximizing student engagement, achievement, and parent participation. Rubrics are also provided.

Edgenuity prepares students for college and career readiness with online courses. Edgenuity courses meet common core and state standards, engaging students through robust content delivered by interactive, media-rich instruction and experienced, certified teachers. All-new courses include new instruction, tools, readings, assignments, and multimedia resources, with embedded scaffolds to help all students meet the challenges of more rigorous standards in every state. Edgenuity solutions support college and career readiness. The curriculum and instructional model are grounded in research, and they monitor results closely.

Accountability For Partner Performance Rationale

To yield positive results, it is important to have a project champion or manager dedicated to advocating for the desired outcomes and eliminating barriers to success. The project manager will ensure the implementation of the project. This position will assume the responsibility for ensuring everyone involved is on board and behind the ultimate success of the project.

This position will be responsible for working with the leadership to:

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

II. School-level Plan F. Partnerships

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

To ensure that partners provide the described deliverables in accordance with agreements and to provide specific support for project oversight, Mount Vernon City School District will assign a project manager for oversight of implementation.

The project manager will develop a progress monitoring timeline to track progress and gauge impact.

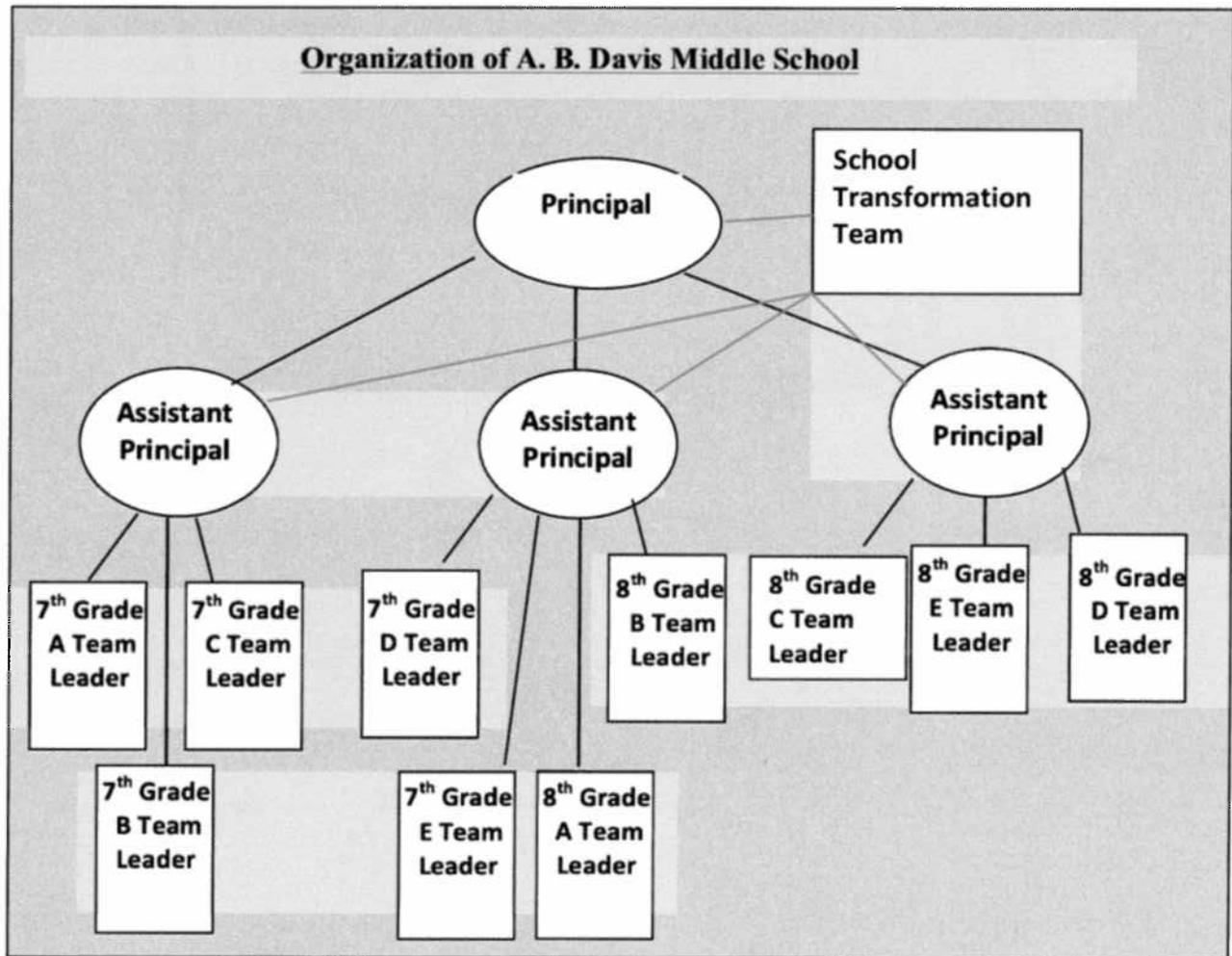
Dates	Goal	Participants
	Quarterly Meetings	
2014 June October January March	Partner meeting to review deliverables Evaluation of progress using student performance indicators.	McREL International Edgenuity, Inc. Success For All
2015 June September January March	Review of student performance data and staff feedback	
2016 June September January March		
July – September 2014	Summer Professional Development for Staff Completed	McREL, Inc. Success For All Edgenuity
September 2014	Professional development survey	All staff
January 2015	Professional development survey	All staff
May 2015	Professional development survey	All staff
July – September 2015	Summer Professional Development for Staff Completed	McREL, Inc. Success For All Edgenuity
September 2015	Professional development survey	All staff
January 2016	Professional development survey	All staff
May 2016	Professional development survey	All staff
July – September 2016	Summer Professional Development for Staff Completed	McREL, Inc. Success For All Edgenuity

