

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	
Roosevelt Union Free School District		280208030000	
Lead Contact (First Name, Last Name)			
Marilyn Zaretsky			
Title	Telephone	Fax Number	E-mail Address
Assistant Supt. For Secondary Education	(516) 345-7029	(516) 345-7321	MZaretsky@rooseveltuhsd.org
Legal School Name for the Priority School Identified in this Application		School Beds Code	
Roosevelt Middle School		280208030009	
Grade Levels Served by the Priority School Identified in this Application		School NCES #	
Grades 7 & 8		362499005611	
Total Number of Students Served by the Priority School Identified in this Application		School Address (Street, City, Zip Code)	
393		335 E. Clinton Ave, Roosevelt 11575	
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) <i>Deborah L. Wortham, Ed.D.</i>	Date 2/28/14
Type or print the name and title of the Chief Administrative Officer Dr. Deborah L. Wortham, Superintendent of Schools	
DO NOT WRITE IN THIS SPACE	

RECEIVED
FEB 28 2014
CONTRACT ADMINISTRATION

SIG SUBMISSION CHECKLIST - Turnaround, Restart, and Transformation Models

Documents for Submission	Checked – applicant	Checked – SED	
Application Cover Sheet <i>(with original signatures in blue ink)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Proposal Narrative <i>(Including District-level Plan, School-level Plan)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Attachment A Consultation and Collaboration Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Attachment B School-level Baseline Data and Target Setting Chart	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Attachment C Evidence of Partner Effectiveness Chart	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Attachment D Budget Summary Chart	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
FS-10 Form for Year-One Implementation Period. FS-10 available here: http://www.oms.nysed.gov/cafe/forms/	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Budget Narrative	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Memorandum of Understanding <i>(only if proposing a Restart model)</i>	<input type="checkbox"/>	<input type="checkbox"/>	
M/WBE Documents Package (containing original signatures)			
<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 100 Utilization Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/A
M/WBE 102 Notice of Intent to Participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/A
EEO 100 Staffing Plan and Instructions	<input checked="" 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 - TRANSFORMATION MODEL

A. District Overview

I. District Motivation/intention and Theory of Action

Roosevelt Union Free School District (RUFSD) is a public school district located in the town of Hempstead in Nassau County, New York. The district consists of three Pre-K thru six schools, one Middle School, and one High School. There are 3,248 students in the district, largely members of minority groups, and four in five students qualify for free or reduced-price lunch.

RUFSD is dedicated to becoming a high performing District where our schools are meeting state and national standards, offering rigorous common core curricula and challenging elective programs, and integrating technology into learning. This mission/vision will require us to continue in our pursuit of preparing all students to graduate with 21st century knowledge, skills, and dispositions. It will help our students acquire the know-how to do quality work in higher education, in careers of their choice, and in their personal lives. This will require initiating a learning improvement process focused on student needs and highlighted by innovative thinking and a culture of learning.

The Roosevelt Union Free School District (RUFSD) is intent upon implementing programs and services for students that nurture their growth and foster their social and emotional development. The school district believes that changing the school culture of the Roosevelt Middle School, our priority school, requires a shift in our thinking. We are prepared to embody a core belief in our mission statement- The mission of the RUFSD is To Educate the Whole Child to Excel, thereby ensuring achievement for all. "Failure is Not an Option." In order to change the performance and skills of students and staff at our Roosevelt Middle School (RMS), our focus centers on the development of efficacy to aid in **establishing structures, systems, and supports for student and staff that reflects a learning environment geared toward 21st Century Learning skills.**

Transformed schools with a vision toward 21st century learning establish a rigorous commitment to excellence by centralizing improvements across the core areas of curricular alignment, instructional practice, and data-driven assessment processes. These core areas are guided by fostering high levels of academic press. Press can be thought of as "...pressure toward a common purpose from which school members are not expected to deviate." The organization sets a normative environment that motivates its members to behave in desirable ways. Academic press is present when the quality of the teacher, student and school interaction fosters motivation and accountability in vested parties. The school has to offer to all its students a challenging and rigorous curriculum. In turn, students will then work hard to strive for recognition for their academic performance by adhering to school rules designed to promote achievement. Moreover, teachers are engaged and committed to teaching in ways that promote student understanding and fostering motivation in students. When these core pillars drive school improvement, students and staff quickly gain the message that deep and meaningful practices and procedures will produce meaningful change. The district and RMS are committed to a rigorous school reform plan that includes interventions for improved curriculum knowledge, instructional practices, and assessment/data inputs that drive daily teaching and learning decisions. Improving student achievement as measured by ongoing classroom and state

assessments will require transforming the school culture of RMS 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.

Theory of Action: If RMS teachers and administrators develop efficacious attitudes and focus on academic press in working with students to provide a platform for 21st century learning skills, and if they are knowledgeable about culturally relevant pedagogy and problem based learning strategies that are aligned to the CCLS; and if they collaboratively participate in a school improvement process that includes job-embedded coaching that models these methodologies in action and professional development in the creation of assessments to measure student performances; if they create a school culture that promotes high levels of student engagement that prepares students to be producers/creators of knowledge then they will be able to provide students with both the knowledge, skill, and opportunity to demonstrate high levels of academic achievement.

II. District Approach and Actions

In order to turn our theory of action into real-world motivators of change, the district approach is to create a culture of learning characterized by high degrees of efficacy across all stakeholders leading to increased levels of expectations for academic success. In order for this vision to become reality the District had a needs assessment analysis done of the Middle school. The assessment was conducted in April 2012 to guide our planning of school reform. PLC Associates' report, "A Comprehensive Roosevelt Middle School Review" identified the following school-specific and district needs through conversations with stakeholders, and student/staff data analyses.

Curriculum – The written curriculum is a work in progress. There is inconsistency between the written and taught curriculum. It is not yet fully mapped to the NYSCCLS.

Lesson Planning – There is a need for improved rigor and student engagement.

Assessments - There is a need to develop formative and summative assessments. There is limited use of rubrics.

Equitable Opportunities for Learning - Academic Intervention Services are insufficient to meet the needs of the student population.

Instructional Strategies – The essential elements of effective instruction are not consistently practiced. There is a greater need for differentiation.

Supervision and evaluation –The principal and assistant principal need to be rigorous and effective in their classroom observations and hold teachers accountable for implementing strategies and skills acquired through professional development offerings into their instructional practice..

Use of data- The analysis of data is not consistently used as a tool for driving forward school improvement.

School Leadership – There is a history of inconsistency in school leadership (six different principals since 2001).

School Climate – There is a need for professional development to focus on school wide positive behavior management of students.

Expectations – Staff members express low expectations for the academic achievement of students.

Based on these identified gaps and needs in the RMS learning environment the following goals were developed to reshape and transform the school culture

- Develop a school climate that is characterized by high levels of academic press
- Design instruction that is driven by cultural relevance and framed in problem based learning concepts.
- Implement curriculum which aligns content with students' learning needs in the 21st century.
- Ensure alignment of the district's curriculum with the NYS Common Core Learning Standards
- Focus on the learning of essential 21st century skills and concepts--creativity, critical thinking, communication and collaboration and the development of essential competencies by all students, regardless of classification;
- Establish a structured, collaborative planning process for continuous school improvement;
- Put into place supervision and evaluation processes (APPR/Kim Marshall Rubric) that actuate teaching and learning;
- Establish effective educational leadership which promotes efficacy among all stakeholders by fostering a climate of high levels of academic press.
- Build school community cooperation with and confidence in educational enterprises; and
- Efficient and effective management of school operations and programs.

Specifically, RUFSD has taken the following action steps in the 2012-2013 academic year to address the identified gaps and weaknesses and move toward our stated goals at RMS:

- Implemented the approved Annual Professional Performance Review (APPR)
- Provided training using the Kim Marshall Rubric for Teachers and Principals
- Provided facilitated training in implementing the NYS P–12 Common Core Learning Standards for English Language Arts and Literacy and for Mathematics. (Pearson)
- Conducted additional benchmark testing to provide timely data on student performance (Right Reason Technology)

- Provided formal training in Thinking Maps which has helped teachers to organize their curriculum and have a common language for thinking processes in all subjects.
- Thinking Map facilitators conducted walk-throughs and coaching on a routine basis

III. Evidence of District readiness to build on Strengths

The RUFSD has demonstrated its readiness to build upon the action steps described above through the hiring of a new school superintendent and a new school principal for the Roosevelt Middle School (RMS) beginning the academic year 2013-2014. The new superintendent has focused the district on the idea that ***FAILURE IS NOT AN OPTION***. The new superintendent has over 40 years of experience as a K-12 educator and school leader. Her cornerstone is being able to cultivate a culture of collaboration with all vested parties. In an effort to begin transformation, the Superintendent has appointed an interim principal for the Middle School who has had successful tenure as an elementary school teacher and Assistant Principal within the District.

A study that reviewed research over the last 25 years found that having high expectations, including clear and well-defined standards, is important to closing the achievement gap between advantaged and less advantaged students and for raising achievement for all students. (Porter et al., 2008). The new RMS principal has made clear that she expects all students to achieve at a high level, and that this requires a school atmosphere in which students feel supported and responded to. She is intent upon nurturing a staff of teachers who implement research on best practices and who are deeply rooted in the academic and social learning goals of the school.

Recent research has found an empirical link between school leadership and student achievement. A seminal 2004 study, *How Leadership Influences Student Learning*, asserted that leadership was the second most important school-based factor in children's academic achievement (second only to classroom instruction) and noted that there were few, if any, cases of troubled schools turning around without effective leaders (Leithwood, Louis, Anderson, & Wahlstrom, 2004). The Wallace Foundation has published a study that compiles the results of projects on leadership in 70 states concluding that five practices are central to effective school leadership (The Wallace Foundation, 2012):

- Shaping a vision of academic success for all students, one based on high standards;
- Creating a climate hospitable to education in order that safety, a cooperative spirit, and other foundations of fruitful interaction prevail;
- Cultivating leadership in others so that teachers and other adults assume their part in realizing the school vision;
- Improving instruction to enable teachers to teach at their best and students to learn at their utmost; and
- Managing people, data and processes to foster school improvement.

These guidelines will shape the transformation of the RMS culture and provide the foundation for the development of structures, systems, and supports for student and staff that reflect a learning environment geared toward 21st Century Learning skills. Additionally, RUFSD has demonstrated its capacity to increase the levels of academic press in the schools by implementing the following structures:

- Implemented Professional Learning Communities which meet daily across grade levels in the various content areas. The Professional Learning Communities are charged with using data to drive instruction, alignment of CCSS with the content
- Used the general fund to hire department chairs (grades 7-12) in, Social Studies, Science and ELA.
- Adoption of a new grade level configuration at the Roosevelt Middle School. An analysis of test score data shows plunging scores between grades 5 and 6. Grade 6 students will stay at their elementary schools rather than transitioning to the middle school in the coming school years.

B. Operational Autonomies

I. RUFSD will grant the following autonomies to RMS:

1. Staffing - The RMS principal will take the lead and have final decision making on staffing. The principal will take an active role in interviewing, recruiting, and retaining teachers. In addition, the principal will hire a School Implementation Manager (SIM) manage *the transformation efforts*. This duo will be charged with maintaining schedules, facilitating timely acquisition of goods and services, regular filing of quarterly reports, overseeing the afterschool program, monthly communication with state officials and serve to foster the development of academic press. While housed on-site at RMS, they will be responsible for monitoring the success of all initiatives and serve as a conduit, reporting daily/weekly to the district Grants-Turnaround Office.

2. School Leadership Team (SLT) - will determine distribution of allotted staff. The principal and SLT will apply data driven decision making as they decide to renew, expand, replace or eliminate any of the programs. This autonomy is unique for our Priority Schools.

3. School-Based Budgeting - The RMS principal and SLT will collaboratively plan, coordinate, and facilitate the implementation goals of the transformation grant. This autonomy is unique for our Priority Schools.

4. 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 after school programs. Their study of data may indicate the need to move to block scheduling. Summer programs, after school 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 for our Priority Schools.

5. Program Selection - The RMS principal and SLT have reviewed the data from the Needs assessment conducted by PLC Associates and have chosen to focus on programs that improve the overall school culture by focusing on building efficacy among leaders, teachers, and students, and increasing the rigor in instructional planning and implementation by focusing on alignment of CCL standards, and creating learning activities that increase student's depth of knowledge. Additionally, programs will connect students to the curriculum and prepare them for 21st century learning by focusing on cultural relevance and problem based learning. Moreover, program selection will be guided by the need to prepare both teachers and students with opportunities to increase their technological fluency.

6. Educational Partner Selection - The RMS principal and SLT have reviewed the data from the Needs assessment conducted by PLC Associates and have chosen to select partners that will provide the above identified programs to transform the RMS learning environment. This autonomy is unique for our Priority Schools.

II & III. Evidence of Support

The following document provide evidence of support for *this transformation effort*:

- 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.

C. District Accountability and Support

I. Senior Leadership

The organizational chart at the end of this part C depicts RUFSD Administrative team. RUFSD will utilize the Office of Curriculum and Instruction and the Grants Office as the “Transformation Office” to manage the school-level implementation coordination needed to work with NYSED to make our school reform effort successful.

An example of just some of the district support that will be provided by the following district administrators:

Director of Grants will support matters dealing with the budget, including timely payment to all vendors, timely hiring and procurement of vendors and staff.

Assistant Superintendent for Personnel and Professional Development will support recruitment and hiring of personnel that are selected by the RMS principal, ensuring employee evaluations are done on time and in alignment with the District APPR Plan. Using the Kim Marshall rubric, TIPS will be created for those teachers and administrators who have received a rating of ineffective and, if necessary, the process of implementing expedited 3020 (a)s for those teachers rating ineffective for at least two years will begin.

Coordinator of ESL/LOTE will assist the principal in recruiting and training Bilingual Aides to push into general education classes, supporting mainstreamed students.

Director of Pupil Personnel Services will assist the principal in recruiting and training Special Education Teachers and Teacher Aides to push into general and special education classes, supporting mainstreamed Special Education students.

Assistant Superintendent for Business and Operations will work with the Director of Grants in matters dealing with the budget, including the timely payments to all vendors, timely hiring and procurement of vendors and staff, timely payment to employees hired under this grant.

Assistant Superintendent for Secondary Education will provide director oversight of the RMS, evaluating administrative staff, reviewing and discuss student and teacher data, supervising the progress or professional development being offered in the school, ensuring the professional development is being well attended and introducing and expediting the use of educational best practice.

II. Senior Leadership Coordination & Direction

The district and RMS will be in constant communication, connected by the weekly visits of Assistant Superintendent of Secondary Education. She will provide consistent feedback to the Principal and the Transformation Implementation Manager (TIM) and consult with the RMS principal to ensure timely data analysis and action by the SLT. Weekly meetings of the SLT will ensure prompt action/analysis/response by RMS through a system of distributed leadership discussed in Section D.

The weekly presence of the Assistant Superintendent of Secondary Education will be intentionally planned to occur on different days and time to be able to closely observe all aspects of the school reform implementation. She will be able to sit in on collaborative teacher team planning sessions and observe teachers using data to plan instruction one week and then spend time observing students participating in Extended Time Learning another week. Her feedback will support teachers and staff members to take pride in their learning as they direct learning for their students.

III. Accountability & Support

Table 1 identifies the accountability and support RUFSD will provide to teachers and leaders

Type of Interaction	Nature of Interaction	Frequency of Interaction	Responsible party	Reports
Planning	Create a calendar of programs	Ongoing (at least once a month)	RMS Principal, School Leadership Team (SLT), School Implementation Manager (SIM), Assistant Superintendent of Secondary Education (ASSE), Educational Partners, Director of Grants, Assistant Superintendent of Business	Meeting Minutes Calendar Implementation Schedule Recommended implementation actions

Action/ Implementation	Monthly Meetings with Partners. In-class coaching, PD in cultural relevance and problem-based learning during Professional Learning Community time	Weekly, Monthly	Educational Partners RMS Principal SLT SIM ESL Coordinator Director of PPS ASSE	Midyear & End of Year Reports from Partners. Work products (Curriculum Guides, Maps, School-based grade Mid-term & Final Assessment)
Evaluation	Data collection, visits to RMS, observation of hallways and/or classrooms, review of data	Ongoing, Formative & Summative Evaluations	RMS Principal SLT SIM	Midyear & End of Year Reports from Partners.
Feedback	Reviewing Bi Progress Weekly reports Curriculum Mapping Curriculum Guides	Monthly reports	Educational Partners Principal SIM	Summary Reports and Recommendations

D. Teacher and Leader Pipeline

I. Recruitment Goals and Strategies

Our **goal** is to attract teachers who are committed to teaching in high poverty and high minority schools. Our postings will indicate our need for highly qualified certified teachers who have a commitment and experience working with diverse student populations.

