WYANDANCH UNION FREE SCHOOL DISTRICT

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

BOARD OF EDUCATION

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Assistant District Clerk
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DISTRICT MAIN
(AUTOMATED DIRECTORY)
631 870-0400

CENTRAL ADMINISTRATION

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Superintendent of Schools
631 870-0401
Fax 631 491-8539

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Assistant to the Superintendent
for Educational Services
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Kenneth W. Rodgers, Ed.D.
Business Administrator
631 870-0420
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Ms. Denise Gibbs
Asst. Superintendent for PPS
631 870-0435
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Mrs. Gina Talbert
Director of Elementary Education
631 870-0419
Fax 631-510-3139

Mrs. Sharin Wilson
IT Project Coordinator for
Technology, Media & Information
631 870-0440
Fax 631 510-3139

SCHOOLS

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

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

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

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

January 10, 2013

New York State Education Department
Albany, NY
Attn: Ms. Nell Brady

Dear Ms. Brady

Enclosed please find our replacement application for our 1003(g) grant. Our original application was somehow destroyed in the mail.

Sincerely yours,

Pless M. Dickerson, Ed.D.
Superintendent of Schools

PMD:cm

Enclosure

Original

SUBMISSION CHECKLIST - *Turnaround, Restart, and Transformation Models*

Documents For Submission	*Checked – applicant*	*Checked – SED*
Application Cover Sheet *(with original signatures in blue ink)*	✓	☑
Proposal Narrative *(Including District-level Plan, School-level Plan)*	✓	☑
Attachment A Consultation and Collaboration Form	✓	☐
Attachment B School-level Baseline Data and Target Setting Chart	✓	☑
Attachment C Evidence of Partner Effectiveness Chart	✓	☑
Attachment D Budget Summary Chart	✓	☑
Two FS-10 Forms: one for the Pre-implementation Period and one for the Year One Implementation Period. (FS-10 available here: http://www.oms.nysed.gov/cafe/forms/)	✓	☑
Budget Narrative	✓	☑
Memorandum of Understanding *(only if proposing a Restart model)*	☐	☐
Assurances for Federal and Discretionary Program Funds	✓	☑

SED Comments:
Has the applicant submitted all of the documents listed above? ☐ **Yes** ☐ **No**

Reviewer: _____ **Date:** _____

New York State Education Department
Application Cover Sheet

School Improvement Grant (SIG) 1003[g]

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

District (LEA)			LEA Beds Code:
Wyandanch Union Free School District			580109020000
Lead Contact *(First Name, Last Name)*			
Dr. Pless M. Dickerson			
Title	**Telephone**	**Fax Number**	**E-mail Address**
Superintendent	(631)870-0401	(631)870-0402	pdickerson@wufsd.net
Legal School Name for the Priority School Identified in this Application			**School Beds Code**
Milton L. Olive Middle School			580109020004
Grade Levels Served by the Priority School Identified in this Application			**School NCES #**
6-8			363180004235
Total Number of Students Served by the Priority School Identified in this Application			**School Address *(Street, City, Zip Code)***
500			140 Garden City Avenue Wyandanch, NY 11798

School Model Proposed to be Implemented in the Priority School Identified in this Application

Turnaround	Restart	Transformation	Closure
☐	☐	☒	☐

Certification and Approval

I hereby certify that I am the applicant's Chief Administrative Officer, and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable application guidelines and instructions, and that the requested budget amounts are necessary for the implementation of this project. I understand that this application constitutes an offer and, if accepted by the NYSED or renegotiated to acceptance, will form a binding agreement. I also agree that immediate written notice will be provided to NYSED if at any time I learn that this certification was erroneous when submitted, or has become erroneous by reason of changed circumstances.

CHIEF ADMINISTRATIVE OFFICER	
Signature (in blue ink)	Date 1/25/13
Type or print the name and title of the Chief Administrative Officer Dr. Pless M. Dickerson	
DO NOT WRITE IN THIS SPACE	

RECEIVED
FEB 4 2013

ORIGINAL

BY: .....

I. District Level Plan- Transformation of the Milton L. Olive Middle School (MLO)

A. District Overview

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

The primary objective of public education involves three tasks: first, to develop in each student proficient communication skills; second, to acquaint the student with those facts, ideologies and techniques upon which modern cultures have been built; and third, to foster in each student the desire to arrive at independent conclusions after an open-minded consideration of all available information.

Wyandanch schools have an equal responsibility with the home, church, and community to reinforce those moral, spiritual, and patriotic values upon which our culture has been built. We will provide programs that emphasize the lifelong skills necessary to continue learning, communicate clearly, solve problems, use information and technology effectively, and enjoy productive employment. Wyandanch Schools will prepare students of all ages to meet at the best of their abilities, the academic, social, civic, and employment needs of the 21st century.

The theory of action starts from student academic achievement in relation to the New York State and Common Core State Standards. Specifically, student academic achievement outcomes are related directly to curriculum, instruction, and assessment activities within the classroom of each school.