II. School-level Plan F. Partnerships

II School-level Plan
G. Organizational Plan

The 2014-2015 school calendar has not been completed as of this writing but once the district calendar has been established and approved by the board, the Davis team will craft a school calendar with all considerations and awareness of school transformation goals, actions, and supporting professional development.

Chart identifying the management and team structures at AB Davis Middle School.



ii. How the structures function in day-to-day operations

Davis Middle School will adopt a school leadership team model based on the principles of distributed leadership and shared accountability. This team will be the Davis Transformation Team. The principal will lead the instructional program and school logistics, while relying on thoughtful input from the Davis Transformation Team when making critical strategic decisions for the school. This Davis Transformation Team will consist of the principal, assistant principals, two technology teachers, two reading teachers, two parents, and SFA, Edgenuity, and McREL International professional development partners. The team will share leadership and accountability for the implementation of the Transformation Plan and meet twice a month. All decisions made by the team will be communicated to the staff via the Communication Chain; input from staff will also be communicated to the team via the Communication Chain.

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

Davis Middle School is a part of the district PLC that will work with NYSED on the state DTSDE recommendations for MVCSD schools. In turn, members from Davis will link these recommendations to the transformation work at Davis.

iii. Implementation of the APPR

The purpose of the current APPR evaluation system is to ensure that there is an effective teacher in every classroom and an effective leader in every school. The evaluation system will also foster a culture of continuous professional growth for educators to grow and improve their instructional practices. Under the new APPR Plan, New York State will differentiate teacher effectiveness using four rating categories: *Highly effective, effective, developing, and ineffective (HEDI)*. The APPR will result in a single composite score out of 100 total points that incorporates multiple measures of effectiveness. The ranges for each rating are as follows: ***H (91-100), E (75-90), D (65-74), and I (0-64)***.

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

As stated in the New York State Education Department Guidelines:

Under the new law, New York State will differentiate teacher effectiveness using four rating categories – Highly Effective, Effective, Developing, and Ineffective. Education Law §3012-c (2)(a) requires annual professional performance reviews (APPRs) to result in a single composite teacher or effectiveness score that incorporates multiple measures of effectiveness. The results of the evaluations shall be a significant factor in employment decisions, including but not limited to

promotion, retention, tenure determination, termination, and supplemental compensation, as well as teacher professional development (including coaching, induction support, and differentiated professional development. (NYSED Guidelines, 2012, p. 6) None of the descriptions or requirements contained in the district's APPR is intended to supplant the overriding obligation of the teacher's supervisor (and/or Superintendent's Designee) to provide appropriate, individualized support to each teacher including, but not limited to, informal observations, learning walks, interviews, data collection, and artifact study.