One of our **strategies** is to draw upon our relationships with the area universities and their programs. Specifically, Hofstra University has two programs that prepares prospective teacher candidates to teach in High needs schools - National Science Foundation Noyce Math program and New York State Teacher Opportunity Corps program. These two programs supplies a pipeline of teachers whose program of studies have been tailored to address the needs of high minority school districts. Further, RUFSD enjoys relationships with SUNY Farmingdale, and Touro College, and Adelphi University. Another **strategy** is part of our district policy of posting open positions in the New York Times, Newsday, OLAS and School Leadership 2.0. These are all prominent publications and are the “go to” places for teachers and administrators seeking a position with a district.

II. Hiring Procedures and Timelines

The only altered hiring procedure will involve hiring a School Implementation Manager. The RMS Principal and School Leadership Team will to hire the new School Implementation

Manager. This is key to our success and we will not limit our search to our local or regional area, which is typically sufficient. If necessary as we have done in the past with our High School SIG, a national search for an experienced administrator will begin immediately. Job postings will be placed within major newspapers and publications, including New York Times, Newsday, OLAS, School Leadership 2.0 and other publications such as *Education Week*. Priority will be given to candidates who have a documented record of successfully facilitating a school transformation process.

RMS Principal and School Leadership Team will work closely with the Assistant Superintendent for Human Resources in paper screening all candidates for appropriate certification and experience. Suitable candidates will be ranked by July 1 and phone interviews and reference checks will be conducted. The top candidates will be invited for interviews, drug screening and background check. A group that includes parents, teachers and school and district administrators will conduct the interviews using a common set of questions, rank the candidates, and submit their selection to the Superintendent for further interview and recommendation to the board by July 15. A contract will be extended to the successful candidate by August 1st for an August 1 start. This will not require altering the budget.

III. District-wide Leadership Training

The NYSED Systemic Support Grant funding is helping to create a leadership pipeline in our 5 schools allowing us to begin the process of building a cadre of effective candidates for administrative advancement at the school and district level. The capacity-building training equips leaders to create a culture of excellence. For the past two years RUFSD has undergone professional development initiatives led by Thinking Maps and Pearson. Pearson has provided leadership training workshops on Common Core State Standard for ELA and Math, and Measuring Student Understanding. Thinking Maps has provided applications that include planning, creating data catchers to act as scaffolds for student comprehension, curriculum development organizers, performance assessment builders and more.

Leadership Development Goals:

- (1) To build a pipeline of 12-15 school leaders trained for effective instructional leadership to promote increased expectations mandated by the NYS CCLS.
- (2) To build a pipeline of 12-15 school leaders trained to model effective data-driven decision-making processes through collaborative practices

To reach these goals, leadership training provided by Pearson and Thinking Maps (supported through Title I, NYS Systemic Support Grant, and General Funds) has supported leaders to effectively employ the operational autonomy that is entrusted to them through the Transformation model. This includes a distributed leadership framework that allows the principal to transform from manager to instructional leader with high expectations for students and staff.

Pearson Learning Teams (LT), a research-based leadership intervention has proven successful in a variety of school environments, including low-achieving schools. Teachers in LT schools express higher expectations for student learning and are more likely to shift attributions of improved student performance toward “specific, teacher-implemented, instructional actions”

and away from external factors such as student traits or other non-instructional explanations (McDougall et al., 2007¹; Gallimore, et al. 2009²). An external evaluation of LT schools indicate that teachers assume more academic leadership roles, enjoy more distributed leadership, and experience a heightened sense of professional responsibility (McDougall et al., 2007³).

The Learning Teams training for current principals, assistant principals and members of School Leadership Teams (SLT) is in the process of building a pipeline of educators trained for effective instructional leadership through three **job-embedded services** provided by Pearson; **(1) Leadership Networks, (2) Leadership Coaching, and (3) Specialist Support**. These services provide targeted support to address specific instructional issues that hinder school leader development into to the next level of performance. These services build leader capacity to support NYSCCLS implementations and effective classroom instruction. They additionally direct school leaders to look for critical instructional routines and data-driven learning processes that appropriately support Roosevelt’s college and career-ready efforts for all students.

(1) Leadership Networks meet quarterly for ongoing training to develop a shared understanding of leadership practice, including identification of classroom indicators that students are being well-supported in developing the college and career readiness competencies defined by the NYSCCLS and necessary for life success.

(2) Leadership Coaching provides onsite support to school leaders and SLT members to strengthen ongoing CCLS implementation initiatives and link leadership efforts to the work being done in instructional planning workgroups. It includes on site visits to each school site to model and support leaders as together they visit classrooms on focus walks, facilitate discussions with SLT that puts an emphasis on routine and rigorous data analysis, and observe and support the ongoing evaluation of student work from performance tasks. In this way, leadership can take timely action to support classroom practices that are needed to meet NYSCCLS expectations.

(3) Specialist Support is onsite job-embedded professional development (PD) that provides onsite support for classroom implementation (Thinking Maps and Pearson) of NYSCCLS-supportive practices, curriculum, and leadership. It can include co-planning, co-teaching, and debriefing of a lesson; ongoing analysis of student work; guided practice with school leaders and teacher-leaders; personal executive coaching for principals and assistant principals; and district planning consultative support. Specialist Support is individually determined to meet the needs of each leader.

IV. District-wide Teacher Training

The Comprehensive External Review of RMS noted that professional development generally is episodic and initiative-driven training rather comprehensive. In response, Thinking Map training was initiated during the 2012-13 school year in all district schools. Funding was also sought and acquired to initiate more rigorous instruction that supported the CCLS through

¹ McDougall, D., Saunders, WM., & Goldenberg, C. (2007). Inside the Black Box of School Reform: Explaining

² Gallimore, R., Ermeling, BA, Saunders, WM, & Goldenberg, C. (May, 2009). Moving the learning of teaching closer to practice: Teacher education implications of school-based inquiry teams. *The Elementary School Journal* (special issue edited by Morris & Hiebert), 109 (5), 537-553.

³ Op Cit

the NYSED Systemic Support grant that is bringing both leader and teacher training that will occur from January 2013 through January 2015.

Teacher Goals:

- (1) To build a pipeline of teachers trained for standards-aligned instructional practice
- (2) To develop teachers who collaboratively plan instruction that effectively supports rigorous learning for all students

All district administrators and teachers are participating in ongoing training using Thinking Maps. Applications for using Thinking Maps include planning, creating data catchers to act as scaffolds for student comprehension, curriculum development organizers, performance assessment builders and more. Over thirty sessions of training occurred during the 2012-13 school year and summer at RMS and additional training is currently being conducted during the 2013-2014 school year. The commitment to grow this transformation is so supported by our BOE, they approved two weeks of paid professional development for all district teachers this summer with our partners Pearson and Thinking Maps working together to not only teacher common core content, but how to implement and use the CCLS in the classroom.

All district educators are learning to implement the NYSCCLS through capacity building workshops offered by Pearson and funded through our NYSED Systemic Support grant. This training has equipped our master teachers to become Teacher-Leaders and gain a foundational understanding of the NYSCCLS and the rigor required to master these standards.

Training has been conducted in grade and content-banded groups of 30 or less using a workshop format. Teacher-Leaders that have been identified previously (the teacher-leaders have been in place since August 2012 and have been working with Thinking Maps throughout the 2012-2013 school year) and trained to facilitate collaborative Teacher Workgroups that have been formed at all schools and they have and will continue to develop curriculum through the creation of instructional units and NYSED Modules while supporting the NYSCCLS. Pearson and Thinking Map trainers have and will continue to visit each school during the current school year and conduct focus walks with the principal to gather evidence of transfer of learning as they observe indicators of CCLS application. In addition, job embedded professional development will be given to teachers at the RMS. A focus walk is a collaborative opportunity to gather data by observing settings throughout the school while providing rich and relevant teacher feedback to encourage teacher reflection with a goal of continuous, personalized professional development and instructional improvement. It allows the principal to ensure that teachers are effectively transferring professional development to their classrooms.

V. District Training Events

Table 2 identifies the training RUFSD will provide to teachers and leaders in all five of its schools.

Table 2: Roosevelt UFSD Training by Pearson for District Teachers & Leaders June 1, 2014 - June 30, 2015			
Training	Rationale	Measurable outcomes	Evaluation of Outcomes

**Table 2: Roosevelt UFSD Training by Pearson for District Teachers & Leaders
June 1, 2014 - June 30, 2015**

Training	Rationale	Measurable outcomes	Evaluation of Outcomes
½ day On site Principal Coaching/Data Analysis (Pre-Training Survey)	Principals must accurately analyze data to ascertain school needs	Principals will identify major strengths & weaknesses of survey data for their school with 80% accuracy.	Pearson Specialist Summary Report
Leading for Understanding 1 day	Leaders need to identify indicators of application of NYCCLS training	85% of training participants evidence a positive response to the CCLS training, as measured by “agree” or “strongly agree” responses on post-training survey.	Pearson Post-training survey
Foundational Overview of the CCSS for ELA: 2 Day	Teachers (ELA & Math) must plan for impact of CCLS on content, instruction, & assessment in daily lessons & units.		
Foundational Overview of the CCSS for Math 1 Day			
Training to Deliver Foundational Overview of the CCSS for ELA/Math 1 day each	Teacher-Leaders (ELA & related courses/ Math) need additional training to become trainers		
Measuring Student Understanding Using Performance Tasks: Secondary Math 3 Day	Teachers must effectively employ a variety of authentic assessments to determine student proficiency.	85% of training participants evidence a positive response to the CCLS training, as measured by “agree” or “strongly agree” responses on post-training survey.	Pearson Post-training survey
Training to deliver Measuring Student Understanding Using Performance Tasks Math 1 Day	Teacher-Leaders (ELA & related courses/ Math) need additional training to become trainers		
Developing Curriculum Models for Student Understanding 2 Day	Teachers need to know how to collaboratively plan instruction supporting CCLS	85% of training participants evidence a positive response to the CCLS training, as measured by “agree” or “strongly agree” responses on post-training survey.	Pearson Post-training survey
Training to Deliver Developing Curriculum Models for Student Understanding Math 1 Day	Teacher-Leaders (ELA & related courses/ Math) need additional training to become trainers		

E. External Partner Recruitment, Screening, and Matching

I. Choosing Our External Partners

A district planning group was assembled in fall 2012 consisting of members of the RUFSD Board of Directors, Assistant Superintendent for Secondary Curriculum and Instruction, Assistant Superintendent for Personnel and Professional Development, and the Director of Grants to identify school-specific needs based on the results of the RMS “school Review” conducted in April 2012, as well as concerns raised by teachers and school leadership since the release of the school review. This panel disseminated their interest in selecting a partner or partners broadly to reach a large audience of vendors and then set to work to evaluate and select potential educational and supplemental service partners.

Our procedure for choosing an external partner included:

- Identifying RMS academic and programming needs
- Notifying previous external partners and researching new providers
- Reviewing initial curriculum and budget proposals from potential providers
- Conducting interviews with potential providers to review proposals
- Aligning the needs of RMS with the services of these
- Selecting the partners that best matched RMS needs

In discussions with our teachers we were ever mindful of choosing programs that would not remove teachers from the classroom. Discussions with focus groups of teachers at Roosevelt revealed a common frustration with **initiative overload** as staff has been confronted with change brought about through their priority school status, increasing accountability required by state and federal mandates, multiple committee structures that required time away from classrooms, and sporadic trainings provided by multiple providers with few commonalities or foci. Teachers have increasingly spent more time outside of the school day designing instruction that aligns with CCLS and meets the specific needs of their students. As a result, there has been lower and inconsistent teacher participation in school-led extended learning programs offered for RMS students. Student engagement in the classroom and in extended learning programs has also been challenging as the focus of academic instruction has shifted to align to NYSCCLS.

With these concerns in mind, the planning group recognized the need to make the Transformation at RMS cohesive, with a unified focus to reduce initiative overload and increase student engagement in extended learning programs. Potential providers were evaluated based on the following criteria:

- Experience providing instructional supports for teachers
- Experience providing professional development
- 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 high needs and minority concentrated communities
- Experience with community and family outreach/education

- Experience interfacing with local, state, and federal education officials
- Experience in contracting and grant-management

The group acknowledged that selecting no more than three to four educational providers with a narrow focus and broad impact could help the school and district alleviate its episodic approach to teacher and leader development, and selection of another provider with experience implementing academic-oriented out-of-school time programming could help the school engage students outside of the traditional school day and reinforce school instruction.

II. Processes for Procurement and Budget Timelines

In order to ensure that the RMS will have access to effective external partner support prior to or directly at the start of year one implementation the following steps will be followed in order to ensure timely board of education approval:

- Based on the educational partners submitted proposal a timeline will be requested of implementation.
- The Grants Office will collect all necessary documents needed to begin work in the district prior to the grant award.
- The educational partners will meet with the RMS and SLT to review proposals and timelines.
- All personnel posting will be prepared prior to grant award.
- The educational partners and the grant office will establish a timeline for submission of invoices.

III. District and School Roles for Selecting Partner

RUFSD conducted extensive needs assessments and external review of conditions at RMS that included committee meetings and focus groups with students, leaders, and teachers to determine the best external partners to lead the RMS Transformation effort. External partner selection decision making moves to the school for Year 2 and 3. The RMS and SLT's role will be to oversee progress of the transformation effort, and identify potential barriers to implementation and generate solutions that remove those barriers. It will be their determination whether to continue with selected partners.

F. Enrollment and Retention Policies, Practices, and Strategies

I. Enrollment Issues

RMS serves all middle school students in our district. All three elementary schools feed into RMS which prepares students for Roosevelt High School. 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 by UCP of Nassau County and Rosemary Kennedy at BOCES. All SWD, ELL students and students performing below proficiency are placed within classrooms and given the supplemental coaching and learning opportunities to allow them to reach academic success. Through the help of Pearson, Efficacy Institute, Elite Consulting, and CulturePlay LLC these children should begin to thrive over the next three years. CulturePlay will be providing after-school programs that will allow these children to receive intensive help in not only their academics but with social/emotional needs.

Academic success for all students, English Language Learners, Students with Disabilities and students identified for free or reduced lunch, a large population of struggling learners, will require intensive Tier II and Tier III intervention tools. Along with the rest of the students and staff, transitions are being developed in concert with our partners to help students successfully maintain focus on an environment dedicated to achievement and learning for all. Assisting with these transitions will be shared expectations, common routines and rituals for learning, and personalized opportunities for learning, accompanied by Extended Learning Opportunities specifically designed to accelerate student progress that are described more fully in the School Model and Rationale section. Student proficiency scores are summarized in the following table.

Table 3: Proficiency Scores for Specific Student Subgroups

Grade	Student Subgroup	Students Proficient on NY State Assessment for English/Language Arts			Students Proficient on NY State Assessment for Mathematics		
		2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Grade 7	ALL	27%	15%	16%	17%	15%	21%
	ELL	0%	0%	0	10%	4%	9%
	SWD	4%	0%	3%	0%	0%	3%
	ECON DISADV	27%	14%	14%	19%	15%	17%
Grade 8	ALL	35%	20%	25%	19%	29%	25%
	ELL	0%	6%	4%	0%	14%	15%
	SWD	6%	0%	0	0%	4%	160
	ECON DISADV	33%	22%	27%	20%	33%	25%

II. Policies and Practices for Access

Board Policy mandates and our practice affirms:

- As required by federal law and New York State Regulations, the District has adopted the National Instructional Materials Accessibility Standard (NIMAS) to ensure that curriculum materials are available in a usable alternative format for students with disabilities.
- The allocation of instructional space to meet the current and future education program and service needs of English Language Learners, and to serve students with disabilities in settings with nondisabled peers.
- Students with disabilities in the District shall be transported up to fifty (50) miles (one way) from their home to the appropriate special service or program, unless the Commissioner certifies that no appropriate nonresidential special service or program is available within fifty (50) miles. The Commissioner may then establish transportation arrangements.

III. Specific Strategies

RMS does not receive a disproportionately high number of students with disabilities, English language learners nor those performing below proficiency since it is the district's only middle school.