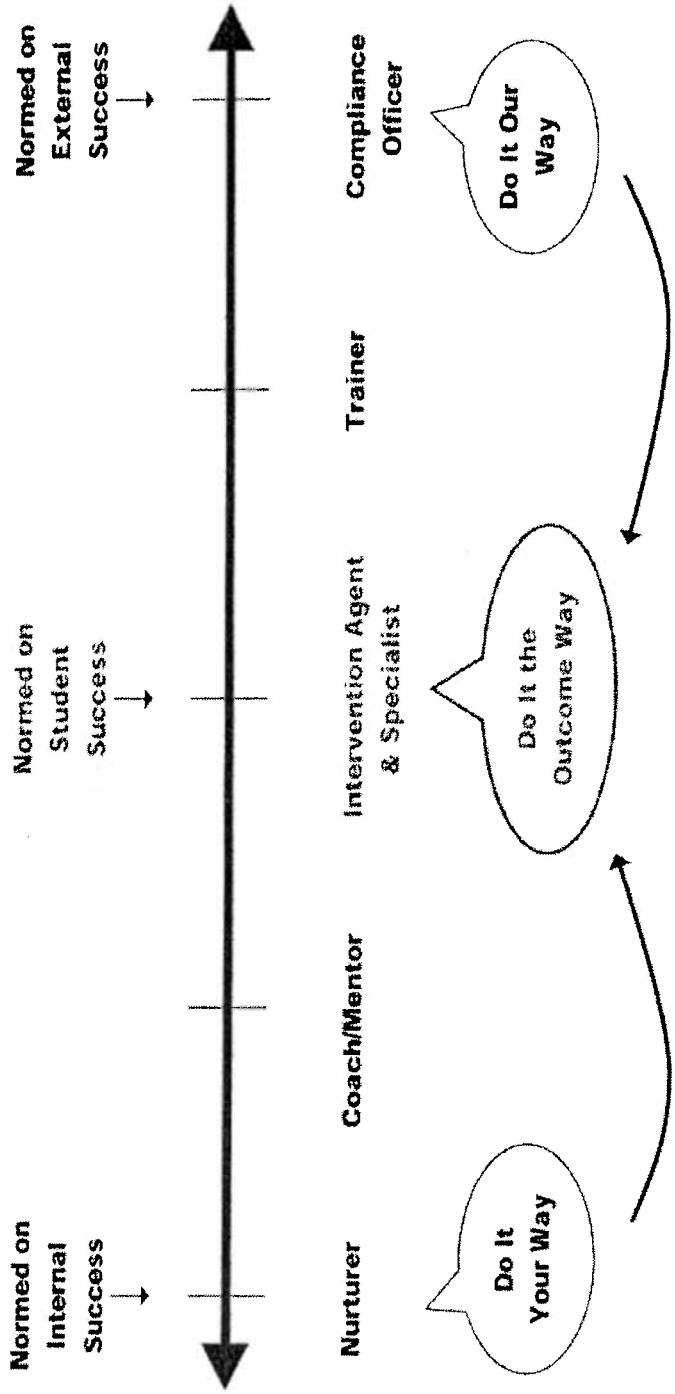
Curriculum, instruction, and assessment at the school level are supported and influenced by professional development, management and administrative support, and compliance at the school level; and by curriculum, instruction, and assessment at the district level. Finally, school-level professional development, management and administrative support, and compliance are supported and influenced by their district-level counterparts.

The theory of action employed by the district occurs at both the school and the district levels. A graphic representation of the theory of action dynamic is shown in Figure 1.

The proposed project will be implemented in collaboration with school Turnaround, a nationally renowned organization with success in turning around low performing schools.

Each school team is assisted, supported, and challenged by a Turnaround Specialist. Each Turnaround Specialist is carefully selected based on having turned around a failing school or district and an ability to help others do the same. Principals and Turnaround Specialists engage regularly through site visits, email, and phone communication. Unlike traditional mentoring programs, Turnaround Specialists maintain a low profile. Turnaround Specialists are clear that their feedback is important but that ultimately it is the principal and his or her team who will make the turnaround a success.

LOGIC MODEL/THEORY OF CHANGE



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ii. The Wyandanch UFSD will replace its current principal with a principal who has significant experience turning around low-performing schools with the help of their project partner, *School Turnaround,* a leader in successfully turning around low-performing schools.

Recent studies estimate that differences in school leadership characteristics account for as much as 25% of differences in student learning (Waters et al, 2003). Research conducted by Dr. Mónica Byrne-Jiménez of Hofstra University shows that through working directly with principals of underachieving schools, School Turnaround has made an impact on schools across the country. More importantly, School Turnaround is working to improve the academic performance of children and communities in chronically under-resourced areas. For change to seed deep roots, the change agents and capacity must be owned at the school and community level. Research is clear that when change lies in the hands of outsiders it will most certainly leave when the outsiders leave. To this end, School Turnaround acts as a catalyst and support, rather than owning the change like most organizations. By developing formal and informal leaders within schools, School Turnaround is creating long-term and sustainable improvement that will shape the lives of children for years to come.

School Turnaround staff undertake initial research in the form of data analysis, school visits, and conversations with the principal. This allows School Turnaround to gain a deeper understanding of the current state of the school so that none of the work to follow is generic or "one size fits all".

Participating principals attend this conference with two or three key staff members from their schools. These "turnaround teams" receive training on the six characteristics of successful turnaround leaders and the six key strategies for turnaround. These are immediately applied to schools by each school team in the form of a Turnaround Design. Teams leave the conference with a set of achievement targets, a new message for their schools, and a pragmatic course of action based on proven strategies for immediate and incisive change.

Each team is assisted, supported, and challenged by a Turnaround Specialist. This partnership is the foundation of the turnaround effort. Each Turnaround Specialist is carefully selected based on having turned around a failing school or district and an ability to help others do the same. Principals and Turnaround Specialists engage regularly through site visits, email, and phone communication. Unlike traditional mentoring programs, Turnaround Specialists maintain a low profile. Turnaround Specialists are clear that their feedback is important but that ultimately it is the principal and his or her team who will make the turnaround a success.