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

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

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

**FORMAL OBSERVATION TIMELINE CHART
(60 POINTS BASED ON ALL FOUR DOMAINS OF THE 2011 REVISED EDITION OF DANIELSON'S *FRAMEWORK FOR TEACHING*)**

Teachers will be evaluated based on the teacher category, evaluation requirements, and due dates* as specified below:

Teacher Category	Evaluation Requirement	Due Date
Probationary (Non-tenured)	First Observation Second Observation Third Observation Summative End of the Year Evaluation	November 15 th March 15 th April 15 th By June 15 th each teacher will receive a score for the 20% locally-selected measures of student achievement and a score on the 60% "other measures." Prior to the start of classes for the following school year, the teacher will receive a score for the 20% State assessed student growth or SLO(s) to attain a composite score out of 100.
Tenured	Two (2) Observation (maximum 2 observations allowed; 1 announced; must have 10 school days between observations) Summative End of the Year Evaluation	By April 15 th observations must be complete and paperwork submitted to HR. By June 15 th each teacher will receive a score for the 20% locally-selected measures of student achievement and a score on the 60% "other measures." Prior to the start of classes for the following school year, the teacher will receive a score for the 20% State assessed student growth or SLO(s) to attain a composite score out of 100.
Teacher on TIP (Teacher Improvement Plan)	The teacher improvement plan (TIP) will include the following elements: (1) specific standards-based goals that a teacher must make progress toward attaining within a specific period of time, (2) identification of areas that need improvement, (3) a timeline for achieving improvement, (4) the manner in which improvement will be assessed, and, where appropriate, (5) differentiated activities to support improvement in these areas.	The TIP will begin no later than 10 school days from the opening of classes.

*The district is currently revising the observation schedule for 2014-2015.

The following charts detail the plan for how the APPR will be implemented:

Formal Observation Steps (Days refers to school days)

The following chart contains the steps, administrator and teacher responsibilities, timeline, and forms necessary to complete formal observations. For announced formal observations, follow steps 1-8. For unannounced formal observations follow steps 4-8. The APPR document and all forms are available online at the MVCSD website located on the homepage under “Staff.” Steps will be confirmed via email or in written communication.

ACTION/TIMELINE	ADMINISTRATOR	TEACHER	FORM/TOOL
Establish Date and time for Announced Observation	Both parties mutually agree upon date, time, and duration for formal observation.		Via email and/or memo
Complete and Collect Pre-Observation Form	Requests teacher to complete pre-observation form #1	Submit form #1 to the evaluator (hard copy, electronically or via face to face conference as mutually agreed) no less than 3 days prior to observation visit	Pre-observation Form #1
Review and Return Pre-Observation Form to Teacher	Reads the plan, provides feedback to the teacher, and asks any clarifying questions as necessary and returns form #1 no less than one day prior to the formal observation	Applies feedback to adjust lesson if necessary	Pre-observation Form #1
Classroom Observation Visit	Conducts observation of practice, collects evidence on form #2	Conducts the lesson	Evidence Collection Form #2/Teacher Self-Assessment Form #2
Teacher Self-Assessment		Prior to the post conference, completes the teacher section of Teacher Self-Assessment form #2 and provides evidence.	Evidence Collection Form #2/ Teacher Self-Assessment Form #2

Post-Teaching Conference	At a mutually agreed upon date and time within 5 days from the observation, the evaluator and teacher collaboratively discuss and clarify components of the observed lesson using the administrator's evidence collection Form # 2 and teacher's self-reflection form #2. In the event that the evaluator and teacher disagree, the evaluator's assessment will stand as valid record.		Evidence Collection/ Teacher Self-Assessment Form #2
Complete Conversion Flow Chart Following the post-teaching conference (excluding PreK teachers)	The evaluator completes step #3 on the conversion flow chart to calculate the "other measures" score and records it on Form #4. (The highest score of the year is recorded on Form #5)		Conversion Flow Chart and Form #4
Signing Off Observation Documents/Placement in File	Within three days of the post conference, the evaluator gives the observation to the teacher	Teacher has three days from receiving the observation to sign it (indicating receipt only) and return it to the evaluator for placement in personnel file.	Observation Report Form #4

Informal Observations

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

Summative Assessment (End-of-the-Year Evaluation)

The following chart contains the steps, administrator and teacher responsibilities, timeline, and forms necessary to complete the end-of-year summative evaluation. By June 15th, each teacher will receive a score for the 20% locally-selected measures of student achievement and the highest attained score on the 60% observation score.

