

WYANDANCH UNION FREE SCHOOL DISTRICT

Central Administration Building
1445 Dr. Martin L. King, Jr., Boulevard
Wyandanch, New York 11798-3997

February 14, 2014

BOARD OF EDUCATION

Ms. Nancy Holiday, President
Dr. Ronald Allen Sr., Vice President
Mrs. Shirley Baker, Trustee
Mr. James Crawford, Trustee
Mr. Charlie B. Reed, Trustee
Mrs. Yvonne Robinson, Trustee
Elder Thomas Tolliver, Trustee

Stephanie Howard
District Clerk
631 870-0405
Fax 631 510-3173

DISTRICT MAIN
(AUTOMATED DIRECTORY)
631 870-0400

CENTRAL ADMINISTRATION

Mary Jones, Ed.D.
Acting Superintendent of Schools
631 870-0401
Fax 631 491-8539

Kenneth W. Rodgers, Ed.D.
Assistant Superintendent
for Business
631 870-0420
Fax 631 491-8510

Human Resources
631 870-0410
Fax 631 491-1210

SCHOOLS

Wyandanch Memorial High School
54 South 32nd Street
Mr. Paul Sibbles, Principal
631 870-0450
Fax 631 491-8525

Milton L. Olive Middle School
140 Garden City Avenue
Mr. Kester Hodge, Principal
631 870-0525
Fax 631 491-8570

Martin L. King Jr.
Elementary School
792 Mount Avenue
Dr. Darleae White, Principal
631 870-0555
Fax 631 491-8573

LaFrancis Hardiman
Elementary School
792 Mount Avenue
Mrs. Delores Jenkins, Principal
631 870-0580
Fax 631 491-8572

Dear NYSED School Turnaround Director,

Please be advised that the Wyandanch Union Free School District will be applying for the 2014 1003(g) School Improvement Grant (SIG Round 5). We have submitted our LOI electronically (Review Room Portal) as stated (<http://usny.nysed.gov/rttt/rfp/ta-14/home.html>) within the grant notification (LOI due 2/14/14). This is our respective "Letter of Intent" for the submission of a completed application by the application due date with respect to Milton L. Olive Middle School (580109020004).

We believe that Higher Expectations and increased Rigor will result in Opportunity (HE + R = O) for our students; Therefore, request funding for our SIG Transformation at Milton L. Olive Middle School or Project HERO.

Is it anticipated that Wyandanch UFSD, Pearson, Oasis Children's Services, and other possible partners between the school and other community resources will collaborate on this initiative. This effort will provide an integrated focus on academics, services, supports, and opportunities that lead to improved student learning, stronger families and healthier communities.

We have discussed and planned for After-school intervention; Programs: Out-of-home respite care; Family Counseling: support group counseling sessions with parents; Family Workshops: managing teen behaviors, anger management, conflict mediation.

The Wyandanch Union Free School District wants to formulate a community school that is characterized by: Extended Services, Extended Hours, Extended Relationships ("swinging door"); Thereby, increasing student achievement and generating other positive outcomes for our potential Heroes.

Thank you in advance for your time and should there be further queries and/or questions please advise.

Sincerely,



Dr. Mary Jones
Acting Superintendent of Schools

cc: Kevin Thornton

RECEIVED

FEB 28 2014

CONTRACT ADMINISTRATION

NJB

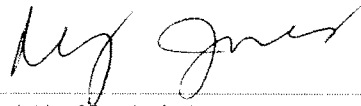
New York State Education Department
Application Cover Sheet
School Improvement Grant (SIG) 1003[g]

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

District (LEA)			LEA Beds Code:
Wyandanch Union Free School District			580109020000
Lead Contact (First Name, Last Name)			
Kevin Thornton			
Title	Telephone	Fax Number	E-mail Address
Grants Compliance Coordinator	631-870-0418	631-491-8539	Kevin.thornton@wufsd.net
Legal School Name for the Priority School Identified in this Application			School Beds Code
Milton L Olive Middle School			5800109020004
Grade Levels Served by the Priority School Identified in this Application			School NCES #
6-8			363180004235
Total Number of Students Served by the Priority School Identified in this Application			School Address (Street, City, Zip Code)
523			140 Garden City Ave
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 2-28-14
Type or print the name and title of the Chief Administrative Officer Dr. Mary Jones, Acting Superintendent	
DO NOT WRITE IN THIS SPACE	

SIG SUBMISSION CHECKLIST - Turnaround, Restart, and Transformation Models

Documents for Submission	Checked – applicant	Checked – SED	
Application Cover Sheet <i>(with original signatures in blue ink)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Proposal Narrative <i>(Including District-level Plan, School-level Plan)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Attachment A Consultation and Collaboration Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Attachment B School-level Baseline Data and Target Setting Chart	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Attachment C Evidence of Partner Effectiveness Chart	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Attachment D Budget Summary Chart	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
FS-10 Form for Year-One Implementation Period. FS-10 available here: http://www.oms.nysed.gov/cafe/forms/	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Budget Narrative	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Memorandum of Understanding <i>(only if proposing a Restart model)</i>	<input type="checkbox"/> N/A	<input type="checkbox"/>	
M/WBE Documents Package (containing original signatures)			
<input type="checkbox"/> Full Participation <input type="checkbox"/> Request Partial Waiver <input type="checkbox"/> Request Total Waiver			
Type of Form	Full Participation	Request Partial Waiver	Request Total Waiver
M/WBE Cover Letter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 100 Utilization Plan	<input type="checkbox"/>	<input type="checkbox"/>	N/A
M/WBE 102 Notice of Intent to Participate	<input type="checkbox"/>	<input type="checkbox"/>	N/A
EEO 100 Staffing Plan and Instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 105 Contractor's Good Faith Efforts	N/A	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 101 Request for Waiver Form and Instructions	N/A	<input type="checkbox"/>	<input type="checkbox"/>
SED Comments:			
Has the applicant submitted all of the documents listed above? <input type="checkbox"/> Yes <input type="checkbox"/> No			
Reviewer: _____		Date: _____	

SUBMISSION CHECKLIST - Closure 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Attachment A Consultation and Collaboration Form	<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"/>	
M/WBE Documents Package (containing original signatures)			
<input type="checkbox"/> Full Participation <input type="checkbox"/> Request Partial Waiver <input type="checkbox"/> Request Total Waiver			
Type of Form	Full Participation	Request Partial Waiver	Request Total Waiver
M/WBE Cover Letter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 100 Utilization Plan	<input type="checkbox"/>	<input type="checkbox"/>	N/A
M/WBE 102 Notice of Intent to Participate	<input type="checkbox"/>	<input type="checkbox"/>	N/A
EEO 100 Staffing Plan and Instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 105 Contractor’s Good Faith Efforts	N/A	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 101 Request for Waiver Form and Instructions	N/A	<input type="checkbox"/>	<input type="checkbox"/>
SED Comments: Has the applicant submitted all of the documents listed above? <input type="checkbox"/> Yes <input type="checkbox"/> No			
Reviewer: _____		Date: _____	

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

A. District Overview

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

A. District Overview

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

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

I.A.i. District Motivation/intention and Theory of Action Wyandanch Union Free School District is dedicated to the following belief statements:

- Academic success for every child we serve
- Helping students achieve their goals for the future
- The development of good character in all

The Mission of WUFSD is to empower each student with courage, skills, and knowledge necessary to become a creative thinker and lifelong learner committed to pursuing his/her goals and contributing to the technologically advancing global community, through a rigorous, diverse, student-centered curriculum in a safe, aesthetic environment facilitated by a caring, dedicated staff in collaboration with parents and community.

Our Vision Statement describes our motivation and intensions:

When the children of Wyandanch depart the halls of each level of our institutions, they will be scholarly, imaginative, confident, competent, and empowered change agents for the 21st century and beyond. They will possess a profound sense and command of their history, an expert proficiency in oral and written communication, the essential skills in mathematics and computer sciences, a comprehensive understanding of morals and ethics, a passion and love for literature and the arts and a fervent desire to be of service to mankind.

Our schools will have met their physical, emotional, social and academic needs so that they will want to attend the most prestigious colleges and universities in America. They will become builders and titans, revolutionaries, artists, scientists, entertainers, politicians, and entrepreneurs. They will not just exist in the world. They will forever change it!

WUFSD realizes that this vision may only be met through Transformation. To this end, we propose to implement the Transformation model at Milton L. Olive Middle School (MLO) based on the following Theory of Action:

Theory of Action: If we transform the school culture of MLO to expect more from all students, parents, staff, and leaders in regard to standards and curricular alignment, instructional practices,

and data-driven assessments and learning decisions, instruction will improve and students will achieve at high levels as measured by ongoing classroom and state assessments.

Like many of the schools exemplified in the MassInsight report entitled “The Turnaround Challenge” (Calkins et al., 2007), our schools serve a high poverty community and fail because the challenges we face are substantial and not dealt with effectively by the traditional education system. Given the challenges faced by our community, transformation that addresses poverty-related barriers to effective teaching and learning, we need an external partner to guide us through a comprehensive school change process (Calkins et al., 2007).

I.A.ii. District Approach and Actions WUFSD has taken steps to improve instruction district wide through the state’s Systemic Support for School and District Turnaround funding. This funding supported the following district-wide efforts:

- Strengthening the support given to schools by creating School Leadership Teams for collaborative decision making and distributing leadership in a manner that links the district and classrooms in our four schools around core instruction in English language arts and mathematics.
- Building the capacity of district and school leaders to co-design and implement school turnaround plans that ensure dramatic gains in student academic performance through the effective implementation of the Common Core State Standards (CCSS), systems for teacher and leader effectiveness, and a cycle of data-driven instruction (DDI), inquiry, and action.

While the fruit of these initiatives cannot yet be measured in terms of improved test scores because of the early stage of implementation given the timing of state testing and the state’s transition to the higher standards required by CCSS, structures are in place as School Leadership Teams will be instrumental for supporting Transformation efforts at OMS and bringing implementation into the classroom through distributed leadership.

Set of Actions: As a Focus District, WUFSD is in the process of a **comprehensive needs assessment** as directed by the state. Data are being collected from our stakeholders and our Board of Education and Administrators stand ready to support the necessary changes transformation requires.

The district stand committed to **selecting a new principal**, extending the school day, and providing autonomy to Olive Middle School as mandated by the Transformation process. To this end, the system of distributed leadership at this building is vitally important to success at OMS.

Following the advice of the MassInsight Report (Calkins et al., 2007), the district has **selected an external partner** to provide guidance and ensure an effective transformation. We need an external partner, to guide us through a comprehensive school change process that is rigorous, comprehensive and research-based.

Meetings are being held at the district level to **garner input from stakeholders** that represent teachers, parents, students, and community members. Together, we are addressing strengths and weaknesses that will inform the Transformation at Olive Middle School as we recognize school reform initiatives have a greater chance of being enacted and sustained when the community is actively engaged as an “empowered change agent” (Arriaza, 2004).

Our next steps include advertising widely, and **selecting carefully, a new principal** to lead Transformation at OMS. High quality gains in student learning require high functioning schools led by an effective principal. This is particularly true for turnaround schools, where

studies find no examples of success without strong principal leadership (Berends et al., 2001; Duke, 2004).

Further action steps include supporting the new principal and our external partner by **providing autonomy and support** for changes they find would better support learning at MLO. We recognize and support the changes that will definitely affect the master schedule as they extend the school day and provide common planning times for the collaborative work to be done by teacher teams. We are prepared to accept their requests for further alteration to current calendars and schedules, expenditures, and staffing as determined by the distributed leadership structure.

I.A.iii. District Readiness to Build Upon Its Strengths Wyandanch Union Free School District is distinct because of its focus on its people and its desire to develop students with character. We believe at large that our students are our greatest resource and asset. Longevity of staff adds a dimension of commitment and pride due to a wealth of experiences, relationships with families and students, and community connectedness. Staff continually volunteer and make meaningful contributions into the daily of students, as well as providing support during times of family crisis or need. Only 6.8% of teachers have less than three years of service.

The names of our schools exemplify our value of people of great character. LaFrancis Hardiman School was named after a former student who lost his life during the Vietnam War while serving his country. Dr. Martin Luther King Jr. Elementary School is named after a more noted American leader who gave his life to promote civil rights for all people. Our middle school, the focus for this Transformation, is no exception.

Milton L. Olive Middle School was named after the first African-American to be awarded the Medal of Honor during the Vietnam War. This 18 year old soldier sacrificed his life by throwing his body on an enemy-thrown grenade, sacrificing his own life for the lives of his four fellow soldiers. PFC Olive was a hero. His unselfish actions saved the life of his buddies. Naming our school Milton L. Olive was a tribute to this young man and an indication of our concern for character. We believe that the students at MLO will benefit as we combine our distinctive with this man's memory. We believe that **Higher Expectations** and increased **Rigor** will result in **Opportunity** ($HE + R = O$) for our students and therefore request funding for our SIG Transformation at Milton L. Olive Middle School or ***Project HERO***.

B. Operational Autonomies

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

- i. Describe the operational autonomies the LEA has created for the Priority School in this application. Articulate how these autonomies are different and unique from those of the other schools within the district and what accountability measures the district has put in place in exchange for these autonomies.
- ii. Provide as evidence formally adopted Board of Education policies and/or procedures for providing the school the appropriate autonomy, operating flexibility, resources, and support to reduce barriers and overly burdensome compliance requirements.

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

Leadership More than a decade ago, Elmore (2000) warned that unless public schools dramatically change how they define and practice leadership, they will fail “massively and visibly” in the eyes of the public with respect to broad scale, standards-based school reform. “The way out of this problem,” he argued, is through “the large scale improvement on instruction,” possible only through “dramatic changes in the way public schools define and practice leadership.”

Equipping school leadership and building well trained School Leadership Teams (SLT) around a shared goal of improving instruction through collaborative practice has the potential to eliminate this divide, improve instruction, and promote transformation at MLO.

I.B.i. Operational Autonomies WUFSD will grant the following autonomies to MLO:

- **Staffing** The MLO principal will have final decision making on staffing taking an active role in interviewing, recruiting, and retaining teachers while effectively facilitating MLO SLT as they determine how allotted staff will be distributed. This autonomy is unique for our Priority School as staffing is traditionally determined by the district.
- **School Leadership Team (SLT)** will determine distribution of allotted staff. This autonomy is unique for MLO as a Priority School and recipient of SIG funding.
- **School-Based Budgeting** The principal and SLT will collaboratively plan with the assistance of the Director of Grants, how to most effectively use funding from SIG to meet *Project HERO* goals. This autonomy is unique for MLO as a Priority School and recipient of SIG funding.
- **Use Of Time During And After School** The principal and SLT will determine how time is used both during school hours, Saturdays, summers, holidays and for the afterschool program. The master schedule will be realigned to permit common planning times for teacher workgroups to collaborative plan instruction and assessments that support the Common Core and New York Standards. Ongoing data may indicate the need to move to block scheduling which will be decided by the SLT. Summer programs, afterschool interventions, holiday programs and Saturday Academies will be initiated or expanded by the principal and SLT, based on student academic and social-emotional needs. This autonomy is unique as these decisions currently rest with the Superintendent and Board of Education.
- **Program Selection** A number of programs have been selected for Year 1 of this grant, but continuation rests on future outcomes/successes. The principal and SLT will apply data driven decision making as they decide to renew, expand, replace or eliminate any programs. Their decisions will be informed by the oversight of the newly formed Advisory Council and may be subject to approval by the Board of Education. This autonomy is unique for MLO as a Priority School and recipient of SIG funding.
- **Educational Partner Selection** While Pearson has been selected as External Partner, their continuation beyond Year 1 is dependent on initial success. The SLT will determine renewal or replacement based on data and subject to the approval of the Board of Education. This autonomy is unique for MLO as a Priority School and recipient of SIG funding.

I.B.ii, iii. Evidence of Support The following documents provide evidence of support for **Project HERO**:

- The signature of the president of our Board of Education indicates the Board’s support for the distinctive autonomies for our Priority schools.
- The signatures of the presidents of the PTA, Teachers Union and Administrators Union on Attachment A attest to their support and participation as does our approved APPR.

<p>C. District Accountability and Support</p> <p>The LEA must have the organizational structures and functions in place at the district-level to provide quality oversight and support for its identified Priority Schools in the implementation of their SIG plans. The LEA plan for accountability and support must contain each of the following elements:</p> <ul style="list-style-type: none">i. Identify specific senior leadership that will direct and coordinate district’s turnaround efforts and submit an organizational chart (or charts) identifying the management structures at the district-level that are responsible for providing oversight <u>and</u> support to the LEA’s lowest achieving schools.ii. Describe in detail how the structures identified in “i” of this section function in a coordinated manner, to provide high quality accountability and support. Describe and discuss the specific cycle of planning, action, evaluation, and feedback, and adaptation between the district and the school leadership. This response should be very specific about the type, nature, and frequency of interaction between the district personnel with school leadership and identified external partner organizations in <u>this specific</u> Priority School application.iii. For each planned interaction, provide a timeframe and identify the specific person responsible for delivery.

I.C.i. District-Level Support Wyandanch Union Free School District has a student enrollment of 2,125, and many come from families that are struggling with poverty-related issues (84.69% qualify for free or reduced lunch). Students with special needs include 24.3% English language learners and 18% students who qualify for special education services. Most of our students (67%) are African American and 32% are Hispanic or Latino.

Our four schools bring all district students together by grade level. They include:

- LaFrancis Hardiman Elementary School, serving 660 students in prekindergarten–grade 2
- Dr. Martin Luther King Jr. Elementary School, serving 506 students in grades 3–5
- Milton L. Olive Middle School, serving 523 students in grades 6–8
- Wyandanch Memorial High School, serving 547 students in grades 9–12

Each school has a principal and an assistant principal and our high school has additional assistant principals. Department Coordinators at our middle and high school assist with some administrative duties such as implementation of State curriculum and provide a variety of assistance to students, teachers, administrators, staff, and others in relation to student. The District has created a Cabinet team that is responsible to examine the Districts students’ achievement and look for opportunities to strengthen curriculum and instruction. The District Administrators have been using technology data for instructional decisions.

Recent changes in administration at the district level have increased the need for focused action and well defined support. Dr. Mary Jones was named Interim Superintendent at the beginning of this year. Dr. Jones brings vast experience and a solid knowledge base of both the district and instruction having served as Assistant to the Superintendent for Educational Services,

and Human Relations for our district as well as having served as a high school principal and teacher. Her priorities are our students and her focus is on instruction.

Mrs. Talbert fills the role of Assistant to the Superintendent for Educational Services vacated by Dr. Jones. Mrs. Talbert was the Director of Elementary Education and will serve as Transformation Officer for *Project Hero*. Her knowledge of curriculum and instruction and experience as a teacher and leader will allow her to come alongside the new principal, identify implementation of research-based strategies for instruction during classroom walkthroughs, and monitor effectiveness through review of ongoing data.

Mr. Thornton, our Grant Compliance Coordinator, will oversee the management aspects of the grant and support the management aspects of the grant. The following list identifies key administrators at the district level and their current roles. An organization chart (Table 1) follows.

CENTRAL ADMINISTRATION

**Dr. Mary Jones,
Interim Superintendent of Schools**

**Dr. Kenneth W. Rodgers
Business Administrator**

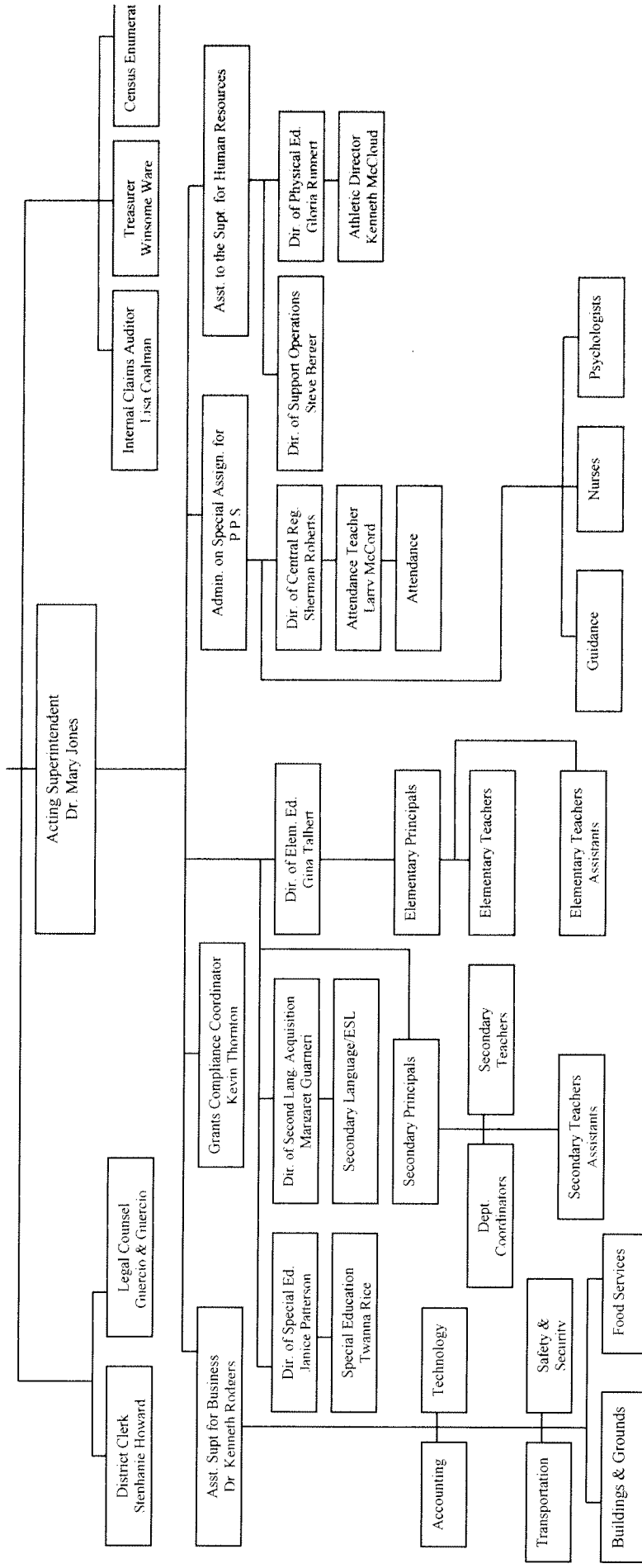
**Ms. Denise Gibbs
Assistant Superintendent for PPS**

**Mr. Kevin Thornton
Grant Compliance Coordinator**

**Mrs. Gina Talbert
Interim Assistant to the Superintendent
for Educational Services**

**Mrs. Sharin Wilson
IT Project Coordinator for
Technology, Media, and Information**

(Table 1) Wyandanch Union Free School District Organization Chart:



I.C.ii. Coordination of Support **Project Hero** will be supported by all central office administrators. Specifically:

- Mrs. Talbert, the Transformation Officer, will provide direct support on a weekly basis. She will make weekly reports to Dr. Jones to keep her informed of progress or obstacles so that they may be removed at the highest level of our organization.
- Dr. Jones will oversee the hiring of a new principal to ensure the strongest possible candidate is hired and in place by the end of July. She will convene appropriate panels to interview the best candidates and provide feedback. The new principal will be **in place July 2015**.
- Dr. Rogers and his office staff will oversee the fulfillment of purchase orders and accounts payable matters to ensure timely delivery of materials and services requested to support **Project HERO**. Budget status reports will be made available to MLO on a **monthly** basis.
- Ms. Gibbs will facilitate speedy response to student referrals for special services on a **weekly** basis and ensure compliance in the delivery of all special education services to reflect the Individual Educational Plans of students with special needs.
- Mrs. Wilson will provide access to data necessary for informing effective school and student critical decisions. With her team, she will support the installation and maintenance of all hardware and software placing delivery of services to MLO on a **priority basis** so that teachers and students can be assured of digital support on a **daily** basis.
- Mr. Thornton will oversee management aspects of the grant and assist the principal to file all **quarterly** reports in a timely fashion to ensure compliance with state mandates. He will also be watching for other sources of funding to provide additional educational support for **Project HERO** and sustain the process of continuous improvement at MLO.