The Wyandanch UFSD recently adopted the Danielson rubric for the rating of teachers (APPR), this will be used for the first time in 2012-13 in order to evaluate the effectiveness of all Wyandanch teachers, including those that teach at the Milton L. Olive Middle School (MLO). Teachers deemed "Developing" or "Ineffective" will receive an improvement plan that will help them better hone their subject matter knowledge and teaching strategies including technology integration during each summer. They will also be assigned a mentor teacher in their subject area who has been rated either "Effective" or "Highly Effective". Resources have already been allocated for some of this through Strengthening Teacher and Leader Effectiveness and Mentor Induction grants received by the district and are currently in the planning stages.

School Turnaround will be engaged and assign a School Turnaround Specialist with successful experience as a principal turning around a low-performing school. The Turnaround Specialist and principal shall determine the dates for a minimum of eight site visits each year. Each site visit will last for one full school day in duration and requires the presence of the

principal. Furthermore, the Turnaround Specialist will provide a written summary of the visit and next steps to be undertaken as agreed upon by the principal and specialist. The Turnaround Specialist and the principal will be in contact with each other on a weekly basis, at minimum, via e-mail or telephone regarding actions and progress toward meeting targets. Scheduled vacations will be the exception. The principal will be responsible for responding in verbal or written form to any contact made by the Turnaround Specialist. School Turnaround will host web conferences and teleconferences and will provide technical assistance where necessary. Principals will participate in a minimum of three of these virtual conferences and may choose from a variety of topics. Additionally, School Turnaround will host a Mid-Year Conference each January and an Assessment and Learning Conference each June.

Teams will be formed by subject area and planning and collaboration and professional development and other resources will be provided by School Turnaround to help them share best practices that incorporate inquiry, project based learning, problem solving and critical thinking, write curriculum aligned to the New York State and Common Core State Standards, as well as vertically articulate their curricula so that students are prepared to study at progressively higher levels as they are promoted to the next grade.

The proposed project will also contract with Farmingdale State and Molloy Colleges to improve teacher content knowledge. Western Suffolk BOCES will provide training in engaging teaching strategies and exemplary use of technology to improve teaching and learning, especially for students with special needs.

The proposed project also takes into account the social-emotional needs of Wyandanch students whose home lives may be extremely complicated by poverty, homelessness and poor role models for adult behavior. Through partnerships with North Shore Child and Family Guidance and Eastern Suffolk BOCES, the project will allow the district to purchase the services of social workers and guidance counselors so that students have the support they need to focus on their studies.

The proposed project will also provide opportunities for MLO students to engage in after school, Saturday, and summer programs designed to help students apply their academic skills, and engage in pro-social activities outside of the school day when they are most likely to get into trouble.

iii The Board of Education district is committed to removing the current MLO principal to be replaced by an experienced middle school principal that has already had success in turning around a school. In addition to adopting the APPR as stated above, the district has recently been awarded two grants designed to raise the level of teaching in Wyandanch. These include the Strengthening Teacher and Leader Effectiveness and Mentor Induction grants. Both grants use mentoring as a strategy in order to improve teaching strategies and student achievement.

B. Operational Autonomies

i. The Wyandanch UFSD will grant autonomy to the new MLO principal with respect to staffing; school-based budgeting, use of time during and after school; program selection and educational partner selection. Due to the rigorous recruitment process intended for the new MLO principal, this school leader will have significantly more leeway than the other three district principals

ii. Appendix A contains formally adopted Board policy with respect to roles of administrative staff. It specifically states that "building principals are the educational executives of their schools".

iii. See Appendix A.

C. District Accountability and Support

1. The senior leader who will direct this effort is Dr. Mary Jones, the Assistant Superintendent for Educational Services. She reports directly to the Superintendent of Schools. She will have at least weekly contact with the MLO principal and receive copies of the notes made by the Turnaround Specialist so that she can stay abreast of all turnaround activities, plans, and challenges.

The proposed project will focus on the extent to which the school possesses the seven components of school quality as delineated by WestEd (Retrieved from www.wested.org). These includes effective school leadership, high quality teaching, rigorous standards based curriculum and assessment to guide instruction and monitor student progress, targeted and ongoing professional development, providing a safe and supportive school environment, and family engagement to help them support the education of their children and to become partners in their children's successful education.

Firstly, a needs assessment will be conducted to measure the extent to which the school possesses the seven characteristics of a successful turnaround school. Using these results, district and school personnel will brainstorm ways to allocate staff and resources in order to turn the school around. A process of continual monitoring of progress will be used during the implementation phase using benchmarks developed in the action plan. A communications plan will provide data and information to all stakeholders. The evaluation phase of the project will be most concerned with changes in student attainment of high standards as well as progress made in the seven components of school quality.

As shown below, the proposed project is strengthened by obtaining the input of all stakeholders including students, teachers, parents, and the community in conducting the needs assessment.