Step #	ACTION/TIMELINE	ADMINISTRATOR	TEACHER	FORM #
1.	Administrator Provides the Summative Evaluation -by June 15	Partially completes and provides to the teacher the 20% locally-selected measures of student achievement and the highest attained score on the 60% "other measures"		Summative Assessment Form #5 Summative Assessment Form #8 (Pre-K Teachers)
2.	Signing Documents -within 3 school days of receipt		Signs (indicates receipt only); returns Summative Assessment Form #5 to the evaluator	Summative Assessment Form #5 and Form #8 (Pre-K Teachers)
3.	Administrator Provides the completed Summative Assessment Prior to the start of classes for the following school year	The administrator will add a score for the 20% State assessed student growth or SLO(s) to attain a composite score out of 100 and provides the completed Form #5 to the teacher.		Summative Assessment Form #5
4.	Signing Documents/Placement in File -within 3 days of receipt		Signs completed Summative Assessment Form #5 (indicates receipt only) and returns to the evaluator to be placed in file	Summative Assessment Form #5
5.	Optional Written Response		Teacher may append with a written statement.	N/A
6.	Optional Conference Request -within 5 days of receipt	Request conference if deemed necessary by either administrator or teacher at a mutually agreed upon date and time		N/A

School-level Plan

H. Educational Plan

i. Curriculum.

Davis Middle School students need intensive reading support; students scored 11.5 % proficient on the state test. Researched by over thirty institutions for more than two decades, Success for All has been found to increase reading achievement, cut the achievement gap between African Americans, Hispanic, and white students, and prepare teachers to support the needs of English language learners. In 2010, Success for All received the highest score in the Department of Education's Investing in Innovation (i3) scale-up competition, which required strong scientific evidence of effectiveness.

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Attachment C has a list schools where McREL's work has been effective in raising student achievement.

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

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

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

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

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

Shift 5: Writing from Sources. After engaging in team and class discussions about the text, students write individual brief constructed responses to Discussion Questions, providing evidence from the text to support their answers. In addition, Literature-Related Writing activities following each instructional sub-unit provide opportunities for students to develop written

arguments as well as literature-related narratives in a variety of literary forms (letters, essays, editorials, personal narratives, etc.)

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

ii. Instruction.

A multi-tiered approach to building instructional capacity makes it possible for all students to engage in a standards-based curriculum that is coherent, focused, and challenging. Professional development in math, ELA, and student support services, combined with follow-up curriculum coaching and implementation support from both coaching partners, McREL, Inc and SFA. The transformation team and the onsite math and ELA coaches will enable teachers to develop instructional approaches that focus on teaching for understanding, peer-assisted learning, providing students with background knowledge, developing meta-cognitive strategies, and engaging students with questions that provoke higher-order thinking.

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

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

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

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

The University of the State of New York
THE STATE EDUCATION DEPARTMENT

**PROPOSED BUDGET FOR A
 FEDERAL OR STATE PROJECT
 FS-10 (06/09)**

= Required Field

Local Agency Information			
Funding Source:	SCHOOL IMPROVEMENT GRANT ROUND 5		
Report Prepared By:	GERTRUDE KARABAS		
Agency Name:	MOUNT VERNON CITY SCHOOL DISTRICT		
Mailing Address:	165 NORTH COLUMBUS AVENUE		
	Street		
	MOUNT VERNON	NEW YORK	10553
	City	State	Zip Code
Telephone # of Report Preparer:	(914)358-2374	County: WESTCHESTER	
E-mail Address:	GKARABAS@MTVERNONCSD.ORG		
Project Funding Dates:	6/1/2014 Start	6/30/2015 End	

- INSTRUCTIONS**
- Submit the original FS-10 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 Grants Finance.
 - The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee.
 - An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting.
 - For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at <http://www.oms.nysed.gov/cafe/guidance/>.

SALARIES FOR SUPPORT STAFF			
			Subtotal - Code 16
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary

PURCHASED SERVICES			
Subtotal - Code 40			\$500,000
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Facilitator to design and assist with two days of professional development to launch the transformation process, and meet monthly with the School Transformation Team, with the math content PLCs, and with all A.B. Davis staff	McREL International	\$20,275.30/mo x 13 months	\$263,579
Beginning Implementation including introductory workshops, ongoing coaching, start-up materials, online tools, and conferences	McREL International	\$10,551.61/mo x 13 months	\$137,171
Software licenses	McREL International	\$58,100 for 100 Edgenuity Virtual Classroom and Web Administration @ \$581 each; \$15,000 for Premium Level Support; \$24,000 for 12 Edgenuity Onsite Training and Coaching Days @ \$2,000/day; \$2,150 for 1 Edgenuity Tier 1 Media Appliance	\$99,250