G. District-level labor and management Consultation and Collaboration

I. Steps in Consultation and Collaboration

RUFSD and the Roosevelt Teachers Association have an amicable relationship that has been tried and tested over the last 18 months through the development of the RUFSD Annual Professional Performance Review (APPR), which has been accepted by the NYSED. This is Year 3 of this plan for our high school and Year 1 of our plan for the rest of the district. The high school proved to be the testing ground also for developing SIG plans that would truly impact achievement. Because of the success of the high school SIG, plans for RMS have gone more smoothly.

In the 2012-2013 school year, the Roosevelt Teachers Association president participated in focus groups, collaborated with district leaders, and contributed to the needs assessment gathered through our External Comprehensive Review as both a RMS teacher and as TU president. 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. In 2013-2014, the new RTA president collaborated with District leaders, reviewed the draft, and submitted comments that were addressed in the final draft. His signature in this proposal indicates her participation and contributions to this plan.

The Administrators Union president was the Assistant Principal at RMS during much of our planning and has also participated in the development of our plan. Her signature on Attachment A attest to this involvement.

RMS teachers and principals contributed to the plan in a number of ways including participation in focus groups, staff meetings with the principal and district administrators, interviews and participation in our External Comprehensive Review.

Parents will have the opportunity to learn more about our plan through our active Parent Teacher Association. Our School Implementation Manager will present the plan, lead discussion and solicit additional comments.

II. Consultation and Collaboration Form (See Attachment A)

II. School-level Plan

A. School Overview

I. Vision, Mission and Goals

We have a vision for learning that is undergirded by the push toward developing students who are self-efficacious. Our mission at Roosevelt Middle School builds upon the District's mission. Specifically, RMS seeks to provide the academic and social environment that connects to our student's assets and helps them to navigate their developmental and educational trajectories. Our approach is to develop motivated youth who will be able to meet the challenges of the 21st century. We believe that self-efficacy is critical in the 21st century to one's ability to communicate and collaborate, and think critically and creatively. Our instructional program will be problem based. This focus emphasizes teaching students to address real world problems

where there is no one correct answer or solution. Our intent is to expose students to a process of learning that will prepare them not only to be college and career ready but for the very messy problems that their generation will have to tackle.

Below we describe our broad goals.

Goal 1: Foster high levels of student and community engagement through the development of efficacious attitudes

Goal 2: Foster academic press by building the capacity of teachers and leaders through job embedded coaching and a data driven school culture

Goal 3: Implement a standards-aligned and assessment framework emphasizing 21st century skills, culturally relevant pedagogy, and problem based learning

II. Research-based Key Design Elements

The research design elements that follow come together to create a teaching and learning environment that guides our goals above. We are aiming to create a school culture that is more student centered, where learning is thought of as constructing, and all stakeholders believe in their ability to be successful.

a). Fostering high levels of student and community engagement through the development of efficacious attitudes

Research indicates that a learning environment that fosters students' belief of their capabilities academically is critical to their achievement in school (Usher and Pajares, 2006). Students who are confident in their academic capabilities work harder, evaluate their progress more frequently, and engage in more self-regulatory strategies that promote success in school. These students are also able to monitor their work time, are more efficient problem solvers, and show more persistence than do equally able peers with low self-efficacy. For minority students in high needs communities the research in this area has also suggested that students need to be in learning environments that help them gain mastery in academic skills. Equally as important is the role of teachers who are able to provide "evaluative feedback, judgments, and appraisals about their academic performance" (Usher and Pajares, 2006).

b). Foster academic press by building the capacity of teachers and leaders through job embedded coaching and a data driven school culture

The National Research Council Institute of Medicine (2004) offered a definition of press as "focusing students' attention on genuine learning rather than simply going through the motions" (p.104). Shouse (1996) compared high academic press to academic excellence. Studies by Lee & Smith (1999) and Newmann (1992) linked academic press to high expectations for success and a predictor of higher student achievement. Teacher practices include creating meaningful assignments and learning experiences and carefully monitoring student progress, relaying assessment outcomes to parents and students in a timely manner. The literature indicates that academic press is critical to student success and identifies directionality from the teacher to student. The school through teacher action brings press to the student.

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., 2009⁴; Goldenberg, 2004⁵). Research also indicates that 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., 2009⁶).

Moreover, 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., 2006⁷). Moreover, tests that are closely integrated with daily instruction are powerful tools for learning (Boston, 2002⁸; NCME, 2005⁹). Research confirms the importance of providing training on how to use data and connect them to practice (Supovitz & Klein, 2003¹⁰). 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., 2006¹¹).

c). Implement a standards-aligned curricular, instructional, and assessment framework emphasizing 21st century skills, culturally relevant pedagogy, and problem based learning

The move toward 21st century skills in education is based on the recognition that there needs to be a shift in not only how students think but also whether their attitudes and behaviors are suited to the new challenges of the 21st century. Will they be able to negotiate the increasing amount of information and organize themselves to prioritize goals and tasks? In order to become the creators and producers of knowledge students have to be prepared to be self-directed and willing to take risks.

⁴ Darling-Hammond, L., Chung Wei, R., Andree, A., Richardson, N., & Orphanos, S. (2009). National Staff Development Council report, "Professional Learning in the Learning Profession." Accessed at http://www.srnleads.org/resources/publications/pdfs/sdc_profdev_short_report.pdf

⁵ Goldenberg, C. (2004). *Successful school change: Creating settings to improve teaching and learning*. New York: Teachers College Press.

⁶ Gallimore, R., Ermeling, BA, Saunders, WM, & Goldenberg, C. (May, 2009). Moving the learning of teaching closer to practice: Teacher education implications of school-based inquiry teams. *The Elementary School Journal* (special issue edited by Morris & Hiebert), 109 (5), 537-553.

⁷ Marsh, JA, Pane, JF, & Hamilton, LS (2006). Making sense of data-driven decision making in education: Evidence from recent RAND research. Occasional papers series, document no. OP-170-EDU. Retrieved at http://www.rand.org/pubs/occasional_papers/2006/RAND_OP170.pdf

⁸ Boston, C (2003). *The Concept of Formative Assessment*, ERIC Digest, ED470206, College Park, Md.: ERIC Clearinghouse on Assessment and Evaluation, 2002. Online at <http://www.ericdigests.org/2003-3/concept.htm>

⁹ NCME (2005). National Council on Measurement in Education Newsletter, Vol. 13, No. 3, September.

¹⁰ Supovitz, J.A. & Klein, V. (2003). Mapping a course for improved student learning: How innovative schools systematically use student performance data to guide improvement. University of Pennsylvania, Graduate School of Education: Center on Reinventing Public Education.

¹¹ Op Cit

A culturally relevant teaching (CRT) and problem based learning framework (PBL) aligns nicely with the emphasis on 21st century skills because the principles of CRT address the increasing global and diverse nature of our society. In order for students to collaborate with people from varying backgrounds to solve the messy problems of the future both teachers and students have to be able to master the following CRT principles:

- Engage in the process construction of knowledge
- Draw upon differing students' interests and linguistic resources
- Tap into home and community resources
- Understand students' cultural knowledge
- Use interactive and constructivist teaching strategies
- Examine the curriculum from multiple perspectives

PBL is a developmental and instructional approach built around a problem which is messy and complex in nature; requires inquiry, information-gathering, and reflection; is changing and tentative; and has no simple, fixed, formulaic, "right" solution (Finkle & Torp, 1995). Problem Based Learning is both a teaching strategy and curriculum design framework, and is well suited for the emphasis on 21st century skills. Research has suggested that PBL leads to increases in self-directed learning (determining what students know and do not know, and then designing a path to discover what they need to know), problem solving ability (defining the problem in their own words, and the ability to follow a process that sees relationships among issues, assess the impact, determine resources to understand the problem) and deep content learning (applying learning to new situations).

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

I. School-level Baseline Data and Target-Setting Chart (See Attachment B)

II. Student Demographics & Needs

Roosevelt Middle School is a rapidly changing school with a highly diverse student body. An analysis of the table below indicates that enrollment at RMS is increasing slightly and that while last year we found RMS students are almost twice as likely to live in poverty situations then they were four years ago, this year we evidenced a surprising improvement in our students' economic condition. The proportion of English Language Learners is steady, requiring support for students as they acquire English as their second language.

Since 2008-2009, attendance rates have improved from 91% to 97% of students in daily attendance, but 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. A suspension alternative is needed so that educators continue to model the importance of being at school every day and the value of learning. As a result, District are currently supporting our In-School Suspension Room.

	2008-09	2009-10	2010-11	2011-2012
Enrollment	554	556	630	632
Free/Reduced Lunch	265 48%	510 92%	582 92%	414 66%

Limited English Proficient	67 12%	70 13%	84 13%	75 12%
Black or African American	63%	63%	61%	59%
Hispanic or Latino	37%	37%	38%	37%
Attendance Rate	91%	90%	95%	97%
Student Suspensions	9%	10%	9%	11%

Student Capacity and Needs Our 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 how scores improve during elementary years and then tumble as students enter RMS. The good news is that when compared to last year's performance, a greater percentage of our students demonstrate proficiency by scoring at level 3 or 4 in all of the grades tested with the exception of grade 6. Our leaders need to determine the cause for both the increase and the decrease in student performance and then create plans for improvement knowing that increased expectations will require careful and effective implementation of improved instruction.

Table 5		RUFSD 2011-2012					
		Student Performance by Grade Level					
English/Language Arts		Elementary Schools			RMS		
		3	4	5	6	7	8
E L A	Level 1	23.7	13.2	16.1	28	25	17
	Level 2	42.2	47.7	43.5	49	59	58
	Level 3	32.7	37.9	39.4	23	16	24
	Level 4	1.4	1.1	1.0	0	0	1
	Level 3 or 4 (% proficient)	34.1	39.0	40.4	23	16	24.9
	2010-2011 % proficient	29	36	35	24	14	17

A cursory look at the achievement scores in math for elementary and RMS students contained in the Table 6 below indicate trends similar to those in English Language Arts. More students demonstrate proficiency in elementary grades but struggle in middle school. Proficiency improved over last year's rates in grades 4-7, but dropped in grades 3 and 8. Particularly alarming is more than a third of 6th and 7th grade students, score at Level 1. This may indicate a lack of rigor in teaching that results in fewer students demonstrating proficiency as they are held to the higher standards of the higher grades. Should this be the case, the need to instill more rigor into daily instruction would better prepare Roosevelt students for success on state assessments, particularly as expectations grow with the inclusion of Common Core components.

Table 6	RUFSD District 2011-2012	
	Student Performance by Grade Level	
Mathematics	Elementary Schools	RMS

		3	4	5	6	7	8
M A T H	Level 1	18.3	3.4	7.7	37	35	15
	Level 2	42.3	33.5	37.4	45	46	60
	Level 3	33.8	46.0	45.1	17	19	24
	Level 4	5.6	17.0	9.7	2	2	1
	Level 3 or 4 (% proficient)	39.4	63.0	54.8	18	21	25
	2010-2011 % proficient	41	55	50	17	14	29

Table 7 (below) reveals that RMS student performance on state assessments falls significantly below New York State averages, with less than a quarter of students demonstrating proficiency. We agreed that a cultural change needs to take place as the great majority of students appear not to see themselves as learners. Students with limited English and those with disabilities fare even worse according to State accountability reports. In many cases, no students in these subgroups demonstrate proficiency, which made our review team wonder what teacher expectations were for these students. The following table summarizes these troubling data points.

		Students Proficient on NY State Assessment for English/Language Arts			Students Proficient on NY State Assessment for Mathematics		
Grade	Student Subgroup	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Grade 6	ALL	34%	25%	23%	11%	17%	8%
	ELL	5%	4%	6%	0%	3%	5%
	SWD	3%	0%	7%	0%	0%	0
	ECON DISADV	33%	22%	24%	9%	15%	15%
Grade 7	ALL	27%	15%	16%	17%	15%	21%
	ELL	0%	0%	0	10%	4%	9%
	SWD	4%	0%	3%	0	0	3%
	ECON DISADV	27%	14%	14%	19%	15%	17%
Grade 8	ALL	35%	20%	25%	19%	29%	25%
	ELL	0%	6%	4%	0	14%	15%
	SWD	6%	0%	0	0	4%	16%
	ECON DISADV	33%	22%	27%	20%	33%	25%

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 these tools, coupled with intensive teacher training to make content comprehensible for all students with effective instruction and support 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 the grant.

III. School Review

A Comprehensive School Review was conducted in April 2012 at RMS by PLC Associates. This extensive audit culminated with 33 Findings and 33 Recommendations for improved school performance. The findings, in brief, follow:

1. Curriculum

- a. During the External Curriculum Review, it was revealed that a written curriculum did not exist in any of the core curriculum areas. Teachers were given pacing guides and told this was curriculum. In addition, professional development in instructing teachers and administrators on NYS Core Curriculum had not started.
- b. Curriculum programs did not foster rigorous and engaging instruction.
- c. ELA and Math materials and standards were not sufficiently differentiated to ensure high academic achievement for students.
- d. Classroom visitations and a review of teacher planning documents revealed a lack of content, rigor and student engagement and little use of higher order thinking skills in lessons.
- e. Most lesson plans in observed classrooms included “Do Nows”; however, they were not closely aligned to the lesson being taught. Lesson objectives were unclear.
- f. The curriculum and resources did not support targeted instruction and extensions for ELL, SWD and gifted and talented students.

2. Teaching and Learning

- a. Many lessons observed were entirely teacher-directed and did not use a range of strategies to accommodate the differing and diverse learning needs of students.
- b. The essential elements of effective instruction were not consistent, nor precise, across the classrooms visited. Staff is not using the same “language of instruction.”
- c. Staff is not consistently reviewing research and best practices.
- d. There is little evidence that data was used to group students or to match tasks to the differing levels of the students.
- e. There was lack of rigor in questioning strategies; higher order thinking and problem solving was absent.
- f. Instructional time was not maximized in most classes.
- g. Student engagement in meaningful instruction was often poor.
- h. Students have not been informed and do not fully understand behavior expectations.

3. School Leadership

- a. There has been a history of inconsistency in school leadership resulting in a lack of consistent practices and an established culture of high expectations.
- b. The school has not established an effective and functioning School Leadership Team.
- c. The school leadership’s management of the organization, operations and resources has not translated into an effective and efficient learning environment.
- d. Expectations for the use of common planning time were unclear.
- e. Professional Development (PD) was not focusing precisely enough on the issues that make the greatest difference in raising student achievement.
- f. The school leadership has not ensured that all required services are provided to students with disabilities and students who are eligible for Academic Intervention Services (AIS).

4. Infrastructure

- a. A number of teachers used a punitive tone in classes and hallways.
- b. School staff expressed low expectations for the academic achievement of students and cited external factors as the root causes of the school's accountability status.
- c. There was inconsistency in the implementation and enforcement of behavior policies.
- d. The school has not established and communicated a clear and effective system for supporting at-risk students for AIS and other intervention services, and did not provide sufficient AIS support staff, supplies and materials.
- e. The RTI program as implemented did not adequately meet student needs.
- f. The school has not developed a successful systematic process to involve parents and families.

5. Collection, Analysis, and Utilization of Data

- a. Analysis of data was not consistently used as a tool for driving school improvement.
- b. The school culture was not conducive from either the staff or student perspective to supporting high levels of student achievement.
- c. Teachers were not consistently monitoring student progress.
- d. Formative assessments were not consistently observed. Few teachers analyzed formative data to: plan instruction, address specific student needs and identify strengths/weakness.
- e. PD activities generally took the form of episodic, initiative-driven training rather than comprehensive efforts aligned with school goals
- f. There was little indication in lesson evaluations, observations or feedback to teachers that they were held accountable for incorporating strategies acquired through PD.

This external audit noted that the written curriculum was very textbook based and did not provide student learning objectives, formative assessments, accommodations and extensions, essential questions, big ideas, and authentic performance tasks. The district is in the process of aligning curriculum to address the CCLS.

IV. Response to Review

In response to these findings, Roosevelt's review team implemented the following changes since the fall of 2012:

- **Curriculum:** Continued work on the written curriculum, added Department chairs 7-12 in ELA, Science, and Social Studies
- **Instructional Practice:** Provided Thinking Maps PD and Pearson PD
- **Leadership:** Retained Interim Principal as Principal to provide consistency
- **Infrastructure:** Midyear shift of AIS teacher to support grades 7 & 8; Expanded uniform dress code to middle and high school
- **Data Practices:** Expanded benchmark testing from 3 to 4 times per year

In January 2013, focus groups were held with representatives of students, teachers, PTA leaders, school and district administrators to discuss leading and lagging indicators, school profile and demographic data as well as student performance over time on NY state assessments. A review team composed of district administrators, school leaders, teachers, teacher union president and outside educational experts examined data to define our needs and identify components necessary for positive transformation at RMS.