Meetings with Pearson, MLO's external partner, have already begun. Educational consultants have conducted site visits, data has been examined, and needs and solutions have been discussed with a variety of stakeholders. Upon notification of funding, a Planning Conference will be conducted (April). This conference is a full-day meeting of the principal and key school and district personnel with Pearson Education Specialists. The purpose of the meeting is to develop a detailed implementation plan, set a schedule of cooperative activities and project milestones, and establish shared accountability. This meeting will develop calendars for implementation that include a summer Launch Institute for faculty, professional development calendars, monthly meetings with the School Leadership Team (SLT), and quarterly meetings for progress review. School administrators will be charged with adjusting the MLO's master schedule to provide common planning time for teacher workgroups to collaboratively plan instruction supporting the mandated curriculum standards, develop benchmark assessments, and learn to use data to inform instruction.

The initial Planning Conference will kick off a continuous process of progress monitoring supported by *OneView*, Pearson's Progress Monitoring System. Throughout the school year, information and data on progress towards achievement of **Project HERO** goals are accumulated. In order to maximize transparency and accountability, school and district leadership have 24/7 direct access to this data. Formal quarterly reviews provide opportunity for MLO's School Leadership Team to collaboratively investigate progress to date using a Plan-Act-Study-Refine cycle.

I.C.iii. Implementation Action Steps Table 2 summarizes the timeframes and denotes responsibilities for *Project Hero* implementation.

Table 2 Project HERO Timeline	
Timeframe: Action Step (Person Responsible)	Description <ul style="list-style-type: none"> Outcomes
<p>April 2014: Planning Conference (Pearson Education Specialist & School and District Administrator)</p> <p>Spring 2015, 2016</p>	<p>1 Day for the principal, key school and district personnel, and Pearson Education Specialist</p> <ul style="list-style-type: none"> develop a detailed implementation plan, set a schedule of cooperative activities and project milestones, establish shared accountability. <p>Annual ½ day meetings</p> <ul style="list-style-type: none"> review progress of Project HERO update the implementation plan
<p>Summer 2014: Launch Institute (Pearson Education Specialist)</p> <p>Initial Launch Institute is followed up with Winter Institutes (January 2015, 2016, 2017) that total 1 ½ days and Summer Launches in 2016 and 2017 that total 3 days</p>	<p>A total of 4 Days for Launch and 1 ½ days for Winter Follow Up face-to-face professional development for administrators, teachers, and support staff led by Pearson Education Specialists to initiate the school's process of improvement. The Launch Institute includes all Institute materials and access to all online resources for one Stage of implementation. The Launch Institute consists of:</p> <p>A. Leadership Team Institute/Facilitators Training 1-Day Institute for the Leadership Team (SLT)</p> <ul style="list-style-type: none"> launch their work in steering the implementation of <i>Project HERO</i> become familiar with the function of the Workgroups, practice using shared protocols for supporting the success of the Workgroups. <p>B. Overview and Visioning ½-Day Session for the Principal, Assistant Principal(s) and all staff. This session</p> <ul style="list-style-type: none"> provide an overview of <i>HERO</i> and how the work on implementation unfolds engage the school in creating a shared vision for teaching and learning inculcate a culture of high achievement and engagement that they will work to create. <p>C. Schoolwide Instructional Focus (SIF) Institute for the Entire School Faculty 2-Day Institute for the entire school faculty</p> <ul style="list-style-type: none"> lay the foundation for the school's work on the SIF. <p>D. English Department Institute 1-Day institute for the English Department (in addition to C), plus English as a Second Language (ESL) and Special Education teachers and other teachers who support English instruction (1/2 Day Fall and 1/2 Day Winter)</p> <ul style="list-style-type: none"> lay the foundation for the English Department's work on aligning curriculum and instruction to the Common Core English Language Arts standards train to design related assessments. <p>E. Mathematics Department Institute 1-Day institute for the Math Department (in addition to C), plus ESL, and Special Education teachers supporting math instruction (1/2 Day Fall and 1/2 Day Winter)</p> <ul style="list-style-type: none"> lay the foundation for the Math Department's work on aligning curriculum and instruction to the Common Core Mathematics standards train to design related assessments. <p>F. Science and Social Studies Departments Institute 1 day training for teachers (1/2 Day Fall and 1/2 Day Winter)</p>

Table 2	Project HERO Timeline
<p>Ongoing August 2014-June 2017: Continuing Implementation—Leadership (Pearson Education Specialist & Principal)</p>	<ul style="list-style-type: none"> • deepen teachers understanding of the rigorous instruction necessary in order to meet the expectations of Common Core State Standards • prepare students for college and career readiness <p>Leadership settings supported annually onsite by Pearson Education Specialists: Strategic planning sessions with the Principal (and Assistant Principal(s) as appropriate)</p> <ul style="list-style-type: none"> • building strategic leadership of the school's improvement process, • cultivating distributed leadership, • aligning resource management to improvement goals, • guiding appropriate and timely interventions to create and sustain improvement. <p>Leadership Team settings supported annually onsite by Pearson Education Specialists (includes materials, online access to resources, data management and reporting) including:</p> <p>A. SLT Professional Development Meetings,</p> <ul style="list-style-type: none"> • build the foundation necessary in establishing a Data-Driven Culture <p>B. Guided Practice</p> <ul style="list-style-type: none"> • provide principal with expert partnership support during classroom observations • build linkage between implementation of the SIF and additional focus areas for Standards-Aligned Instruction in English and Math, and classroom practice. <p>C. SLT Progress Monitoring Extended sessions, conducted quarterly, plus a pre-engagement baseline establishment</p> <ul style="list-style-type: none"> • develop an initial action plan, • analyze whole school implementation of <i>HERO</i>, • analyze data gathered from Workgroup meetings and classroom visits conducted by the principal and assistant principal(s). <p>D. SLT Implementation Meetings Monthly settings (facilitated by a Pearson Education Specialist), led by the principal</p> <ul style="list-style-type: none"> • debrief Workgroup meetings and classroom observations, • learn methods of implementing solutions to issues, • apply knowledge from Data-Driven Culture module in real time, • develop plans to be carried out between meetings with teachers.
<p>August 2014-June 2017: Continuing Implementation—Department Workgroups, Engagement Workgroup (Pearson Education Specialist)</p>	<p>Continuing Implementation for Workgroups consists of 4 meetings per department (including Workgroup materials, online resources, and support for Workgroup Facilitators) and onsite support among all departments by Education Specialist.</p> <p>A. Department Workgroups (per Department other than English and Math) 4 meetings annually</p> <ul style="list-style-type: none"> • implement SIF through a recursive, disciplined process of inquiry, guided practice, and assessment. <p>B. English and Math Departments 4 meetings annually focusing on the implementation of standards-aligned curriculum and instruction and incorporating the SIF through a recursive, disciplined process of inquiry, guided practice, and assessment. 1½ Days of continued professional development (conducted over multiple sessions during the year and allied with the Workgroup meetings) for each of the English & Math Depts</p> <ul style="list-style-type: none"> • provide more focused content on standards-aligned instruction. <p>C. Engagement Workgroup 4 meetings annually investigating school policies and practices that relate to personalization and student engagement,</p> <ul style="list-style-type: none"> • instituting the Graduation Risk Insight (GRI) system • connecting it with supports for students' social and emotional development, • building strategies for engaging the community in supporting high expectations.

Table 2

Project HERO Timeline

<p>August 2014-June 2017: Continuing Implementation—Instructional Support (Pearson Education Specialist)</p>	<p>Support of all teachers in the context of their classroom practice (through coordinated support for Standards-Aligned Instruction) and strategic, job-embedded, direct onsite support of six teachers per month. Support typically includes some or all of the following in varying combinations, as needed:</p> <ul style="list-style-type: none"> A. Classroom Observation B. Monitoring of Practice and Provision of Feedback C. Reporting on Progress D. Providing Exemplars
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D. Teacher and Leader Pipeline

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

- i. Identify and describe recruitment goals and strategies for high poverty and high minority schools to ensure that students in those schools have equal access to high-quality leaders and teachers.
- ii. Describe the district processes for altering hiring procedures and budget timelines to ensure that the appropriate number and types of teachers and principals can be recruited and hired in time to bring schools through dramatic change.
- iii. Identify and describe any district-wide training programs designed to build the capacity of leaders to be successful in leading dramatic change in low-achieving schools. In addition, describe how these programs are aligned to the specific implementation of the model chosen (*Turnaround, Restart, or Transformation*). Provide a history of these or similarly purposed programs in the district, how they are or have been funded, and identify whether the school principals chosen to lead the new school designs proposed in this application have emerged as a direct result of these programs. Please identify the goals in teMLO of quantity and quality of effective leader development.*
- iv. Identify and describe any district-wide training programs designed to build the capacity of teachers to be effective specifically in low-achieving schools. Provide a history of these programs in the district, how they are or have been funded, and identify whether the instructional staff chosen for the new school designs proposed in this application have emerged as a direct result of these programs. If the programs are newly proposed, please identify the goals in teMLO of quantity and quality of effective teacher development.*
- v. Identify in chart form, the district-offered training events for items “iii & iv” above, scheduled during the year-one implementation period (June 1, 2014 to June 30, 2015). For each planned event, identify the specific agent/organization responsible for delivery, the desired measurable outcomes, and the method by which outcomes will be analyzed and reported. Provide a rationale for each planned event and why it will be critical to the successful implementation of the SIG plan.

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

I.D.i. High Quality Leaders and Teachers Of the school’s total impact on student achievement, principals account for 25% while 33% is attributable to teachers (Marzano, Waters, & McNulty, 2005). However, for teachers to have a continuous impact on student achievement, they must all be effective; therefore high quality gains in student learning year after year requires high functioning schools led by an effective principal. Principals need to be about setting direction, helping their faculty grow professionally, and redesigning the organization (Leithwood et al, 2004). Without effective leadership, schools and districts are less likely to address school and teacher practices that impact student achievement in a coherent and meaningful way (Marzano, et al., 2005). As Elmore (2000) warned, unless public schools dramatically change how they define and practice leadership, they will fail “massively and visibly” in the eyes of the public with respect to broad scale, standards-based school reform. Realizing this, Wyandanch strives to place high quality leaders to be the Instructional Leaders at each of our buildings and high quality teachers in each of our classrooms.

Wyandanch’s location on Long Island places it close to many colleges and universities that surround New York City. **Recruitment** comes easily as students exiting these teacher education institutions seek to remain in the rich and vital community afforded in this region of New York. Our online posting of vacancies results in a plethora of candidates looking for teacher positions in our community. The experience and credentials of these candidates allow us to be selective in hiring new employees and vacancies can be filled in a manner that allow our schools to begin the year with full faculties.

Retention of teachers is not an area of concern. As we consider staffing at MLO, we note that the average years of experience for these teachers is. Only 6.8% of the teachers have less than three years experience. This means that our staff has staying power and that investing in additional professional development and coaching will build teacher capacity.

It is further noted that of our teachers are rated effective and of our teachers are rated highly effective through our APPR process. One of the goals of Project HERO is

Goal 2: Increase Teacher Effectiveness

- A. All MLO teachers will earn “effective” ratings on the annual evaluation instrument
- B. More teachers will be rated “highly effective” each year of engagement.

Since an important component of our APPR is student performance), we believe that teachers will be motivated to support **Project HERO** and implement improved instructional methods to support student achievement on both local and state assessments.

Project HERO will further support retention at MLO as teachers will be encouraged to remain at this school because of the following:

- increased opportunities for professional development,
- increased opportunities for developing leadership capacity through new distributed leadership practices,
- strengthened morale that comes from feeling empowered through distributed leadership.

I.D.ii. Hiring Timeframes Since we have chosen the Transformation model, our big challenge will be identifying and hiring our new principal for MLO. The Board of Education recognizes that priority must be given to this matter so that the new principal is on board as plans are

unfolding. To that end, they have agreed to allow the search for a new principal to commence as soon as we are notified of funding. Another autonomy affecting this hiring will be the scope of our search. A nationwide search will commence through print publications and websites for an effective administrator with effective turning around/transformation experience. We want to be able to select the very best candidates to rank and consider for this important position. The process for hiring will include a resume screening (April/May 15), phone interviews (May 15-June 10), checking references (May 15-June 10), campus tours for best candidates (June) and culminate with interviews by the superintendent and a panel of stakeholders (June). The panel will rank the candidates, informing the Superintendent's recommendation to our Board of Education (June).

MLO faculty vacancies will be given preference and priority over other school's vacancy. New faculty will be selected from candidates that have been interviewed and ranked by a panel of stakeholders and thoroughly screened by the Superintendent and her office. Because of these autonomies, we are confident that the principal will be selected and in place by July and the faculty complete by August 1.

E. External Partner Recruitment, Screening, and Matching

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

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

I.E.i. Choosing Our External Partner The district disseminated interest in selecting a partner or partners broadly to reach a large audience of vendors and then the panel set to work to evaluate and select potential educational and supplemental service partners.

Our procedure for choosing an external partner included:

1. Identifying MLO academic and programming needs
2. Notifying previous external partners and researching new providers
3. Reviewing initial program offerings and budget proposals from potential providers
4. Conducting interviews with potential providers to review proposals
5. Aligning the needs of MLO with the services of these potential partners
6. Selecting the partners that best matched MLO needs

Potential providers were evaluated based on the following criteria:

- Experience providing instructional supports for teachers and leaders
- Demonstrated success improving student test scores with under-performing student populations
- Strong organizational infrastructure in student data management and program implementation
- Strong fiscal reporting and monitoring systems

- Successful experience working in diverse communities
- Experience with community and family outreach/education
- Experience interfacing with local, state, and federal education officials
- Experience in contracting and grant-management

Discussions with focus groups of teachers at MLO revealed a common frustration with initiative overload as staff has been confronted with change brought about through their priority school status and increasing accountability required by state and federal mandates. Frustration was balanced by praise about the workshop model training they were receiving in a train the trainer format by Pearson Education Specialists as a result of N.Y. Systemic Support funding. It became clear that they had built a trusting relationship with these trainers and they looked to them as experts who understood not only the expanded expectations of CCSS but also the day to day challenges of teaching students who daily struggle with poor foundational learning and the attendant needs brought on by poverty.

Educational Partners Pearson School-wide Improvement Model (SIM) provided the most comprehensive, yet highly focused solution for MLO needs. They have successfully worked with more than 1,000 schools to implement school-wide reform by unifying schools around the goal of college and career readiness. Two decades of verifiable third-party research and experience form the backbone of Pearson's SIM. A sampling of the research studies which confirm that the core elements of SIM help drive achievement include the following:

- Key findings of *A Study of Instructional Improvement* reported in a chapter of the American Educational Research Association's *Handbook of Education Policy Research* (Sykes, et al. eds. 2009) concluded that the levels of instructional leadership were the highest among three models studied and that literacy growth accelerated in the upper elementary grades.
- Using data from a 5 year prospective, quasi-experimental study funded by the Spencer Foundation, researchers noted statistically significant increases in academic achievement on the Stanford 9 compared to demographically similar control schools in the same district (Saunders et al., 2009)
- A Longitudinal Study of this model on Student Performance in Rochester, NY, 1998–2003 (May et al. 2006) published in *Education Policy Evaluation and Analysis* found that low achieving student performed well.

Pearson School Services delivers proven education services with lasting results, supported by the strength of the industry's top education thought leaders and authors. For more than 20 years they have provided a deep portfolio of professional services that includes leadership support services and intensive school- and system-wide instructional transformation services. These services meet the demand for rigor, accountability, and efficacy, and will support the Transformation of MLO.

We specifically selected Pearson as our external partner for the following reasons:

- We are impressed with the company's approach to addressing the critical needs of MLO in a comprehensive yet highly personalized manner
- Pearson academic intervention programs are powerful and proven
- The teacher collaboration model embedded in this program has provided significant help to schools like ours, increasing student achievement and improving teacher morale, while building distributed leadership within the school

- Pearson has success transforming school culture and bringing schools out of school improvement status
- Pearson effectively supported Strand 2 and 3 of the NYS Systemic Support Grant by building capacity for effectively implementing instruction supportive of the CCLS
- Trusted relationships have been built at the school and district level that we believe will give us a head start at transformation

We are particularly impressed at Pearson's robust progress monitoring system, *OneView*, and look forward to having data and information on the progress of **Project HERO** available to site and district administrators leaders on demand. This information will keep us focused on goal achievement while pinpointing specific issues so that we can provide timely response to keep implementation on course. We are also pleased that gradual increase in the responsibility of school personnel over the course of the grant fosters sustainability once funding ends.

I.E.ii. Procurement and Budget Timelines The following actions will ensure procurements are timely delivered to begin transformation at MLO for the 2014-2015 school year.

Jan 2014: Discussion of **Project HERO** with Pearson began as the timeline for implementation means that we must be ready to roll out this plan immediately upon notification of funding. While no contracts will be signed until notification, Pearson has shown a tremendous willingness to work with us for the transformation at MLO by helping to personalize their Schoolwide Improvement Model (SIM) to fit the needs of MLO.

Feb/May 2014: The Grant Compliance Director is seeking funding for a summer bridge program for students entering MLO to reduce significant math and literacy deficits and provide transitional support from private funding.

May 2014: Once notified of funding, Pearson has agreed to meet with school and district leaders to complete contracts and draw up an implementation plan during a full day of planning at a formal **Planning Conference**. This meeting will accomplish the following:

- develop a detailed implementation plan
- set a schedule of cooperative activities and project milestones
- establish shared accountability

April 2014: Turnaround/Transformation **Principal posting** will be disseminated from Human Relations and the process for replacing the principal will begin.

April 2014: Purchase orders for materials and supplies necessary preliminary implementation and the Launch Institute will be prepared and issued from our business department.

May 2014: Dates and responsibilities for the Launch Institute, which provides initial professional development and develops shared focus for all MLO staff will be scheduled and staff notified.

July 2014: New Principal meets with district and school leaders, stakeholders, and School Leadership Team to learn about current district and school culture.

July 2014: Community representatives are identified and invited to serve on **Project HERO** Advisory Committee.

August 2014: Launch Institute creates shared vision for faculty

August 2014: Students encounter transformed culture at MLO upon arrival for new year.

September 2014: First meeting of **Project HERO** Advisory Committee. Community representatives learn of roll out of **Project HERO** and plans for implementation. Together, they identify potential obstacles and outline strategies for surmounting them. They examine baseline

data and **HERO** goals. This group will meet quarterly to examine data to monitor progress on goals and strategize for continued improvement.

I.E.iii. District and School Roles The roles of the district and the school will change as **Project HERO** is implemented. Since transformation requires the hiring of a new principal, district leaders have selected the external partner with input from school leaders and teachers.

Once the new principal is selected and the School Leadership Team has received professional development on using data and functioning in a collaborative environment for distributed leadership setting, they will receive autonomy for the continued selection of their external partner based on an evaluation of student achievement and perceptual data that is used to monitor implementation and inform collaborative decision making.

F. Enrollment and Retention Policies, Practices, and Strategies

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

- i. Identify and describe similarities and differences in the school enrollment of SWDs, ELLs, and students performing below proficiency in this Priority School as compared with other schools within the district. Discuss the reasons why these similarities and differences exist.
- ii. Describe the district policies and practices that help to ensure SWDs, ELLs, and students performing below proficiency have increasing access to diverse and high quality school programs across the district.
- iii. Describe specific strategies employed by the district to ensure that Priority schools in the district are not receiving or incentivized to receive disproportionately high numbers of SWDs, ELLs, and students performing below proficiency.

I.F.i. Enrollment Issues Wyandanch is a small district with a single school serving all students according to grade level:

- LaFrancis Hardiman Elementary School: prekindergarten-grade 2
- Dr. Martin Luther King Jr. Elementary School: grades 3–5
- Milton L. Olive Middle School: grades 6–8
- Wyandanch Memorial High School: grades 9–12

Because of this, there is no disproportionate distribution of students as all students within our attendance boundaries attend the same middle school, with the exception of severely disabled students who will continue to be served. Our goal is that all students with disabilities, English Language Learners and students of poverty are placed within classrooms and given the supplemental coaching and learning opportunities to allow them to reach academic success. Our current scores summarized in Table 3 (below) indicate that this is an area that requires improvement. Through the help of Pearson, these students should begin to thrive over the next three years.

The academic success for all students, English Language Learners (ELL), Students with Disabilities (SWD) and students identified for free or reduced lunch (FRL) indicate a large population of struggling learners in need of intensive Tier II and Tier III intervention tools. Student proficiency scores for these students are summarized in the Table 3.

Table 3: Proficiency for Specific Student Subgroups									
Student Proficiency on NY State Assessment Performance									
		English Language Arts				Mathematics			
		% Proficient				% Proficient			
Student Group		2010-11	2011-12	2012-13	% Change	2010-11	2011-12	2012-13	% Change
Grade 6	All	34%	22%	4%	-30%	21%	13%	4%	-17%
	SWD	6%	8%	0%	-6%	13%	0%	0%	-13%
	ELL	13%	5%	0%	-13%	10%	4%	0%	-10%
	FRL	33%	21%	5%	-28%	21%	12%	3%	-18%
Grade 7	All	24%	15%	7%	-17%	29%	31%	5%	-24%
	SWD	0%	3%	2%	-2%	12%	8%	0%	-12%
	ELL	0%	0%	0%	0%	21%	22%	0%	-21%
	FRL	22%	15%	8%	-14%	27%	32%	5%	-22%
Grade 8	All	19%	19%	7%	-12%	25%	25%	4%	-21%
	All	5%	4%	0%	-5%	0%	4%	0%	-4%
	SWD	10%	0%	5%	-5%	29%	7%	5%	-22%
	FRL	17%	18%	7%	-10%	27%	20%	4%	-23%

I.F.ii. Policies and Practices for Access Board Policy mandates and our practice affirms:

- All newly hired teachers in core subjects are highly qualified per Regulations of the Commissioner of Education
- The District provides equal opportunity in employment for all qualified persons in accordance the Federal and State legislation including the Americans with Disabilities Act, the Age Discrimination in Employment Act, Section 504 of the Rehabilitation Act of 1973, Title VI and VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Civil Rights Law Section 40-c, Education Law Section 3012, Executive Law Section 290 et seq., Military Law Sections 242 and 243
- Employee are given opportunity to improve their competence through planned in-service programs, courses, workshops; visits to other classrooms and schools; attendance at professional meetings; orientation of staff members to program and/or organizational change; and mentoring of new teachers.
- Implementation of a continuous program of supervision and evaluation of all personnel in accordance with the District’s Annual Professional Performance Review (APPR) to encourage and promote self-evaluation and to provide a basis for evaluative judgments by school administrators.