SUPPLIES AND MATERIALS			
			Subtotal - Code 45
Description of Item	Quantity	Unit Cost	Proposed Expenditure

TRAVEL EXPENSES			
			Subtotal - Code 46
Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures

Employee Benefits	
Subtotal - Code 80	
Benefit	Proposed Expenditure
Social Security	
Retirement	New York State Teachers
	New York State Employees
	Other - Pension
Health Insurance	
Worker's Compensation	
Unemployment Insurance	
Other(Identify)	
Dental Insurance	

INDIRECT COST		
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) **Manual Entry	
B.	Approved Restricted Indirect Cost Rate	2.80%
C.	Subtotal - Code 90	

For your information, maximum direct cost base = \$500,000.00

To calculate Modified Direct Cost Base, reduce maximum direct cost base by the portion of each subcontract exceeding \$25,000 and any flow through funds.

PURCHASED SERVICES WITH BOCES			
			Subtotal - Code 49
Description of Services	Name of BOCES	Calculation of Cost	Proposed Expenditure

MINOR REMODELING		
		Subtotal - Code 30
Description of Work to be Performed	Calculation of Cost	Proposed Expenditure

EQUIPMENT			
			Subtotal - Code 20
Description of Item	Quantity	Unit Cost	Proposed Expenditure



BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	
Support Staff Salaries	16	
Purchased Services	40	\$500,000
Supplies and Materials	45	
Travel Expenses	46	
Employee Benefits	80	
Indirect Cost	90	
BOCES Services	49	
Minor Remodeling	30	
Equipment	20	
Grand Total		\$500,000

Agency Code:

Project #:

Contract #:

Agency Name:

FOR DEPARTMENT USE ONLY

Funding Dates: _____ From _____ To _____

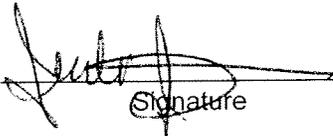
Program Approval: _____ Date: _____

<u>Fiscal Year</u>	<u>First Payment</u>	<u>Line #</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Voucher #	First Payment	

CHIEF ADMINISTRATOR'S CERTIFICATION

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

_____/_____/_____
Date


Signature

Judith Johnson, Interim Supt of Schools
Name and Title of Chief Administrative Officer

Finance: Logged _____ Approved _____ MIR _____

M/WBE COVER LETTER

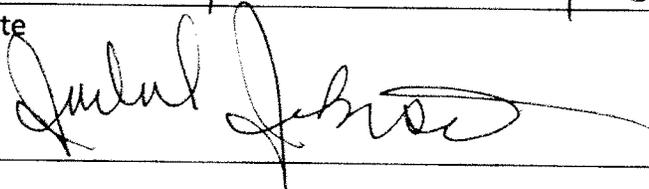
Minority & Woman-Owned Business Enterprise Requirements

NAME OF GRANT PROGRAM SIG Round 5 (RFP #TA-14)
NAME OF APPLICANT Mount Vernon School District

In accordance with the provisions of Article 15-A of the NYS Executive Law, 5 NYCRR Parts 140-145, Section 163 (6) of the NYS Finance Law and Executive Order #8 and in fulfillment of the New York State Education Department (NYSED) policies governing Equal Employment Opportunity and Minority and Women-Owned Business Enterprise (M/WBE) participation, it is the intention of the New York State Education Department to provide real and substantial opportunities for certified Minority and Women-Owned Business Enterprises on all State contracts. It is with this intention the NYSED has assigned M/WBE participation goals to this contract.

In an effort to promote and assist in the participation of certified M/WBEs as subcontractors and suppliers on this project for the provision of services and materials, the bidder is required to comply with NYSED's participation goals through one of the three methods below. Please indicate which one of the following is included with the M/WBE Documents Submission:

- Full Participation – No Request for Waiver (PREFERRED)
- Partial Participation – Partial Request for Waiver
- No Participation – Request for Complete Waiver

By my signature on this Cover Letter, I certify that I am authorized to bind the Bidder's firm contract
Typed or Printed Name of Authorized Representative of the Firm <u>Judith JOHNSON</u>
Typed or Printed Title/Position of Authorized Representative of the Firm <u>Interim Superintendent of School</u>
Signature/Date 

M/WBE Documents

M/WBE Goal Calculation Worksheet

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

RFP # and Title: RFP # TA-14

Applicant Name: Mount Vernon School District

The M/WBE participation for this grant is 20% of each applicant's total discretionary non-personal service budget over the entire term of the grant. Discretionary non-personal service budget is defined as the total budget, excluding the sum of funds budgeted for direct personal services (i.e., professional and support staff salaries) and fringe benefits, as well as rent, lease, utilities, and indirect costs, if these are allowable expenditures.