V. Prioritizing Needs

The many and diverse needs led us to determine we needed a comprehensive school improvement solution that would move us toward our vision and mission. We chose to focus our attention on unifying the curriculum, creating a school culture where high expectations and engagement are the norm. This approach we firmly believe will propel our students to the levels of achievement need for the 21st century.

C. School Model and Rationale

I. Rationale for Transformation

The Transformation model was chosen because the findings from the RMS needs assessment suggest that the elements of Transformation, if well implemented, will yield improved student outcomes and eventual removal from Priority status. Our Transformation model is grounded in research-based key design elements that guide our action. Our theory of action state that, if RMS teachers and administrators **develop efficacious attitudes** and **focus on academic press** in working with students to provide a platform for **21st century learning skills**, and if they are knowledgeable about **culturally relevant pedagogy** and **problem based learning strategies** that are aligned to the CCLS; and if they collaboratively participate in a school improvement process that includes **job-embedded coaching** that models these methodologies in action and professional development in the creation of assessments to measure student performances; if they create a school culture that promotes **high levels of student engagement** that prepares students to be **producers/creators of knowledge** then they will be able to provide students with both the knowledge, skill, and opportunity to demonstrate high levels of academic achievement.

II. Process for Choosing Transformation

A **district planning group** was assembled in fall 2012 consisting of members of the RUFSD Board of Education, Assistant Superintendent for Secondary Education and Instruction, Assistant Superintendent for Personnel and Professional Development, and the Director of Grants to review the four intervention models (Turnaround, Restart, Transformation, and Closure), and identify school-specific needs based on the results of the RMS “**school Review**” conducted in April 2012. The district planning group held **discussions with focus groups of teachers** that revealed a common frustration with **initiative overload** as staff has been confronted with change brought about through their priority school status, increasing accountability required by state and federal mandates, multiple committee structures that required time away from classrooms, and sporadic trainings provided by multiple providers with few commonalities or foci. Teachers have increasingly spent more time outside of the school day designing instruction that aligns with CCLS and meets the specific needs of their students. As a result, there has been lower and inconsistent teacher participation in school-led extended learning programs offered for RMS students. The district-planning group held **discussions with focus groups of students** that highlighted a need for more support and engagement in the classroom and in extended learning programs since the shift to NYSCCLS. Students expressed the need to work on real world problems that are culturally and socially relevant. They also want to explore STEM education and career pathways through enrichment experiences with experts and industry professionals. With these concerns in mind, the planning group recognized the need to select the Transformation model at RMS, with a unified focus to reduce initiative overload, and increase student engagement in extended learning programs.

D. School Leadership

I. Characteristics and Core Competencies of Principal

High quality gains in student learning year after year require an effective principal. This is particularly true for turnaround schools, where studies find no examples of success without strong principal leadership (Berends et al., 2001¹²; Duke, 2004¹³). The RMS principal needs to set direction, help faculty grow professionally and actively participate in redesigning the organization (Leithwood et al., 2004¹⁴). 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., 2005¹⁵). New Leaders for New Schools (2009¹⁶) 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

II. Selected Principal for RMS

Our current Interim principal, Ms. Nateasha McVea (see resume in Attachment) has come through the teacher leader pipeline at RUFSD. She has had successful tenure as an elementary school teacher and Assistant Principal within the District. Currently she is serving as the Interim Middle School Principal because her record shows her to be a leader to inspire staff.

To support her in this endeavor, we will hire a **School Implementation Manager** to work along our new principal and relieve her of managerial aspects of the grant, serve as principal for Extended Learning Time and model effective leadership practices.

III. Process for Selection of School Implementation Manager

After the national search and paper screening of candidates, RMS and SLT will select the top 10 candidates for phone interviews with follow up checking of references to narrow the field. Three to five 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

¹² Berends, M., Kirby, S. N., Naftel, S., & McKelvey, C. (2001). *Implementation and performance in new American schools: Three years into scale-up*. (No. MR-1145). Santa Monica, CA: RAND Corporation

¹³ Duke, D. (2004). The turnaround principal: High stakes leadership. *Principal Magazine*, 84(1), 12-23.

¹⁴ Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (2004). How leadership influences student learning. The Wallace Foundation. Retrieved August 23, 2009, from <http://www.wallacefoundation.org/SiteCollectionDocuments/WF%20Knowledge%20Center/Attachments/PDF/ReviewofResearch-LearningFromLeadership.pdf>

¹⁵ Marzano, R. J., Waters, T., & McNulty, B. (2005). *School leadership that works: From research to results*. Alexandria, VA: Association for Supervision and Curriculum Development.

¹⁶ New Leaders for New Schools (2009). *Principal Effectiveness: A New Principalship to Drive Student Achievement, Teacher Effectiveness, and School Turnarounds*. Retrieved from http://www.nlms.org/documents/nfl/principal_effectiveness_executive_summary_nlms.pdf

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 RMS Transformation as School Implementation Manager.

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 SIM can assume this position by August 1, 2014.

IV. Job Description and Duties

The RUFSD has created a job description to hire a School Implementation Manager (SIM) effective August 2014. The SIM will assume non-instructional responsibilities including planning/organizing events and initiatives with community and college partners, conducting classroom walk-throughs, collecting and communicating school data, coordinating the conversion of the Middle School to an atmosphere of urgency in getting the information needed to staff and students. The SIM role will assist with initiatives to enhance student achievement, school themes, college culture and common core. The SIM will report regularly to both the Principal and the Assistant to Superintendent of Secondary Education and Instruction and will serve as the liaison to the District's Transformation Office.

V. Supporting Leadership Positions

During the 2013-2014 school year, leadership at RMS includes a new interim principal and a shifting cast of assistant principals.

During the 2013-2014, Department Chairs 7-12 for English Language Arts, Mathematics and Special Education were identified, provided stipends and given released time to assist with leadership duties. The Assistant Principals will provide ongoing support for ELA and math, and oversee Professional Learning Communities.

Elite Consulting will provide additional training for all members of the RMS SLT. The SLT were created to improve instruction through collaborative design. Teacher-Leaders on the SLT will facilitate professional learning communities as they learn to develop curriculum units, authentic performance tasks, and lessons that accommodate all learners in a collaborative manner using tested protocols that have proven effective in similar settings. When implemented well, Professional Learning Communities 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

I. Current RMS Staffing

Of a school's total impact on student achievement, 33% is attributable to teachers (Marzano, Waters, & McNulty, 2005¹⁷). However, for teachers to have an impact, they must all be effective. The new APPR system, extensive job-embedded training and incentives for teacher performance will assist in moving teachers from Developing to Effective and supporting

¹⁷ Marzano, R. J., Waters, T., & McNulty, B. (2005). *School leadership that works: From research to results*. Alexandria, VA: Association for Supervision and Curriculum Development.

Effective Teachers to become Highly Effective as well as supporting the removal of ineffective teachers at RMS. Table 8 includes pertinent data on the current staff.

	2009-2010	2010-2011	2011-2012
Total Number of Teachers	57	58	55
% with no valid Teacher Certification	0	0	0
% Teaching Out of Certification	7%	2%	4%
% with fewer than 3 Years Experience	5%	2%	4%
Total Number of Core Classes	163	163	169
% Not Taught by Highly Qualified Teachers in This School	2%	0	2%
% Not Taught by Highly Qualified in this District	2%	2%	2%
Turnover Rate of Teachers with Less than 5 Years Experience	14%	25%	33%
Turnover Rate of All Teachers	7%	9%	12%

Elite Consulting will work with the RMS to increase learning time for teachers and their students, increase expectations for collaborative planning, and more frequent observations will be supported by the requirements of the District's approved APPR Plan Teachers unwilling to embrace the changes may be encouraged to apply for transfer. Teachers who receive a rating of ineffective two years in a row will be presented with and expedited 3020(a).

II. Characteristics and Core Competencies for RMS 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, 1999¹⁸; Nye et al., 2004¹⁹). Sanders and Rivers (1996²⁰) 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. In addition to teacher effectiveness, we strongly believe if

¹⁸ Darling-Hammond, L. (1999). *Teacher Quality and Student Achievement: A Review of State Policy Evidence*. Seattle: Center for the Study of Teaching and Policy.

¹⁹ Nye, B., Konstantopoulos, S., & Hedges, L. (2004). How large are teacher effects? *Educational Evaluation and Policy Analysis*, 26(3), 237-257.

²⁰ Sanders, W.L., & Rivers, J. (1996, November) *Cumulative and Residual Effects of Teachers on Future Student Academic Achievement*. Knoxville, TN.: University of Tennessee Value-Added Research and Assessment Center.

RMS teachers and administrators develop efficacious attitudes and focus on academic press in working with students to provide a platform for 21st century learning skills, and if they are knowledgeable about culturally relevant pedagogy and problem based learning strategies that are aligned to the CCLS; and if they collaboratively participate in a school improvement process that includes job-embedded coaching that models these methodologies in action and professional development in the creation of assessments to measure student performances; if they create a school culture that promotes high levels of student engagement that prepares students to be producers/creators of knowledge then they will be able to provide students with both the knowledge, skill, and opportunity to demonstrate high levels of academic achievement.

III. Process for Informing Current RMS 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. During the July and August training teachers and staff will be further trained into the changing culture and transformation beginning in 2014-2015. Expectations will be reiterated when the new superintendent of the district holds her two day Superintendent's Days before the start of the new school year.

IV. Process and Mechanisms for Screening, Selecting, Retaining, Transferring, and Recruiting RMS 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, but the District will mentor and provide professional development based upon the areas help is needed. They will also be informed that if they are rated as 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 types of decisions will be based on student data, teacher strengths and weakness and their willingness to participate in professional development so they can improve. New staff positions will be advertised 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.

F. Partnerships

I. Partner Identification

Pearson, Efficacy Institute, Elite Consulting, and CulturePlay LLC will support RMS as it applies the Transformation model as external partners. Pearson will provide year-round support as RMS navigates fundamental and dramatic shifts in leadership and classroom practices. Efficacy Institute will provide training in its Self-Directed Improvement System™. It allows educators and students to analyze performance data, and make feedback about what they did well, and what they need to work on to improve. This feedback helps them build effective strategies for both teaching and learning. Elite Consulting will provide coaching for teachers,

including co-planning and modeling as needed, to support implementation of effective instructional practices, with a focus on ELA and math. CulturePlay LLC will provide afterschool programming which will be mandated for RMS students who have not yet demonstrated proficiency (Level 1 and 2) in reading or math on the NY state assessments.

RUFSD selected our educational partners based on the results of the RMS “School Review” conducted in April 2012, as well as concerns raised by teachers and school leadership since the release of the School Review. Providers were evaluated based on the following criteria:

- Experience providing instructional supports for teachers and afterschool programming for students
- Experience providing professional development
- 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 high needs and minority concentrated communities
- Experience with community and family outreach/education
- Experience interfacing with local, state, and federal education officials
- Experience in contracting and grant-management

II. Partner Effectiveness

Please see Attachment C for evidence of our educational partner’s effectiveness.

III. Partner Accountability

Comprehensive program evaluation is built into each of the educational partners’ programs. For Elite and Pearson initiatives, 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. Every time a Specialist is at RMS, 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.

CulturePlay LLC provides program evaluation through assessments of academic achievement, student engagement, staff performance, site operations, and quarterly reports. Program staff collect, track and report on attendance daily, which will provide feedback on student engagement through consistent attendance. Additionally, the effectiveness of integrated academic and enrichment activities will be assessed through two short program-administered pre-program and post-program academic assessments. These assessments will allow staff to determine students’ academic needs and adapt the program curriculum to the demonstrated need; post-program assessments will provide an indication through improved scores that students have expanded or maintained their proficiency in ELA and Math.

Implementation reports document implementation strength and provide feedback to the schools for the purpose of celebrating successes as well as to improve implementation, and

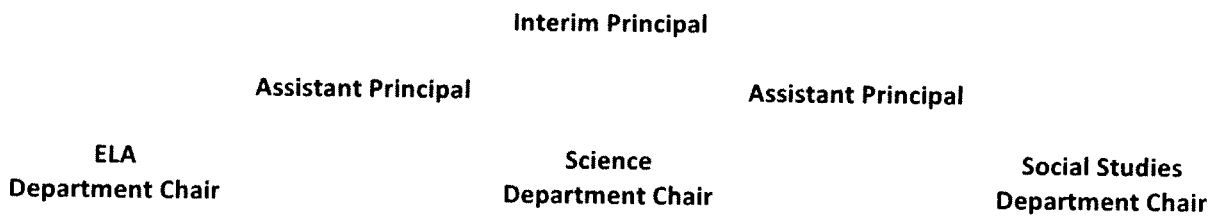
inform the planning for the subsequent year. Field Specialists collaborate with school and/or district administrators to analyze the data and to use it to guide further implementation.

Data derived on the strength of our partner’s support will be examined quarterly by the RMS Advisory Council and the School Leadership Team. These data will be used to ascertain whether our partners are meeting the terms of their contract and expectations. Continued contractual service is predicated on their doing so.

G. Organizational Plan

I. Management and Team Structures

The following organizational chart depicts current management structures at RMS.



RMS with assistance from Elite Consulting seeks to compress, and distribute leadership, using the Learning Teams model. The LT leadership framework is anchored by the SLT, which is led by an LT Advisor and composed of facilitators from all teacher workgroups at the school along with school site administrators and the parent liaison. The SLT prepares the Professional Learning Community facilitators to guide the work of their 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.

(Special Education and ESL teachers will be members of core area Learning Teams to support differentiated instructional planning and effective co-teaching.)

A second oversight committee will be assembled to encourage parent and family involvement. The **RMS Advisory Council** meets quarterly to oversee the progress of the school transformation effort through data analysis and identifying ways to surmount barriers. Members include all stakeholder groups.

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.

Professional Learning Communities and LT's collaboratively plan curriculum units that support CCLS and analyze data from a number of sources to refine effectiveness. Typical data sources include quarterly benchmark tests (Right Reason Technology), yearly state assessment results, regular performance task performance, and individual reports from personalized learning tools (*Read 180*) and intervention. Teacher workgroups are expected to meet at least weekly and create summary reports of the LT progress that informs the principal of each team's progress.

III. Implementing the Annual Professional Performance Review

On November 30, 2012, the Roosevelt APPR was approved by NYSED. The district has decided to use the Kim Marshall rubric for both teachers and administrators. Roosevelt High School has already completed their first round of APPR teacher and leaders' evaluations and all staff at the high school has been given their HEDI scores. The Kim Marshall Rubric requires mini observations as well as formal observations where an evaluator will observe an entire lesson.

As the APPR is applied at RMS, the Principal, Assistant Principal and School Implementation Manager will be responsible for scheduling and conducting observations, including pre observation conferences, classroom observations and post observation, and will provide feedback on concrete steps and processes for improvement.

IV. RMS Schedule for APPR for 2014-2015 & V. Calendar of Events

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 as weekly classroom walkthroughs accompanied by feedback as to the expectation for all administrators. All teachers new to RMS will receive feedback on at least one mini observation by the end of September. All non-tenure teachers will receive feedback on at least one mini observation by the end of October. All tenured teachers will receive feedback on at least one mini observation by the end of November. All teachers new to RMS will have a post conference on at least one Formal observation by the end of December. All non-tenure teachers will have a post conference on at least one Formal observation by the end of January. All tenured teachers will have one 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.

H. Educational Plan

I. Curriculum 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, 2001²¹). A deep alignment process is one of the more

²¹ English, F.W. & Steffy, B.E. (2001) *Deep Curriculum Alignment*. Lanham, MD: ScarecrowEducation.

prominent tools used by educators today to ensure content is valid and assessed (Allen, 2002²²; Downey, 2009²³).

The school's selected research-based approach of 21st century skills within a culturally relevant and problem based framework will be utilized to carefully align curriculum in math, ELA, and all major content areas. This effort will be collaboratively supported by teacher workgroups that are already a part of the existing Professional Learning Communities (PLC) structure. Teachers within the PLC will participate in collaborative planning, using student work and assessment data to inform instructional development. Specialists will also come alongside teachers within their classrooms as they present commonly developed units.

Teacher will be trained and mentored to work collaboratively to design units and performance tasks that align to the NYSCCLS. As they design curricular units supporting CCLS and develop performance tasks to ascertain whether student know and are able to meet the requirements of the CCLS, they gather student success data on these tasks so they may identify students in need of further intervention and to help them refine and expand curriculum to address the needs of all students. These data, therefore, becomes a tool by which teachers and leaders measure student proficiency with selected curricular units and associated skills.