I.F.iii. Specific Strategies Wyandanch has no need for strategies to ensure that MLO does not receive a disproportionately high number of students with disabilities, English language learners, and those performing below proficiency since it is the district’s **only** middle school. ALL middle school students attend MLO.

G. District-level Labor and Management Consultation and Collaboration

The LEA/school must fully and transparently consult and collaborate with recognized district leaders of the principals’ and teachers’ labor unions about district Priority Schools and the development and implementation of the plan proposed for this specific Priority School proposed in this application. The evidence of consultation and

collaboration provided by the LEA must contain each of the following elements:

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

I.G.i. Collaborative Planning WUFSD and their Principals and Teachers Union have an amicable relationship that has been tried and tested through the development of the WUFSD Annual Professional Performance Review (APPR) which has been accepted by the NYSED.

The Teachers Union president participated in focus groups, collaborated with district leaders. Her ideas and input were sought and included during planning. She reviewed the initial draft and submitted comments that were addressed in the final draft. Her signature in this proposal indicates her participation and contributions to this plan.

The Principals Union president is also the current MLO principal. Since a new principal is mandated for Transformation, this has resulted in collaboration that has been more sensitive, and therefore limited, in nature. His signature on Attachment A attest to this involvement.

MLO teachers and assistant principal contributed to the plan in a number of ways including participation in focus groups, staff meetings with the principal and district administrators, and will be a panel member to select the most effective principal for MLO.

Parents have had the opportunity to analyze strengths and weaknesses of curriculum and instruction and contributed input at district-led meetings. Parents will learn more about **Project HERO** and have opportunity for ongoing input through our active Parent Teacher Association and a newly formed **HERO** Advisory Committee. Our Grant Director will present the plan, lead discussion and solicit additional comments. The community at large has been made aware of **Project HERO** through press and media releases that have resulted in news articles in our local paper

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

A. School Overview

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

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

II.A.i. School Overview and Goals Milton L. Olive Middle School’s vision is to empower each student with the knowledge and skills needed to be college and career ready while learning in a safe, orderly environment of high expectations. Our mission statement points to the collaborative venture necessary to achieve this vision: Administration, staff, parents, students

and community act as learning partners to improve the educational process for all students, thus producing responsible, contributing members of society. Which is echoed by our motto:

"Together, Everyone Achieves More, as We Soar to Higher Heights."

The driving force of the Milton L. Olive Middle School combines the following:

- **Academic Focus:** A concentration on improving the English language Arts and Math proficiency of students.
- **Safety Focus:** Every possible element will be used to secure children's safety at school.
- **Courtesy Focus:** Towards teachers, fellow students, staff, adults and officials
- **Pride Focus:** In everything the school endeavors to accomplish
- **Sportsmanship:** The ability to win or lose gracefully

Driven by these fundamental beliefs, the WUFSD project planning group proposes an improvement framework in which the mission, vision, and goals stem from the core belief that all students can and should learn well, provided adults (parents, teachers, administrators, and community mentors) establish supportive structures, rigorous goals, and expanded resources. To this end we propose the following three project goals and associated outcomes:

Goal 1: Increase Student Achievement

- A. Students reaching proficiency on state assessments for English/language arts will increase by at least 30% by 2017.
- B. Students reaching proficiency on state assessments for Mathematics will increase by at least 30% by 2017.

Goal 2: Increase Teacher Effectiveness

- A. All MLO teachers will earn "effective" ratings on the annual evaluation instrument
- B. More teachers will be rated highly effective each year of engagement.

Goal 3: Increase Leader Effectiveness

All MLO administrators will earn highly effective ratings by 2016.

To reach these Focal Project Goals, MLO and its stakeholders commit to school improvement strategies, structures, and interventions that establish five core conditions that ground our Year 1-3 Action Goals. (See Year 1-3 action goals in Section III.K.iii-iv.)

Action Goal 1: Implement a standards-aligned curricular, instructional, and assessment framework

Action Goal 2: Strengthen school-based leadership abilities

Action Goal 3: Establish a data-driven school culture

Action Goal 4: Improve parent and community engagement for high achievement

Action Goal 5: Create a Sustainable Framework for Continuous Improvement

II.A.ii. Research-based Key Design Elements Pearson's School Improvement Model (SIM) will be foundational in helping MLO reach these goals. SIM has four key components, each contributing to comprehensive, school-wide improvement. A fifth component (Sustainability) involves the establishment of a sustainable framework.

1. Standards-Aligned Curriculum, Instruction, and Assessment Standards-based learning and the alignment of curriculum, instruction, and assessment to the CCLS provides a strong foundation for learning. The SIM model builds a collective commitment to high-quality instruction for all students by focusing on the core areas of math and ELA, with implementation of instructional practices that support students' development of college and career readiness.

Staff professional development is designed to help teachers and leaders understand how the state standards shape daily decisions about curricular inputs and learning assessments. Job embedded training and coaching is designed to model classroom instructional practices that guide students through new content and skills. Effective practices include attention to college and career readiness competencies and classroom emphasis on academic language relevant to the formal schooling environment. Teachers and administrators additionally learn to build instructional learning routines and rituals, including the workshop model of instruction, that empower students to take responsibility for their own learning processes and collaborative activities.

Best practices in curriculum alignment involve continual review and revision of curriculum documents to verify that students are being taught that which is most valuable to learn and understand (Armstrong, Henson, & Savage, 2005).

As an integral part of *Project HERO*, this is accomplished through the creation of job-alike teacher workgroups that regularly develop and refine collaborative instructional units to support CCLS.

2. High-Performance Leadership, Management, and Organization SIM trains leadership teams to support school improvement efforts at every level by:

- Empowering staff through distributed leadership
- Balancing support and pressure to help teachers transform their practices
- Focusing on organization-wide activities proven to positively impact student success

Schools in which the principal distributes roles and responsibilities for making decisions and accomplishing tasks are more successful at transforming themselves. Bringing administrators and teachers together around a shared goal of improving instruction through collaborative learning has the potential to improve instruction and promote distributed leadership. Without these school-based professional learning communities (PLCs), changes in attitudes and knowledge brought about by targeted professional development do not make it into the classroom in any meaningful way (Darling-Hammond et al., 2009; Goldenberg, 2004). Results from a 5-year study indicate that this leadership training leads to more focus in grade-level and school leadership team meetings on student academics, systematic and joint planning, purposeful use of assessment data (of all kinds), and efforts to implement and evaluate jointly developed instruction (Gallimore et al., 2009).

As an integral part of *Project HERO*, a framework for distributed leadership will create an empowered School Leadership Team (SLT) and informed and industrious teacher workgroups at MLO.

3. High Achievement and Engagement Evidence suggests that the best intended efforts to turn around schools and enhance student achievement will not succeed if school culture is ignored. For students, positive school culture is linked to a strong sense of school membership, which in turn is linked to academic and behavioral outcomes including fewer incidents of disciplinary referrals and victimization (e.g., DeWitt et al, 2003), and reduced drop out (Christle, Jolivette & Nelson, 2007).

As an integral part of *Project HERO*, work on student/community engagement for the purpose of improving student achievement centers on the following three areas:

- Connecting a classroom culture of engagement to a school culture of high expectations

- Instituting a Graduation Risk Insight System (GRI) connected to supports for students’ social and emotional development. GRI is designed to evaluate risk factors that highlight which students are at risk of dropping out of school.
- Engaging the community in supporting high expectations
- Supporting socio-emotional growth through a comprehensive discipline management system

4. Data-Driven Culture A data-driven school culture is fostered by the work of the SLT. Building habits of appropriate and effective use of data to guide decisions extends over time to an ever increasing number of teachers and school staff through the creation of LT, impacting and improving all aspects of school policy and practice. Frequently administered assessments, quick turn-around time for receiving results and close alignment with curriculum all contribute to the utility of data for instructional decision-making (Marsh et al., 2006). Moreover, tests that are closely integrated with daily instruction are powerful tools for learning (Boston, 2002; NCME, 2005). Research confirms the importance of providing training on how to use data and connect them to practice (Supovitz & Klein, 2003). Training and support are needed to help educators identify how to act on knowledge gained from data analysis, such as how to identify best practices and resources that address problems or weaknesses that emerge from the analysis (Marsh et al., 2006).

As an integral part of *Project HERO*, a data-driven culture will be fostered at MLO by:

- Explicitly teaching analysis of data to determine instructional design
- Coaching to support the regular use of data by the School Leadership Team and teacher workgroups
- Creation of data walls
- A GRI system to identify students at risk of dropping out

5. Sustainability for Continuing Improvement Capacity building for continuing improvement is a primary focus of SIM’s design. A proprietary, validated technical support system promotes continuous improvement via distributed leadership and collaboration, as well as through professional development, coaching, and technical support. The technical support system incorporates structures and processes for monitoring, adjusting, and sustaining implementation over time to ensure capacity building and a gradual transfer of responsibility from Pearson staff to MLO staff to continue its improvement process once *Project HERO* funding ends.

B. Assessing the Needs of the School Systems, Structures, Policies, and Students
<p>The LEA/school must demonstrate a critical and honest assessment of structural/systems gaps and needs, as well as student achievement gaps and needs that are identified as the result of a systemic analysis process. The assessment of needs section must address each of the following elements:</p> <ol style="list-style-type: none"> i. Complete the School-level Baseline Data and Target-Setting Chart (Attachment B). ii. Use statistics and descriptive language, to describe the population of students the school serves, and the unique needs of sub-groups (e.g.: students with disabilities, English language learners, students from households that are eligible for free or reduced lunch, first-generation college-goers, and/or students traditionally underrepresented in college). iii. Describe the systematic in-depth diagnostic school review of the school conducted by the district, a Joint Intervention Team (JIT), Integrated Intervention Team (ITT), or related outside education experts to determine its existing capacity, strengths, and needs.

- iv. Describe the results of this systematic school review, including the existing capacity, strengths, and needs to dramatically improve student achievement.
- v. Discuss how the LEA/school will prioritize these identified needs in the implementation of the SIG plan.

II.B.i.ii. Student Demographics & Needs Attachment B summarizes our baseline data and target setting. An analysis of Table 4 below indicates that enrollment at MLO is increasing and most students live in poverty situations. While most students identify themselves as Black or African American, their majority is decreasing as the Hispanic/Latino student population grows. The proportion of English Language Learners is correspondingly increasing requiring additional support for students as they acquire English as their second language.

Attendance rates remain steady at 95-96%. Suspension rates indicate that a significant portion of our students are missing school because of poor choices. These data reveal that behavior and classroom management issues may be impacting student learning. Project HERO will include the integration of a *Review360*, a behavior monitoring system with social/emotional supports that will allow the appropriate teacher workgroup and the SLT to closely monitor behavior referrals to the office, suspensions, and expulsions with a goal of reducing the number of suspensions by 30% by 2017.

	2009-2012	2010-2011	2011-2012	2013-2014
Enrollment	412	406	440	
Free/Reduced Lunch	303 74%	245 61%	367 84%	%
Limited English Proficient	46 11%	55 14%	67 15%	%
Black or African American	293 71%	280 69%	285 65%	%
Hispanic or Latino	118 29%	122 30%	148 34%	%
Attendance Rate	95%	96%	95%	%
Student Suspensions	80 21%	80 19%	80 20%	%

Student Capacity and Needs Our math and ELA scores in Table 5 below become our starting point as we strive to build internal capacity to ensure effective implementation of the CCLS. A quick analysis notes that very few students are showing math or ELA proficiency and the majority of students are at Level 1. This indicates that effective tiered interventions are needed for most of our students.

	Mathematics			English/Language Arts		
	6	7	8	6	7	8
Level 1	69%	69%	67%	57%	67%	67%
Level 2	27%	27%	30%	39%	25%	30%
Level 3	3%	5%	4%	4%	7%	4%
Level 4	1%	0%	0%	1%	0%	0%
(% proficient)	4%	5%	4%	5%	7%	4%

While this was the first time students were tested on CCLS, it becomes clear that these scores reflect a lack of rigor. Project HERO will instill more rigor into daily instruction to

prepare MLO students for success on state assessments. Our expectation is that scores will rise in 2014 as teachers have received professional development as part of the Systemic Improvement grant and this trend will continue as they participate in collaborative teacher workgroups that develop units support the new standards and create assessments to monitor student growth, identify students in need of reteaching using different modalities, and evaluate their own instruction.

While students of poverty scored as well as all students in most cases, students with disabilities demonstrated the most need. In many cases, no students in these subgroups demonstrate proficiency, which made our review team wonder what teacher expectations were for these students. Table 6 summarizes these troubling data points.

Student Group		ELA	Mathematics
Grade 6	All	4%	4%
	SWD	0%	0%
	LEP	0%	0%
	FRL	5%	3%
Grade 7			
Grade 7	All	7%	5%
	SWD	2%	0%
	LEP	0%	0%
	FRL	8%	5%
Grade 8			
Grade 8	All	7%	4%
	SWD	0%	0%
	LEP	5%	0%
	FRL	7%	4%

Our intense data analysis revealed the dire needs of our students with disabilities and second language learners. We see a need for screening assessments to identify those students with misconceptions or gaps in learning and appropriate intervention tools to remediate, and then accelerate their progress. We believe *Literacy* and *Math Navigator*, an effective supplemental program with embedded assessments that teachers will use to determine mastery of foundational concepts, coupled with intensive teacher training to make content comprehensible for all students will allow our scores to return to more respectable levels. This will require double-digit improvements in student proficiency levels during all three years of **Project HERO**.

One weakness cited by stakeholders was the lack of formative assessments necessary for data-driven instruction. **Project HERO** will find collaborative teacher workgroups using Navigator data and developing lessons that support the CCLS with evaluation pieces so that teachers can ensure that students have mastered the standard before moving on. It is part of our plan to closely monitoring student success, identifying students who need further interventions, and celebrating student success as they demonstrate mastery.

II.B.iii, iv. School Review and Results

A Planning Team of teachers and leaders at MLO met throughout the school year to observe the implementation of the Systemic Improvement initiatives and monitor the impact of the CCLS professional development on actual classroom practice. Classroom walkthroughs allowed them to observe changes in practices, like the posting and acknowledgement of the standard under instruction in the classroom, and how the teacher actually transferred their learning into classroom practice. A discussion after walkthroughs identified strengths and informed areas for that required further training and support.

Feedback from committee members and Pearson consultants who delivered or supervised the training, provided rich data, gathered over time that revealed the following needs identified in Table 7. In this way, the specific needs of MLO became the starting point for the planned solution to be addressed by **Project HERO**. Table 7 provides a concise summary listing the results of our study of MLO needs and our plan for meeting these needs through **Project HERO**.

	Gaps & Needs	Planned Solution
Curriculum	Incomplete Written Curriculum	Cycle of continuous development and refinement of curriculum occurs through teacher workgroups
	Lack of Rigor	Collaborative planning will check units for rigor with an emphasis on academic language
	Math differentiated materials	<i>Math Navigator</i> will screen and identify student misconceptions, providing foundational learning; <i>OnRamp to Algebra</i> will accelerate math progress for students two or more years below grade level
	Lack of Content, Rigor, & Student Engagement	Coaching and modeling from Pearson Specialists will provide at-elbow support; SIF Academic language strengthens rigor in all content areas
	Poor Lesson Plans	Implement collaborative lesson planning protocols and expectations
	Targeted Instruction for ELL, SWD, and gifted & talented	<i>Reading 180</i> , <i>Literacy and Math Navigator</i> , <i>OnRamp to Algebra</i> & Extended Learning Time Opportunities
Teaching & Learning	Teacher-directed Lessons	Coaching from Pearson Specialists and Foundational Units foster student engagement and active learning
	Common Language of Instruction	SIF provides shared approach that crosses content; Foundational units in ELA and math model expectations
	Lack of Grouping Using Data	Data module and collaborative planning of instruction; workshop model for instruction supports small group and 1 on 1 conferencing/instruction
	Lack of Rigor in Questioning and Higher Order Thinking	Academic Language, both written and oral, is used to convey complex information, express ideas, present arguments, propose solutions, and defend points of view across content areas.
	Instructional Time Not Maximized	Coaching for teachers, including co-planning and modeling as needed, to support implementation of effective instructional practices; <i>Review360</i> curtails disruptions to learning
	Poor Student Engagement	Development of school culture that builds student engagement ; Job-embedded professional learning in each content area to support the focus on development of students as independent learners; workshop model encourages flexible small grouping; questioning versus telling
	Schoolwide Behavior Expectation Lacking	Launch Institute: Overview and Visioning Session identifies shared goals & expectations for both learning & behavior; <i>Review360</i> provides monitoring and personalized classroom/student management PD
	Lacks Effective School Leadership	SLT will be expanded and intensively trained. Specialist will co-

Analysis & Use of Data	Team	facilitate, as principal gradually assumes facilitation instilling a regular cycle of protocol-guided meetings to develop a data-driven culture that guides implementation of Project HERO
	Expectations for Common Planning Lacking	All teacher workgroups are expected to meet weekly and provide a record of progress; redesign of school bell schedule
	PD Lacks Focus	PD addresses specific student needs; <i>Review360</i> supports classroom/student management skills on a personalized basis
	Low Teacher Expectations	Launch Institute: Visioning Session creates a shared vision for teaching & learning to instill culture of high achievement and engagement
	Lack of School Wide Behavior Policies	Engagement Workgroup and <i>Review360</i> direct & monitor implementation
	No System for Supporting At-Risk Students	Graduation Risk Insight (GRI) aggregates the most relevant and predictive data points to identify the students mostly likely to drop out
	Lacks Sufficient AIS Support Staff, Supplies and Materials	<i>OnRamp</i> and personalized tools including <i>Reading 180</i> ; Extended Learning Time provides additional opportunities and support for struggling learners; <i>Literacy & Math Navigator</i> screen and provide focused instruction for concept mastery
	RTI Does Not Meet Student Needs	Use screening instruments and frequent progress monitoring to identify students level of need and collaboratively plan differentiated instruction
	Inconsistent Data Analysis for School Improvement	Data modules include the content, information, techniques, and protocols for effectively using data.
	School Culture Lacks High Expectations	Math & ELA focuses on improving the quality and rigor of instruction and lays the foundation for the department's work on aligning curriculum & instruction to the CCLS
	Inconsistent Monitoring of Student Progress	Embedded assessments in <i>Literacy & Math Navigator</i> and <i>OnRamp</i> support closely monitored instruction based on student mastery
	Few Use Formative Assessment to Plan	Facilitated collaborative planning; Data modules: Analyzing student work, embedded assessments in <i>Literacy & Math Navigator</i> , <i>OnRamp</i>
	PD Lacks Alignment with Student Needs	SLT collaborate to improve instruction, meet critical student needs, and raise student achievement; teacher workgroups use data and planning cycle to achieve student results
	Teachers Not Accountable for PD Transfer to Classroom	Weekly walkthroughs provide teachers with rich and timely feedback to support effective application of PD to classroom practice

II.B.v. Prioritizing Needs Our needs assessment indicated a wide-variety of needs that needed a comprehensive solution. School reform expert and Pearson partner Michael Fullan (2007) reminds us that school change is a process and not an event. Changed outcomes are the result of a series of initial change steps that lead to improved cultures and climates.

We recognize that the change process will require a shifting of practices, processes, and philosophies if MLO's transformation is to be positive, possible, and productive. The SIM model embraces best practices of school reform research, but in a manner that allows for continuous customization for local school/district needs.

Our work on the Systemic Support grant demonstrated that Pearson recognizes the unique nature of each of our schools. Instead of using prescribed scripts, they work with school leadership and staff to carefully identify the best interventions/solutions for a variety of needs, including everything from student academic struggles to parent engagement needs.

Together, we will use our local data to drive action steps and outcomes under the direction of the SLT.

<p>C. School Model and Rationale</p> <p>The LEA/school must propose and present the SIG plan as a plausible solution to the challenges and needs identified in the previous section, as well as the appropriate fit for the particular school and community. The SIG plan and rationale must contain descriptions of the following elements:</p> <ul style="list-style-type: none">i. Describe the rationale for the selected model (<i>Turnaround, Restart, or Transformation</i>), the research-based key design elements and other unique characteristics of the new school design. The rationale should reference the identified needs, student population, core challenges, and school capacity and strengths discussed above.ii. Describe the process by which this model was chosen, including all steps taken to engage the school staff, leadership, labor unions, and community stakeholders in the design and decision-making processes for model selection and plan development.
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II.C.i. Rationale for Transformation The Transformation model was chosen because the findings from the MLO needs assessment suggest that the elements of Transformation, if well implemented, will yield improved student outcomes and eventual removal from Priority status.

Our MLO Planning Team, with the support and approval of the Superintendent, Board of Education, Teachers Union, and Administrators Union proposes the Transformation Model as most beneficial for MLO for a number of reasons:

- Teachers will prepare for this Transformation this summer through a Launch Institute to expand their knowledge base and repertoire of instructional strategies to promote student engagement and learning with a shared vision of supporting learning for all while integrating consistent routines and rituals that support high student engagement.
- A newly-appointed principal will be supported by Pearson, our effective educational partner.
- Operational flexibility will enable MLO to implement a comprehensive approach to substantially improve student performance and proficiency.
- Extended learning time for students will provide time for interventions and opportunities for enrichment.
- Common planning time for teachers will establish a culture of collaboration using data.
- Expanded interventions and regular data use will provide focused support, resulting in learning for all.

Finally, MLO has a committed faculty with deep relationships with students and the community. Replacing half of them as required by the Turnaround Model would create division in our school community which would not contribute to ongoing parental involvement.

- iii. **II.C.ii. Process for Choosing Transformation** Given the data gathered by our planning team, the school and district leaders, Teachers Union and Board of Education were unanimous in selecting Transformation for MLO.