Timeline	Activity	Responsibility
4/15/13	Meeting with School Turnaround to Discuss Role in Project and Recruitment of New Principal	Dr. Mary Jones
4/30/13	Advertisement for new principal with experience turning around a low performing school	Dr. Mary Jones
5/1/13-5/30/13	Needs assessment surveys administered online to school staff, students, parents and community members; Review of School Report Cards	School Turnaround, Evaluator
5/1-6/15/13	Recruitment of School Leadership Team including administrators, teachers, and parents; Advertisement for new principal; Development of interview committee and interview protocol; Interviews take place; Recommendations for new principal sent to Superintendent and Board of Education for approval	Dr. Mary Jones, PTA
7/1/13	Hiring of new principal;	Board of Education, Superintendent
7/1/13-7/30/13	Analysis of needs assessment; Development of action plan to allocate resources to issues of concern	MLO Principal; School Turnaround Specialist, Evaluator
7/30/13-8/31/16	Monitoring and modification of action plan to reflect completed	MLO Principal; School Turnaround Specialist

Timeline	Activity	Responsibility
	actions and new challenges	
Monthly	Meetings between MLO principal and Dr. Jones	MLO Principal, Dr. Jones
Monthly	Day-long visits of School Turnaround Specialist at MLO	MLO Principal; School Turnaround Specialist
Monthly	School Turnaround Specialist prepares a report summarizes each site visit, provides feedback about adherence to action plan and lists next steps for action	School Turnaround Specialist
Weekly (at least)	School Turnaround Specialist and Principal converse about progress in meeting action plan targets over the phone or through e-mail	MLO Principal; School Turnaround Specialist
Continual	Data collection to meet the goals of the action plan	Evaluator
Quarterly	Dissemination of process and outcome data to enable Principal to make informed decisions concerning effectiveness of specific turnaround efforts	Evaluator, Dr. Jones

ii. Planning is a collaborative effort involving district and building level leadership, teachers, and consultants. The proposed project will use some of the planning period to align all consultants and programs with the notion of ensuring that all resources support student learning. In this way, gaps and redundancies will be highlighted and addressed by district and school leadership.

D. Teacher and Leader Pipeline

i. **The principal is the only staff member that will be replaced at this time in the proposed Transformation model.** A large number of studies on turning around low performing schools found that the most important factor underlying success was the characteristics of the school leader (Kowal and Ableidinger, 2012). The turnaround consultants selected for the proposed project rely heavily on recruiting and training to ensure that the selected new principal has the knowledge and abilities to turn around the MLO Middle School.

The Wyandanch UFSD currently has relationships with colleges including Long Island University, SUNY Farmingdale and Stony Brook, St. John's University and Dowling College to provide observation opportunities and internships for prospective teachers and administrators. The proposed project will deepen these relationships through a new Advisory Panel convened by Western Suffolk BOCES PK-17 so that Wyandanch administrators will have opportunities to discuss the skills that they require of their new teachers and leaders and identify skills that their new teachers lack so that local postsecondary institutions can strengthen their programs to meet K-12 needs. This is an activity supported through the Strengthening Teacher and Leader Effectiveness that Wyandanch won. It is noted, however, that the district has not yet received their funds, as their APPR was just recently approved by NYSED.

As per their contract, the APPR implemented for the first time in 2012-13 will identify ineffective and developing teachers and provide professional development to remedy deficiencies as per their Teacher Improvement Plans (TIP). Professional development will be offered for these teachers in the specific areas identified in their TIP. Teachers can be dismissed ONLY if their TIP fails to improve their rating in the second year.

Through grant opportunities such as Strengthening Teacher and Leader Effectiveness and Model Induction, the Wyandanch UFSD has recently received additional resources to provide training and resources to their new teachers as well as their teachers rated "Ineffective" or "Developing". Partnering with Western Suffolk BOCES, teachers and principals rated lowest will be provided with after school and summer workshops designed to improve their skills. Effective experienced teachers will also be paired with those rated lower to help them improve their teaching strategies.

That project will also allow the Wyandanch UFSD to better prepare their current teachers by providing opportunities for them to become dual certified in ESL/bilingual, special education, and/or STEM in collaboration with Adelphi University and Brooklyn College. As a result, Wyandanch teachers will be better prepared to address the learning needs of special education students and English Language Learners.

ii. The Wyandanch UFSD has already notified their current MLO principal of their plans to replace him as part of this project. The Board of Education has already been notified by the Superintendent of plans to replace the principal with one who has previous experience turning around a low-performing school. Their District Director of Business and Assistant Superintendent for Human Resources have both confirmed that all procedures are in place to begin the hiring process for the new principal as soon as funding is released on April 1st.

iii. There have been few programs offered at the district level to build the capacity of leaders. As mentioned earlier, the newly funded Strengthening Teacher and Leader Effectiveness grant will provide training on conducting teacher observations, monthly classroom walkthroughs, and providing constructive feedback formally and informally to teachers. Training will also be provided in the use of NYSTART data to identify students in need of remediation and support as well as students who need support with respect to their emotional developmental health needs. It is noted, however, that the current principal will be removed as part of this project. Upon funding of this project, the district will work with *School Turnaround* to recruit a new principal, who has already turned around a low-performing school. The manner in which the new principal will receive training will be in collaboration with the School Turnaround Specialist to ensure that s/he has the skills and abilities to create a culture of change and high expectations for all students. No exceptions. No excuses.

iv. Teachers are required by their contracts to receive four hours of professional development a month. Sessions are conducted by school and district administrators as well as Western Suffolk BOCES and outside consultants

v. .