II. Instruction The National Association of Elementary School Principals (2002²⁴) 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.

RMS 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.

Roosevelt'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 change both practice and possibilities for students, with improved practices ensuring 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, RMS teachers will make the following **Mathematics Shifts**:

Shift 1 - Focus: RMS 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.

²² Allen, R. (2002). Keeping kids in school. *Education Update*, 44 (8). Retrieved at www.ased.org/affiliates/articles/eu200212_allen.html

²³ Downey, C.J., Steffy, B.E., Poston, W.K., & English, F.W. (2009). *50 ways to close the achievement gap*, 3rd Edition. Thousand Oaks, CA: Corwin Press.

²⁴ National Association of Elementary School Principals. (2002). *Leading learning communities: Standards for what principals should know and be able to do*. Washington, DC: Collaborative Communications Group.

Shift 2 – Coherence: RMS 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: RMS students need to have a strong efficacious disposition to be able to firmly grasp and quick recall of basic facts so that they are able to work with more complex concepts.

Shift 4 – Deep Understanding: RMS 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 will encourage students to delve deeply into real life application and present their findings to their peers.

Shift 5 - Application: A culturally relevant and problem based learning framework will be utilized to move toward 21st century learning and so that students understand the relevance of what they are learning.

Shift 6 – Dual Intensity: RMS teachers will encourage mathematical thinking across the content areas.

English Language Arts/Literacy Shifts

Shift 1 – Balancing Informational & Literary Text: Teacher workgroup sessions will include an emphasis on defining “informational texts” and providing relevant examples, particularly in content areas that have traditionally utilized only literary texts.

Shift 2 – Knowledge in the Disciplines: RMS 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. Classroom libraries will be expanded to include leveled text that cross genre.

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: This approach requires teacher emphasis on scaffolding instruction that models how to withdraw important clues from provided texts.

Shift 5 – Writing From Sources: Roosevelt students must similarly read carefully and extract textual information to build a successful argument. Teacher workgroup sessions will include training on integrating writing across the content areas

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

Teachers work initially with NYS Modules and Resources on EngageNY 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 modules and resources provide hands-on experience with standards-aligned instruction and curriculum. For ELA, the models of aligned curriculum and instruction reflect an 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 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 makes writing effective. Focused attention is given to academic vocabulary and sophisticated syntax to elevate students' written language.

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 such as graphic organizers, collaborative discourse, and small group and partner work, as well as the intentional use of metacognitive strategies, particularly support students with special needs.

The alignment of instruction to standards and assessments is further supported by a series of performance tasks. For each grade level, the Performance Tasks ask students to read closely and respond to increasingly complex and demanding material. Rubrics and samples of student work reflecting a range of performance levels relative to the CCLS accompany the Performance Tasks. In addition to helping teachers and students grasp the demands of increasing text complexity, these Performance Tasks provide a range of scaffolding to support students' making responses. The Performance Tasks are not tied to a specific instructional unit. Rather, they provide models of tasks students might encounter in assessments of their achievement of the CCLS.

III. Use of Time Extending the school day and/or school year improves student achievement, *provided that the extra time is engaged learning time* (Aronson, Zimmerman & Carlos, 1998²⁵). Roosevelt Middle will extend learning by adding 450 hours to the school calendar to support students needing additional time for learning. Afterschool programming will be offered, from 3 pm to 5 pm. On Monday, Wednesday and Friday to provide mandated instruction for all students not demonstrating proficiency on NY state assessments for ELA and Math.

CulturePlay LLC will provide an additional 150 students with an after-school program for 3 days a week from 3:00 p.m. to 5:00 p.m. for 30 weeks during year 1. All programs will 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 and Level 2 on NYS ELA and Math assessments.

The 450 additional hours for student support will include a variety of engaging learning activities that promote student knowledge in core curricular areas.

²⁵ Aronson, J., Zimmerman, J., & Carlos, L. (1998). Improving student achievement by extending school: Is it just a matter of time? West Ed online research report, accessed at http://www.wested.org/es/we/print/does_w.e.timeandlearning:the_research.html

IV. Data-Driven Instruction/Inquiry (DDI)

The school principal and SLT will model data driven decision making for improved instruction during monthly meetings facilitated by the principal with Pearson, Thinking Maps and Elite Consulting. The SLT is composed of the Principal, Assistant Principal, SIM, Guidance Counselor, and the Teacher-Leaders who are learning to facilitate their Professional Learning Communities. Teacher-Leaders then transmit and apply what they are learning through membership on the SLT to their Professional Learning Communities.

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. 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. To that end, Roosevelt Middle School commits to an annual administration of common formative and interim assessments in all Math and ELA courses. These assessments are created by *Right Reason Technology* and administered on a quarterly basis. Table 9 provides the annual schedule for the administration of formative, interim, and summative assessments.

Frequency	Type of Assessment	MATH	ELA
Annually	NY State Summative Assessment	X	X
Quarterly	<i>RightReason</i> Interim Assessment	X	X
Weekly	Collaboratively developed Teacher made test or Performance Task	X	X
Daily	Guided Practice Student Work	X	X
Baseline and End of Year	Surveys for Parents, Students, Staff gathers perceptual data regarding school culture change (i.e. Tripod)		

In addition to its work with the data knowledge modules, the Leadership Team 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 to improve implementation. Multiple data sources help the Leadership Team 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.

V. Student Support

Roosevelt Middle School 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
- Expanded Staff Engagement in Student Support
- Expanded Parental Engagement in Student Support
- Expanded Community Engagement in Student Support

Graduation Risk Insight System (GRI) will help Roosevelt Middle School identify students in grades 7–8 who are demonstrating risk factors that may lead to dropping out of school. The GRI system is managed and monitored by a newly formed school Engagement Workgroup.

The GRI monitors students' progress in relation to motivation, engagement, and capacity to manage themselves as learners. 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 point's link directly to factors impacting student engagement. Pearson statisticians can generate the data for RMS as frequently as needed,

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.

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. The Engagement Workgroup meets 12 times during the year. Effectiveness data is gathered through surveys that capture perceptions of parents, students and staff. Given twice a year, the Engagement Workgroup uses these data to determine the effectiveness of transforming the school's culture. Data are provided regarding students' sense of belonging to the school, their connections to teachers and other adults, their friendships with peers, their sense that they are known both as learners and as people, and their belief in their ability to succeed academically.

School Operational Structure The Engagement Workgroup is designed to evaluate school structures, practices, or procedures that promote or hinder student growth and support. That is why school leadership participation in this workgroups is vital to workgroup success. If currently adopted procedures or operations hinder student achievement/growth, they must be changed.

VI. School Climate and Discipline

Through the work of the Efficacy Institute, RMS has the following goals for improving the school climate:

- The purpose of having a School-wide Instructional Focus
- The vital importance of College and Career Readiness with an emphasis on 21st century skills 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.

RMS is committed to a larger vision than just constant punishment for wrong doing. We believe in making a commitment to supporting positive behaviors that reduce the negative. Positive school culture is linked to a strong sense of school membership which in turn is linked to academic and behavioral outcomes such as fewer incidents of disciplinary referrals and victimization (e.g., DeWitt et al, 2003²⁶), and reduced drop out (Christle, Jolivet & Nelson, 2007). Notably, the physical environment of the school is linked to the same outcomes. As we improve instruction, our students become more engaged and there is less time and willingness to act out.

Student aspirations have also been linked to student achievement. QISA²⁷ researchers have identified 8 conditions as critical in fostering and maintaining student aspirations: 1) *Belonging*;

²⁶ DeWitt, D., McKee, C., Fjeld, J., Karioja, K. (2003). The Critical Role of School Culture in Student Success, Voices for Children Newsletter, accessed at <http://www.esgv.ca/counselor/assets/Critical%20Role%20of%20School%20Culture%20in%20Student%20Success.pdf>

²⁷ QISA = The Quaglia Institute for Student Aspirations

2) *Heroes*; 3) *Sense of Accomplishment*; 4) *Fun & Excitement*; 5) *Curiosity & Creativity*; 6) *Spirit of Adventure*; 7) *Leadership & Responsibility*; and 8) *Confidence to Take Action*.

Districts that have targeted these 8 conditions report higher attendance and decreased dropout rates (QISA, 2009).

VII. Parent and Community Engagement

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, RMS will employ a Home-School Notebook. The Notebook builds regular, positive communication between home and school about academic growth and the development of academic readiness behaviors. It can be maintained in hardcopy or be electronic.

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.

Community Engagement As RMS 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.

I. Training, Support, and Professional Development

I. Collaboration with RMS Leadership and Staff

RMS 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: Served on review teams to address specific aspects of plan
- January 2013: Participated in focus groups with external consultants
- Summer 2013: Created the School Comprehensive Education Plan (SCEP)
- Fall 2013: Prepared self-assessment for diagnostic tool for school and District effectiveness (DTSDE).
- January 2014: Administrative Union president and Teacher's Union president reviewed initial draft of plan and provided response
- February 2014: Administrative Union president and Teacher's Union president received revised plan and provided signatures

II. Implementation Period

Table 10 summarizes the **mandatory** training/PD events, and meetings or activities and associated **measurable outcomes** we have planned with our external providers, Pearson, Efficacy Institute, CulturePlay LLC and Elite Consulting for Year 1.

Table 10: Year One Implementation Focus, Settings, and Supports				
Setting	Membership/Outcome & Reporting Method	Focus/Rationale	Meetings	Partner Onsite 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 	<ul style="list-style-type: none"> ▪ 1 meeting / month on development of Data-Driven Culture ▪ 2 meetings/ month on Implementation ▪ Quarterly 2-hour Progress Monitoring meetings 	<ul style="list-style-type: none"> -Field Specialist (FS) facilitates Data-Driven Culture meeting each month -FS facilitates 1 Implementation meeting each month -FS facilitates quarterly Progress Monitoring meetings
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 	<p>Strategic planning sessions with FS at least 3X per month</p> <p>Guided Practice Focus Walks with FS at least 6 X per year</p>	<ul style="list-style-type: none"> -FS strategically plans w/ Principal [AP as appropriate] at least 3X / month -FS 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 FD plus 1 half-day during school year	FS facilitates PD

Table 10: Year One Implementation Focus, Settings, and Supports

Setting	Membership/Outcome & Reporting Method	Focus/Rationale	Meetings	Partner Onsite Support
Math Department PD	<p>All Math teachers plus ESL, special education, and any other teachers who support instruction in math</p> <p>85% of participants evidence a positive response to training, as measured by “agree” or “strongly agree” responses on SIM Baseline survey.</p>	<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 FD plus 1-half day PD during school year	FS facilitates PD
Department Workgroups (other than English and Math)	<p>All teaching faculty (other than English and math) organized into job-alike groups that provide stable settings for focusing on development of practice</p> <p>Staff response indicates 10% overall improvement, as measured by “agree” or “strongly agree” responses on Teacher Collaborative Practices survey.</p>	Collaboration on incorporating SIF strategies into teaching and learning through cycles of planning, practice, and reflection on practice	12 Workgroup meetings per Department Workgroup in the course of the year	<p>-FS attends at least 6 Workgroup meetings per month and/or provides feedback and planning assistance to Workgroup facilitator(s)</p> <p>-FS provides in-class coaching/co-planning support/feedback (as appropriate) for at least 6 teachers per month</p>
English Workgroup	<p>All English teachers plus ESL, special education, and any other teachers who support ELA</p> <p>Staff response indicates 10% overall improvement, as measured by “agree” or “strongly agree” responses on Teacher Collaborative Practices survey.</p>	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	12 Workgroup meetings in the course of the year	
Math Workgroup	<p>All math teachers plus ESL, special education, and other teachers who support math</p> <p>Staff response indicates 10% overall improvement, as measured by “agree” or “strongly agree” responses on Teacher Collaborative Practices survey.</p>	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	12 Workgroup meetings in the course of the year	

Setting	Membership/Outcome & Reporting Method	Focus/Rationale	Meetings	Partner Onsite Support
Engagement Workgroup	<p>Principal, staff responsible for student services and related functions (e.g., dean(s), counselor(s), community outreach coordinator, social worker(s), psychologist(s))</p> <p>Staff response indicates 10% overall improvement, as measured by “agree” or “strongly agree” responses on Teacher Collaborative Practices survey.</p>	<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 	2 half-day PD sessions scheduled to suit school schedule, usually after Launch Institute 12 Workgroup meetings in the course of the year	<p>-FS facilitates PD</p> <p>-FS attends Engagement Workgroup meetings (at least 6 meetings per month) and/or provide feedback and planning assistance to Workgroup facilitator(s)</p>

Table 11 Summarizes activities for Year 1 provided by CulturePlay LLC.

Event	Measurable Outcome(s)	Reporting Method	Rationale
Curriculum Planning for CulturePlay After School Programs	RUFSD, RMS Principal, SIM, and CulturePlay Program Directors collaboratively develop After School program curricula linked to academic curriculum and establish shared accountability.	Comparison of pre-program and post-program assessment scores; Assessment of Student Work Portfolios	Prepare middle school students for NYS ELA and Math assessments to improve test scores and CCLS proficiency
Professional Development for CulturePlay After School Programs	100% of training participants indicate a positive response to training, as measured by “agree” or “strongly agree” responses on post-training survey.	Post-Program Staff Survey	Prepare staff to actively engage and deliver STEM and enrichment-based program content
CulturePlay After School Program	80% of participating students increase ELA and Math skills as measured by pre- and post- program	Comparison of pre-program and post-program assessment scores	Prepare middle school students for NYS ELA and Math assessments to improve test scores and CCLS proficiency

Table 11:	CulturePlay Activities		
	assessments.		

Prior to the CulturePlay After School Programs, curriculum development meetings with school leadership and CulturePlay program staff will be held in the summer 2014 to finalize the curricula. CulturePlay instructional staff will attend planning meetings to identify specific projects and the core curriculum standards targeted with each project, as well as identify tools for program evaluation and accountability. Student academic needs will be linked to program content and outcomes and appropriate student assessments will be designated.

III. Schedule and Plan for Evaluation Throughout the school year, information and data on progress towards achievement of our Transformation goals will be assessed by Pearson and Elite Consulting Specialists use a number of tools to collect a variety of data to inform progress toward goals. Specialists collect data to improve their work and fine-tune implementation, with data functioning like classroom formative assessment. 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 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
- Quarterly benchmark assessments in English Language Arts and Mathematics to determine student achievement growth
- Screening and embedded assessments in personalized learning tools and intervention courses
- 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 and Elite Consulting. 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 across Roosevelt Middle School 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.

Of particular interest is monitoring the progress of transforming culture at RMS. Perception data will be gathered at the end of each year using surveys to glean data from parents and students. Perception from teachers will come from the Teacher Engagement and Teacher Collaboration surveys

Progress monitoring through differing data sources trickles down through facilitated Workgroup training to permit all of our educators to use data for continual improvement that crosses content areas and grade levels.

Table 12 summarizes the schedule and plan for evaluation

	Tool	Dimensions of Data Gathered
Beginning & End of Year	*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 students and staff
	Teacher Collaboration Survey	Frequency and quality of collaboration
	Survey	Perception and aspirations data collected from parents
Ongoing During Implementation using Support Tools via iPad	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
	Professional Learning Communities	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

The evaluation of CulturePlay After School programs will occur through formal parent, participant, and staff surveys. Student scores from program-administered assessments will demonstrate student progress. Monthly visits by senior CulturePlay Managers will require formal documentation of the status of site operations, quality of programming and instruction, student engagement, and community perception. Monthly meetings with the School Implementation manager and School Leadership Team will be scheduled with the CulturePlay Site Director to share information about the After School programs. Quarterly reports will be composed by these managers and provided to RUFSD personnel to evaluate program effectiveness and approve implementation for Years Two and Three.

J. Communication and Stakeholder Involvement/Engagement

RMS 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.

I. Consultation, Collaboration and Communication

Parents and the community were notified of Roosevelt Middle School'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 RMS students
- Parent meeting invited discussion and collaboration
- Parents survey was completed
- Board meetings heard comments and stimulated discussion with community members on proposal to shift grade 6 students to elementary buildings

RMS plans to expand consultation, collaboration and communication in a number of ways. Among the important areas of need for parent and community engagement at the secondary level is support for students' career exploration and future goal setting. Adult mentors in the community can provide supplementary support to students identified as needing assistance in developing appropriate career readiness behaviors that relate to motivation and self-regulation. These adult mentors can also help students to identify and set their sights on future goals.