D. School Leadership

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

- i. Identify and describe the specific characteristics and core competencies of the school principal that are necessary to meet the needs of the school and produce dramatic gains in student achievement.
- ii. Identify the specific school principal by name and include in this narrative a short biography, an explanation of the leadership pipeline from which she/he came, as well as the rationale for the selection in this particular school. In addition, provide an up-to-date resume and track record of success in leading the improvement of low-performing schools; *OR*
- iii. If the specific persons who will serve in this position are not yet known, describe the action steps necessary to put leadership in place, and identify the formal LEA/school mechanisms that enable this personnel action. The principal selected to lead the school must be in place no later than July 1, 2014, to ensure sufficient time to lead summer activities in preparation for the beginning of the school year. Identify any barriers or obstacles to accomplishing these tasks, as well as strategies for overcoming them. If the principal selected to lead the school is not in place by July 1, 2014, or does not meet the quality standards set forth in this application, the SIG will be suspended immediately and the LEA will be at risk of having the grant terminated.
- iv. Provide the specific job description and duties, aligned to the needs of the school, for the following supporting leadership positions; 1) assistant principal/s who will serve in the building; 2) School Implementation Manager (SIM), if the school is utilizing one.
- v. Describe and discuss the current supporting leadership profile of the school in teMLO of quality, effectiveness, and appropriateness to the model proposed and needs of the students. Identify specific individuals who will remain in supporting leadership positions from the previous administration and discuss the strategies employed by the new school principal and the LEA/school to ensure buy-in and support from the entire leadership team. Identify any barriers or obstacles to obtaining leadership buy-in or support as well as strategies for overcoming them.

II.D.i. Characteristics and Core Competencies of Principal The MLO principal needs to set direction, help faculty grow professionally and actively participate in redesigning the organization (Leithwood et al., 2004). *New Leaders for New Schools* (2009) highlights the following leadership actions as critical to achieving transformative results:

- Ensuring rigorous, goal- and data-driven learning and teaching
- Building and managing a high-quality staff aligned to the school's vision of success for every student
- Developing an achievement- and belief-based school-wide culture
- Instituting operations and systems to support learning
- Modeling the personal leadership that sets the tone for all student and adult relationships in the school

As we develop common questions to ask principal candidates, our panel will consider these characteristics and core competencies to better understand whether candidates are truly equipped for leading *Project HERO*.

II.D.ii,iii. Selecting MLO Principal We believe we need to hire someone who has tenacity, passion and drive to successfully become the instructional leader that MLO needs. We want a leader who will inspire staff confidence and encourage staff “buy in” during the Launch Institute. The search will begin upon notification of funding.

We also selected Pearson’s SIM model as it provides coaching for the principal to assume the role of instructional leader through modeling and gradual transfer of responsibilities while integrating a system of distributed leadership that will support a pipeline of leadership development at MLO.

After a national search and paper screening of candidates, district administrators will select the top 10 candidates for phone interviews with follow up checking of references to narrow the field. Three candidates will be invited to face-to-face interviews. The top 3 candidates will be invited for campus tours and meetings with a committee of stakeholders who will use common questions for all candidates in order to rate their given characteristics and experience. Individually and then collaboratively, the group will rank the 3 candidates for suitability to lead the MLO Transformation, ***Project HERO***.

These rankings will be presented to the Superintendent who will also interview and extensively check the references of the selected applicant. The Superintendent will make recommendation to the Board of Education in a timely fashion so that the new principal may assume this position by July 2014.

II.D.iv. Job Description and Duties

The WUFSD job description for Principals follows:

In addition, as a Transformation Principal given increased autonomy, this person will have increased responsibility to use this autonomy to meet the goals of Project HERO. Targets for Project HERO, therefore, become standards for evaluating the principal’s performance that aligns to the of the APPR.

II.D.v. Supporting Leadership Positions During the 2013-2014 school year, leadership at MLO included

HERO will provide additional training for all members of the SLT as teacher workgroups are created to improve instruction through collaborative design. The Teacher-Leaders on the SLT will facilitate job-alike teacher workgroups as they learn to develop curriculum units, authentic performance tasks and assessments, and lessons that accommodate all learners in a collaborative manner using tested protocols that have proven effective in similar settings.

The SLT and teacher workgroups will support and distribute leadership across all grade levels and into all content areas. When implemented well, this distributed leadership model leads to improvements in overall school culture, including wider distribution of leadership, more effective team meetings, higher expectations, and positive attributions for student outcomes.

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

- i. Identify the total number of instructional staff in the building and number of staff identified as highly effective, effective, developing and ineffective (HEDI) based on the school's approved APPR system.
- ii. Describe and discuss the current school-specific staffing picture in teMLO of quality, effectiveness, and appropriateness for the needs of students in this school. In addition, describe the specific quantitative and qualitative change that is needed in this school's staffing between the time of application and the start-up of model implementation, and throughout the implementation period of the grant.
- iii. For each key instructional staff to be employed at the start of model implementation identify and describe the characteristics and core competencies necessary to meet the needs of its students.
- iv. Describe the process and identify the formal LEA/school mechanisms that enable all instructional staff to be screened, selected, retained, transferred, and/or recruited. Identify any barriers or obstacles to assigning the appropriate staff as required by the model and new school design, as well as strategies for overcoming them.

*This standard and the actions that accompany it are required regardless of the model chosen. If the Turnaround model is chosen for the Priority School in this application, responses to this section should be planned/proposed in the context of the requirements for that model, retaining no more than 50% of existing instructional staff. A new school staff meeting the Turnaround requirement must be in place prior to September 1, 2014. If Turnaround staffing requirements are not met by September 1, 2014 SIG funding will be immediately suspended and the LEA will be at risk of having the grant terminated.

II.E.i. Current MLO Staffing Of the school's total impact on student achievement, principals account for 25% while 33% is attributable to teachers (Marzano, Waters, & McNulty, 2005). However, for teachers to have a continuous impact on student achievement, they must all be effective. That is not currently the case. The APPR system, professional development, and job-embedded training that accompany *HERO* will assist in moving teachers from Developing to Effective and supporting Effective Teachers to become Highly Effective as well as supporting the removal of ineffective teachers at MLO. Table 8 includes pertinent data on the current staff.

Table 8 MLO Staffing		
	2012-2013	2013-2014
Total Number of Teachers		
% with no valid Teacher Certification	0	0
% Teaching Out of Certification	%	%
% with fewer than 3 Years Experience	%	%
Total Number of Core Classes		
% Not Taught by Highly Qualified Teachers in This School	%	0
% Not Taught by Highly Qualified in this District	%	%
Turnover Rate of Teachers with Less than 5 Years Experience	%	%
Turnover Rate of All Teachers	%	%
Number of staff identified as Highly Effective (HEDI)		
Number of staff identified as Effective (HEDI)		
Number of staff identified as Developing(HEDI)		
Number of staff identified as Ineffective (HEDI)		

II.E.ii,iii. Characteristics and Core Competencies for MLO Teachers Research is abundant and clear that teacher effectiveness is a strong determinant of differences in student learning, far outweighing the effects of differences in class size and classroom heterogeneity (Darling-Hammond, 1999; Nye et al., 2004). Sanders and Rivers (1996) found that children

assigned to three effective teachers in a row scored at the 83rd percentile in math at the end of 5th grade, while children assigned to three ineffective teachers in a row scored at the 29th percentile.

HERO requires these adult core competencies and characteristics for its teachers:

- **Collaborative spirit** for effective planning activities that will identify student learning needs, instructional strategies to target those needs, monitor effectiveness and revise as needed.
- **Willingness to build instructional competencies** using a coherent set of strategies that develop both content and pedagogical knowledge.
- **Willingness to collect, analyze and use data** to define and monitor achievement with high expectations for all students, including students with disabilities and ELL.
- **Willingness to develop mastery** of essential learning for all students.
- **Willingness to personalize and extend opportunities for learning** for themselves and their students using a tiered instruction approach.
- **Passion for teaching and learning** that encourages self direction and innovative instruction.

Process for Informing Current MLO Staff Current staff knows we are pursuing the Transformation model and learned of specific implications during meetings in January and February. Core characteristics of staff and expectations for faculty were shared at that time. Staff was encouraged to either seek retirement or another position if they are unable to meet **HERO** expectations for MLO and the APPR agreement that will hold them to these standards. During the July and August training teachers and staff will be further indoctrinated into the changing culture and transformation for the 2014-2015 schoolyear.

II.E.iv. Screening, Selecting, Retaining, Transferring, and Recruiting MLO Staff

Returning staff will be screened to identify teachers who are not currently meeting the APPR standards to earn the Highly Effective or Effective rating. Discussions with these individuals will encourage them to consider the implications of setting higher standards for themselves and their students. Every effort will be made to provide ineffective or developing teachers with the professional development needed to become effective. Teachers rated ineffective will be given a TIP Plan and it will be explained that their cooperation in their educational improvement will be their ultimate responsibility supported by the District to mentor and provide professional development based upon the areas help is needed. They will also be informed that if they receive an ineffective two years in a row the district will apply for an expedited 3020 (a) so it would be in their best interest to take advantage of all professional development offered. In addition, the district will make every effort to find other positions where they may find more success at another school or change teaching assignment to align with their strengths. These type of decisions will be based on student data, teacher strengths and weakness and their willingness to participate in professional development so they can improve.

Open positions will be posted internally, locally, and regionally in many venues such as OLAS, School Leadership 2.0, Education Weekly, Newsday and the New York Times, so that the best qualified candidates are found to fill the positions written into the SIG. Staff will be selected based on alignment to the core competencies listed above, successful experience, and passion for teaching and learning.

Extra pay and career advancement opportunities will be incentives to highly effective teachers to apply or remain at MLO. Expanded career opportunities provided as Teacher-Leaders and the ensuing leadership pipeline will encourage retention of highly effective teachers.

Research also suggests that the collaborative practices in **HERO** will add the benefit of improved teacher retention as they become empowered with greater instructional decision-making (Borman & Dowling 2008). Among two thousand past and current California teachers, decision-making autonomy was the one factor that mattered most to teachers who chose to stay in the field, more so than adequate pay or effective system supports (Futernick 2007).

F. Partnerships

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

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

*If the model chosen for this school is a *Restart*, the LEA must provide a Memorandum of Understanding, signed by both parties, which identifies joint-agreement and the scope of services of the EPO and the broad achievement outcomes for the school. The LEA/school must be able to establish effective partnerships to address areas where the school lacks the capacity to improve. The external partnership/s may vary in teMLO of role and relationship to the governance of the school. If the model chosen for this school is a *Restart*, the LEA must provide a Memorandum of Understanding, signed by both parties, which identifies joint-agreement and the scope of services of the EPO and the broad achievement outcomes for the school. The fully executed EPO-district contract, signed by both parties, in full accordance with Education Law 211-e must be received by NYSED no later than August 1, 2014. If the fully executed EPO-district contract is not in full accordance with Education Law 211-e, submitted and in place by the date identified, the LEA will be at risk of having the grant terminated.

II.F.i. Partner Identification Pearson School Services and Oasis Children's Services will support MLO as it applies the Transformation model as external partners. Pearson will provide year-round support for the transformation in alignment with its mission to help the nation's educators navigate fundamental and dramatic shifts in leadership and classroom practices, enabling states, districts, schools, and teachers to support and sustain the transformation and quality of instruction required for students to achieve college and career readiness in a competitive global economy. The School Services group of Pearson delivers proven education services with lasting results, supported by the strength of the industry's top education thought leaders and authors.

Oasis Children's Services will provide extended learning opportunities which for MLO students in alignment with its mission to provide students with the opportunity to develop academic, physical, social-emotional skills in an inclusive learning environment that is significantly different from the traditional school setting,

Pearson School-wide Improvement Model (SIM) Pearson will provide SIM tailored to the needs of MLO that includes:

- 27 days of onsite service each year, including face-to-face professional development and technical support.
- PD includes face-to-face training for all staff, in addition to focused PD for the SLT, teacher facilitators of professional learning, ELA department, math department, and staff involved in providing student services.

Technical support includes:

- Focused strategizing with the principal and administrative team as an essential component of onsite support, supplemented by frequent communication, both face-to-face and virtual, to maintain leadership focus.
- Establishment of the SLT and facilitation of a regular cycle of protocol-guided meetings to develop a data-driven culture and guide implementation of the school improvement plan.
- Facilitation of regular guided practice sessions with the principal and administrative team that adopt an inquiry driven approach to monitoring implementation of practices related to instruction and development of an effective school culture, analyzing the resulting data and taking data-based action.
- Establishment of a systematic approach to progress monitoring through collection of data through surveys and rubric-based observations and facilitation of periodic progress monitoring sessions with the SLT.
- Coaching for teachers, including co-planning and modeling as needed, to support implementation of effective instructional practices, with a focus on ELA and math.
- Facilitation of the development of ongoing job-embedded professional learning in each content area to support the focus on development of academic language and students as independent learners.
- Facilitation of development of an effective school culture that builds student engagement.

This will be supplemented with targeted expert support for:

- Building effective practices for English learners
- Building effective practices for special education students in mainstreamed settings and self-contained settings
- Aligning the written and taught curriculum with the Common Core State Standards

WUFSD selected Pearson based on its comprehensive, yet personalized, school improvement model which aligns tightly to MLO needs. Their success in other districts with low-achieving, high needs students both in New York and across the country is impressive. We hope to emulate that success through *Project HERO*.

Oasis Children's Services Expanded Learning Programming Oasis is the premier provider of summer enrichment programming in the New York Metropolitan areas serving thousands of students since inception. Oasis programs provide students with an interactive academic and enrichment-based curriculum to expand upon CCLS and social-emotional competencies.

WUFSD selected Oasis as a partner for expanded learning programming based on their success in creating customized program curriculum fully aligned with the NYSCCLS and designed to utilize best practices and research based methodology and their successful implementation of extended learning programs held in Brownsville, Brooklyn; Jamaica, Queens; and Hempstead, Long Island.. The curriculum created for Oasis OST programs at MLO will call

for an explicit and intentional delivery of rigorous standards-based educational experiences that allow for ongoing evidence-based assessment of student learning, which will drive instruction. Oasis has successfully maintained attendance rates above 90% at their extended day programs, which compels students to increase their school day attendance in order to attend the after-school program. Priority students for participation in Oasis programs will be students with Level 1 scores on the NYS ELA and Math assessments; open enrollment will be offered to all MLO students after priority student enrollment.

The Oasis curriculum is a data driven model fully aligned with the CCLS and designed to utilize the best practices and research based methodology. The curriculum calls for an explicit and intentional delivery of rigorous standards-based educational experiences that allow for ongoing evidence-based assessment of student learning, which will drive instruction.

The structure of Oasis programs includes:

- Saturday Academy for 150 students held on 25 Saturdays from 9-1 Students will receive ELA/Math and STEM-based instruction, arts enrichment, physical recreation, service learning, and character education.

The programmatic goals of Oasis Programs are:

- Cognitive development through integrated academic, STEM, and enrichment-based lesson plans and connecting school academic goals to out-of-school time programming;
- Physical development through increased student participation and enthusiasm for sports, physical recreation, and fitness;
- Social-emotional development through activities that build self-confidence, teamwork, and encourage positive interactions with adults and peers;
- Moral development through leadership and character education activities that prepare students for college and future careers by applying a real-life context for academic study.

Technical Support includes:

- Pre-program curriculum development meetings with school leadership and Oasis program staff during the pre-implementation period to link out-of-school time programming to school year curriculum.
- Pre-program planning hours to prepare staff to actively engage students in STEM-based curriculum while also intensively and comprehensively addressing the math and ELA skills imbedded in these projects.
- Oasis Site Director, Oasis Senior Programming Manager, and a designated MLO liaison will consider student academic needs throughout the implementation period to link program content and outcomes.
- Active recruitment effort to notify parents of the after-school, and Saturday programs through mailed brochures personal phone calls, District Web-site, robo-calls and banners displayed in MLO.
- Oasis will schedule Parent Information Sessions in August and September in 2014 on weekday evenings and weekends to allow parents to register students for the after-school and Saturday programs. Parents and students will be encouraged to attend information sessions to learn more about the Oasis programs, participate in simulated projects related to the program curriculum, and be eligible to receive door prizes.

II.F.ii. Partner Effectiveness Please see Attachment C for evidence of Pearson effectiveness in school turnaround and Oasis Children's Services' effectiveness in providing extended learning programs.

II.F.iii. Partner Accountability

Pearson SIM Program: Comprehensive program evaluation is built into every SIM implementation. Evaluating SIM involves two discrete streams of activity. The first stream focuses on the school implementing SIM and has the following three data events:

- During the engagement and implementation process, pre-data are collected on a series of variables including leadership practices, data culture, teacher collaboration, quality of instruction, and student engagement through survey and observation. Post-data on these variables are collected at the end of the year.
- Throughout the school year, information and data (including client perception data) on progress towards achievement of SIM goals are accumulated continually using *OneView*, the site-based SIM Progress Monitoring System. Every time a Specialist is at MLO, data will be collected and recorded to reflect meetings attended, classrooms observed, training and coaching delivered, as well as indicators that measure the success of each visit. Data is available to school and district leaders on a 24 hour/7 day basis through *OneView* portal.
- An evaluation team, composed of evaluation specialists, content specialists, and field specialists from Pearson’s School Services, visits a stratified random sample of schools implementing SIM to collect data and validate findings. The team uses both quantitative and qualitative methods, tools, and approaches to gather data on implementation of SIM goals, leadership practices, data culture, teacher’s collaboration, quality of instruction, student engagement, and perception data.

The evaluation team conducts a multi-level evaluation of SIM in order to examine the efficacy of the model and the quality of site-specific implementations. Actual outcomes are measured against expected outcomes to determine impact across a variety of data (including student achievement, instructional quality, use of data, and student engagement).

Implementation reports document implementation strength and fidelity, provide feedback to the schools for the purpose of celebrating successes as well as to improve implementation, and inform SIM planning for the subsequent year. Field Specialists collaborate with school and/or district administrators to analyze the data and to use it to guide further implementation.

MLO will also hold Pearson accountable through the autonomy it has been given to replace them in Year 2 or 3 should Pearson fail to deliver services as promised or effectively support ***Project HERO***.

G. Organizational Plan

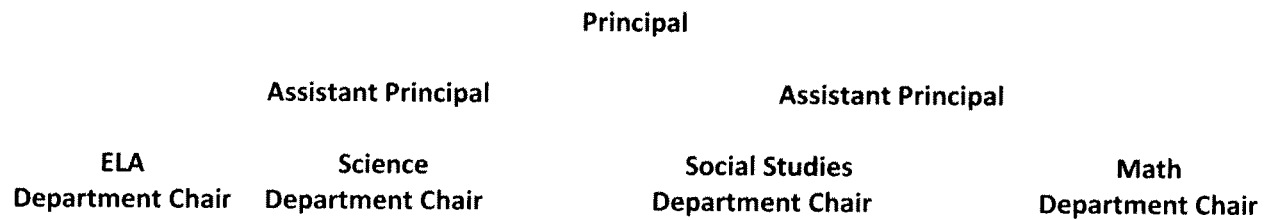
The LEA/school must provide a sound plan for how the school will be operated, beginning with its governance and management. It should present a clear picture of the school’s operating priorities, delegation of responsibilities, and relationships with key stakeholders. The organizational plan must contain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

- i. Submit an organizational chart (or charts) identifying the management and team structures, and lines of reporting. (If a *Restart* model is being proposed, be sure to include the specific role of the EPO in governance and decision making that is compliant with education law).
- ii. Describe how the structures function in day-to-day operations (e.g., the type, nature, and frequency of interaction, data-sources used to drive discussion and decision making, manner in which the results of interactions are communicated and acted upon, etc.).
- iii. Describe in detail, the plan for implementing the annual professional performance review (APPR) of all

instructional staff within the school. Include in this plan an identification of who will be responsible for scheduling, conducting, and reporting the results of pre-observation conferences, classroom observations, and post-observation conferences.

- iv. Provide a full calendar schedule of the events listed in "iii" for the 2014-2015 school year that reaches all instructional personnel who will staff the building.

I.G.i. Management and Team Structures The following organizational chart depicts current management structures at MLO.



HERO will compress, and distribute leadership. The framework is anchored by the School Leadership Team (SLT), which is co-facilitated Year 1 by a Pearson Education Specialist and the principal and is composed of facilitators from all teacher workgroups at the school along with school site administrators. The SLT takes up the essential work each month of training and preparing the teacher workgroup facilitators to guide the work of their teacher teams effectively, including studying student data and school improvement efforts, planning the workgroup meetings, and providing key collaboration that ensures that workgroup efforts are aligned closely with school, district, and state improvement priorities. Teacher-Leaders then facilitate teacher workgroups to improve instruction through collaborative planning during common planning periods on a weekly basis.

The following organizational chart depicts the intended leadership team at MLO, the SLT.



(Special Education and ESL teachers will be members of core area Learning Teams to support differentiated instructional planning and effective co-teaching.) A second monthly meeting of this team addresses other leadership issues. The Pearson Specialist meets with the principal to plan this meeting and co-facilitates the second meeting of the SLT each month.

A second oversight committee will be assembled to encourage parent and family involvement. The **Project HERO Advisory Council** meets quarterly to oversee the progress of **HERO** through data analysis, identify potential barriers to implementation, and to identify ways to surmount those barriers. Members include all stakeholder groups.

I.G.ii. Day to Day Operations Stable settings bring teachers and administrators together to study, refine, and implement instructional strategies targeted to specific student needs. Settings include the teacher workgroup—four to eight teachers from the same grade or content area who meet weekly—and the School Leadership Team (SLT)—Teacher-Leaders and administrators who meet twice monthly to coordinate workgroup progress. Together with collaborative settings for principals and district administrators, these meetings bring educators together to work toward common instructional goals throughout the year.

Weekly meetings of teacher workgroups facilitated by trained members of the SLT collaboratively plan lessons and assessments that support CCLS and analyze data from a number of sources to refine effectiveness Teacher workgroups are expected to meet at least weekly and create summary reports of their progress that informs the principal and SLT of each team’s progress and also provides alerts to issues and concerns.

II.G.iii. Implementing the Annual Professional Performance Review

As the APPR is applied at MLO, the Principal and Assistant Principal will be responsible for scheduling and conducting observations, including pre observation conferences, classroom observations and post observation conferences.

The principal will determine which staff member each administrator supervises. It then becomes the responsibility of the assigned administrator to schedule and conduct the observations and feedback conferences. Teachers and administrators rated ineffective will be given a TIP Plan. Two ineffective ratings will result in an expedited 3020 (a).

II.G.iv. MLO Schedule for APPR for 2014-2015

While MLO is unable to create a schedule because of grade configuration changes, the following guidelines will be used to establish a calendar that will be distributed to all instructional staff during the first week of schools. This schedule sets minimums such as:

- Administrators conduct weekly classroom walkthroughs accompanied by feedback
- Teachers new to MLO will receive feedback on at least 1 observation by Sept 30
- Non tenure teachers will receive feedback on at least 1 observation by Oct 31
- Tenure teachers will receive feedback on at least 1 observation by Nov 30

All teachers new to MLO will post conference on at least one Formal observation by the end of December. All non tenure teachers will post conference on at least one Formal observation by the end of January. All tenure teachers will post conference on at least one Formal observation by the end of February. This schedule allows adequate time for teachers to remediate concerns and additional formal observations to be held.