Topic	Agency	Planning by Month April- August 2013					Year One Implementation by Month September 2013- August 2014											
		4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8
ELA Common Core	Western Suffolk BOCES	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓			
Math Common Core	Western Suffolk BOCES	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Vertical alignment	Leader and Turnaround						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		

Topic	Agency	Planning by Month April- August 2013					Year One Implementation by Month September 2013- August 2014											
		4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8
by subject	Specialist																	
Curriculum Mapping	Assistant Principals, Subject Coordinators						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Resource Mapping	Leader				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Using APPR	Western Suffolk BOCES				✓	✓	✓											
Making parents full partners in the education of their children	Molloy College	✓	✓					✓			✓			✓				
Enriched STEM content related to 21st Century careers	Farmingdale State College		✓	✓				✓	✓	✓	✓	✓	✓	✓	✓			
Mentor training	Mentoring Partnership of Long Island	✓	✓	✓				✓			✓			✓				
Technology integration to engage ALL students	Western Suffolk BOCES	✓	✓	✓					✓	✓	✓	✓	✓	✓	✓	✓		
Questioning techniques to promote higher order thinking	Western Suffolk BOCES	✓	✓	✓					✓	✓	✓	✓	✓	✓	✓	✓		
Reading and writing strategies	ELA Coordinator	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓		
Critical thinking skills development	Western Suffolk BOCES	✓	✓	✓					✓	✓	✓	✓	✓	✓	✓	✓		
Classroom management	Western Suffolk BOCES	✓	✓	✓					✓	✓	✓	✓	✓	✓	✓	✓		
Development of formative assessments	Western Suffolk BOCES								✓	✓	✓	✓	✓	✓	✓	✓		
Analysis of formative assessments	Western Suffolk BOCES								✓	✓	✓	✓	✓	✓	✓	✓		
Using assessment data to adapt	Western Suffolk BOCES								✓	✓	✓	✓	✓	✓	✓	✓		

Topic	Agency	Planning by Month April- August 2013					Year One Implementation by Month September 2013- August 2014											
		4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8
teaching strategies																		
Writing SLOs	Western Suffolk BOCES	✓			✓	✓	✓	✓	✓									
Summer Institute for Ineffective/Developing Teachers and Leaders	Western Suffolk BOCES				✓	✓											✓	✓

All professional development programs are aligned to the CCSS, the needs of students with special needs, and the laser-focused need to improve teacher ability to raise student achievement significantly in the first year of the project. The desired outcome for all professional development programs is to improve teacher knowledge and skills in improving student achievement. Surveys will be conducted with teacher participants at the conclusion of each session to gauge their perceptions of how well the training they received raised their subject matter and pedagogical skills. Additionally, teachers will be surveyed toward the end of the school year to determine how they used the training they received to change the way they deliver instruction to improve student achievement. The summative outcome of this endeavor is student achievement on New York State assessments, improvement in student attendance indicating higher levels of engagement.

New mentors will receive training to ensure they possess optimal knowledge and skills as well as technology proficiency to ensure excellence in education; Innovative strategies may include project-based learning, technology integration, differentiating instruction, improving expectations of students, and use of assessments to inform teaching. Mentor teachers and early career educators meet for at least two hours each week to plan and collaborate on lessons with common planning time provided by school administrators. Mentors and mentees meet before and/or after school for ten hours a month to work on lesson planning, assessment, and technology applications to raise student achievement; Mentees are shown exemplary lessons delivered by mentors and other Master Teachers using resources from EngageNY.org. Mentee lessons are videotaped for later viewing by mentors to provide constructive feedback to improve instruction. Development and implementation of online surveys, focus groups and mentee and mentor self-evaluations to measure fit between mentor and mentee and impact of mentoring on effective teaching.

Ugur (2004) reported the importance of university partnerships in the professional development of teachers. He reported that they encourage teachers to participate in collaborative lesson planning, research, and evaluation, and promote positive outcomes in student achievement. The current project will engage professors at Farmingdale State and Molly Colleges to better prepare teachers to address students with diverse learning needs, provide learning in STEM disciplines, and provide additional support for new and/or struggling administrators.

A series of ten "work"shops on each subject will truly involve work, in which student learning forms the centerpiece of discussion and analysis. Teachers need opportunities to discuss students' misconceptions about particular topics and find ways to address them (van Driel et.al., 1998; 2002; Loughran et.al., 2004). A typical 5-hour workshop consists of one hour of meeting in a large group setting to present a topic of interest (e.g., integrating evidence-based explanations across ELA, Social Studies, and Science lessons in 4th grade). The remaining four hours will be dedicated to faculty meeting with smaller groups of teachers or individual teachers during a convenient time during the school day to work with them on implementing teacher-generated ideas discussed in the workshops. For example, a teacher may want support integrating text into a science class or would like to team teach a lesson on teaching analysis of text in a 5th grade social studies class. In both cases, the faculty member works with the teacher to design a series of lessons, co-teach, and/or provide feedback. Supplies such as the FlipCam will be used to videotape the teacher for further reflection.

Western Suffolk BOCES will also provide support for district curriculum programs to help teachers align the curriculum and assessments to the Common Core. They will provide professional development on alignment of current curriculum programs including Fast Froward, Read 180, Wilson, SRA, and Jamestown Navigator. They will also work with teachers and administrators on the adoption of the APPR and the alignment of formative assessments with the Common Core.

W. Suffolk BOCES will provide on-site coaching and modeling of best practice to improve the engagement and achievement for ALL students, through the use of technology tools such as SmartBoards, iPods, Student Response Systems, and sound enhancement systems. Data collected by BOCES over the last four years on the effectiveness of their Title IID and ARRA projects demonstrates the capacity of the organization to deliver quality professional development to the academic performance for all students. Evaluation results reveal that technology training was well-received by teachers and focused on the implementation of state of the art technology tools.