As implementation proceeds, the Engagement Workgroup, and the School Implementation Manager explores these and other 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, Roosevelt Middle School will create an Advisory Council (RMAC) charged with holding quarterly meetings with stakeholders representing parents, community members, teachers, staff, school and district leaders to review recent data to understand deeply all aspects of the transformation process.

Initially we will meet at RMS so that the RMAC 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 RMS, we may decide as a committee to move the location of our meeting.

K. Project Plan Narrative Timeline

I. Goals and Key Strategies

Goal 1: Foster high levels of student and community engagement through the development of efficacious attitudes

Communicate importance of and strategies for supporting student engagement to the community through the work of the Efficacy Institute. Additionally, building the capacity of teachers and students of learning how to have high expectations through creating goals and using feedback to drive achievement.

Goal 2: Foster academic press by building the capacity of teachers and leaders through job embedded coaching and a data driven school culture

Develop and nurture collaboration, using a systems approach to engage entire school in shared responsibility and shared learning through consistent progress monitoring focusing on the quality of implementation. Additionally, establishing the foundation of knowledge and practice necessary to support development of a data-driven culture through the work of Leadership Team and the practices of the Principal and Assistant Principal(s)/Administrative Team

Goal 3: Implement a standards-aligned and assessment framework emphasizing 21st century skills, culturally relevant pedagogy, and problem based learning

Use CCSS-related performance tasks to build knowledge of CCSS demands and expected levels of performance and consider implications for curriculum and instruction. Additionally, models of standards-aligned instruction and study use of practices will be taught by the field specialists and practiced by RMS teachers. Field specialists will work with teachers to unify the curriculum using a problem based and culturally relevant instructional framework with 2-3 site visits to classrooms to each month to collaborate and collect lessons to create a curriculum guide for the ELA and Math content areas.

II. Early wins

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

- **MATH ACHIEVEMENT:** Struggling (Level 1) 7th or 8th grade students evidence a minimum of one year’s mathematics growth.

- **ENGLISH LANGUAGE ARTS:** Struggling (Level 1) 7th or 8th grade student demonstrate progressively advancing literacy skills as measured by increased text complexity, lexile growth, and length of writing responses using embedded assessments
- First quarter benchmark testing in ELA and Math indicate a gain of 5% over last year's performance
- **STUDENT BEHAVIOR/DISCIPLINE:** The number of discipline incidents during the 1st quarter (Fall 2014) decline from prior year 1st quarter data.
- **STAFF BEHAVIOR/PROFESSIONALISM:** Teachers evidence regular attendance patterns during year 2 of the grant (2015-2016).

III. Leading Indicators of Success

Data Indicator	How collected	By Whom	Analyzed and Reported To Whom
Student attendance	State mandated records	RMS Office under direction of Principal	SLT analyzes & reports to Advisory Council
Teacher attendance	State mandated records	RMS Office under direction of Principal	SLT analyzes & reports to Advisory Council
ELA benchmark testing	Quarterly Assessments	Asst to Supt for Secondary Education	SLT analyzes & reports to Advisory Council
Math benchmark testing	Quarterly Assessments	Asst to Supt for Secondary Education	SLT analyzes & reports to Advisory Council
Teacher & Leader Training	Post Training Survey	Educational Partner Specialists	SLT analyzes & reports to Advisory Council
PD Training Participation	Training Rosters/ Attendance records/ Lesson Plans	Educational Partner Specialists	SLT analyzes & reports to Advisory Council
Discipline Incidents resulting in Office Referral	State mandated records	RMS Office under direction of Principal	SLT analyzes & reports to Advisory Council
Suspensions from School	State mandated records	RMS Office under direction of Principal	SLT analyzes & reports to Advisory Council

III. SIG Budget

A. Budget Narrative and Budget Forms

I. FS-10 Year 1 (June, 1, 2014 - June 30, 2015)

II. Budget Summary Chart (See Attachment D)

III. Budget Narrative - 3 Years

Code 15 - Professional Salaries = \$255,000

School Implementation Manager (SIM) - A full time administrative staff member will be added to oversee the Transformation effort at RMS, ensuring fidelity and cohesion at an estimated cost of \$105,000 charged to the grant during year 1.

Year 1 = \$105,000; Year 2 = \$52,500; Year 3 = \$52,500; TOTAL = \$210,000

Teachers – 15 teachers will work closely with CulturePlay LLC to provide After School homework help and enrichment @ \$50 per hour X 30 days.

Year 1 = \$22,500; Year 2 = \$11,250; Year 3 = \$11,250; TOTAL = \$45,000

Code 16 – Support Staff Salaries - \$70,000

ESL Aide - 1 bilingual teacher aides will push into general education classes to support mainstreamed ESL students for successful learning experiences at an estimated cost of \$35,000.

Year 1 = \$35,000; Year 2 = \$17,500; Year 3 = \$17,500; TOTAL = \$70,000

Code 40 - Purchased Services = \$541,000

Pearson – During year 1, Pearson will be paid through Systemic Support Grant and during year 2 and 3, Pearson will provide 10 days of job-embedded services: (1) Leadership Networks, (2) Leadership Coaching, and (3) Specialist Support. **Year 1 = \$0; Year 2 = \$3,000 X 8 days = \$24,000; Year 3 = \$3,000 X 8 days = \$24,000; TOTAL = \$48,000**

Efficacy Institute – Each year Efficacy Institute will provide Leadership Teams Training @ \$16,000, 3-day Parent Workshops @ \$2,500, 2-day Efficacy Training for Teachers @ \$8,000 and 2-day Execution Support @ \$5,000; Efficacy program products, materials and supplies are built into the Year 1 costs @\$8,500. **Year 1 = \$40,000; Year 2 = \$18,000; Year 3 = \$18,000; TOTAL = \$76,000**

Elite Consulting – will provide job-embedded coaching for teachers, including co-planning and modeling as needed, to support implementation of effective instructional practices, with a focus on ELA and math. **Year 1= 60days @ \$1500= \$90,000; Year 2 = 25days X \$1500 = \$37,500; Year 3 = 25days X \$1500= \$37,500; TOTAL = \$165,000**

CulturePlay LLC – will work closely with 15 Roosevelt UFSD teachers to provide After School programing activities in 30 weeks as follows. The CulturePlay After School program will provide 150 Students with 3 days per week of ELA & Math Test Prep from 3pm – 4pm, and Enrichment Programs from 4pm – 5pm. Students will have a choice of programs including, Game Design, Robotics, Documentary Making, Digital Storytelling etc. 180 hours of Instructional Time + 180 hours of curriculum development, assessment and evaluation; CulturePlay program materials and supplies are built into the Year 1 costs @\$6,000.

Year 1 = 360 hours @ \$350 = \$126,000 Year 2 = 180 hours @ \$350 = \$63,000; Year 3 = 180 hours @ \$350 = \$63,000; TOTAL = \$241,500

Code 45 – Materials & Supplies – \$58,385

Funds are requested in year 1 for the purchase 2 class sets of iPads for the After School program. 60 iPads @ \$600 in Year 1. We are requesting an additional \$7,500 per year for supplies and materials to support our Transformation process and After school program.

Year 1 = \$43,385; Year 2 = \$7,500; Year 3 = \$7,500; TOTAL = \$58,385

Code 46 - Travel Expenses

Year 1 = \$; Year 2 = \$; Year 3 = \$; TOTAL = \$

Code 80 – Employee Benefits – \$75,615

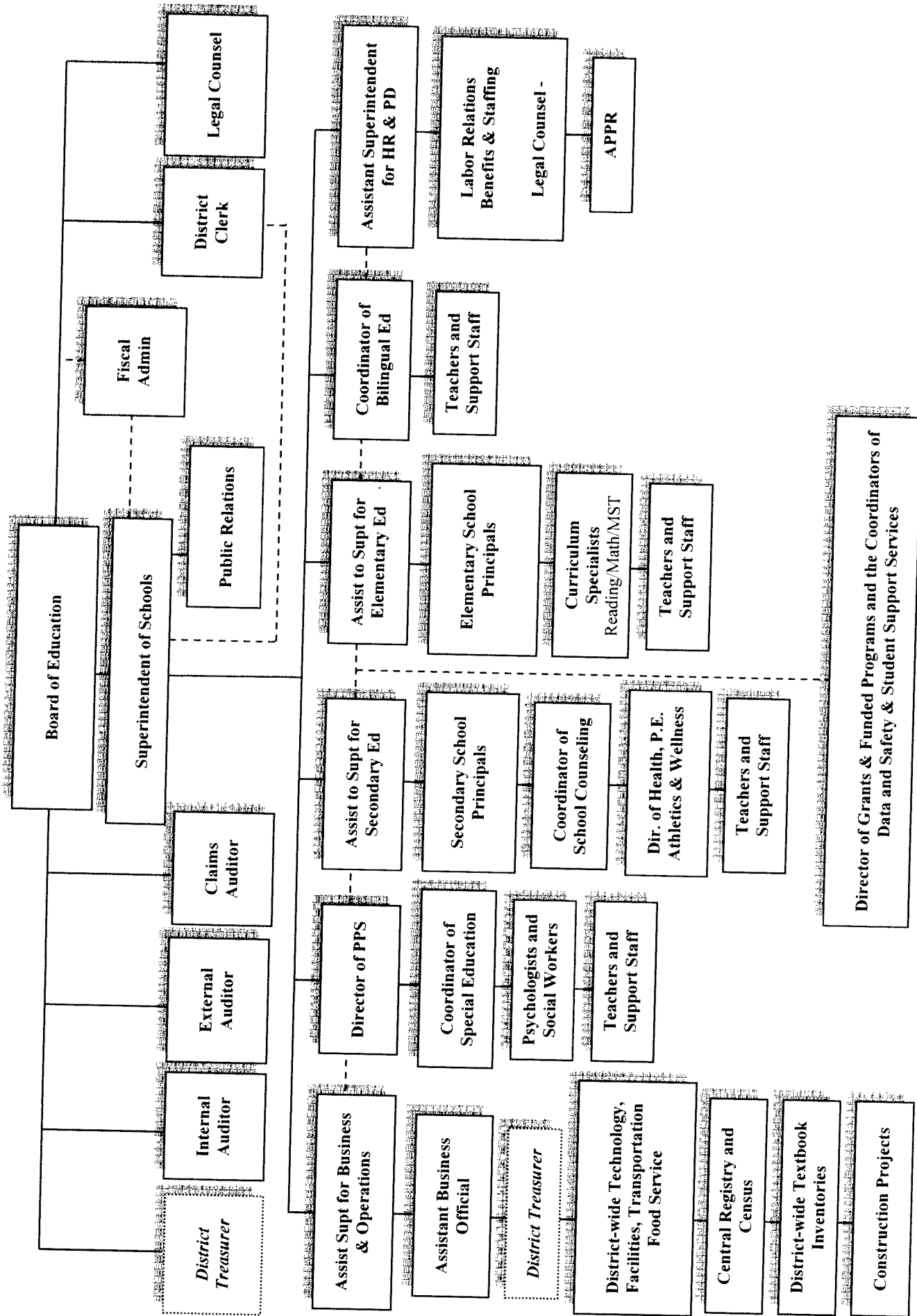
Social Security rate: 7.5%

New York state teachers retirement 16.25%

New York State Employees retirement 20.9%

Year 1 = \$38,115; Year 2 = \$18,750; Year 3 = \$18,750; TOTAL = \$75,615

Roosevelt Union Free School District Organizational Chart



NATEASHA MCVEA

ACCREDITATIONS AND LICENSES

Certification of Qualification, New York State
School Building Leader (SBL)

Certification of Qualification, New York State
School District Leader (SDL)

Certification of Qualification, New York State
Elementary Education N-6 (Permanent)

Certification of Qualification, New York State
TESOL (Professional)

Wilson Reading Systems Instructional Certification

EDUCATION

2009-Present	Hofstra University <i>Doctor of Education: Educational Policy Leadership</i>	Hempstead, New York
2007-2009	Hofstra University <i>Certificate of Advanced Study: Educational Leadership (SBL & SDL)</i>	Hempstead, New York
2007-2008	Molloy College <i>Certificate of Study TEOSL</i>	Rockville Center, New York
2007-2008	Wilson Reading Systems Training <i>Wilson Reading Systems Instructional Certification</i>	
1998-2000	Hofstra University <i>Masters of Arts, Elementary Education w/an Early Childhood Specialization</i>	Hempstead, New York
1993-1998	Hofstra University <i>Bachelor of Arts, Elementary Education and Psychology</i>	Hempstead, New York

PROFESSIONAL EXPERIENCE

July 2013-Present

Interim Principal

The Roosevelt Middle School, Roosevelt, New York

- Orchestrated the writing of the 2013-2014 School Comprehensive Educational Plan (SCEP).
- Built the 2013-2014 Master Schedule to allow for extended literacy and math time, as well of common staff Professional Learning Community time.
- Trained in the use of the Diagnostic Tool for School District Effectiveness (DTSDE) and the review process.
- Ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).
- Makes strategic decisions to organize programmatic, human, and fiscal capital resources.
- Aligns building systems to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.
- Uses evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).
- Ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.
- Organizes instructional practices and strategies around annual, unit, and daily lesson plans that address all student goals and needs.
- Establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.
- Ensures regular communication with students and families fosters their high expectations for student academic achievement.

Jan. 2013-July 2013

Jan. 2010-June 2010

Assistant Principal

The Roosevelt Middle School, Roosevelt, New York

- Chairs meetings for the purpose of coordinating activities and ensuring that outcomes achieve school, district and/or state objectives.
- Evaluates assigned personnel for the purpose of ensuring that standards are achieved and performance is maximized.
- Facilitates communication between personnel, students and/or parents for the purpose of evaluating situations, solving problems and/or resolving conflicts.
- Facilitates meetings, processes, etc. for the purpose of meeting curriculum guidelines and/or ensuring that state mandates are achieved.
- Facilitates the development, communication implementation and evaluation of quality learning for the purpose of enhancing excellence, equality and equity for staff and students.
- Implements policies, procedures and/or processes for the purpose of providing direction and/or complying with mandated requirements.
- Intervenes in occurrences of inappropriate behavior of students for the purpose of assisting students in modifying such behavior and developing successful interpersonal skills.
- Manages a variety of school administrative functions (e.g. student disciplinary policy, school schedule, assigned personnel, etc.) for the purpose of enforcing school, district and state policy and maintaining safety and efficiency of school operations.
- Participates in meetings, workshops and seminars (NTI Conferences; DTSDE Training; BOCES: SLO Workshops, APPR Institutes, and Principal Academy) for the purpose of conveying and/or gathering information required to perform functions.
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.
- Prepares a wide variety of materials (e.g. quantity reports, student activities, correspondence, audits, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.
- Presents information for the purpose of communicating information, gaining feedback and ensuring adherence to established internal controls.
- Represents the school within community forums for the purpose of maintaining ongoing community support for educational goals and/or assisting with

- issues related to school environment.
- Supervises school personnel for the purpose of monitoring performance, providing for professional growth and achieving overall objectives of school's curriculum.