The calendar on the following page summarizes events described in preceding sections.
[Insert calendar]

<p>H. Educational Plan</p> <p>The LEA/school must provide an educationally sound and comprehensive plan for the school. The LEA/school must provide a detailed educational plan with a description of each of the following elements:</p> <p>i. <u>Curriculum</u>. Describe the curriculum to be used with the model, including the process to be used to ensure that the curriculum aligns with the New York State Learning Standards, inclusive of the Common Core State Standards and the New York State Testing Program (see: http://engageny.org/common-core-curriculum-assessments).</p>
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- ii. *Instruction.* Describe the instructional strategies to be used in core courses and common-branch subjects in the context of the 6 instructional shifts for Mathematics and 6 instructional shifts for ELA. Provide details of how the events of instruction in additional required and elective courses will be arranged to reflect all of these instructional shifts. Describe a plan to accelerate learning in academic subjects by making meaningful improvements to the quality and quantity of instruction (Connect with iii below.).
- iii. *Use of Time.* Present the daily proposed school calendar showing the number of days the school will be in session and sample daily class schedule showing daily hours of operation and allocation of time for core instruction, supplemental instruction, and increased learning time activities. Describe a logical and meaningful set of strategies for the use of instructional time that leads to a pedagogically sound restructuring of the daily/weekly/monthly schedule **to increase learning time by extending the school day and/or year**. The structure for learning time described here should be aligned with the Board of Regents standards for Expanded Learning Time, as outlined here:
<http://www.regents.nysed.gov/meetings/2012Meetings/April2012/412bra5.pdf>
- iv. *Data-Driven Instruction/Inquiry (DDI).* Describe the school's functional cycle of Data-Driven Instruction/Inquiry (DDI). Present the schedule for administering common interim assessments in ELA and Math. Describe procedures, and schedule of space and time (e.g., through common planning time, teacher-administrator one-on-one meetings, group professional development, etc.) provided to the teachers for the examination of interim assessment data and test-in-hand analysis. Describe the types of supports and resources that will be provided to teachers, as the result of analysis. (See <http://engageny.org/data-driven-instruction> for more information on DDI).
- v. *Student Support.* Describe the school-wide framework for providing academic, social-emotional, and student support to the whole school population. List the major systems for the identification of students at-risk for academic failure, disengagement/drop-out, and health issues and then present the key interventions chosen to support them. Describe the school's operational structures and how they function to ensure that these systems of support operate in a timely and effective manner. Student support programs described here should be aligned with Part 100.2 Regulations on implementing Academic Intervention Services, accessible at <http://www.p12.nysed.gov/part100/pages/1002.html#ee>.
- vi. *School Climate and Discipline.* Describe the strategies the model will employ to develop and sustain a safe and orderly school climate. Explain the school's approach to student behavior management and discipline for both the general student population and those students with special needs.
- vii. *Parent and Community Engagement.* Describe the formal mechanisms and informal strategies for how the school will encourage parent/family involvement and communication to support student learning, and how it will gauge parent and community satisfaction. Programs and initiatives described should be aligned with the Title I requirements for parental involvement, as well as Part 100.11 regulations outlining requirements for shared decision-making in school-based planning; accessible at <http://www.p12.nysed.gov/part100/pages/10011.html>.

II.H.i. Curriculum MLO commitment to school transformation rests in its adoption and implementation of the NY CCLS for ELA and Mathematics. The school's adoption of research-based standards establishes the framework and foundation for academic and culturally relevant curriculum and its alignment to state standards.

A critical first step for Roosevelt's improvement involves reaching a common understanding of the term "curriculum." Curriculum is not a textbook or a program. While textbooks and programs may provide critical readings, factual information, procedural diagrams, or extra support for skills necessary for student growth, they cannot single handedly identify each teacher's daily plans and curricular inputs. Instead, curricular decisions and alignment processes depend on knowledgeable and reflective staff willing to engage in rigorous and collaborative academic planning.

Wyandanch UFSD was awarded the Systemic Support for Districts and School Turnaround grant to train teachers in CCLS, develop performance tasks that address these higher standards, and train collaborative teacher teams to develop curriculum units to provide clear learning targets for all students. MLO faculty benefited from this training that ensures clear targets for learning are aligned to CCLS and widely shared with students, parents, and faculty.

A common understanding of curriculum must be followed by a continuous commitment to alignment processes. Deep curriculum alignment has been defined as the congruence of the content, context, and cognitive demands present in the written, taught, and tested curriculum (English & Steffy, 2001). A deep alignment process is one of the more prominent tools used by educators today to ensure content is valid and assessed (Allen, 2002; Downey, 2009). Along with selected instructional practices, deep curricular alignment ensures that each student, regardless of academic challenges, edges closer to understanding and applying the knowledge base and skills identified by content area standards.

Roosevelt's curricular alignment is vital to project goals. Research indicates an aligned and balanced curriculum increases student achievement and test scores (English & Steffy, 2001). Improved achievement leads to increases in attendance rates and decreases in dropout rates (Allen, 2002; Reeves, 2003). MLO and district staff want to improve student achievement in a manner that positively impacts the learning process, engages students in relevant learning, and ultimately helps eliminate student dropout behaviors.

The school's selected research-based approach to ensuring a carefully aligned curriculum in math, ELA, and all major content areas will be collaboratively supported by teacher workgroups discussed earlier in this proposal. Each subject department within MLO constitutes a workgroup, with groups ranging from 4 to 8 participants. Workgroups will meet a minimum of once a week for collaborative planning. Teacher workgroup participants will be trained and mentored to work collaboratively to design units and performance tasks that align to the NYSCCLS.

II.H.ii. Instruction Schools that fail to recognize and address research-based instructional practices across all content areas lack a solid foundation for reform. Veteran educational researcher Mike Schmoker emphasizes the necessity of instructional improvement, productive teacher learning communities, and a consistent focus on curricular and instructional planning to impact student achievement. Schmoker (2006) writes: "... the single greatest determinant of learning is not socioeconomic factors or funding levels. It is instruction..." (p. 7-8). Similarly, the National Association of Elementary School Principals (2002) explains that effective leaders create and foster a community of adult learners, with dedicated staff time for reflection and job-embedded training, support, and decision-making processes.

MLO is committed to providing teachers with common planning time and the training and support needed to ensure the most effective selection and implementation of instructional practices. These practices include attention to the learning needs of struggling students, including differentiated practices that prove most helpful for English Language Learners and students with disabilities. School leaders will be trained to recognize and monitor effective instruction, particularly as it relates to the state required instructional shifts in math and ELA.

MLO's commitment to improved instruction in math and ELA includes a school-wide staff commitment to instructional shifts that ensure the school's curricular and instructional program is fully aligned to the NYSCCLS. The shifts require teachers and leaders to ensure that

students go deeper with content and engage in a more relevant acquisition of skills necessary for career and college success. With the support of external partner coaching and classroom based technical assistance, MLO teachers will make the following **Mathematics Shifts**:

Shift 1 - Focus: MLO teachers will focus deeply on prioritized conceptual understanding. This will begin by identifying misconceptions students hold through a screening assessment. We recognize they cannot build new knowledge on a skewed foundation. Foundational Units will be taught in all math classes to provide a setting that focuses on conceptual understanding rather than rote drill and practice. Students in Level 1 for state testing will be required to take an intensive acceleration course, *OnRamp to Algebra*, that will be provided in both an intensive summer format (through potential grant funding) and as a year-long course.

Shift 2 – Coherence: MLO teachers will link learning to prior learning so that students see the connections that make math coherent. Students will regularly be required to explain their thinking. Specialists will model, coach, and provide on-site support for teaching coherence.

Shift 3 – Fluency: MLO students need to have a firm grasp and quick recall of basic facts so that they are able to work with more complex concepts. Students use *FastMath* to build recall and practice basic facts in a game-like situation to support personalized learning.

Shift 4 – Deep Understanding: MLO students need to deeply understand so that they are able to talk about their thinking and find pleasure in sharing and justifying their solutions. A workshop setting with flexible small groups will encourage students to delve deeply into real life application and present their findings to their peers.

Shift 5 - Application: MLO students will use math in real world situations. Problem based learning will be encouraged so that students understand the relevance of what they are learning. Additional laptop computers with internet connections will support expanded connections to real world experts.

Shift 6 – Dual Intensity: MLO students need expanded opportunities to practice skills and build mathematical understanding. MLO teachers will encourage mathematical thinking across the content areas. Students will find more success having a strong foundation supported by both the Foundation Units and accelerated learning through *OnRamp to Algebra*.

The six mathematical instructional shifts recommended by the state of New York require teachers to provide rigorous learning activities transferrable to real-world settings.

Over 67% of our current MLO students scored at Level 1 on last year's NY state assessment for math. Clearly, we need math interventions to identify students' misconceptions and remediate them effectively. Math Navigator has been chosen to support all students during double period math sessions. Screening assessments will identify misconceptions and modules will be employed that correct conceptual understanding. Embedded assessments will provide data that indicate student mastery of foundational concepts or the need for reteaching. In this manner, MLO students will be prepared to make the necessary instructional shifts. Students several years behind will be required to participate in a intervention course, *OnRamp to Algebra*, during the school year during extended learning time or during the summer program (other funding). *OnRamp* uses an entry-level evaluation, progress monitoring, and a summative evaluation (cumulative unit tests and a post-test) as key assessment tools. This program is research based and proven effective for accelerating the progress of students well below grade level as it:

- Focuses on building a conceptual foundation of core math needed for algebra and beyond

- Balances skills and problem solving with opportunities to revise misconceptions that impede student success in mathematics
- Fosters student engagement and builds student confidence as mathematicians.

English language learner (ELL) researchers participated fully in the course design, making *OnRamp* highly responsive to ELL's needs. The flexible curriculum and instructional materials can be easily adapted for students with special needs.

MLO students will benefit from the following **English Language Arts/Literacy Shifts**:

Shift 1 – Balancing Informational & Literary Text: MLO teachers will expose students to informational and literary texts, with emphasis on integration of informational texts for all content areas. Teacher workgroup sessions will include an emphasis on defining “informational texts” and providing relevant examples, particularly in content areas that have traditionally utilized only traditional textbooks or novels.

Shift 2 – Knowledge in the Disciplines: MLO students will utilize a variety of texts (both informational and literary) to build knowledge about the world around them, therefore reducing their dependence on teacher provided facts. Writing across the curriculum will allow them to personally reflect on what they have read, examining details and drawing conclusions.

Shift 3 – Complexity: Our students need exposure to texts of varied complexities to build knowledge, skill, and successful literacy behaviors. This requires teachers to adopt a patient approach to students engaged in close readings requiring more time than potentially anticipated.

Shift 4 – Text-Based Answers: MLO students must read carefully and extract information to establish well-structured textual conversations and debates requiring scaffolded instruction that models how to withdraw important clues from a variety of texts.

Shift 5 – Writing From Sources: MLO students must similarly read carefully and extract textual information to build a successful argument. *Write to Learn* will support MLO students to become effective writers. Additional laptop computers will provide increased access and motivation to write.

Shift 6 – Academic Vocabulary: MLO students will be taught academic vocabulary specific to required content areas. Emphasis will be given to academic language that is transferrable and relevant to middle grades instruction in all content areas.

A new supplemental program, Literacy Navigator, will help struggling students:

- Build vocabulary using Tier 2 and 3 words used by mature language readers
- Focus on understanding connecting words, tracing pronoun references, and understanding substitute words and phrases
- Use graphic organizers to illustrate relationships between ideas
- Reflect on the text meaning
- Develop a reasoned understanding of text by using discussion to highlight differences in understanding and address misconceptions
- Convey the meaning of what they have read by recasting it in their own words
- Build background knowledge by exposing them to increasingly complex texts that address an overarching concept
- Develop the ability to think critically and evaluate information

This intervention will provide data to measure and monitor student growth in literacy.

The Launch Institute will charge all teachers to implement a Schoolwide Instructional Focus that focuses on academic language. Teacher training therefore requires attention to successful instructional practices that model the teaching of academic language and sets a

standard for rigor through the use of foundational units that will be used to open the year in all ELA classes.

Teachers work initially with Foundation Units that model strong alignment of curriculum and instruction with the CCLS. These units also embed instructional strategies to develop students' facility with academic language and their College and Career Readiness Competencies. The Foundation Units provide hands-on experience with standards-aligned instruction and curriculum. For ELA, the models of aligned curriculum and instruction reflect a workshop approach that blends instruction in both reading and writing. The approach provides a balance of whole group, small group, and individual instruction, and scaffolds the development of students' academic behaviors to allow them to act as independent and responsible learners. The Foundation Units and related professional development guide teachers in establishing Learning Routines and Rituals, as well as effective instructional practices.

The ELA instructional models and supports immerse students in close reading and analysis of examples of critical genres such as expository, essay, and argument so that they can research, organize, and draft their own versions of each genre. The instructional models offer teachers strategies for guiding students' study of organizing patterns (such as chronology, general/specific, comparison, and cause and effect) in the texts that the students read and the texts that they write. They also provide guidance for explicit instruction in the tools of writing (such as cohesion, style, and grammar) that make writing effective. Focused attention is given to academic vocabulary and sophisticated syntax to elevate students' written language.

Alignment with the CCLS reading standards requires attention to text complexity. Accordingly, teachers focus on compatible close reading strategies to improve comprehension, especially the comprehension of complex informational and literary texts. Model lessons illustrate how to teach students to do the following:

- Make ideas in different parts of a text cohere
- Paraphrase and summarize texts
- Use visual representations and graphic organizers to enhance comprehension

Emphasis is also placed on facilitating classroom discussions to enhance text comprehension.

For ELLs, the focused attention to language development and academic vocabulary is especially beneficial, as is the in-depth focus on the essential features of writing genres and text structures. The explicit use of instructional scaffolds (i.e., graphic organizers, collaborative discourse, small group and partner work) as well as the intentional use of metacognitive strategies, supports students with special needs.

The workshop model is a research-based approach to improved instruction that sets parameters for and shortens direct instruction time so that students are motivated to complete independent or group study of texts/real-world problems and demonstrate mastery to peers. Readers Workshop addresses the necessary balance between the reading, writing, listening, and speaking skills that are instrumental to college and career readiness. Presented in a workshop format, the program encourages:

- Students to read independently each day and work with others in small guided reading groups, book discussion groups, partner reading, and meaningful reading activities.
- Teachers to use literacy based strategies across the content areas.
- Instruction that addresses decoding, self-monitoring and self-correcting, comprehension, text structures, fluency, conventions, and classroom procedures.

II.H.iii. Use of Time While the calendar on the preceding page specifies the days of school attendance and Saturday Academies, the following outlines the proposed schedule which will reflect a modified block schedule, allowing double blocks of ELA and math on an every other day basis. Double period days will permit additional time for implementing Math and Literacy Navigator, a supplemental program designed to meet each student at their point of need.

These programs effectively:

- Provide explicit instruction in critical skills
- Engage students in learning
- Support ELLs and students with special needs
- Use data to monitor progress, differentiate instruction, and analyze student growth
- Integrate technology to improve teaching and learning

Extended Learning Time 3:00-4:00 (M-R) will be mandated for all students scoring at Level 1 on NY state assessment for ELA or Math; optional for all other students as space/programs allow (**36 weeks X 4 hours**) = **144 hours**. Students woefully behind in math will have the opportunity to participate in *OnRamp to Algebra* to accelerate foundational math skills so they find success in algebra courses. Enrichment opportunities will include homework help, physical fitness activities, and STEM related extension activities.

Saturday Academy held on most Saturdays from 9 to 1 pm (**25 days X 4 hours = 100 hours**). Oasis will provide programming that offer structured tutoring, intensive hands-on STEM projects, and enrichment activities with integrated ELA and math skill development. The student populations targeted for these programs include students identified as Level 1 on NYS ELA and Math assessments.

Smarthinking One of the best ways to address individual student need is through technologically-based efforts. Today's generation of K-12 youth have grown up in a technologically-rich world in which they are used to completing many life tasks using digital tools. Pearson's Smarthinking™ web-based tutorial interventions in mathematics and language arts will assist students with homework anytime/anyplace. While using this web-based tutoring service is valuable, no additional hours have been computed as extended learning time.

In total, MLO will extend learning by adding well over 200 hours to the school calendar to support students needing additional time for learning.

II.H.iv. Data-Driven Instruction/Inquiry (DDI) MLO will develop a data-driven culture with support from SIM. The systematic use of data will be embedded into the daily functioning of the school. Data use will be taught using a train-the-trainer model through the SLT who will incorporate DDI into meetings. The teacher-leaders will then train their respective teacher workgroups to use DDI for curriculum planning, professional development, and, most importantly, into daily teaching and learning.

Pearson will provide data training and embedded school support as part of SIM to help MLO educators identify how to act on knowledge gained from local data analysis, including:

- Identification of best practices to address student deficiencies (Marsh et al, 2006)
- Identification of the appropriate curricular resources to address student deficiencies
- Identification of research-based ELT interventions to address student deficiency
- Identification of future informal or formal assessments to track student progress in identified areas of deficiency

Beginning with an initial focus on the SLT as the vital setting for establishment of cultural norms for the school, a Pearson Specialist will train and nurture a Data-Driven Culture. The strategy entails the following:

- Building an understanding of the role and value of a data-driven approach to progress monitoring and instructional problem solving
- Building SLT capacity to oversee, monitor, evaluate, and support school improvement
- Improving the SLT ability to use data from multiple sources to identify and think critically about SIM implementation

The school principal and SLT will model data driven decision making for improved instruction during monthly meetings facilitated by the principal with SIM providing Specialist Support. The SLT is composed of the Principal, Assistant Principal, Guidance Counselor, Parent Liaison, and the Teacher-Leaders who are learning to facilitate their workgroup. Teacher-Leaders then transmit and apply what they are learning through membership on the SLT to their respective teacher workgroups.

Activities designed to develop the capacity of the SLT provide scaffolds for learning about data use. Pearson specialists facilitate these activities in a series that is repeated throughout the year. Each series of activity starts with a knowledge-sharing professional development module. These modules include the content, information, techniques, and protocols for effectively using data. These following modules reflect the building blocks of an effective Data-Driven Culture:

- The Language of Assessment and Data
- Investigating Data
- Analyzing Student Work
- Triangulating and Reframing
- Describing Current Practice
- Identifying Strategies to Address Problems of Practice
- Measuring and Improving

Each of these knowledge-building modules connects to a cycle of guided practice and application by the SLT. These cycles of knowledge-building, guided practice and application are connected in a cycle that lays the foundation of a school-wide data culture.

As implementation deepens, the focus of building a Data-Driven Culture expands from local school leaders to include the practices of content area departments and other functional areas of the school, including discipline, safety, and student services.

USE OF ASSESSMENTS Data training involves attention to school-wide adoption of formative and interim assessments, particularly in math and English Language Arts. Currently, leaders and teachers use only a pre and post test to measure annual gains. Implementing *Math* and *Literacy Navigator* will allow precise monitoring data that will allow them to use data to inform instruction. Students are placed in the modules that fit their particular needs based upon the program's assessments. A screener helps schools identify appropriate modules for each student. In addition to the pre- and post-tests that help identify student gains from the modules, checkpoints throughout the module allow instructors to catch and help students revise misconceptions even further. The pre-test also identifies individual student areas of weakness. This feature helps the classroom teachers who work daily with a student determine how to provide the student with additional support—perhaps through focused teaching or by using manipulatives.

Literacy Navigator is similarly precise providing the following:

- Level locators (pre-tests) pinpoint the comprehension level of informational text for the student in order to determine appropriate level placement
- Checkpoints monitor and benchmark student progress
- Post-test assess student improvement

The Pearson web-based Assessments and Reports Online (ARO) system is a robust reporting mechanism that offers progress monitoring, instructional direction, and growth analysis for students in *Literacy and Math Navigator* classes. Reports are available immediately after students finish online testing providing real-time, actionable instructional guidance to teachers.

To that end, MLO commits using data from common formative and interim assessments in all math and ELA courses. Teacher workgroups will also identify performance tasks or create assessments to ensure all students are mastering mandated standards. A new lesson plan format includes guided practice and evaluation components so that teachers will be able to identify students struggling with new concepts. Table 9 provides the annual schedule for the administration of formative, interim, and summative assessments.

In addition to its work with the data knowledge modules, the SLT meets quarterly for specific Progress Monitoring Meetings. These meetings occur regularly throughout implementation and use information from systematically and continually employed progress monitoring tools and techniques that are captured on *OneView*, the SIM progress monitoring portal, to improve implementation. Multiple data sources help the SLT investigate, track, and address critical areas of SIM implementation throughout the year. These activities, in turn, foster growth of the school's Data-Driven Culture.

II.H.v. Student Support

School reform is not an isolated experience. The greater school community, including parents, corporations, and volunteers, play a critical role in voicing and supporting rigorous and relevant learning expectations for students, including expanded supports for youth at risk of dropping out of school. SIM places special emphasis on a variety of student supports that build student achievement and promote a community-wide culture of high student expectations. These supports promote student academic and social-emotional growth. The student support component includes the following features:

- A Graduation Risk Insight System
- Development of Engagement Workgroups
- *Review360*
- Expanded Parent and Community Engagement in Student Support

Graduation Risk Insight System (GRI) will help MLO identify students who are demonstrating risk factors that may lead to dropping out of school. The GRI system is managed and monitored by the Engagement Workgroup. The GRI monitors students' progress in relation to motivation, engagement, and capacity to manage themselves as learners. Software aggregates the most relevant and predictive data points from the school's student information system to identify the students most likely to drop out. By pulling together readily available data contained on the MLO student information system (including, but not limited to, a student's grade point average, discipline history, attendance, and grade level), the program provides a Graduation Risk Value (GRV) for each student. The GRV is calculated by Pearson staff using the GRI statistically-based system.

For the Graduation Risk Insight system to work effectively, school-based teachers and guidance counselors use the GRV to determine where to spend their time most effectively to

prevent students from leaving school without a diploma. Reports generated by the GRI are an important source of information for the Engagement Workgroup, since the system's data points link directly to factors impacting student engagement. Pearson statisticians can generate the data for MLO as frequently as needed, provided each school submits student data in the format requested. Schools that implement the GRI system require no additional manpower, once our district data person prepares the student data for Pearson.

Coupled with the GRI is a process to guide the school in the establishment of an effective system of interventions for students at risk. This includes a process for identifying supplementary social and emotional supports for students who need them. Strategies/interventions include the following:

- **Mentoring:** Assignment of mentors to struggling students
- **Planning:** Adults formulate plans that detail the assistance students need to address

The intervention protocol also focuses attention on addressing the needs of students with multiple risk factors for dropping out of school. Ensuring these students have the intensive support they need to get back on track often involves coordinating community agencies as well as school and district resources. The intervention protocol serves as a guide for the school's audit of existing supports and identification of supplementary supports required to meet students' needs. It also focuses attention on building a systematic approach to provision of social and emotional supports, one that limits the risk of overlooking some students, seeks to provide support in a timely way, and can survive changes in key personnel and funding programs. As implementation proceeds and a systemic approach is established, the GRI reports provide measures of the system's effectiveness as well as identifying individual students at risk for dropping out of school.