Please complete the following table to determine the dollar amount of the M/WBE goal for this grant application.

	Budget Category	Amount budgeted for items excluded from M/WBE calculation	Totals
1.	Total Budget		
2.	Professional Salaries	- 0 -	
3.	Support Staff Salaries	- 0 -	
4.	Fringe Benefits	- 0 -	
5.	Indirect Costs	- 0 -	
6.	Rent/Lease/Utilities	- 0 -	
7.	Sum of lines 2, 3, 4, 5, and 6		- 0 -
8.	Line 1 minus Line 7		- 0 -
9.	M/WBE Goal percentage (20%)		0.20 (\$200,000)
10.	Line 8 multiplied by Line 9 = M/WBE goal amount		- 0 -

NA

Total Waiver Requested

TITLE OF PREPARER:

Assistant Supt for Accountability

TELEPHONE:

914-358-2374

EMAIL:

gkarabas@m'vernonesd.org

REVIEWED BY: _____

DATE: _____

- WAIVER GRANTED** **YES** **NO**
 TOTAL WAIVER **PARTIAL WAIVER**
 ESD CERTIFICATION WAIVER **NOTICE OF DEFICIENCY**
 CONDITIONAL WAIVER
 COMMENTS:

M/WBE 101

M/WBE CONTRACTOR GOOD FAITH EFFORTS CERTIFICATION (FORM 105)

PROJECT/CONTRACT # _____

I, Judith Johnson

(Bidder/Applicant)

Interim Superintendent of Mount Vernon School District

(Title)

(Company)

165 North Columbus Avenue Mt Vernon, NY 10549 358-2374

(Address)

(Telephone Number)

do hereby submit the following as evidence of our good faith efforts to retain certified minority- and women-owned business enterprises: Mount Vernon School District complies with municipal and state & federal procurement. See attached policies.

(1) Copies of its solicitations of certified minority- and women-owned business enterprises and any responses thereto;

(2) If responses to the contractor's solicitations were received, but a certified minority- or woman-owned business enterprise was not selected, the specific reasons that such enterprise was not selected;

(3) Copies of any advertisements for participation by certified minority- and women-owned business enterprises timely published in appropriate general circulation, trade and minority- or women-oriented publications, together with the listing(s) and date(s) of the publication of such advertisements;

(4) Copies of any solicitations of certified minority- and/or women-owned business enterprises listed in the directory of certified businesses;

(5) The dates of attendance at any pre-bid, pre-award, or other meetings, if any, scheduled by the State agency awarding the State contract, with certified minority- and women-owned business enterprises which the State agency determined were capable of performing the State contract scope of work for the purpose of fulfilling the contract participation goals;

(6) Information describing the specific steps undertaken to reasonably structure the contract scope of work for the purpose of subcontracting with, or obtaining supplies from, certified minority- and women-owned business enterprises.

(7) Describe any other action undertaken by the bidder to document its good faith efforts to retain certified minority - and women- owned business enterprises for this procurement.

Submit additional pages as needed.

M. G. Kelly

Authorized Representative Signature

2/27/2014

Date

POLICY

2013

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1 of 1

Non-Instructional/Business
Operations

SUBJECT: PURCHASING PROCEDURES

Only through the use of efficient purchasing procedures can the School District ensure that needed goods and services are acquired in the most economical manner. The Board of Education directs the Superintendent of Schools and the Assistant Superintendent for Business to develop administrative regulations on how purchasing is to be done in the District.

All purchasing will be done by the Purchasing Agent utilizing an official purchase order. No one, except the Purchasing Agent, is authorized to commit the District to an expenditure of public funds for goods and services.

The Purchasing Agent is authorized to issue purchase orders without prior approval of the Board of Education when formal bidding procedures are not required by law and budget appropriations are adequate to cover such obligations.

There shall be no confirming orders.