July 2010-August 2010 **The Roosevelt Middle School, Roosevelt, New York**
BOCES Roosevelt Summer School Coordinator

Sept. 2008-Jan. 2010 **The Roosevelt Middle School, Roosevelt, New York**
Sept. 2010-Sept.2011
Dean

- Enforcement of district policy and procedures
- Implement and Facilitate In-School/Out of School Suspension procedures
- Delegate discipline duties
- Connect students with learning support services with in the school and community
- Develop strategies to reduce the suspensions for disruption of school activities, and physical injury to others through the coordination of Conflict Resolution/Peer Mediation
- Effectively analyze problems, issues, and concerns, and formulate appropriate alternative solutions
- Communicate effectively in oral and written form with parents, students and staff regarding disciplinary issues
- Establish and maintain effective organizational, public, and community relationships

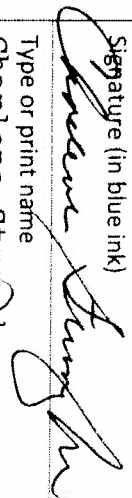

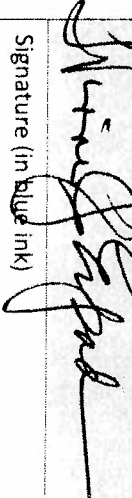
Sept. 2002-2008 **Ulysses Byas Elementary School Roosevelt, New York**
Tenured General Education Teacher Grades 4, 5, and 6

Sept.2011-Jan. 2013 **Washington Rose Elementary School, Roosevelt, New York**
Tenured General Education Teacher Grades 4 and 5

Attachment A Consultation and Collaboration Documentation Form

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

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

Principals Union President / Lead	Date	Summary Documentation if Signature is Unobtainable
Signature (in blue ink)  Type or print name Charlene Stroughn	2/27/14	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Teachers Union President / Lead  Signature (in blue ink)	2/27/14	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Type or print name Jeffrey Pullen		
Parent Group President / Lead  Signature (in blue ink)	2/27/14	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Type or print name Winnie Espada		

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

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	District Average	Baseline Data	Target for 2014-15	Target for 2015-16	Target for 2016-17
I. Leading Indicators						
a. Number of minutes in the school year	min	70920	70920	84600	84600	84600
b. Student participation in State ELA assessment	%	91	82	87	92	97
c. Student participation in State Math assessment	%	92	71	81	91	97
d. Drop-out rate	%	25	25	22	19	16
e. Student average daily attendance	%	94	90	92	94	96
f. Student completion of advanced coursework	%	9.4	4	6	8	10
g. Suspension rate	%	8	6	5	4	3
h. Number of discipline referrals	num	49	63	59	54	49
i. Truancy rate	%	8	6	5	4	3
j. Teacher attendance rate	%	78	82	87	90	94
k. Teachers rated as "effective" and "highly effective"	%		N/A	70	75	80
l. Hours of professional development to improve teacher performance	num	40	40	50	60	70
m. Hours of professional development to improve leadership and governance	num	40	40	50	60	70
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num	10	10	12	14	16
II. Academic Indicators						
a. ELA performance index	PI		652	657	663	668
b. Math performance index	PI		649	654	659	664
c. Student scoring "proficient" or higher on ELA assessment	%		14	50	60	70
d. Students scoring "proficient" or higher on Math assessment	%		14	50	60	70
e. Average SAT score	score		900	920	940	950
f. Students taking PSAT	num		488	495	500	505
g. Students receiving Regents diploma with advanced designation	%		4	6	8	10
h. High school graduation rate	%		64	69	74	79
i. Ninth graders being retained	%		5	4	3	2
j. High school graduates accepted into two or four year colleges	%		70	75	80	85

*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 / 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 USA M. HATHAWAY Phone: 202-713-7274</p> <p>Pearson provided whole school reform services and implemented a Learning Teams model.</p>	<ol style="list-style-type: none"> 1. 79th Street Elementary 2. Poughkeepsie Middle and High Schools 3. Los Angeles Unified School District (184 secondary schools and 13 elementary schools) 4. 5. 6. 7. 8. 9. 	<ol style="list-style-type: none"> 1. Dr. Carol Gold, Administrator for Curriculum and Instruction Niagra Falls City School District 716-286-4207 cgold@nfschools.net 2. Jose Carrion, Assistant Superintendent Poughkeepsie City School District 845-451-4950 jcarrion@poughkeepsieschools.org 3. Patricia Perrin, Coordinator, Learning Teams Los Angeles Unified School District 213-241-2097
<p>Partner Organization Name and Contact Information and description of type of service provided.</p>	<p>Schools the partner has successfully supported in the last three years (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)</p>	<p>References / 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>
<p>Elite Educational Consulting 1299 Corporate Drive Suite 522 Westbury, NY 11590 516-463-5749</p>	<ol style="list-style-type: none"> 1. Hempstead Public Schools- developed "Hempstead Aspiring Leadership Academy" 2011-2012 workshops for teachers with focus on strategies for monitoring instruction, using data to target student subgroup improvement, and development organizational capacity. 	<ol style="list-style-type: none"> 1. Dr. Nichelle Rivers Director of Funded Programs Hempstead UFSD Administration Building 185 Peninsula Blvd.

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>2. Roosevelt UFSD- developed and presented workshops to BOE trustees and administrative staff focused on crisis management, responding appropriately to BOE demands, and clarification of roles and responsibilities of central office staff and BOE trustees 2012. Roosevelt Middle School- Grant Local Evaluator for Bridges to Design- Enhancing Education Through Technology Title: Enhancing Education Through Technology 2011-2012</p>	<p>Hempstead, NY 11550</p> <p>2. Ms Marnie Hazelton Assistant Superintendent Elementary Education Roosevelt UFSD Administration Building 335 East Clinton Avenue Roosevelt, NY 11575 516-345-7006</p>
	<p>3. Huntington UFSD – in-service workshop presentation to middle school teacher focused on developing strategies and skills in non-ELA content areas 2013.</p>	<p>3. Dr. Wafa Deeb-Westervelt Assistant Superintendent curriculum, Instruction, Assessment Port Washington UFSD Administration Building 100 Campus Drive Port Washington, NY 11050 516-767-5040</p>
	<p>4. FIPSE (Fund for the Improvement of Postsecondary Education) grant developer for module for Developing Leaders to Support Diverse Learners-Leadership for English Language Learner Success 2011-2014.</p>	<p>4. Dr. Michelle Young Director (UCEA) University Council for Educational Administration University of Virginia Curry School of Education Post Office Box 400287 Charlottesville, VA 22904-0265</p>
5.		
6.		
7.		
8.		
9.		
10.		

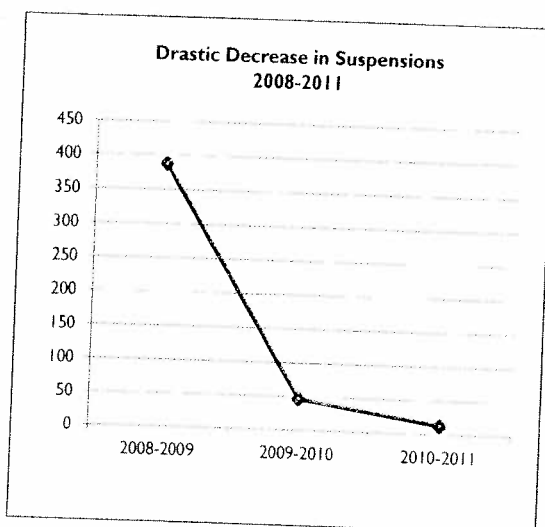
Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate 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.)
CulturePlay LLC 81 Maryland Ave. Freeport NY, 11520 DR. ROBERTO JOSEPH Phone: 516-884-3294 Type of Service: After School, Summer & Saturday STEM Programs.	1. JHS 296 New York City Dept. of Education 2. Hempstead Union Free School District (Middle School)	1. Emmanuel Lubin, Principal 125 Covert Street Brooklyn, NY 11207 2. Dr. Nichelle Rivers Director of Funded Programs Hempstead UFSD Administration Building 185 Peninsula Blvd. Hempstead, NY 11550
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.)
Efficacy Institute (See Attached Materials)	1. 2. 3. 4. 5. 6. 7.	1. 2. 3. 4. 5. 6. 7.



Proficiency Rates by Cohort

Looking at the data across cohorts, we see dramatic growth in the percent of students scoring proficient compared to their performance the previous year. Again, growth is consistent across most categories with few exceptions as shown in the table below.

ELA	2010	2011
3	None	40%
4	27%	33%
5	44%	24%
6	32%	41%
7	29%	26%
8	28%	71%
MATH	2010	2011
3	none	66%
4	48%	60%
5	63%	73%
6	37%	71%
7	47%	45%
8	13%	41%



Drastic Decrease in Suspensions

As part of their Efficacy process, the school decided to drastically reduce suspensions. As shown in the Behavior Chart I below, Lady Liberty Academy has seen a **97% decrease in suspensions** as compared to 2008-2009, before the Efficacy intervention began.



Striving School Initiative

Memphis City Schools
Memphis, TN

In 2007, the Memphis City Schools (MCS) knew they had a serious problem with underperforming schools.

The Efficacy Institute worked with district leadership charged with turning around 15 "Striving Schools," all of which were on the state watch list, and under threat of state takeover unless there was dramatic improvement.

The Efficacy Institute offered training for staff in struggling schools and coaching to implement the Efficacy Approach: Mission, Mindset, and Method. The work of the Institute did not replace the effective programs that the district had adopted, but supported their successful utilization by providing a new cultural environment of positive expectations for students, and by installing the SDIS, our operational approach for effective use of data.

At the end of the process all fifteen schools were removed from the list or moved to improving categories.

"Five years ago when I was pulled out of the Principalship, I was the Academic Superintendent of the Striving Schools. That first year that we had the Striving Schools we had approximately 15 schools. And those schools were high priority, and those schools had failed to make adequate, real progress for four more years. They were in corrective action and beyond. That's when I was introduced to Dr. Howard and the Efficacy Institute. From that we realized that we really, really needed to drill down and take a hard look at data and the SDIS process in particular allowed us to do that. We were able to both look at baseline data and also look at current data, and the one thing that stood out was always asking that question 'Why?' and getting principals to be able to ask that question 'why?' and to use that to drive the conversation around student achievement. From that, schools were asked to put together strategies to address those 'why' questions. I would like to think that Efficacy, and that process and exposure to Efficacy and getting principals and their teachers to understand a growth mindset as opposed to a fixed mindset, was powerful for those schools."

Over a three year period, 80% percent of the 15 striving schools moved off the underperforming list altogether or to an improved status.

Over a four year period, 100% moved completely off the list or into an improved status.

Dr. Roderick Richmond
Chief Academic Officer, Shelby County Schools
(formerly Chief of School Operations, Memphis City Schools)

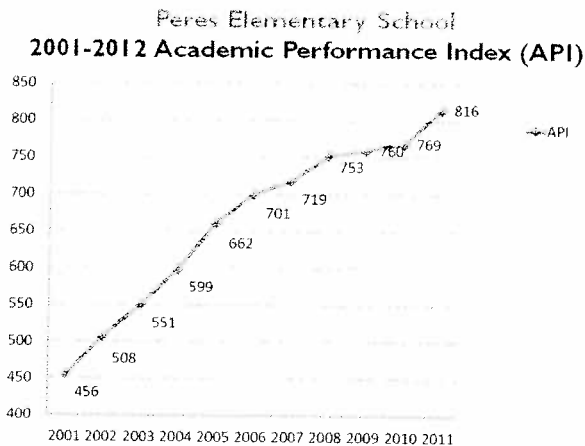


Peres Elementary School

West Contra Costa Unified School District
Richmond, CA 94801

In 2001, Peres Elementary was placed in Program Improvement status by the state of CA because of poor academic performance and failure to meet AYP standards. That same year, Dr. Janet Scott took over as principal, introducing Efficacy concepts to her leadership team. In 2006, the Efficacy Institute began working with Peres to accelerate their reform efforts. Dr. Scott and her faculty then set school-wide achievement targets which they surpassed. That year the program improvement status was lifted. In 2007 the state awarded Peres honorable mention among distinguished schools. Peres' academic performance showed a growth of approximately 360 points between 2001 and 2011.

2001/2002	2002/2003	2003/2004	2004/2005*	2005/2006*	2006/2007*	2007/2008*	2008/2009	2009/2010	2010/2011
API 456→508	API 508→551	API 551→599	API 599→662	API 662→701	API 701→719	API 719→753	API 753→760	API 760→769	API 769→816
Growth	Growth	Growth	Growth	Growth	Growth	Growth	Growth	Growth	Growth
508 (52pts)	551 (43pts)	599 (48pts)	662 (63pts)	701 (39pts)	719 (18pts)	753 (34pts)	760 (7pts)	769 (9pts)	816 (47pts)
Dec/2001 school placed in Program Improvement	State wide Rank 1	State wide Rank 1	State wide Rank 1	State wide Rank 2	State wide Rank 3	State wide Rank 3	In 2008/2009 school started transition to new administration - Mrs. Jean Hansen, principal		
	Similar Schools Rank 2	Similar Schools Rank 1	Similar Schools Rank 3	Similar Schools Rank 8	Similar Schools Rank 9	Similar Schools Rank 9			
Source: California Department of Education website www.cde.ca.gov Academic Performance Index (API)									



“One of the first things I did as principal was to introduce Efficacy concepts to my leadership team based on my knowledge and use of the approach as an educator (e.g., teacher, summer school principal, etc.). Our initial work and subsequent gains were the result of the mindset shift we instituted. We worked to change how students, parents, and staff viewed themselves, and how the school was perceived by community. After that was accomplished we had to make sure the link between effort and achievement was strongly conveyed.”

“Likewise, Efficacy and the Self-Directed Improvement System (SDIS) were in complete alignment with the research. Like many school districts, we were required to implement a teacher collaboration model with processes for analyzing data. Additionally, as a struggling school we were required to work with state approved school improvement coaches. The Efficacy Institute helped us to facilitate that mandate and elevated our school improvement strategy by assisting us to operationalize an approach that provided continued results for teachers and students.”

“An important construct of Efficacy is the Data/Feedback/Strategy method. Which aligned with a strategy we successfully implemented, school wide ‘data chats’ (e.g., principal/teacher data chats, teacher/student data chats; student/student; and student/teacher/parent data chats). It was important because looking at data could be very intimidating. It could be a ‘gotcha’ kind of moment. But it’s never about ‘gotcha.’ Data is simply feedback about what we need to do differently to improve.”

Dr. Janet Scott, Principal
Peres Elementary School 2001-2009



Lady Liberty Academy Charter School

Newark, NJ

Lady Liberty Academy Charter School was organized in 2001-2002 school year and has just celebrated its 10th year of operations. Lady Liberty Academy has a focus on science, technology, and mathematics. Since 2009, a reconstituted leadership team has added the Efficacy approach as a foundation of the school's culture.

"I am now in my fourth year here at LLACS and last year I was promoted to Principal. Efficacy has truly taken hold here in the building and has become one of the pillars of our school turn-around. In our third year here we saw an overall increase of 14% in our NJASK scores and a 19% overall increase in Math. We also saw an incredible improvement in our school culture and a drastic decrease in suspensions. In 2009 (before my tenure) the school had 388 suspensions. In the '09-'10 school year we had 47 and in '10-'11 we had 13. Last year we were able to do away with home suspensions altogether and we began an In-School suspension model that led to even more time on task. My students and staff put forth incredible effort to help make these things happen and I know that one of the driving forces was Efficacy."

Christopher Finn
Principal

State Assessment Results: Percent Proficient And Above Proficiency Rates by Grade Level

The following data is an excerpt from the 2011-2012 Lady Liberty Academy Charter School Annual Report. The table below shows proficiency rates by grade level.

ELA	2010	2011	change
3	27%	40%	13%
4	44%	33%	-11%
5	32%	24%	-8%
6	29%	41%	12%
7	28%	26%	-2%
8	57%	71%	14%
TOTAL	33%	39%	6%

MATH	2010	2011	change
3	48%	66%	18%
4	63%	60%	-3%
5	37%	73%	36%
6	47%	71%	24%
7	13%	45%	32%
8	29%	41%	12%
TOTAL	40%	60%	20%

III. Budget Narrative - 3 Years

Code 15 - Professional Salaries = \$255,000

School Implementation Manager (SIM) - A full time administrative staff member will be added to oversee the Transformation effort at RMS, ensuring fidelity and cohesion at an estimated cost of \$105,000 charged to the grant during year 1.

Year 1 = \$105,000; Year 2 = \$52,500; Year 3 = \$52,500; TOTAL = \$210,000

Teachers – 15 teachers will work closely with CulturePlay LLC to provide After School homework help and enrichment @ \$50 per hour X 30 days.

Year 1 = \$22,500; Year 2 = \$11,250; Year 3 = \$11,250; TOTAL = \$45,000

Code 16 – Support Staff Salaries - \$70,000

ESL Aide - 1 bilingual teacher aides will push into general education classes to support mainstreamed ESL students for successful learning experiences at an estimated cost of \$35,000.