They will also provide After School and Summer Academies for ineffective and developing teachers on topics such as classroom and behavior management, differentiating instruction, critical thinking and problem solving strategies, effective questioning techniques, research based instructional strategies, brain-based learning, effective assessment development, data-driven instruction, motivating and engaging students, strategies for teaching ESL and special education students, and technology integration.

A summer program for ineffective and developing administrators will also be offered through W. Suffolk BOCES. Participants attending this four day institute will strengthen their knowledge of effective leadership strategies to increase teacher quality and student achievement. Topics will include integrated professional cultures including effective mentoring, modeling and coaching; use of observation and evaluation as a professional development tool; using using multiple sources of data to design and implement effective building programs, effective communication strategies; curriculum development and design, and technology integration.

The proposed professional development is expected to significantly improve teacher and leader effectiveness. According to the National Center for Educational Statistics, in 2000, 99% of public school teachers participated in professional development activities. However, only those teachers who participated for more than eight hours were more likely to claim that their teaching improved "a lot" after the activities. Further, teacher attendance in collaborative activities was correlated with teachers' beliefs about the extent to which their classroom teaching

was improved by the activities. The more time the teacher spent in the activity, the more likely they were to say that their classroom teaching improved "a lot".

District administrators report that additional professional development should be available so that teachers can become master teachers in their respective fields, especially in science, technology, and math. The proposed project will provide these professional opportunities through Adelphi University, a project partner. Adelphi professors will push into classes and model and coach teachers to improve their teaching of STEM. They will also provide opportunities for Wyandanch teachers to participate program of in-service courses that will provide training and support for teachers wishing to improve their math and science teaching. Courses are specifically designed to reinforce key content knowledge (e.g., mathematics problem solving, the nature of science, Newton's laws, inquiry, ecology) as well as pedagogy (e.g., claims-evidence-reasoning framework for scientific discourse) to support all learners.

Wolf (2008) reported that the small numbers of students who major in STEM is a direct result of the disengagement of students (K-12) due to the way that material is presented. She reports that improvements in student engagement in these courses have been observed through the use of technology and engaging instructional practice.

The District is currently working with Bridges, an educational consulting company in the disaggregation of New York State assessments by teacher and class to identify teacher strengths and weaknesses. As a result of these efforts, the class results for teacher mentees will be examined and the need for specific professional development will be examined. Based on these outcomes, one or more of the project partners will be engaged in order to remediate gaps in teacher knowledge and skills. Mentors will reinforce the professional development through collaborative lesson development, classroom observation, and provision of constructive feedback.

Formative assessment reports generated by Bridges, a testing consulting company under contract in Wyandanch will provide baseline data to all teachers relating to student achievement on New York State assessments in math and ELA each year. Results are broken out by skill area so that teachers will have information that a particular student might do well in listening tasks on an ELA exam, but not on skills such as finding the main idea. Similarly, in math, these reports are helpful in letting the teacher student performance levels on skills such as operations, algebra, geometry, measurement, and statistics. Mentees will work with their mentors to help strengthen lessons relating to skill areas that their students had the most difficulty

The prior year's New York State assessments will be used as baseline measures, with students tested again in March and May of each school year to measure student progress over the course of each year in grades 3-8. Beginning in 2012-13, the Superintendent of Schools related that he would like to see additional formative assessment over the course of the school year to facilitate feedback to their teachers about the effectiveness of their teaching. All testing reports will be available by teacher so that specific classes and teachers can be easily compared.

E. External Partner Recruitment, Screening, and Matching

i. The Wyandanch UFSD chose their transformation partner, **School Turnaround** based on research and experience. This organization has worked with more than 50 schools in eight states to turn around low performing schools. School Turnaround has demonstrated consistently high gains for student achievement. It is designed specifically for schools and districts where someone in power perceives a current failure that requires urgent intervention. While most educational initiatives geared toward demonstrating student achievement take place over a long time period,

School Turnaround incites urgency and time-compressed change. It stands apart from others in the field by offering a money-back warranty that guarantees achievement will increase in one year's time.

The school district already has existing relationships with the majority of remainder of the proposed project partners chosen for inclusion in the proposed project. They have all been identified in the required form.

Farmingdale State College/SUNY (FSC) is a current partner for the Early College High School program in which a number of Wyandanch High School students are currently enrolled. Their recent formation of a STEM Diversity Roundtable in March 2012 brought together leaders from business, education, government and non-profit organizations to understand recent developments, learn from others at the state and national level, and engage in shaping solutions relevant to the Long Island. They are charged with exploring innovative ways to strengthen STEM teaching and learning in the 21st century in order to meet the pressing demands of the workforce. Through this effort they are seeking to engage in best practices in STEM in Long Island public schools using their faculty members with expertise in STEM disciplines of nursing, engineering, green technology, and security.

Western Suffolk BOCES, is the regional BOCES for the Wyandanch UFSD. They provide professional development in 70 areas, including those related to the New York State and Common Core State Standards, health and wellness, and technology integration to improve student achievement. Their involvement in this project is a natural extension of their existing relationship with the Wyandanch UFSD. The newest project on which the district and BOCES will work together to improve teacher and leader success is the Strengthening Teacher and Leader Effectiveness grant that has not yet been implemented due to the timing of the funding.

Eastern Suffolk BOCES - Eastern Suffolk BOCES (ESB) will provide a guidance counselor for the proposed project utilizing the Project SUCCESS evidence-model. This model will be used to help students increase their developmental assets by teaching resistance and social competency skills. They currently provide one counselor to work with 6th grade students only through the Elementary and Secondary Counseling grant. However, 2012-13 is the last year of the project and without further funding MLO will have only a single guidance counselor to serve over 550 high needs students.