Engagement Workgroup An Engagement Workgroup comprised of the Principal, Assistant Principal, and staff responsible for student services will use data and collaboration to build student engagement and develop community support for high expectations. Primary focus includes instituting the GRI system for dropout prevention and connecting it with supports for students' social and emotional development. The Engagement Workgroup investigates school policies and practices that relate to personalization and student engagement, as well as strategies for building community involvement. It monitors reports of the GRI and proposes strategies for improvement. The Engagement Workgroup meets 12 times during the year, investigating school policies and practices that relate to cultivating strong connections between home and school in supporting children's engagement in school and learning progress. This may lead to consideration of policies and practices across many aspects of school operations, from procedures for entering the school building to management of the hallways and lunchroom, to policies for handling tardiness, absences, and discipline referrals, to the ways the school communicates with parents and partners with parents in support for students' learning progress and engagement in school.

Review360 Both Response to Intervention (RTI) and Positive Behavior Interventions and Supports (PBIS) are grounded in practices that focus on establishing proactive systems in order to improve the quality of instruction and create appropriate behavioral supports and interventions for all students. They employ a problem-solving model that aims to identify problem behaviors and then implement a range of interventions that are systematically used with students based on their specific issues and their demonstrated level of need. **Project HERO** will implement a comprehensive, tiered behavior solution that will provide MLO teachers and leaders with

personalized professional development for managing student behavior. *Review360* is a web-based platform that facilitates and supports RTI and PBIS

MLO will benefit from a school culture supported by *Review360*, SIM, and an active engagement workgroup. In addition, the MLO Advisory Council will ensure that systems of support operate in a timely, effective manner as they provide oversight and champion ***HERO***.

II.H.vi. School Climate and Discipline An important component of the Launch Institute will be to unite and equip our faculty for our school climate change that include the following:

- **Overview and Visioning Session** for the entire school faculty setting the stage for the school's work and serving as a prelude to ***HERO***. This half day session provides an overview of SIM and how the work on implementation unfolds. It builds on this foundation with an exercise that engages the school in creating a shared vision for teaching and learning in their school and the culture of high achievement and engagement that they will work to create.
- **School-wide Instructional Focus Institute**, 1-day institute for the entire school faculty lays the foundation for the school's work on the School-wide Instructional Focus. It includes:
 - The purpose of having a School-wide Instructional Focus
 - The vital importance of College and Career Readiness for all students
 - School-wide goals for developing students' ability to use Academic Language and their College and Career Readiness Competencies
 - Strategies for supporting all students to use Academic Language and develop College and Career Readiness Competencies across content areas, including strategies that provide scaffold support for English language learners and students with disabilities.
- ***Review360*** will support our students' social and emotional growth while assisting teachers to use tools and strategies that effectively reduce behaviors that disrupt and distract from learning.

Studies of effectiveness indicate *Review360* had an impact on the behavioral performance of all students that participated in the program. As participation increased, behavior improved significantly. Data also indicate that a systematic use of well-established behavioral strategies based in the principles of PBS produce consistent positive results for students and are associated with greater behavioral improvement and subsequent academic gains. Academic gains were also linked to the degree of participation. The High Participation group exhibited greater academic improvement in both Reading/English Language Arts and Mathematics than their Low Participation cohorts. Students that participated in this study of *Review360* are traditionally some of the hardest students to teach because of the disruptive behavior they engage in, yet the improvement in passing rates they exhibited were greater than the rate found for all Special Education students in the district.

II.H.vii. Parent and Community Engagement

MLO has an active PTA, Music Parent Group and Sports Boosters programs. Our parents care about their children and their school. We look forward to gathering perceptual data from our parents to ascertain ways to build upon this foundation as we recognize the importance of parental involvement as it applies to student achievement. Our Grant Compliance Director is leading ongoing discussion with parents to allay parent concerns and gather suggestions that inform ***Project HERO***.

Parent Engagement A vital function of the Engagement Workgroup is building parent involvement. To help parents become familiar with the expectations for students' achievement at specific grade levels; and, in particular, with how they can help their own children achieve them. The Engagement Workgroup devises strategies for providing assistance to parents specifically designed to help them nurture development of basic skills in reading, writing, and mathematics. This assistance can take the form of formal communications, as well as practical, hands-on experiences. It may include, for example, offering evening courses for parents on how to help their children's academic achievement, both immediately and in the longer term.

Parents have indicated they sometimes feel ill equipped to help students with their homework. MLO students will be supported with virtual tutors through *Smarthinking*. *Smarthinking* connects students to expert educators anytime, anywhere, from any Internet connection. Having conducted more than 4 million online tutoring sessions, their experience and good standing in the eLearning community has allowed *Smarthinking* to attract a staff of more than 2,500 professional educators who serve as tutors.

Smarthinking provides support for students based upon demand. The goal of *Smarthinking* tutoring is not to become a permanent crutch, but rather model critical thinking and problem-solving skills during the tutoring time so students adopt these skills. This leads to greater academic independence.

The heaviest time of usage is typically after 5 p.m. when students are doing their homework. Tutoring resources are able to connect with students for live interactions in less than a minute, leveraging their "learning moment."

Parents play a vital role in helping their children develop the habit of reading daily. The Engagement Workgroup assists in the school-wide independent reading initiative by actively building partnerships with parents to support their children's reading. A **Parent Liaison** will also be hired to advocate, communicate, and reach out to parents. The Parent Liaison serves on the SLT and the Advisory Council to ensure the parent's perspective is included in decision making. In addition a Parent Center will be created to allow parents' to explore, ask questions and talk to school personnel.

Community Engagement As MLO transforms, it must broadcast its mission of improvement clearly and repeatedly to the community. Its communication strategies will be designed to help parents and the community in general to understand the critical importance of this mission for each student and for the wellbeing of the community as a whole. Persuasive, effective conveyance of this message can enlist a wide spectrum of community organizations in support of the mission. School leaders clearly play a vital role in the communication process as the Engagement Workgroup builds partnerships with agencies that can provide supports for students' continuing engagement in their education.

Partnering with community organizations can range from businesses to cultural and religious groups to organizations providing social services to sports associations. Collaborations with community organizations can help identify practical ways of connecting with adults in their role as parents by reaching out to them in settings they frequent, rather than asking them to make special trips to the school.

As implementation proceeds, Pearson Field Specialists work with the Engagement Workgroup to explore these and other ways of forging bonds between the school and its community in jointly supporting the goals of high achievement and student engagement.

I. Training, Support, and Professional Development

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

- i. Describe the process by which the school leadership/staff were involved in the development of this plan.
- ii. Implementation Period. Identify in chart form, the planned training, support, and professional development events scheduled during the year-one implementation period (June 1, 2014, to June 30, 2015). For each planned event, identify the specific agent/organization responsible for delivery, the desired measurable outcomes, and the method by which outcomes will be analyzed and reported. Provide in the project narrative, a rationale for each planned event and why it will be critical to the successful implementation of the SIG plan.
- iii. Describe the schedule and plan for regularly evaluating the effects of training, support, and professional development, including any subsequent modifications to the plan as the result of evaluation, tying in any modification processes that may be the result of professional teacher observations and/or the results of common student interim assessment data.

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

I.I. Training, Support, and Professional Development

I.I.i. Collaboration with MLO Leadership and Staff MLO leadership and staff participated in the development of this plan in the following ways:

- April 2012: Participated in interviews and classroom observation during External Comprehensive School Review
- October 2012: Discussed findings and recommendation of external review as a staff
- August 2012: Implemented change in response to external review
- August 2012: Served on review teams to address specific aspects of plan
- January 2013: Participated in focus groups with external consultants
- January 2013: Administrative Union president and Teacher's Union president reviewed initial draft of plan and provided response
- January 2013: Administrative Union president and Teacher's Union president received revised plan
- May 2013: Administrative Union president and Teacher Union president reviewed revised plan and provided response
- June 2013: Administrative Union president and Teacher Union president received revised plan

II.I.ii. Implementation Period Table 9 summarizes the training/PD events, and meetings or activities and associated measurable outcomes we have planned with our external partner, Pearson School Services, for Year 1. **Pearson is responsible for the delivery of all events** unless noted otherwise.

Table 9: Year One Implementation Focus, Settings, and Supports				
Setting	Membership/Outcome & Reporting Method	Focus/Rationale	Meetings	Pearson Onsite Support
OnRamp to Algebra training	Teachers responsible for delivering <i>OnRamp and Navigator programs</i> 100% of participants evidence a positive response to training, as measured by “agree” or “strongly agree” responses on post-training survey.	<ul style="list-style-type: none"> ▪ Create a cadre of teachers equipped to teach accelerated math course and Tier II literacy and math courses ▪ Build foundational math concepts ▪ Deliver blended instruction effectively 	2-day professional development (PD)	-1 day onsite -1 day virtual training
Launch Institute	All faculty and administrators 80% of training participants evidence a positive response to the training, as measured by “agree” or “strongly agree” responses on Baseline survey.	<ul style="list-style-type: none"> • Provide an overview of <i>HERO</i> and how the work on implementation unfolds • Engage the school in creating a shared vision for teaching and learning • Inculcate a culture of high achievement and engagement that they will work to create. 	½ day PD	Education Specialist (ES) facilitates with principal support
Launch Institute	All faculty and administrators 80% of training participants evidence a positive response to the training, as measured by “agree” or “strongly agree” responses on Baseline survey.	<ul style="list-style-type: none"> • Lay the foundation for the school’s work on the Schoolwide Instructional Focus (SIF). 	1 day PD	ES facilitates with principal support
School Leadership Team	Principal, APs, Workgroup facilitators, ELL coordinator, special education, student services functions, Parent Liaison 85% of participants evidence a positive response to training/meeting, as measured by “agree” or “strongly agree” responses on SIM Baseline survey.	<ul style="list-style-type: none"> ▪ Establish and maintain vision of improvement ▪ Build the foundation of a data-driven culture ▪ Drive and manage implementation ▪ Monitor progress and quality of implementation, and redirect activity as needed ▪ Nurture collaboration, using a systems approach to engage entire school in shared responsibility and shared learning 	-1 meeting / month on development of Data-Driven Culture -2 meetings/ month on Implementation -Quarterly 2-hour Progress Monitoring meetings	-ES facilitates Data-Driven Culture meeting each month -ES facilitates 1 Implementation meeting each month -ES facilitates quarterly Progress Monitoring meetings

Table 9:

Year One Implementation Focus, Settings, and Supports

Setting	Membership/Outcome & Reporting Method	Focus/Rationale	Meetings	Pearson Onsite Support
Administrative Team	Principal, AP(s) Strategic planning results in SLT receiving complete agenda the day before the SLT meeting 90% of the time.	<ul style="list-style-type: none"> ▪ Strategic leadership of improvement ▪ Distributed leadership ▪ Timely intervention to create and sustain improvement momentum ▪ Aligned resource management 	Strategic planning sessions with ES at least 2X per month Guided Practice Focus Walks with FS at least 3 X per year	-ES strategically plans w/ Principal at least 3X / month -ES facilitates Guided Practice Focus Walks for monitoring implementation at least 6 X per year
English Department PD	All English teachers plus ESL, special education, and other teachers who support English language arts instruction 85% of participants evidence a positive response to training, as measured by "agree" or "strongly agree" responses on SIM Baseline survey.	<ul style="list-style-type: none"> ▪ Standards-aligned instruction, strategies and Foundation Units to scaffold instruction consistent with CCSS ▪ Independent reading program and monitoring of students' reading levels ▪ Administration of 3 CCSS aligned performance tasks, analysis of student work, and implications for curriculum and instruction 	1/2 Day Fall and 1/2 Day Winter	-ES facilitates PD
Math Department PD	All Math teachers plus ESL, special education, and any other teachers who support instruction in math 85% of participants evidence a positive response to training, as measured by "agree" or "strongly agree" responses on SIM Baseline survey.	<ul style="list-style-type: none"> ▪ Standards-aligned instruction, strategies and Foundation Intros and Foundation Units to scaffold instruction practice consistent with CCSS ▪ Administration of tasks based on the CCSS in conjunction with Foundation Units, analysis of student work, and implications for curriculum and instruction 	1/2 Day Fall and 1/2 Day Winter	-ES facilitates PD
Science & Social Studies Department Workgroups	All teaching faculty (other than English and math) organized into job-alike groups that provide stable settings for focusing on development of practice Staff response indicates 10% overall improvement, as measured by "agree" or "strongly agree" responses on Teacher Collaborative Practices survey.	Collaboration on incorporating SIF strategies into teaching and learning through cycles of planning, practice, and reflection on practice	1/2 Day Fall and 1/2 Day Winter 4 Workgroup meetings per Department Workgroup in the course of the year	- ES facilitates PD -ES attends at least 4 Workgroup meetings per month and/or provides feedback and planning assistance to Workgroup facilitator(s)

Table 9: Year One Implementation Focus, Settings, and Supports				
Setting	Membership/Outcome & Reporting Method	Focus/Rationale	Meetings	Pearson Onsite Support
English Workgroup	All English teachers plus ESL, special education, and any other teachers who support ELA Staff response indicates 10% overall improvement, as measured by “agree” or “strongly agree” responses on Teacher Collaborative Practices survey.	Collaboration on developing standards-aligned instruction aligned to the CCSS, incorporating SIF strategies and building on content-focused PD, through cycles of planning, practice, and reflection on practice	4 Workgroup meetings in the course of the year	-ES provides in-class coaching/co-planning support/feedback (as appropriate) for at least 4 teachers per month
Math Workgroup	All math teachers plus ESL, special education, and other teachers who support math Staff response indicates 10% overall improvement, as measured by “agree” or “strongly agree” responses on Teacher Collaborative Practices survey.	Collaboration on developing standards-aligned instruction aligned to the CCSS, incorporating SIF strategies and building on content-focused PD, through cycles of planning, practice, and reflection on practice	4 Workgroup meetings in the course of the year	
Engagement Workgroup	Principal, staff responsible for student services and related functions (e.g., dean(s), counselor(s), community outreach coordinator, social worker(s), psychologist(s)) Staff response indicates 10% overall improvement, as measured by “agree” or “strongly agree” responses on Teacher Collaborative Practices survey.	<ul style="list-style-type: none"> ▪ Study research on student engagement and practices that support engagement ▪ Investigate school policies and practices that relate to student engagement and personalization and recommend changes as needed ▪ Institute Graduation Risk Insight (GRI) system and monitor system reports ▪ Communicate importance of strategies for supporting student engagement to school community 	half-day PD sessions scheduled to suit school schedule, usually after Launch Institute 4 Workgroup meetings in the course of the year	-ES facilitates PD -ES attends Engagement Workgroup meetings (at least 6 meetings per month) and/or provide feedback and planning assistance to Workgroup facilitator(s)

Sample Work Plan. School leaders, teachers, and other staff will participate in these professional development sessions and meetings in the first year of SIM implementation.

After training teacher-leaders to facilitate teacher workgroups and acquainting them to the work of the School Leadership Team, A Launch Institute will find Pearson Education Specialists delivering professional development on-site at MLO to begin the **Project HERO** transformation before the students arrive for the 2014-2015 school year. The following is further description of the PD sessions:

- An **Overview and Visioning** session brings the entire school faculty for a half day, creating a shared vision for teaching and learning to promote a culture of high achievement and engagement.

- A **School-wide Instructional Focus (SIF)** will establish common routines and rituals that contribute to college and career readiness. A two-day institute for the entire school faculty includes:
 - The purpose of having a SIF
 - The vital importance of College and Career Readiness for all students
 - School-wide goals for developing students' ability to use Academic Language and their College and Career Readiness Competencies
 - Strategies for helping all students to develop the ability to use Academic Language and for helping them develop College and Career Readiness Competencies across content areas, including strategies that provide scaffold support for English language learners and students with disabilities.

Throughout this institute, faculty work collaboratively establishing the practices of the Workgroups that provide the primary setting for continuing implementation throughout the year.

A half-day institute for the **English Department** focuses on improving the quality and rigor of instruction in ELA and lays the foundation for the English Department's work on aligning curriculum and instruction to the CCLS English Language Arts standards. All English faculty receive a Foundation Unit, which provides a model of standards-aligned instruction consistent with the CCSS. Teachers plan for teaching this unit to launch their year's work on building aligned curriculum and instruction.

Concurrently, a half-day institute for the **Math Department** focuses on improving the quality and rigor of instruction in math and lays the foundation for the Math Department's work on aligning curriculum and instruction to the CCLS Mathematics standards and related assessments. This institute links closely with the content and activities of the School-wide Instructional Focus Institute to provide a coherent approach for math teachers. The Math Department Institute activities revolve around the Foundation Intro, a short instructional unit that provides a model of standards-aligned instruction consistent with the CCSS. Teachers plan for teaching this unit to launch their year's work on building aligned curriculum and instruction.

A **Science and Social Studies Department** half-day institute encourages teachers are encouraged to use literacy skills across the curriculum, as they read, write, think, and speak about topics in all subject matters. Technology support like Interactive Whiteboards and tablet technology motivate students to conduct research and make professional presentations as they share their thinking. Reading and math specialists train and support teachers to create lessons that are student-centered and participatory in nature.

Follow up training provides an additional half-day of training approximately half way through the school year. In the meantime, Pearson Education Specialists are on site to provide job-embedded support for both the principal and the teachers. This means specialists are accompanying principals on classroom walkthroughs, assisting with agenda development, providing data training, planning with teachers, providing feedback, and dropping into teacher workgroup meetings. Their regular presence allows them to become accepted as colleagues and - to have a first-hand understanding of the effectiveness of training and professional development.

Virtual training will support the implementation of *OnRamp for Algebra* and the integration of *Review360*. Teachers will find links to topics of personalized need on their *Review360* Teacher Dashboard to help them develop strategies supporting effective student and classroom management.

II.I.iii. Schedule and Plan for Evaluation of Training, Support, and Implementation

Throughout the school year, information and data on progress towards achievement of **Project HERO** goals are accumulated in *OneView*, the SIM Progress Monitoring System. Pearson Specialists use a number of tools to collect a variety of data to inform progress toward goals. These tools are not intended to be used for evaluating teachers. Observation data, for instance, are not linked to individual teachers through the *OneView* portal, but used to collect data on the effectiveness of training, support, and implementation. Education Specialists collect data to improve their work and fine-tune implementation, with data functioning like classroom formative assessment, pointing to need for further training/remediation or indicators that new instructional strategies are being implemented effectively. These rich data provide quantitative evidence of teachers changing instructional practice and implementing strategies introduced through professional development or classrooms that have become more effective learning environments with students engaged in their learning. Best of all, our SLT will **continuously** have a current and accurate picture of implementation so our school and district leaders can quickly address needs and move toward achieving program goals.

The evaluation plan we construct will bring together a rich mix of data sources to provide a 360° view of school improvement. Data will include:

- Multiple surveys to gather perception data from students, parents and teachers that can be compared on a yearly basis
- Classroom observation data that is focused to target areas for further improvement
- Formative assessments in English Language Arts and Mathematics to determine student achievement growth
- An early alert system that aggregates student information (attendance, GPA, discipline incidents, etc.) to identify students at risk of dropping out
- Annual state assessment data

The process of progress monitoring begins prior to the start of school with data gathered during the early engagement conversations between school leadership and Pearson. This data becomes crucial to developing an initial action plan for implementation prior to the beginning of school. The quarterly Progress Monitoring Meetings will allow us to track and analyze implementation of **HERO** across MLO using various progress monitoring tools, as well as data from Workgroup meetings and classroom visits gathered by the Pearson Specialist.

Early in Year 1, baseline data are collected on leadership practices, data culture, teacher collaboration, quality of instruction, and student engagement. Post-data on these variables are collected at the end of each year. Perception data from teachers will come from the Teacher Engagement, Teacher Collaboration and SIM Perception surveys.

Reports are available to the school and Pearson through the *OneView* portal. Data are **always available** to school leaders.

Table 10 summarizes the schedule and plan for monitoring **HERO**.

	Tool	Dimensions of Data Gathered
Beginning & End of	*Baseline Survey	Self-report on leadership practices, teacher collaboration, instruction and structures; extent to which participants found launch training useful, well organized, challenging
	Student Engagement Survey	Non-cognitive factors—effort, aspiration, perseverance, relevance, dynamics between students and staff
	Teacher Engagement Survey	Non-cognitive factors—environment, dynamics between

	Tool	Dimensions of Data Gathered
		students and staff
	Teacher Collaboration Survey	Frequency and quality of collaboration
	SIM Perception Survey	Staff perceptions about the SIM components and support and improvement in knowledge/skills
Ongoing During Implementation using	Classroom Engagement	Educational climate, teacher/student dynamics, high expectations, use of school environment data
	Schoolwide Engagement	Educational climate, hallway culture, high expectations, use of school environment data
	School Leadership Team	Structure, stability, frequency of meetings; capacity; quality of different meetings (data-driven culture, progress monitoring, implementation)
	Instruction	Building capacity for independent learning, collaboration, academic language, physical space, effective instructional practices, ELA, and math
	Workgroups	Structure, stability, frequency of meetings; purposeful focus and accountability
	Graduation Risk Insight Report	Monthly reports that identify students at risk of dropping out. Indicators include data on attendance, GPA, course failures, and discipline
	Quarterly Progress Monitoring Meetings	SLT examine data to identify strengths, weaknesses and conduct action planning adjustments

* Data gathered only at start up

Pearson also conducts evaluation on SIM. A nation-wide stratified random sample of schools implementing SIM will be used to evaluate the efficacy of SIM. Should MLO be selected, an evaluation team, composed of evaluation specialists, content specialists, and field specialists from Pearson’s School Services group, visits the schools in the sample to collect data and validate findings. The team uses both quantitative and qualitative methods, tools, and approaches to gather data on implementation of SIM goals, leadership practices, data culture, teacher collaboration, quality of instruction, student engagement, and perception data. The evaluation team uses the rich and multifaceted information to conduct a multi-level evaluation of SIM in order to examine a) the efficacy of the model itself as well as b) the quality of site-specific implementations. Actual outcomes are measured against expected outcomes to determine impact across a variety of data (including student achievement, instructional quality, use of data, and student engagement). Implementation reports document implementation strength and fidelity, provide feedback to the schools for the purpose of celebrating successes as well as to improve implementation, and inform SIM planning for the subsequent year. Field Specialists collaborate with school and/or district administrators to analyze the data and to use it to guide further implementation. Pearson is *Always Learning* and MLO will be better supported because of their continuous improvement process.

J. Communication and Stakeholder Involvement/Engagement
The LEA/school must fully and transparently consult and collaborate with key education stakeholders about the school’s Priority status and on the implementation of the SIG plan. The plan for consultation and collaboration provided by the LEA/school must contain the following elements:
<ul style="list-style-type: none"> i. Describe in detail, the methods, times, and places that will be used for regularly and systematically

updating parents, families, the community and other stakeholders on the implementation of the SIG plan.

II.J.i. Updating Stakeholders MLO must broadcast its mission of college and career readiness clearly and repeatedly to the community. Its communication strategy should be designed to help parents and the wider community understand the critical importance of this mission for each student and for the well being of the community as a whole. We believe persuasive, effective conveyance of this message can enlist a wide spectrum of community organizations in support of our mission.