Cross-ref: 5410 Purchasing

Ref: Office of the State Comptroller-Financial Management Guide

POLICY

2006

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1 of 5

Non-Instructional Business
Operations

SUBJECT: PURCHASING

The District's purchasing activities will be part of the responsibilities of the Business Office, under the general supervision of the Purchasing Agent designated by the Board of Education. The purchasing process should enhance school operations and educational programs through the procurement of goods and services deemed necessary to meet District needs.

Competitive Bids and Quotations

As required by law, the Superintendent/designee will follow normal bidding procedures in all cases where needed quantities of like items will total the maximum level allowed by law during the fiscal year, (similarly for public works-construction, repair, etc.) and in such other cases that seem to be to the financial advantage of the School District.

A bid bond may be required if considered advisable.

No bid for supplies shall be accepted that does not conform to specifications furnished unless specifications are waived by Board action. Contracts shall be awarded to the lowest responsible bidder who meets specifications. However, the Board may choose to reject any bid.

Rules shall be developed by the administration for the competitive purchasing of goods and services.

The Superintendent/designee may authorize purchases within the approved budget without bidding if required by emergencies and are legally permitted.

The Superintendent/designee is authorized to enter into cooperative bidding for various needs of the School District.

Request for Proposal Process for the Independent Auditor

In accordance with law, no audit engagement shall be for a term longer than five (5) consecutive years. The District may, however, permit an independent auditor engaged under an existing contract for such services to submit a proposal for such services in response to a request for competitive proposals or be awarded a contract to provide such services under a request for proposal process.

Procurement of Goods and Services

The Board of Education recognizes its responsibility to ensure the development of procedures for the procurement of goods and services not required by law to be made pursuant to competitive bidding requirements. These goods and services must be procured in a manner so as to:

(Continued)

POLICY

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Non-Instructional/Business
Operations

SUBJECT: PURCHASING (Cont'd.)

- a) Assure the prudent and economical use of public moneys in the best interest of the taxpayer;
- b) Facilitate the acquisition of goods and services of maximum quality at the lowest possible cost under the circumstances; and
- c) Guard against favoritism, improvidence, extravagance, fraud and corruption.

These procedures shall contain, at a minimum, provisions which:

- a) Prescribe a process for determining whether a procurement of goods and services is subject to competitive bidding and if it is not, documenting the basis for such determination;
- b) With certain exceptions (purchases pursuant to General Municipal Law, Section 186; State Finance Law, Sections 175-a and 175-b; State Correction Law, Section 184; or those circumstances or types of procurements set forth in (f) of this section), provide that alternative proposals or quotations for goods and services shall be secured by use of written request for proposals, written quotations, verbal quotations or any other method of procurement which furthers the purposes of Section 104-b of General Municipal Law;
- c) Set forth when each method of procurement will be utilized;
- d) Require adequate documentation of actions taken with each method of procurement;
- e) Require justification and documentation of any contract awarded to other than the lowest responsible dollar offer, stating the reasons; and
- f) Set forth any circumstances when, or the types of procurement for which, the solicitation of alternative proposals or quotations will not be in the best interest of the District.

Any unintentional failure to fully comply with these provisions shall not be grounds to void action taken or give rise to a cause of action against the District or any District employee.

The Board of Education shall solicit comments concerning the District's policies and procedures from those employees involved in the procurement process. All policies and procedures regarding the procurement of goods and services shall be reviewed annually by the Board.

(Continued)

POLICY

2006

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Non-Instructional Business
Operations

SUBJECT: PURCHASING (Cont'd.)

Alternative Formats for Instructional Materials

Preference in the purchase of instructional materials will be given to vendors who agree to provide materials in a usable alternative format (i.e., any medium or format, other than a traditional print textbook, for presentation of instructional materials that is needed as an accommodation for each student with a disability, including students requiring Section 504 Accommodation Plans, enrolled in the School District). Alternative formats include, but are not limited to, Braille, large print, open and closed captioned, audio, or an electronic file in an approved format as defined in Commissioner's Regulations.

District Plan

The District has developed a plan to ensure that all instructional materials to be used in the schools of the District are available in a usable alternative format for each student with a disability, including students requiring Section 504 Accommodation Plans, in accordance with his/her educational needs and course selection, at the same time as such instructional materials are available to non-disabled students. The District Plan shall include those provisions mandated by Education Law and Commissioner's Regulations.