North Shore Child and Family Guidance Center is a current partner on an Elementary and Secondary Counseling grant funded by the U.S. Department of Education. They currently provide staffing and supervision for two full-time bilingual social workers (Spanish and Creole) who are working with the children and families with the highest needs in grades K-5. Due to the funding constraints they cannot serve students beyond the 6th grade (considered elementary by NYS law). Feedback from staff and parents reveals that the work of the social workers has significantly impacted student behavior and family functioning. Being able to deploy social workers of such high caliber in the middle school would significantly improve the school's ability to educate students to world-class standards by removing barriers to success, engaging parents, and connecting families to services in the community to better their lives.

EOC-SNAP works at Wyandanch High School with students who are at high risk of teenage pregnancy. The proposed project will deepen the school district's relationship with this organization by allowing them to reach down to the middle school, where a small number of pregnant teens have been enrolled.

Mentoring Partnership of Long Island brings caring adults together with children in need through safe, effective mentoring programs. Research has shown that children who have a

caring adult in their lives have a better chance of staying in school, out of gangs and away from drugs. We wish that every child could have a mentor. Since their founding they have touched the lives of **60,000** youth, trained nearly **11,200** mentors, connected **11,000** children with mentors, and assisted **220** programs with technical support .

Molloy College will create a highly interactive training program for teachers and staff focused on promoting Parent Engagement and Involvement. This training will be based on teacher, staff and parent input; grounded in the Principles of Family Support. These include promoting respect for individual families and cultures and a commitment to working with families to achieve their goals, providing programs that contribute to the community-building process, advocate for services and systems that are fair and responsive, work with families to mobilize formal and informal resources, and ensuring that these principles of family support are modeled in all program activities, including planning, governance, and administration.

Informed Decision Services, Inc. has over 25 years of experience evaluating complex educational programs funded by the New York State Education Department, the U.S. Department of Education and various other funding sources. Grant programs which they successfully evaluated including Safe Schools/Healthy Students, 21st Century Community Learning Centers, Elementary and Secondary Counseling, Foreign Language Assistance, Mentoring, Character Education, Community Learning Center, Perkins (CTE), and Adult Basic Education. They have worked in Wyandanch for the last two years as evaluators of their Elementary and Secondary Counseling grant.

There has been an increase in the numbers of secondary students who are disengaging from school as evidenced by increased absenteeism and failing grades, with suspicion of gang involvement. As a result, the current project will engage **Struggling to Reunite Our New Generation** (STRONG. STRONG has been extremely successful in engaging the most hardened youth. As a result, they have recently been selected by the Nassau County Department of Probation to administer a PINS diversion program to Nassau County youth offenders.

STRONG counselors will work in the proposed project with disengaged secondary MLO students with excessive absences and/or discipline incidents in small groups to provide educational support and short-term therapy and referrals to better engage youth in positive pro-social activities including community service and entrepreneurship. Outcomes from STRONG's work with gang-involved youth through the SSHSI was extremely positive. Student responses to survey questions revealed that the majority changed their minds about gangs over the course of the project. In particular, they point out the risks of joining gangs including them being a bad influence, scary, leading to nothing but jail time or death.

ii. As mentioned above, there are no processes that need changing to ensure that project partners can be engaged in the pre-implementation period. However, the Director of Business has already prepared RFPs for the School Turnaround group and has had discussions with a number of recruitment firms to expedite the search for a new principal.

iii. Since the principal will not be hired until the partners are already engaged, s/he will not initially choose project partners. However, the new principal will have the ability to select and modify partner relationships beginning in September 2013 when a new fiscal year begins for the grant cycle. Efforts will be made to ensure that the principal is able to identify, screen, and select, match, and evaluate project partners as they demonstrate how they can meet the needs of students in preparation for the new school year.

F. Enrollment and Retention Policies, Practices, and Strategies

i. The table below details the enrollment at the four schools that comprise the Wyandanch UFSD obtained by NYStart It is noted that MLO is the only middle school in the district. As shown below, the proportion of special education and ELL students enrolled at MLO does not exceed that proportion in the other three Wyandanch schools. However, significantly more SWD and ELL students attend Wyandanch than in New York State as shown in the last row of the table below.

School	Grades	Enroll 10-11	Percent Free/ Reduced Lunch	Percent ELL	Percent IEP	Percent Suspended 10-11
LA Francis Hardiman	PK-2	558	79%	19%	10.3%	2%
Martin Luther King	3-5	496	63%	19%	19.4%	14%
Milton Olive	6-8	406	61%	14%	15.0%	19%
Wyandanch HS	9-12	547	49%	13%	28.4%	15%
TOTAL Wyandanch	**PK-12**	**2,007**	**63.2%**	**16%**	**18.0%**	**12%**
New York State	K-12		44.0%	7.0%	13%	5.0%

ii. As noted above, MLO is the only middle school in the district. The educational and social needs of special education and ELL students are specifically addressed in the educational programs in the Wyandanch UFSD. For example, as part of the Strengthening Teacher and Leader Effectiveness grant the district will purchase sound enhancement systems to benefit all self-contained special education classrooms. Sound enhancement creates the feeling that every student is sitting in front of the teacher and it allows them to hear every word in a crisp, clean way and pulls students into the learning process (Gertel, McCarthy & Schoff, 2006). With this equipment, the teacher can ensure that all instructions are heard. As a result, teachers are freed to use a normal, calm voice instead of a loud hurried voice. Data provided by these authors reports that students improve their ELA and mathematics achievement significantly each year with the use of the system, that teacher absenteeism was reduced more than 35 percent, and there were fewer incidents of student discipline infractions.