Year 1 = \$35,000; Year 2 = \$17,500; Year 3 = \$17,500; TOTAL = \$70,000

Code 40 - Purchased Services = \$541,000

Pearson – During year 1, Pearson will be paid through Systemic Support Grant and during year 2 and 3, Pearson will provide 10 days of job-embedded services: (1) Leadership Networks, (2) Leadership Coaching, and (3) Specialist Support. **Year 1 = \$0; Year 2 = \$3,000 X 8 days = \$24,000; Year 3 = \$3,000 X 8 days = \$24,000; TOTAL = \$48,000**

Efficacy Institute – Each year Efficacy Institute will provide Leadership Teams Training @ \$16,000, 3-day Parent Workshops @ \$2,500, 2-day Efficacy Training for Teachers @ \$8,000 and 2-day Execution Support @ \$5,000; Efficacy program products, materials and supplies are built into the Year 1 costs @ \$8,500. **Year 1 = \$40,000; Year 2 = \$18,000; Year 3 = \$18,000; TOTAL = \$76,000**

Elite Consulting – will provide job-embedded coaching for teachers, including co-planning and modeling as needed, to support implementation of effective instructional practices, with a focus on ELA and math. **Year 1 = 60days @ \$1500 = \$90,000; Year 2 = 25days X \$1500 = \$37,500; Year 3 = 25days X \$1500 = \$37,500; TOTAL = \$165,000**

CulturePlay LLC – will work closely with 15 Roosevelt UFSD teachers to provide After School programing activities in 30 weeks as follows. The CulturePlay After School program will provide 150 Students with 3 days per week of ELA & Math Test Prep from 3pm – 4pm, and Enrichment Programs from 4pm – 5pm. Students will have a choice of programs including, Game Design, Robotics, Documentary Making, Digital Storytelling etc. 180 hours of Instructional Time + 180 hours of curriculum development, assessment and evaluation; CulturePlay program materials and supplies are built into the Year 1 costs @ \$6,000. **Year 1 = 360 hours @ \$350 = \$126,000 Year 2 = 180 hours @ \$350 = \$63,000; Year 3 = 180 hours @ \$350 = \$63,000; TOTAL = \$241,500**

Code 45 – Materials & Supplies – \$58,385

Funds are requested in year 1 for the purchase 2 class sets of iPads for the After School program. 60 iPads @ \$600 in Year 1. We are requesting an additional \$7,500 per year for supplies and materials to support our Transformation process and After school program.
Year 1 = \$43,385; Year 2 = \$7,500; Year 3 = \$7,500; TOTAL = \$58,385

Code 46 - Travel Expenses

Year 1 = \$; Year 2 = \$; Year 3 = \$; TOTAL = \$

Code 80 – Employee Benefits – \$75,615

Social Security rate: 7.5%
New York state teachers retirement 16.25%
New York State Employees retirement 20.9%

Year 1 = \$38,115; \$; Year 2 = \$18,750; Year 3 = \$18,750; TOTAL = \$75,615

Attachment D - (1003g) Budget Summary Chart

Agency Code	2	8	0	2	0	8	0	3	0	0
ROOSEVELT UNION FREE SCHOOL DISTRICT										
Year 1 Implementation Period (June 1, 2014 - June 30, 2015)										
Categories	Code	Costs								
Professional Salaries	15	\$127,000								
Support Staff Salaries	16	\$35,000								
Purchased Services	40	\$256,000								
Supplies and Materials	45	\$43,385								
Travel Expenses	46									
Employee Benefits	80	\$38,115								
Indirect Cost (IC)	90									
BOCES Service	49									
Minor Remodeling	30									
Equipment	20									
Total		\$500,000								
Year 2 Implementation Period (July 1, 2015 - June 30, 2016)										
Categories	Code	Costs								
Professional Salaries	15	\$63,750								
Support Staff Salaries	16	\$17,500								
Purchased Services	40	\$142,500								
Supplies and Materials	45	\$7500								
Travel Expenses	46									
Employee Benefits	80	\$18,750								
Indirect Cost (IC)	90									
BOCES Service	49									
Minor Remodeling	30									
Equipment	20									
Total		\$250,000								
Year 3 Implementation Period (July 1, 2016 - June 30, 2017)										
Categories	Code	Costs								
Professional Salaries	15	\$63,750								
Support Staff Salaries	16	\$17,500								
Purchased Services	40	\$142,500								
Supplies and Materials	45	\$7500								
Travel Expenses	46									
Employee Benefits	80	\$18,750								
Indirect Cost (IC)	90									
BOCES Service	49									
Minor Remodeling	30									
Equipment	20									
Total		\$250,000								

Total Project Period (June 1, 2014 - June 30, 2017)		
Categories	Code	Costs
Professional Salaries	15	\$255,000
Support Staff Salaries	16	\$70,000
Purchased Services	40	\$541,000
Supplies and Materials	45	\$58,385
Travel Expenses	46	
Employee Benefits	80	\$75,615
Indirect Cost (IC)	90	
BOCES Service	49	
Minor Remodeling	30	
Equipment	20	
Total Project Budget		\$1,000,000

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:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; padding: 2px;">NYSED 1003(g) School Improvement Grant</td> <td style="width: 30%;"></td> </tr> </table>		NYSED 1003(g) School Improvement Grant	
NYSED 1003(g) School Improvement Grant				
Report Prepared By:	Marilyn Zaretsky			
Agency Name:	ROOSEVELT UNION FREE SCHOOL DISTRICT			
Mailing Address:	240 Denton Place			
	Street			
	Roosevelt	NY		
	City	State		
	11575			
	Zip Code			
Telephone # of Report Preparer:	516-345-7029	County: Nassau		
E-mail Address:	mzaretsky@rooseveltufsd.org			
Project Funding Dates:	6/1/2014	30-Jun-15		
	Start	End		

INSTRUCTIONS
<ul style="list-style-type: none"> ● 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			\$127,500
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
SCHOOL IMPLEMENTATION MANAGER	1.00	\$105,000	\$105,000
6 TEACHERS FOR AFTER SCHOOL HOMEWORK HELP		15 TEACHERS X \$50PER HR x 30 days	\$22,500

SALARIES FOR SUPPORT STAFF			
Subtotal - Code 16			\$35,000
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
ESL Aides	1.0 FTE	\$35,000.00	\$35,000

PURCHASED SERVICES			
Subtotal - Code 40			\$256,000
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
LEADERSHIP TEAM TRAINING, PARENT WORKSHOPS, & IMPLEMENTATION SUPPORT	EFFICACY INSTITUTE	LT Training @ \$16000 + Parent Workshop@ \$2500 + Teacher Training@ \$8,000 + Execution Support @\$5,000 + Efficacy Products, Supplies/Materials @ \$8,500	\$40,000
JOB-EMBEDDED COACHING FOR TEACHERS	ELITE CONSULTING	60days X \$1500	\$90,000
CULTUREPLAY AFTER SCHOOL PROGRAM FOR ELA & MATH, GAME DESIGN & ROBOTICS	CULTUREPLAY LLC	360hrs X \$350	\$126,000

SUPPLIES AND MATERIALS			
Subtotal - Code 45			\$43,385
Description of Item	Quantity	Unit Cost	Proposed Expenditure
iPads for After School Program	60.00	\$600.00	\$36,000
After School Program Supplies	VARIES	\$70,385.00	\$7,385

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

Employee Benefits		
Subtotal - Code 80		\$38,115
Benefit		Proposed Expenditure
Social Security		\$10,000
Retirement	New York State Teachers	\$20,800
	New York State Employees	\$7,315
	Other - Pension	
Health Insurance		
Worker's Compensation		
Unemployment Insurance		
Other(Identify)		

INDIRECT COST		
A.	Modified Direct Cost Base -- Sum of all preceding subtotals(codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25,000 and any flow through funds) **Manual Entry	
B.	Approved Restricted Indirect Cost Rate	
C.	Subtotal - Code 90	

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

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

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

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

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$127,500
Support Staff Salaries	16	\$35,000
Purchased Services	40	\$256,000
Supplies and Materials	45	\$43,385
Travel Expenses	46	
Employee Benefits	80	\$38,115
Indirect Cost	90	
BOCES Services	49	
Minor Remodeling	30	
Equipment	20	
Grand Total		\$500,000

Agency Code: **280208030000**

Project #: _____

Contract #: _____

Agency Name: **ROOSEVELT 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.

2/28/14 *Deborah L. Wortham*

Date Signature

Dr. Deborah L. Wortham, Superintendent
Name and Title of Chief Administrative Officer

Finance: Logged _____ Approved _____ MIR _____

M/WBE COVER LETTER

Minority & Woman-Owned Business Enterprise Requirements

NAME OF GRANT PROGRAM NYSED 1003(g) School Improvement Grant

NAME OF APPLICANT Roosevelt Union Free School District

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

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

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

By my signature on this Cover Letter, I certify that I am authorized to bind the Bidder's firm contract

Typed or Printed Name of Authorized Representative of the Firm

Marilyn Zaretsky

Typed or Printed Title/Position of Authorized Representative of the Firm

Assistant to Superintendent for Secondary Education

Signature/Date

Marilyn Zaretsky 2/26/14

M/WBE Documents

M/WBE Goal Calculation Worksheet

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

RFP # and Title: RFP# TA-14 1003(g) School Improvement Grant (SIG)

Applicant Name: ROOSEVELT UNION FREE SCHOOL DISTRICT

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

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

	Budget Category	Amount budgeted for items excluded from M/WBE calculation	Totals
1.	Total Budget		\$1,000,000
2.	Professional Salaries	\$255,000	
3.	Support Staff Salaries	\$70,000	
4.	Fringe Benefits	\$75,615	
5.	Indirect Costs		
6.	Rent/Lease/Utilities		
7.	Sum of lines 2, 3, 4, 5, and 6		\$400,615
8.	Line 1 minus Line 7		\$599,385
9.	M/WBE Goal percentage (20%)		0.20
10.	Line 8 multiplied by Line 9 = M/WBE goal amount		\$119,877

M/WBE UTILIZATION PLAN

INSTRUCTIONS: All bidders/applicants submitting responses to this procurement/project must complete this M/WBE Utilization Plan unless requesting a total waiver and submit it as part of their proposal/application. The plan must contain detailed description of the services to be provided by each Minority and/or Women-Owned Business Enterprise (M/WBE) identified by the bidder/applicant.

Bidder/Applicant's Name ROOSEVELT UNION FREE SCHOOL DISTRICT Telephone/Email: 516-345-7006 /mzaretsky@rooseveltufrsd.org
 Address 240 Denton Place Federal ID No.: 11-600-2013
 City, State, Zip Roosevelt, NY, 11575 RFP No.: IA-14

Certified M/WBE	Classification (check all applicable)	Description of Work (Subcontracts/Supplies/Services)	Annual Dollar Value of Subcontracts/Supplies/Services
NAME CULTUREPLAY LLC ADDRESS 81 MARYLAND AVE. CITY, ST, ZIP FREERPORT, NY, 11520 PHONE/E-MAIL 516-884-3294 / sales@cultureplayllc.com FEDERAL ID No. 45-485-4699	NYS ESD Certified MBE <input checked="" type="checkbox"/> X WBE <input type="checkbox"/>	CULTUREPLAY WILL PROVIDE AFTER SCHOOL PROGRAMING FOR ROOSEVELT MIDDLE SCHOOL STUDENTS	\$ <u>126,000</u> yr 1 \$ <u>63,000</u> yr 2 \$ <u>63,000</u> yr 3
NAME _____ ADDRESS _____ CITY, ST, ZIP _____ PHONE/E-MAIL _____ FEDERAL ID No. _____	NYS ESD Certified MBE <input type="checkbox"/> WBE <input type="checkbox"/>	_____	\$ _____

PREPARED BY (Signature) Marilyn Zaretsky DATE 2/28/14

SUBMISSION OF THIS FORM CONSTITUTES THE BIDDER/APPLICANT'S ACKNOWLEDGEMENT AND AGREEMENT TO COMPLY WITH THE M/WBE REQUIREMENTS SET FORTH UNDER NYS EXECUTIVE LAW, ARTICLE 15-1, 5 NYCRR PART 143 AND THE ABOVE REFERENCE SOLICITATION. FAILURE TO SUBMIT COMPLETE AND ACCURATE INFORMATION MAY RESULT IN A FINDING OF NONCOMPLIANCE AND/OR PROPOSAL/APPLICATION DISQUALIFICATION.

NAME AND TITLE OF PREPARER: Marilyn Zaretsky
 (print or type) Asst. Supt. for Secondary Education
 TELEPHONE/E-MAIL: 516-845-7029 mzaretsky@rooseveltufrsd.org
 DATE: 2/28/2014

REVIEWED BY _____	DATE _____
UTILIZATION PLAN APPROVED YES/NO _____	DATE _____
NOTICE OF DEFICIENCY ISSUED YES/NO _____	DATE _____
NOTICE OF ACCEPTANCE ISSUED YES/NO _____	DATE _____

M/WBE SUBCONTRACTORS AND SUPPLIERS NOTICE OF INTENT TO PARTICIPATE

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

INSTRUCTIONS: Part A of this form must be completed and signed by the Bidder/Applicant unless requesting a total waiver. Parts B & C of this form must be completed by MBE and/or WBE subcontractors/suppliers. The Bidder/Applicant must submit a separate M/WBE Notice of Intent to Participate form for each MBE or WBE as part of the proposal/application.

Bidder/Applicant Name: ROOSEVELT UNION FREE SCHOOL DISTRICT Federal ID No.: 11-600-2013
 Address: 240 Denton Place Phone No.: 516-345-7006
 Roosevelt State NY Zip Code 11575 E-mail: mzaretsky@rooseveltufrsd.org
 Signature of Authorized Representative of Bidder/Applicant's Firm: Marilyn Zaretsky
 Date: 2/28/2014 Print or Type Name and Title of Authorized Representative of Bidder/Applicant's Firm: Marilyn Zaretsky / Assistant to Supt Secondary Ed.

PART B - THE UNDERSIGNED INTENDS TO PROVIDE SERVICES OR SUPPLIES IN CONNECTION WITH THE ABOVE PROCUREMENT/APPLICATION:

Name of M/WBE: CULTUREPLAY LLC. Federal ID No.: 45-485-4699
 Address: 81 MARYLAND AVE. Phone No.: 516-884-3294
 City, State, Zip Code: FREEMONT, NEW YORK, 11520 E-mail: sales@cultureplayllc.com

BRIEF DESCRIPTION OF SERVICES OR SUPPLIES TO BE PERFORMED BY MBE OR WBE:

Cultureplay will provide after school programming for Roosevelt middle school students.

DESIGNATION: MBE Subcontractor WBE Subcontractor MBE Supplier WBE Supplier

PART C - CERTIFICATION STATUS (CHECK ONE):


The undersigned is a certified M/WBE by the New York State Division of Minority and Women-Owned Business Development (MWBD).

The undersigned has applied to New York State's Division of Minority and Women-Owned Business Development (MWBD) for M/WBE certification.

THE UNDERSIGNED IS PREPARED TO PROVIDE SERVICES OR SUPPLIES AS DESCRIBED ABOVE AND WILL ENTER INTO A FORMAL AGREEMENT WITH THE BIDDER/APPLICANT CONDITIONED UPON THE BIDDER/APPLICANT'S EXECUTION OF A CONTRACT WITH THE NYS EDUCATION DEPARTMENT.

The estimated dollar amount of the agreement \$ ~~200,000~~ \$ 241,500

Date 2/28/2014



Signature of Authorized Representative of M/WBE Firm

Roberto Joseph, CEO

Printed or Typed Name and Title of Authorized Representative

M/WBE 102

EQUAL EMPLOYMENT OPPORTUNITY - STAFFING PLAN (Instructions on Page 2)

Applicant Name: Roosevelt UFSJ Telephone: 516 345-7006
 Address: 240 Denton Place Federal ID No.: 11-600-2013
 City, State, ZIP: Roosevelt, NY 11575 Project No: RFP # TA-14

Report includes:

Work force to be utilized on this contract OR

Applicant's total work force

Enter the total number of employees in each classification in each of the EEO-Job Categories identified.

EEO - Job Categories	Hispanic or Latino		Not-Hispanic or Latino															
	Total Work Force		Male					Female										
	Male	Female	White	African-American or Black	Native Hawaiian or Other Pacific Islander	Asian	American Indian or Alaska Native	Two or More Races	Disabled	Veteran	White	African-American or Native Hawaiian or Other Pacific Islander	Asian	American Indian or Alaska Native	Two or More Races	Disabled	Veteran	
Executive/Senior Level Officials and Managers	18	1	3	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
First/Mid-Level Officials and Managers	14	0	0	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Professionals	266	3	23	41	12	0	3	0	0	0	0	0	0	0	0	0	0	0
Technicians	36	0	4	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0
Teacher Aides	22	0	0	0	9	0	0	0	0	0	0	0	0	0	0	0	0	0
Administrative Support Workers	41	1	5	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Craft Workers	17	0	0	1	13	0	0	0	0	0	0	0	0	0	0	0	0	0
Operatives	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Laborers and Helpers	39	2	0	0	31	0	1	0	0	0	0	0	0	0	0	0	0	0
Service Workers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	453	7	33	46	79	0	4	0	0	0	0	0	0	0	0	0	0	0

PREPARED BY (Signature): Marilyn Zaretsky DATE: 2/28/14
 NAME AND TITLE OF PREPARER: Marilyn Zaretsky TELEPHONE/EMAIL: 516-345-7029
MZaretsky@rooseveltufsj.org