Parents and the community were notified of MLO's Priority Status and collaborated on the development of this plan in the following manner:

- Our Superintendent posted an information letter on the district website
- Letters went home to the parents of MLO students
- Parent meeting invited discussion and collaboration
- Parents survey will be completed shortly
- Board meetings heard comments and stimulated discussion with community members on proposal to shift grade 5 students to MLO and grade 8 students to high school

Project HERO plans to expand consultation, collaboration and communication in a number of ways. The Engagement Workgroup's primary responsibility is to increase engagement among all MLO stakeholders. This group will systematically explore ways of forging bonds between the school and its community in jointly supporting the goals of high achievement and student engagement.

In order to establish a regular system for two way communication that supports consultation and collaboration, MLO will create a **Project HERO** Advisory Council charged with overseeing **HERO** through quarterly meetings. Stakeholders representing parents, community members, teachers, staff, school and district leaders will come together to review recent data to understand deeply all aspects of **HERO**. They will be our overseers as they review details of next steps. We look to them to identify barriers and brainstorm path around possible hindrances. We look to them to provide corporate and business solutions that may not be apparent to educators or point out cultural obstacles before we unintentional dishonor one another. We look to them to take the message of our progress toward goals back to their neighborhoods and work places to create community-wide excitement and pride. We look to them to be our cheerleaders, joining in the excitement of high expectations and learning for all through **Project HERO**.

Initially we will meet at MLO so that the Advisory Council can see for themselves our students in action—engaged in learning. Location of the other meetings is up to the committee members. If it would serve our RMAC members to meet in a corporate facility, for example, to learn of ways a partnership will benefit the students at MLO, we may decide as a committee to move the location of our meeting.

Our Pearson partner will co-facilitate these meetings Year 1 to assist with data training and establishing meeting protocol. Their role will diminish as the Principal gradually takes on this role. These quarterly meetings will occur at the end of each quarter and follow benchmark testing that provides progress data to share with students and their parents through our Parent Portal. Analyses of these data will culminate in summary announcements that will be delivered to all student homes through *ConnectED*, letters home, and on our web site.

K. Project Plan Narrative/Timeline

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

- i. Identify and describe the key strategies for year-one implementation period (June 1, 2014, to June 30, 2015) that are aligned to the goals identified in Section II. A. School Overview.
- ii. Identify the “early wins” that will serve as early indicators of a successful SIG plan implementation and foster increased buy-in and support for the plan.
- iii. Identify the leading indicators of success that will be examined on no less than a monthly and/or quarterly basis. Describe how these data indicators will be collected, how and who will analyze them, and how and to whom they will be reported.

II.K.i. Year 1 Key Strategies As stated in section II.A.i., *Project HERO* goals are 1) Increase Student Achievement, 2) Improve Teacher Effectiveness and 3) Increase Leader Effectiveness. The five project action goals remain unchanged over the 3-year implementation schedule. Each goal carries its own set of strategies, activities and outcomes. Success in reaching project goals and desired student/adult outcomes will be determined through an analysis of quantitative and qualitative data sources.

ACTION GOALS:

Action Goal 1: Implement a standards-aligned curricular, instructional, and assessment framework

Action Goal 2: Strengthen school-based leadership abilities

Action Goal 3: Establish a data-driven school culture

Action Goal 4: Improve parent and community engagement for high achievement

Action Goal 5: Create a sustainable framework for continuous improvement

Table 11 summarizes annual strategies. Since Year 2 and Year 3 goals remain the same and Year 2 and Year 3 strategies differ only slightly from Year 1 strategies, as the project is designed to expand and grow strategies annually, Year 2 and Year 3 strategies are also detailed in Table 11.

Table 11: MLO Project HERO Strategy Information By Year			
GOALS	Year One (2014-2015)	Year Two (2015-2016)	Year Three (2016-2017)

Table 11: MLO Project HERO Strategy Information By Year

GOALS	Year One (2014-2015)	Year Two (2015-2016)	Year Three (2016-2017)
<p>Goal 1: Implement a standards-aligned curricular, instructional, and assessment framework</p>	<p>Implement strategies that support students' ability to use speaking to learn, including:</p> <ul style="list-style-type: none"> -Developing academic language in the context of content area instruction -Using content area language structures for reasoning and justifying -Collaborating for learning -Working independent of constant teacher direction -Studying related instructional artifacts and student work 	<p>Continue to use the strategies established in Year 1 to build students' Academic Language and College and Career Readiness Competencies (CCRC) and incorporate strategies that support students' reading and writing to learn. Strategies include:</p> <ul style="list-style-type: none"> -Close reading in content areas -Matching writing types to purposes and audiences -Planning and organizing work projects and assignments Taking responsibility for self assessing and revising work products Develop knowledge and skills in using data, including instructional artifacts and student work, to drive instructional decisions 	<p>Continue to use the strategies established in Years 1 & 2 to build students' Academic Language and CCRC and incorporate strategies that support students' use of research to support self-directed learning:</p> <ul style="list-style-type: none"> -Critiquing information sources -Using technology to identify, analyze, and present information -Setting work priorities -Reflecting on work practices and setting goals for learning -Make systematic use of data, including instructional artifacts and student work, to drive instructional decisions
<p>Strategies specific to ELA Curriculum, Instruction, and Assessment</p>			
<p>Goal 1: Implement a standards-aligned curricular, instructional, & assessment framework</p>	<ul style="list-style-type: none"> -Teach model of standards-aligned instruction and study use of practices -Incorporate SIF strategies into instruction and study related artifacts and student work -Implement independent reading program -Investigate CCSS demands of text complexity and their implications for curriculum and instruction -Use CCSS-related performance tasks to build knowledge of CCSS demands and expected levels of performance and consider implications for curriculum and instruction -Integrate <i>Literacy Navigator</i> to support double period math and provide formative data -Employ <i>WriteToLearn</i> to support effective writing across the curriculum 	<ul style="list-style-type: none"> -Continue to build knowledge and skills related to CCSS-aligned instruction to plan instruction using own curriculum materials -Incorporate SIF strategies into instruction -Enhance independent reading program -Develop close reading of informational and literary texts -Develop argument as a text type -Use CCSS-related performance tasks to build knowledge of CCSS demands and expected levels of performance and consider implications for curriculum and instruction -Develop knowledge and skills in use of data, including instructional artifacts and student work, to drive instructional decisions 	<ul style="list-style-type: none"> -Continue to build knowledge and skills related to CCSS-aligned instruction to plan yearlong and vertical curriculum using own curriculum materials Incorporate SIF strategies into instruction -Incorporate research and research products into instruction Enhance independent reading program -Use CCSS-related performance tasks to build knowledge of CCSS demands and expected levels of performance and refine curriculum and instruction -Make systematic use of data, including instructional artifacts and student work, to drive instructional decisions
<p>Strategies Specific to Math Curriculum, Instruction, and Assessment</p>			

Table 11: MLO Project HERO Strategy Information By Year

GOALS	Year One (2014-2015)	Year Two (2015-2016)	Year Three (2016-2017)
<p>Goal 1: Implement a standards-aligned curricular, instructional, and assessment framework</p>	<ul style="list-style-type: none"> -Teach model of standards-aligned instruction and study use of practices -Incorporate SIF strategies into instruction and study related artifacts and student work -Investigate the CCSS Standards for Mathematical Practice and their implications for curriculum and instruction -Use CCSS-related tasks and consider implications for curriculum and instruction -Integrate <i>Math Navigator</i> to support double period math and provide formative data 	<ul style="list-style-type: none"> -Continue to build knowledge and skills related to CCSS-aligned instruction to plan instruction using own curriculum materials -Incorporate SIF strategies into instruction -Use CCSS-related performance tasks to build knowledge of CCSS demands and expected levels of performance and consider implications for curriculum and instruction -Develop knowledge and skills in use of data, including instructional artifacts and student work, to drive instructional decisions 	<ul style="list-style-type: none"> -Continue to build knowledge and skills related to CCSS-aligned instruction to plan year long, vertical curriculum using own curriculum materials -Incorporate SIF strategies into instruction -Build opportunities for students to read and comprehend situations and model them mathematically -Use CCSS-related performance tasks to build knowledge of CCSS demands and expected levels of performance and refine curriculum and instruction -Make systematic use of data, including instructional artifacts and student work, to drive instructional decisions
<p>Goal 2: Strengthen school-based leadership abilities</p>	<p>With Pearson Specialist facilitation:</p> <ul style="list-style-type: none"> -Establish and maintain vision of improvement -Build the foundation of a data-driven culture -Drive and manage implementation with a focus on staying on track and making sure resources and attention are focused on quality implementation -Monitor progress and quality of implementation, and redirect activity as needed -Develop and nurture collaboration, using a systems approach to engage entire school in shared responsibility and shared learning 	<p>With Pearson Specialist co-facilitation and technical support:</p> <ul style="list-style-type: none"> -Maintain vision of improvement -Provide the anchor for development of a data-driven culture and nurture use of data among Workgroups -Drive and manage implementation with a focus on staying on track and making sure resources and attention are focused on quality implementation -Monitor progress and quality of implementation and redirect activity as needed -Develop and nurture collaboration using a systems approach to engage entire school in shared responsibility and shared learning 	<p>With Pearson Specialist technical support, as needed:</p> <ul style="list-style-type: none"> -Maintain vision of improvement -Serve as primary driver of school's data-driven culture and continue to nurture workgroups' use of data to inform decisions -Drive and manage implementation with a focus on staying on track and making sure resources and attention are focused on quality implementation -Monitor progress and quality of implementation and redirect activity as needed -Develop and nurture collaboration using a systems approach to engage entire school in shared responsibility and shared learning
<p>Goal 3: Establish a Data-Driven Culture</p>	<ul style="list-style-type: none"> -Establish foundation of knowledge and practice to support development of a data-driven culture through the work of SLT and the practices of the Principal and Administrative Team -Employ Review360 to provide behavior data for continual monitoring 	<ul style="list-style-type: none"> -Expand foundation of knowledge and practice for data-driven culture to grade level or job alike teacher workgroups focused on curricular, instructional and assessment data-driven decisions. -Deepen the data-driven practices of the SLT, Principal and Administrative Team 	<p>Data-driven culture serves as primary driver of SLT and teacher workgroup activities, which reflect strong linkages among settings for school improvement</p>

Table 11: MLO Project HERO Strategy Information By Year			
GOALS	Year One (2014-2015)	Year Two (2015-2016)	Year Three (2016-2017)
Goal 4: Improve family and community engagement for high achievement	<ul style="list-style-type: none"> -Establish an "Engagement Workgroup" to direct improvements around community engagement Investigate and develop practices that impact quality of relationships, supports, and connections for students -Establish a Graduation Risk Insight System (GRI) system for dropout prevention and monitor critical indicators of students' progress toward college and career readiness -Communicate importance of and strategies for supporting student engagement to community -Make <i>SmarThinking</i> virtual tutoring available to support families with homework 	<ul style="list-style-type: none"> -Continue and expand the work of the Engagement Workgroup -Connect social and emotional supports to GRI system for dropout prevention and monitor critical indicators of students' progress toward college and career readiness -Engage community organizations in provision of supports for student engagement and in providing students timely access to supports -Communicate importance of and strategies for supporting high expectations for student achievement to the community 	<ul style="list-style-type: none"> -Continue work of Engagement Workgroup -Expand community connections in support of student engagement and high expectations for student achievement -Monitor effectiveness of system of social and emotional supports for students and connect data to GRI system for dropout prevention monitoring critical indicators of students' progress toward college and career readiness
Goal 5: Sustainable framework for continuous improvement	<ul style="list-style-type: none"> -Establish stable settings for focusing on the work needed to achieve school improvement -Establish strong linkages among settings for school improvement -Establish foundation for data-driven culture 	<ul style="list-style-type: none"> -Maintain stable settings for focusing on the work needed to achieve school improvement with limited need for Specialist support for maintaining stability -Further strengthen linkages among settings for school improvement -Expand foundation for data-driven culture to Workgroups 	<ul style="list-style-type: none"> -Maintain stable settings for focusing on the work needed to achieve school improvement with little or no need for Specialist support to maintain stability -Data-driven culture serves as primary driver of SLT and Workgroup activity, which reflect strong linkages among settings for school improvement
<p>Improved Student Achievement, Teacher Effectiveness, and Leader Effectives</p> <p>Successful implementation of Goals 1-5 through their related strategies will result in improved student achievement while building teacher and leader capacity at MLO</p>			

II.K.ii. Early Wins The successful attainment of "Early Wins" within the first year of the grant project implementation will provide evidence that MLO is on track to successfully meeting all project outcomes and ensure school-wide success. Early Wins include:

- **MATH ACHIEVEMENT:** Mastery of foundational concepts clear up student misconceptions resulting in scores that steadily improve for each quarter on embedded assessments in *Math Navigator* program.

- **ENGLISH LANGUAGE ARTS:** Students demonstrate progressively advancing literacy skills as measured by increased text complexity, lexile growth, and length of writing responses using embedded assessments in *WritingToLearn* and *Literacy Navigator*.
- **WRITING:** Teachers' lesson plans regularly include writing assignments in all content areas through support of *WriteToLearn*.
- **STUDENT BEHAVIOR/DISCIPLINE:** The number of discipline incidents during the 1st quarter (Fall 2014) decline from prior year 1st quarter data. Additionally, the number of discipline incidents decreases further each quarter.
- **STUDENT SUSPENSIONS:** The number of student suspensions during the first semester drops from suspensions in the first semester of the previous year. The number of suspensions drops overall throughout the implementation.
- **STAFF BEHAVIOR/PROFESSIONALISM:** Teachers evidence regular participation in teacher workgroups on a weekly basis as evidenced by commonly planned lessons, performance tasks, and ability to use data to inform instruction.

II.K.iii. MEASURABLE OUTCOMES/ INDICATORS OF SUCCESS & DATA

COLLECTION Table 12 summarizes measures of success that will be examined quarterly during Progress Monitoring Meeting facilitated by Pearson Education Specialists and our principal. The settings of these meetings will be in School Leadership Team (SLT) meetings and in *Project HERO* Advisory Council meetings. Data will be available to all school and district leaders on a 24/7 basis through Pearson's *OneView* Progress Monitoring portal and will be a monthly agenda item for the SLT.

Data Indicator	How collected	By Whom	Analyzed and Reported To Whom
Student attendance	State mandated records	MLO Office under direction of Principal	SLT analyzes & reports to Advisory Council
Teacher attendance	State mandated records	MLO Office under direction of Principal	SLT analyzes & reports to Advisory Council
Literacy testing	Online Embedded Assessments in <i>Literacy Navigator</i>	Teacher	Teacher workgroup analyzes and reports to SLT
Math testing	Online Embedded Assessments in <i>Math Navigator</i>	Teacher	Teacher workgroup analyzes and reports to SLT
<i>OnRamp</i> student assessment report	Online Assessment	Teacher	Teacher workgroup analyzes and reports to SLT
<i>WriteToLearn</i> student assessment report	Online Assessment	Teacher	Teacher workgroup analyzes and reports to SLT
Teacher & Leader Training	Post Training Survey and Observation during Campus Walkthroughs	Pearson Specialist	SLT analyzes & reports to Advisory Council
PD Training Participation	Training Rosters/ Attendance records	Pearson Trainer	SLT analyzes & reports to Advisory Council
Discipline Incidents resulting in Office Referral	State mandated records	MLO Office under direction of Principal	SLT analyzes & reports to Advisory Council
Suspensions from School	State mandated records	MLO Office under	SLT analyzes & reports to

		direction of Principal	Advisory Council
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Annual Measures of Success (also known as Project Outcomes)

Action Goal 1 Outcomes: Implement a standards-aligned curricular, instructional, and assessment framework

- All math and ELA teachers provide instruction in foundational units effectively as measured by observation.
- Lesson plans indicate all math and ELA teachers design instruction aligned to CCLS on a daily basis.
- MLO evidences an annual 5% improvement in the number of certified teachers earning effective or highly effective ratings on summative evaluations. Data collected from MLO Teacher Evaluation records in July of each school year. Data retrieved electronically by school administration and/or the district Human Resources department.

Action Goal 2 Outcomes: Strengthen school-based leadership abilities

- MLO administrators complete a series of data-specific learning modules or courses, as measured by training completion documentation and/or training rosters.
- All MLO administrators (Principal, TIM Assistant Principals) will earn highly effective ratings on the district principal evaluation instrument by 2017 Data collected electronically by the district Human Resources department.

Action Goal 3 Outcomes: Establish a Data-Driven Culture

- MLO identifies Teacher-Leaders or facilitators to complete training, as evidenced by training course sign-in rosters.
- MLO certified teachers are assigned to teacher workgroups, as measured by the school-wide roster.
- MLO staff attends a minimum of 90% of teacher workgroup meetings, as measured by rosters and attendance logs.

Action Goal 4 Outcomes: Improve family and community engagement for high achievement

- MLO establishes an Engagement Workgroup, as evidenced by the workgroup roster.
- Engagement Workgroup meets at least once per month from September-May, as measured by meeting calendar and meeting sign-in rosters
- Engagement Workgroup maintain the “Graduation Risk Insight System” data on monthly basis, producing rosters of student at risk of failing to graduate.
- Engagement Workgroup establishes a community outreach plan designed to address student needs around dropout factors, as evidenced by the completion of a community outreach plan.

Action Goal 5 Outcomes: Sustainable framework for continuous improvement

- MLO SLT and Advisory Committee creates a “Sustainability Plan” in Year 2 of the three-year grant cycle to ensure that frameworks, structures, and funding plans are in place to maintain all grant specific improvement strategies. Evidence of success is provided by the completed Sustainability Plan.

These outcomes will support Project HERO goals for increased student achievement and improved teacher and leader capacity at MLO.

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III. SIG Budget

A. Budget Narrative and Budget Forms

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

- i. An FS-10 for the year-one implementation period (June 1, 2014, to June 30, 2015).
- ii. A complete Budget Summary Chart for the entire project period (three years of implementation) (Attachment D).
- iii. A Budget Narrative that identifies and explains all proposed costs for district and school-level activities for the entire project period (three years of implementation). **In addition, applicants should identify all other sources of income that will support and sustain the whole-school change described in this application.** Organize costs in the Budget Narrative by the major project activity they serve, based on each category of the proposal narrative, for the entire grant term. For each major activity, identify the line item costs associated and provide an explanation/justification for the cost that closely connects to the project activity, goals, and outcomes identified. For each major activity, describe the LEA's strategies for sustaining these actions or for how/why the district/school practice that will result from the activity can be sustained past the whole project period of the grant. Clearly describe and justify any specific district-level administration and support expenses to be funded by SIG at no more than 10% of the total SIG funding request.

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

III.A.iii. Budget Narrative

Year 1 Budget Narrative

Code 15 Professional Salaries - \$ 58,200

- **Turnaround Administrative Coordinator** \$30,000 for year 1, \$30,000 for year 2, \$30,000 for year 3. The Turnaround Administrator will mentor and provide the transformational leadership necessary to plan, launch, and manage the turnaround process in a chronically underperforming school. This includes:
 - Designing and implementing strategies to dramatically improve student achievement
 - Building a positive school culture and climate that supports the whole student
 - Leveraging research and data to drive initiatives and instruction
 - Building a high-performing staff and leadership team to achieve and sustain results
- **Teacher Stipends**-Teachers will be compensated at \$35 per hour for assignments beyond their scheduled work day, which is determined by our bargaining agreement. Flexible scheduling will allow some teachers who will be teaching during ELT to start their day later at no additional cost. We estimate that 8 teachers will be compensated for 90 hours during Year 1 for training or teaching beyond the normal school calendar at a cost of \$25,200. Year 2 costs are estimated to be \$15,000, and Year 3 costs are estimated at \$12,500. These figures decrease over time and reflect the building of teacher capacity which will make this item unnecessary after Year 3.
- **Substitutes**-While every effort will be made to limit teachers' time away from their students, substitutes will be needed to provide released time for teachers to receive intensive training and allow teachers to conduct peer observations in order to improve their practice. Substitutes receive \$100/\$180 per day for an estimated cost of \$3,000 Year 1, \$2,000 Year 2, and \$0 Year 3. These figures decrease over time and reflect the building of teacher capacity which will make this item unnecessary after Year 3.

Code 16 Support Staff Salaries - \$15,000

- **Social Worker**, \$15,000 for Year 1, \$15,000 for Year 2, \$15,000 for Year 3

Code 40 Purchased Services - \$ 210,000

- **Pearson Schoolwide Improvement Model**- School Improvement Model will include 27 days of onsite specialist support for an annual cost of **\$95,000**. SIM is designed to build capacity through systems that are **self sustaining** through continuous improvement through collaborative practices..
- **Oasis Children's Services** - Saturday Academy will be provided to 160 students on 25 Saturdays from 9:00-1:00 at a cost of \$115,000 for Year 1, \$115,000 for Year 2, and \$115,000 for Year 3. Decisions on continuing this program rests with the SLT.

Responsibility for finding partners or new grant sources for continuing Saturday Academy after SIF funding is shared by the SLT and WUFSD.

- **Extended Learning Program** from 3:00 to 4:00 four days a week for 36 weeks
 - **Math Acceleration** 100 students identified as Level 1 students on NYS assessment for math will participate in *OnRamp to Algebra*, an accelerated intervention program. Five math teachers will be scheduled to start their day later to absorb additional cost of instructors. Professional development at a cost of **\$7,000** will prepare a cadre of math teachers to effectively implement this course as a Year 1 expense only, making this a sustainable effort once funding has ended.
 - **Enrichment Activities** 100 students will benefit from physical fitness and STEM activities provided through partnerships and other funding. Additional partners to be identified during funding will expand opportunities and student participation once funding has ceased.
 - **Transportation** Transporting student home after ELT will require 4 buses at an estimated expense of \$16,000 (based on estimated driver's time and mileage traveled). Funding for this will be paid through District and will be sustained through this funding after SIG funding ends.
- **Navigator Professional Development** - To prepare teachers to effectively deliver literacy and math instruction aligned to CCLS in a manner that supports struggling learners, ELA and math teachers will receive 2 days of onsite training at a one-time cost of **\$7,000** for math teachers and **\$7,000** for literacy teachers.

Code 45 Materials and Supplies -

- ***OnRamp for Algebra Course Materials*** – Teacher and student materials for this intervention tool that will accelerate the progress of our math students will be held twice each year, during Extended Learning Time and during the summer. All start up materials including consumable student materials for 200 students are anticipated to cost \$32,000 Year 1. Consumable materials for Year 2 and 3 are estimated to cost \$19,000 per year. Funding for these materials will be provided by Title I so that this may be sustained.
- ***Literacy and Math Navigator Course Materials*** – Teacher and student materials for all students is estimated at \$4,200 for teacher materials (\$210 X 20 teachers) Year 1 only. Student materials are estimated to be \$9,000 for ELA student materials (\$45 X 200 students) and \$4,000 for math student materials (\$20 X 200 students) each year of the program. Funding for these materials will be provided by Title I so that this may be sustained.
- ***Review360 Licensing*** – This behavior and classroom management support and monitoring tool is estimated to cost \$6,700 for year 1, \$3,300 for year 2, \$3,300 for year 3, based on

student enrollment. Funding for continuation of this licensing will come from other funding SIG funding ends.