Environmentally Sensitive Cleaning and Maintenance Products

In accordance with Commissioner's Regulations, State Finance Law and Education Law, effective with the 2006-2007 school year, the District shall follow guidelines, specifications and sample lists when purchasing cleaning and maintenance products for use in its facilities. Such facilities include any building or facility used for instructional purposes and the surrounding grounds or other sites used for playgrounds, athletics or other instruction.

Environmentally sensitive cleaning and maintenance products are those which minimize adverse impacts on health and the environment. Such products reduce as much as possible exposures of children and school staff to potentially harmful chemicals and substances used in the cleaning and maintenance of school facilities. The District shall identify and procure environmentally sensitive cleaning and maintenance products which are available in the form, function and utility generally used. Coordinated procurement of such products as specified by the Office of General Services (OGS) may be done through central state purchasing contracts to ensure that the District can procure these products on a competitive basis.

The District shall notify their personnel of the availability of such guidelines, specifications and sample product lists.

(Continued)

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Non-Instructional/Business
Operations

SUBJECT: PURCHASING (Cont'd.)

5410

*Apparel and Sports Equipment Purchases

Competitive Bidding Purchases

The Board of Education will only accept bids from "responsible bidders." A determination that a bidder on a contract for the purchase of apparel or sports equipment is not a "responsible bidder" shall be based upon either or both of the following considerations:

- a) The labor standards applicable to the manufacture of the apparel or sports equipment including, but not limited to, employee compensation, working conditions, employee rights to form unions, and the use of child labor; or
- b) The bidder's failure to provide information sufficient for the Board of Education to determine the labor standards applicable to the manufacture of the apparel or sports equipment.

Non-Competitive Bidding Purchases

The Board's internal policies and procedures governing procurement of apparel or sports equipment, where such procurement is not required to be made pursuant to competitive bidding requirements, shall prohibit the purchase of apparel or sports equipment, from any vendor based upon either or both of the following considerations:

- a) The labor standards applicable to the manufacture of the apparel and or sports equipment, including but not limited to employee compensation, working conditions, employee rights to form unions, and the use of child labor; or
- b) The bidder's failure to provide information sufficient for the Board of Education to determine the labor standards applicable to the manufacture of the apparel or sports equipment.

Contracts for Goods and Services

No contracts for goods and services shall be made by individuals or organizations in the school that involve expenditures without first securing approval for such contract from the Purchasing Agent.

No Board member or employee of the School District shall have an interest in any contract entered into by the Board or the School District.

**District Option*

(Continued)

POLICY

2006

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Non-Instructional Business
Operations

SUBJECT: PURCHASING (Cont'd.)

Upon the adoption of a resolution by a vote of at least three-fifths of all Board members stating that for reasons of efficiency or economy there is need for standardization, purchase contracts for a particular type or kind of equipment, materials or supplies of more than ten thousand dollars may be awarded by the Board to the lowest responsible bidder furnishing the required security after advertisement for sealed bids in the manner provided in law.

Education Law Sections 305(14), 1604, 1709, 1950,
2503, 2554 and 3602
General Municipal Law, Articles 5-A and 18
8 New York Code of Rules and Regulations
(NYCRR) Sections 170.2 and 200.2(b)(10),
(c)(2), and (i)

M/WBE CONTRACTOR UNAVAILABLE CERTIFICATION

RFP#/PROJECT NAME _____

I, _____ (Authorized Representative) _____ (Bidder/Applicant's Company)
Waver requested (Title)
 _____ (Address) _____ (Phone)

I certify that the following New York State Certified Minority/Women Business Enterprises were contacted to obtain a quote for work to be performed on the abovementioned project/contract.

List of date, name of M/WBE firm, telephone/e-mail address of M/WBEs contacted, type of work requested, estimated budgeted amount for each quote requested.

DATE	M/WBE NAME	PHONE/EMAIL	TYPE OF WORK	ESTIMATED BUDGET	REASON
1.					
2.					
3.					
4.					
5.					

To the best of my knowledge and belief, said New York State Certified Minority/Women Business Enterprise contractor(s) was/were not selected, unavailable for work on this project, or unable to provide a quote for the following reasons: Please check appropriate reasons given by each MBE/WBE firm contacted above.

A. Did not have the capability to perform the work
 B. Contract too small
 C. Remote location
 D. Received solicitation notices too late
 E. Did not want to work with this contractor
 F. Other (give reason) NA

Authorized Representative Signature _____ **Date** _____ **Print Name** _____