- **Indirect Costs** estimated at % of total budget are \$0__ for Year 1; \$0__ for Year 2 and \$0__ for Year 3. This represents less than the 10% for district related expenses as mandated by the SIG RFP. There is no extra funding at the present time to support this.
- **BOCES Service** will not require additional funding from this grant.
- **Equipment** Funding is not requested for equipment.

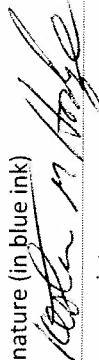

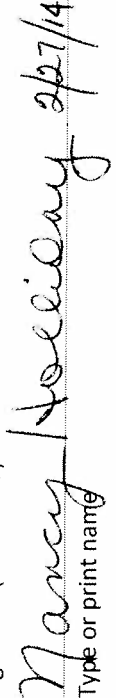
Sustaining these costs will be at the discretion of the School Leadership Team as they examine data and determine effectiveness of each cost in increasing student achievement, teacher and leader effectiveness. The district will assist MLO to identify funding sources for continuing costs that are determined imperative for continuous improvement through Title I or other competitive grant funding. Table 13 illustrates where we may look for continued funding.

Element of the Intervention	Resource
Ongoing professional development in the use of <i>research-based instructional practices</i> that are vertically aligned across grade levels and the state standards	Title I, Part A - regular and stimulus funds (school wide or targeted assistance programs)
<i>Recruitment of teaching staff</i> with skills and experience to effectively implement the selected intervention model	Title II, Part A
Job-embedded <i>staff development</i> aligned to grant goals to assist <i>English language learners</i>	Title III, Part A - LEP
Focuses on early grade level intervention to improve the reading readiness and reading skills of students who are at risk of not learning to read.	Early Intervention Grant
Summer bridge programs to foster smooth transitions between elementary, middle, and high schools	Private Corporation Grants

Attachment A Consultation and Collaboration Documentation Form

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

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

Principals Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)  Type or print name Kester Hodge	2/27/14	
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)  Type or print name Scott O'Brien	2/27/14	
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)  Type or print name Nancy Holliday	2/27/14	

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

SCHOOL-LEVEL BASELINE DATA AND TARGET-SETTING CHART	Unit	2014-15 Actual	2015-16 Actual	2016-17 Target	2017-18 Target	2018-19 Target
I. Leading Indicators						
a. Number of minutes in the school year	min	62,100	-	TBD	TBD	TBD
b. Student participation in State ELA assessment	%	97.55		98	98	98
c. Student participation in State Math assessment	%	98.62		98	98	98
d. Drop-out rate	%	-	-	-	-	-
e. Student average daily attendance	%	93.8		94	95	95
f. Student completion of advanced coursework		22		25	27	27
g. Suspension rate	%	na		na	na	na
h. Number of discipline referrals	num	na		na	na	na
i. Truancy rate	%	na		na	na	na
j. Teacher attendance rate	%	94.6		95	95	95
k. Teachers rated as “effective” and “highly effective” @ MLO	%	58		65	70	75
l. Hours of professional development to improve teacher performance	num	60		80	90	100
m. Hours of professional development to improve leadership and governance	num	60		80	90	100
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num	60		80	90	100
II. Academic Indicators						
a. ELA performance index	PI	50.49		55	60	70
b. Math performance index	PI	46.26		5	60	70
c. Student scoring “proficient” or higher on ELA assessment	%	5.96		10	15	20
d. Students scoring “proficient” or higher on Math assessment	%	5.53		10	15	20
e. Average SAT score	score	na	na	na	na	na
f. Students taking PSAT	num	na	na	na	na	na
g. Students receiving Regents diploma with advanced designation	%	na	na	na	na	na
h. High school graduation rate	%	na	na	na	na	na
i. Ninth graders being retained	%	na	na	na	na	na
j. High school graduates accepted into two or four year colleges	%	na	na	na	na	na

*Bi-monthly telephone calls will be conducted with LEA’s to consider interim data and progress being made toward yearly targets.

Attachment C
 Evidence of Partner Effectiveness Chart

Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contracts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
<p>Oasis Children's Services</p> <p>Contact: Jeffrey Horne</p> <p>Tel: (646) 213-4213</p> <p>Email: jeff@oasischildren.com</p> <p>Type of Service: OST Extended Learning Programs (After-School, Summer, and SES programs)</p>	<p>1. 09X313 Intermediate School</p> <p>Oasis provided a 21st Century Community Learning Center summer camp for 200 students in grades 6 – 8 from 2008 to 2012. Students participated in enrichment classes in the arts, sciences, sports, and youth development.</p> <p>Through a partnership with the NYC Dept. of Education and the Fund for Public Schools, Oasis provided a summer camp featuring ELA and STEM projects for 140 middle school students from IS 313 for summers 2012 – 2014. Students attending the camp performed as well and/or better than their peers on standardized exams after attending the 5 week camp.</p>	<p>1. Ms. Lauren Wilkins Principal, I.S. 313 1600 Webster Ave Bronx, NY 10457 (718) 583-1736 lwilkin2@schools.nyc.gov</p>
	<p>2. 07X162 Intermediate School</p> <p>Oasis provided a summer camp offering Supplemental Educational Services for 80 middle school students attending IS 162 in summer 2010. The program featured ELA and Math tutoring lead by certified teachers. Students attending the SES camp showed improvement in ELA and Math skills.</p>	<p>2. Mr. Angel Fani Principal, I.S. 162 600 St. Ann's Ave Bronx, NY 10455 (718) 292-0880 afani@schools.nyc.gov</p>

	<p>Through a partnership with the NYC Dept. of Education and the Fund for Public Schools, Oasis provided a summer camp featuring ELA and STEM projects for 140 middle school students from IS 313 for summers 2012 – 2014. Students attending the camp performed as well and/or better than their peers on standardized exams after attending the 5 week camp.</p>	
<p>3. Alverta G. Schultz Middle School</p> <p>From 2009 – 2012, Oasis provided a summer camp for 120-150 middle school students featuring enrichment activities in academics, arts, sciences, sports, youth development and character education. Students showed increased engagement in academic work and the learning environment and displayed improved habits and behaviors.</p>	<p>3. Dr. Nichelle Rivers Executive Director for Funded Programs: 185 Peninsula Blvd Hempstead, NY 11550 (516) 292-7111 nrivers@hempsteadschools.org</p>	
<p>4. 21K228 David Boody Intermediate School</p> <p>From 2009 – 2012, Oasis provided a holiday camp for 50 middle school students featuring daily trips to nearby educational and recreational public attractions around New York City. Students showed increased engagement in the learning environment and displayed improved behaviors and a positive attitude towards learning.</p>	<p>4. Dominick D'Angelo Principal, I.S. 228 228 Avenue S Brooklyn, NY 11223 (718) 375-7635 ddangelo3@schools.nyc.gov</p>	
<p>5. 23K156 Waverly Elementary School</p> <p>Oasis provided a summer camp offering Supplemental Educational Services for 100 elementary school students attending PS 156 in summer 2010. The program featured ELA and Math tutoring lead by certified teachers. Students attending the SES camp showed improvement in ELA and Math skills.</p>	<p>5. Ms. Beverly Logan Principal, P.S. 156 104 Sutter Ave Brooklyn, NY 11212 (718) 498-2811 Blogan2@schools.nyc.gov</p>	

	<p>From Sept. 2013 – August 2016, Oasis will provide 21st Century Community Learning Center holiday programs and summer camps for up to 150 students attending PS 156 and other low-achieving schools located in NYCDOE CSD 23.</p>	
<p>6. Mrs. Keva Pitts-Girard Principal, P.S. 284 213 Osborn Street Brooklyn, NY 11212 (718) 495-7791 kpitts2@schools.nyc.gov</p>	<p>6. 23K284 Lew Wallace Elementary School</p> <p>As part of 21st Century Community Learning Center funding, Oasis provided a 30week after-school program for 100 students in grades 3 – 8 at PS 284 from 2010-2012. Students received daily homework help and tutoring, and participated in visual and performing arts activities, sports recreation, and science.</p>	
<p>7. Ms. Dakota Keyes Principal, P.S. 272 101-24 Seaview Avenue Brooklyn, NY 11236 (718) 241-1300 dkeyes@schools.nyc.gov</p>	<p>7. 18K272 Curtis Estabrook Elementary</p> <p>From 2010 – 2012, Oasis provided a holiday camp for 50-90 elementary school students featuring daily trips to nearby educational and recreational public attractions around New York City.</p> <p>As part of 21st Century Community Learning Center funding, Oasis provided a 30 week after-school program for 120 students in grades K- 5 at PS 272 for the 2012-2013 school year. Students received daily homework help and tutoring, and participated in visual and performing arts activities, sports recreation, and science. Oasis' funding was renewed through a Round 6 21st CCLC grant, allowing the after-school to operate from Sept. 2013 – June 2016 and serve 300 students in grades Pre-K – 5. Students have showed increased engagement in the learning environment and displayed improved behaviors and a positive attitude towards learning.</p>	

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

	<p>8. 21K226 Alfred De B. Mason Elementary</p> <p>From 2009 – 2012, Oasis provided a holiday camp for 50 middle school students featuring daily trips to nearby educational and recreational public attractions around New York City. Students showed increased engagement in the learning environment and displayed improved behaviors and a positive attitude towards learning.</p> <p>9. 16K25 Eubie Blake Elementary</p> <p>From 2009 – 2012, Oasis provided a holiday program and summer camp for 150 elementary school students featuring enrichment activities in academics, arts, sciences, sports, youth development and character education. Students showed increased engagement in the learning environment and displayed improved behaviors and a positive attitude towards learning.</p> <p>10. 16K335 Granville T Woods Elementary School</p> <p>From 2009 – 2013, Oasis provided a summer camp and holiday program for 100 elementary school students featuring enrichment activities in academics, arts, sciences, sports, youth development and character education. Trips were based around the Scope and Sequence for Science and Social Studies for grades 3-5.</p>	<p>8. Ms. Sherry Tannenbaum Principal, P.S. 226 6006 23rd Avenue Brooklyn, NY 11204 (718) 837-5471 stannen2@schools.nyc.gov</p> <p>9. Mrs. Anita Coley Principal, P.S. 25 787 Lafayette Avenue Brooklyn, NY 11221 (718) 574-2336 Acoley2@schools.nyc.gov</p> <p>10. Dr. Laverne Nimmons Principal, P.S. 335 130 Rochester Avenue Brooklyn, NY 11213 (718) 493-7736 lnimmon@schools.nyc.gov</p>
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Attachment C
Evidence of Partner Effectiveness Chart

Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	References / 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)
<p>Pearson 1919 M Street NW Suite 600 Washington, DC 20036 Pat Whitaker Phone: 202.783.3668</p> <p>Pearson has supported comprehensive schoolwide reform in these NY districts and continues to provide professional development (PD), coaching, and intervention support.</p>	<p>1. IS 125 Thomas McCann School New York City DOE NYC, NY</p> <p>Pearson provided whole school reform at IS 125 from 2000–2008. From 2008 to present, Pearson provided PD on supporting ELLS for middle schools teachers. In 2013 IS 125 was named a Pearson Insight School based on academic achievement and implementation of effective instructional practices.</p> <p>2. 8 elementary, 2 Prep Schools, 1 high school Niagara Falls City School District, NY</p> <p>Pearson provided whole school reform at all Niagara Falls City School District elementary (K–6) and preparatory schools (7–8) from 1998–2009. Since 2008, Pearson has provided targeted literacy and math support at Niagara Falls High School. In 2010- present, Pearson provided K–12 PD and in-class support around implementing the CCSS in ELA/literacy, math, social studies, and science.</p> <p>Currently, 7 NFCSD schools are designated “High Performing”, the District has earned District-wide Middle States Association of Colleges and Schools Accreditation, and the District is an Empire State Advantage Gold Level Awardee.</p>	<p>1. Judy Mittler , Princial IS 125 Thomas McCann MS New York City DOE 4602 47th Ave, Flushing, NY 11377 (718) 937-0320 jmittle@schools.nyc.gov</p> <p>2. Dr. Carol Gold, Administrator for Curriculum & Instruction, Niagara Falls City School District 716-286-4207, cgold@nfschools.net</p>
Partner Organization	Schools the partner has successfully supported in the	References / Contacts

Name and Contact Information and description of type of service provided.	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.)	(Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
<p>Pearson 1919 M Street NW Suite 600 Washington, DC 20036 Pat Whitaker Phone: 202.783.3668</p> <p>Pearson is/was the external partner for SIG funded schoolwide improvement services, providing PD, coaching, and intervention programs in these districts. While in various stages of turnaround or transformation, all partnerships were started no earlier than 2010.</p>	<p>1. Adelphi Elementary School Prince George's County Public Schools Suitland, MD Pearson provided school improvement services, PD, and intervention programs for 22 elementary, 17 middle and 16 high schools in PGCPs. In 2012-2013, Adelphi Elementary was named <u>Title I Superlative Highest Performing Reward School</u> and a National Title I Distinguished School</p> <p>2. Clarkston High School DeKalb County School District Stone Mountain, GA CHS showed a 7% improvement in writing & 9% improvement in math in Year 1 of partnership on state assessments. Also in Year 1, 41% of Tier 3 students demonstrated literacy proficiency on state assessment.</p> <p>3. Beach High School Savannah-Chatham County Public School System Savannah, GA Beach made significant gains in all EOCT areas including being above the state average in Mathematics, Physical Science and Economics.</p>	<p>1. Dr. Jane Ennis, Principal Adelphi Elementary School 301-431-6250 jane.ennis@pgcps.org</p> <p>2. Michelle E. Jones, Principal, Clarkston High School 678-676-5302 Michelle_e_jones@fc.dekalb.k12.ga.us</p> <p>3. Derrick Muhammad, Principal, Beach High School 912-395-5330 Derrick.muhammad@scccpss.com</p>

III. SIG Budget

A. Budget Narrative and Budget Forms

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

- i. An FS-10 for the year-one implementation period (June 1, 2014, to June 30, 2015).
- ii. A complete Budget Summary Chart for the entire project period (three years of implementation) (Attachment D).
- iii. A Budget Narrative that identifies and explains all proposed costs for district and school-level activities for the entire project period (three years of implementation). **In addition, applicants should identify all other sources of income that will support and sustain the whole-school change described in this application.** Organize costs in the Budget Narrative by the major project activity they serve, based on each category of the proposal narrative, for the entire grant term. For each major activity, identify the line item costs associated and provide an explanation/justification for the cost that closely connects to the project activity, goals, and outcomes identified. For each major activity, describe the LEA's strategies for sustaining these actions or for how/why the district/school practice that will result from the activity can be sustained past the whole project period of the grant. Clearly describe and justify any specific district-level administration and support expenses to be funded by SIG at no more than 10% of the total SIG funding request.

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

III.A.iii. Budget Narrative

Year 1 Budget Narrative

Code 15 Professional Salaries - \$ 58,200

- **Turnaround Administrative Coordinator** \$30,000 for year 1, \$30,000 for year 2, \$30,000 for year 3. The Turnaround Administrator will mentor and provide the transformational leadership necessary to plan, launch, and manage the turnaround process in a chronically underperforming school. This includes:
 - Designing and implementing strategies to dramatically improve student achievement
 - Building a positive school culture and climate that supports the whole student
 - Leveraging research and data to drive initiatives and instruction
 - Building a high-performing staff and leadership team to achieve and sustain results
- **Teacher Stipends**-Teachers will be compensated at \$35 per hour for assignments beyond their scheduled work day, which is determined by our bargaining agreement. Flexible scheduling will allow some teachers who will be teaching during ELT to start their day later at no additional cost. We estimate that 8 teachers will be compensated for 90 hours during Year 1 for training or teaching beyond the normal school calendar at a cost of \$25,200 . Year 2 costs are estimated to be \$15,000, and Year 3 costs are estimated at \$12,500. These figures decrease over time and reflect the building of teacher capacity which will make this item unnecessary after Year 3.

- **Substitutes**-While every effort will be made to limit teachers' time away from their students, substitutes will be needed to provide released time for teachers to receive intensive training and allow teachers to conduct peer observations in order to improve their practice. Substitutes receive \$100/\$180 per day for an estimated cost of \$3,000 Year 1, \$2,000 Year 2, and \$0 Year 3. These figures decrease over time and reflect the building of teacher capacity which will make this item unnecessary after Year 3.

Code 16 Support Staff Salaries - \$15,000

- **Social Worker** , \$15,000 for Year 1, \$15,000 for Year 2, \$15,000 for Year 3

Code 40 Purchased Services - \$ 210,000

- **Pearson Schoolwide Improvement Model**- School Improvement Model will include 27 days of onsite specialist support for an annual cost of **\$95,000**. SIM is designed to build capacity through systems that are **self sustaining** through continuous improvement through collaborative practices..
- **Oasis Children's Services** - Saturday Academy will be provided to 160 students on 25 Saturdays from 9:00-1:00 at a cost of \$115,000 for Year 1, \$115,000 for Year 2, and \$115,000 for Year 3. Decisions on continuing this program rests with the SLT. Responsibility for finding partners or new grant sources for continuing Saturday Academy after SIF funding is shared by the SLT and WUFSD.
- **Extended Learning Program** from 3:00 to 4:00 four days a week for 36 weeks
 - **Math Acceleration** 100 students identified as Level 1 students on NYS assessment for math will participate in *OnRamp to Algebra*, an accelerated intervention program. Five math teachers will be scheduled to start their day later to absorb addition cost of instructors. Professional development at a cost of **\$7,000** will prepare a cadre of math teachers to effectively implement this course as a Year 1 expense only, making this a sustainable effort once funding has ended.
 - **Enrichment Activities** 100 students will benefit from physical fitness and STEM activities provided through partnerships and other funding. Additional partners to be identified during funding will expand opportunities and student participation once funding has ceased.
 - **Transportation** Transporting student home after ELT will require 4 buses at an estimated expense of \$16,000 (based on estimated driver's time and mileage traveled). Funding for this will be paid through District and will be sustained through this funding after SIG funding ends.
- **Navigator Professional Development** - To prepare teachers to effectively deliver literacy and math instruction aligned to CCLS in a manner that supports struggling learners, ELA and math teachers will receive 2 days of onsite training at a one-time cost of **\$7,000** for math teachers and **\$7,000** for literacy teachers.

Code 45 Materials and Supplies -

- **OnRamp for Algebra Course Materials** – Teacher and student materials for this intervention tool that will accelerate the progress of our math students will be held twice each year, during Extended Learning Time and during the summer. All start up materials including consumable student materials for 200 students are anticipated to cost \$32,000 Year 1. Consumable materials for Year 2 and 3 are estimated to cost \$19,000 per year. Funding for these materials will be provided by Title I so that this may be sustained.
- **Literacy and Math Navigator Course Materials** – Teacher and student materials for all students is estimated at \$4,200 for teacher materials (\$210 X 20 teachers) Year 1 only. Student materials are estimated to be \$9,000 for ELA student materials (\$45 X 200 students) and \$4,000 for math student materials (\$20 X 200 students) each year of the program. Funding for these materials will be provided by Title I so that this may be sustained.
- **Review360 Licensing** – This behavior and classroom management support and monitoring tool is estimated to cost \$6,700 for year 1, \$3,300 for year 1, \$3,300 for year 3, based on student enrollment. Funding for continuation of this licensing will come from other funding SIG funding ends.
- **Indirect Costs** estimated at % of total budget are \$0__ for Year 1; \$0__ for Year 2 and \$0__ for Year 3. This represents less than the 10% for district related expenses as mandated by the SIG RFP. There is no extra funding at the present time to support this.
- **BOCES Service** will not require additional funding from this grant.
- **Equipment** Funding is not requested for equipment.

Sustaining these costs will be at the discretion of the School Leadership Team as they examine data and determine effectiveness of each cost in increasing student achievement, teacher and leader effectiveness. The district will assist MLO to identify funding sources for continuing costs that are determined imperative for continuous improvement through Title I or other competitive grant funding. Table 13 illustrates where we may look for continued funding.

Element of the Intervention	Resource
Ongoing professional development in the use of <i>research-based instructional practices</i> that are vertically aligned across grade levels and the state standards	Title I, Part A - regular and stimulus funds (school wide or targeted assistance programs)
<i>Recruitment of teaching staff</i> with skills and experience to effectively implement the selected intervention model	Title II, Part A
Job-embedded <i>staff development</i> aligned to grant goals to assist <i>English language learners</i>	Title III, Part A - LEP
Focuses on early grade level intervention to improve the reading readiness and reading skills of students who are at risk of not learning to read.	Early Intervention Grant
Summer bridge programs to foster smooth transitions between elementary, middle, and high schools	Private Corporation Grants

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

**PROPOSED BUDGET FOR A
 FEDERAL OR STATE PROJECT
 FS-10 (01/10)**

= Required Field

Local Agency Information			
Funding Source:	SIG 1003 - MLO		
Report Prepared By:	K Thornton		
Agency Name:	Wyandanch School District		
Mailing Address:	1445 Straight Path		
	Street		
	Wyandanch	NY	11798
	City	State	Zip Code
Telephone # of Report Preparer:	870-0418	County: USA	
E-mail Address:	kthornton@wufsd.net		
Project Funding Dates:	7/1/2014	6/30/2015	
	Start	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 PROFESSIONAL STAFF			
Subtotal - Code 15			\$58,200
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Turnaround Administrator		\$30,000	\$30,000
Teacher - Stipends		\$25,200	\$25,200
Substitutes		\$3,000	\$3,000

SALARIES FOR SUPPORT STAFF			
Subtotal - Code 16			\$15,000
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Social Worker		\$15,000.00	\$15,000

PURCHASED SERVICES			
Subtotal - Code 40			\$210,000
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Pearson	Pearson		\$95,000
Oasis	Oasis		\$115,000

SUPPLIES AND MATERIALS			
Subtotal - Code 45			\$76,900
Description of Item	Quantity	Unit Cost	Proposed Expenditure
SUPPLIES AND MATERIALS			\$76,900

TRAVEL EXPENSES			
Subtotal - Code 46			\$16,000
Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures
Tranportation			\$16,000

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$58,200
Support Staff Salaries	16	\$15,000
Purchased Services	40	\$210,000
Supplies and Materials	45	\$76,900
Travel Expenses	46	\$16,000
Employee Benefits	80	
Indirect Cost	90	
BOCES Services	49	
Minor Remodeling	30	
Equipment	20	
Grand Total		\$376,100

Agency Code: **580109020000**

Project #: _____

Contract #: _____

Agency Name: **Wyandanch UFSD**

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.

2/28/2014 _____
 Date Signature

Dr. Mary Jones, Acting Superintendent
 Name and Title of Chief Administrative Officer

Finance: Logged _____ Approved _____ MIR _____