The Wyandanch UFSD also participates in region-wide project designed to improve the educational attainment of ELL students. For example, they participated in a project designed to provide podcasting technology to ELL classrooms through a Title IID grant. Results found that students were extremely engaged in the process and both they and their teachers reported improvement in reading, writing, and speaking skills.

iii. Since MLO is the only middle school in the district there is no incentive to disproportionately enroll high numbers of SWDs, ELLs, and students performing below grade level proficiency.

G. District-Level Labor and Management Consultation and Collaboration

i. The plan to transform the MLO Middle School was discussed at the Board of Education meeting that occurred on January, 22, 2013 including the removal of the current principal.

ii. It is noted that the President of the Administrative Union did not sign the agreement. This is because that person is the current MLO principal. Even though he knows of the plan to remove him as principal, he felt that signing the agreement would be a conflict of interest.

II. School-Level Plan- Transformation

A. School Overview

i. The mission of the MLO Middle School is to provide quality educational opportunities for Wyandanch students in grades 6-8 so that they may exceed New York State and Common Core State Standards. As a result, they will be prepared to be successful in secondary and post-secondary education and the workforce. The goals of the project are:

- To recruit, train, support, and retain a new school leader equipped with the tactics, focus, and energy to break the cycle of underperformance and dramatically improve academic results at MLO
- To ensure that MLO leaders and teachers have the knowledge, skills, and abilities to provide quality educational experiences for their students using evidence-based strategies and technology
- To provide additional social-emotional supports for students and families plagued by poverty to ensure that that students grow up safe, drug and alcohol- free, with parents who have improved knowledge and skills to support the education of their children

ii. Learning Points Associates (2005) reported that there are several factors that influence the success of the school turnaround process. These include governance, environmental factors, leadership factors, and organizational factors. They report that the most important choice is the choice of a school leader and the level of autonomy given to that leader to turn around the school. Support for the leader will be provided by the nationally recognized group. School Turnaround.

The proposed project will engage the organization *School Turnaround* to provide support for turning around their low performing middle school. School Turnaround is based upon a series of six strategies for organizational improvement. The strategies are: *diagnosis, target-setting, data use, message, resource alignment, and successful classrooms*. These six strategies have been developed over time based on the experiences of "turning around" low-performing schools. Turnaround principals and school teams are trained on the strategies during a summer conference prior to implementation. Subsequent conferences reinforce the design and focus on improving instructional leadership.

Before beginning any training or consulting, School Turnaround staff undertake initial research in the form of data analysis, school visits, and conversations with the principal. This allows School Turnaround to gain a deeper understanding of the current state of the school so that none of the work to follow is generic or "one size fits all".

Participating principals attend this conference with two or three key staff members from their schools. These "turnaround teams" receive training on the six characteristics of successful turnaround leaders and the six key strategies for turnaround. These are immediately applied to schools by each school team in the form of a Turnaround Design. Teams leave the conference with a set of achievement targets, a new message for their schools, and a pragmatic course of action based on proven strategies for immediate and incisive change.

Each team is assisted, supported, and challenged by a Turnaround Specialist. This partnership is the foundation of our work with schools. Each Turnaround Specialist is carefully selected based on having turned around a failing school or district and an ability to help others do the same. Principals and Turnaround Specialists engage regularly through site visits, email, and phone communication. Unlike traditional mentoring programs, Turnaround Specialists maintain a low profile. Turnaround Specialists are clear that their feedback is important but that ultimately it is the principal and his or her team who will make the turnaround a success.

Due to significant budget shortfalls, the Wyandanch UFSD has been able to offer only limited after school programs to MLO students. Since their 21st Century Community Learning Center funding ended, Saturday, and/or summer programs are non-existent. The proposed project will allow the district to offer after school tutoring and mentoring, peer mediation, cultural and recreation programs that will engage students in academic and pro-social activities

to significantly reduce the likelihood that they will engage in drugs, violence, gangs, and promiscuous sex.

Students will also be given opportunities to participate in robotics, chess, and debate programs to align Wyandanch after school offerings with those of their more affluent neighboring districts that are focused on critical thinking, and problem solving skills.

Wyandanch teachers are given few opportunities to collaborate on lesson planning within and between departments and there is little conversation between teachers of the same subject across grade levels. All MLO teachers are given one period of lunch duty each day. Instead, the proposed project will provide cafeteria monitors that will free teachers to collaborate on lesson planning, interdisciplinary projects, hands-on inquiry-based lessons and vertical articulation with their colleagues.

The role of the MLO librarian/media specialist will be expanded in the proposed project. Since this teachers interacts with all teachers in the school, their increased knowledge and skill on educational technology will positively influence their collaborations with all instructional staff at the school. They can suggest web sites as well as specific technology tools to help teachers improve the rigor of their teaching to improve student attainment of CCSS. Minkel (2004) suggested that to strengthen student skills, librarian media specialists need to collaborate more with teachers. Alexander, Smith, and Carey (2003) report that schools generally under-utilize librarian/media specialists and would improve student outcomes if they were used more

The proposed project has recruited partners including School Turnaround, Farmingdale State and Molloy Colleges, and Western Suffolk BOCES to work with teachers on improving curricula based on Common Core Standards, linked to STEM fields that show growth in the Long Island economy (nursing, green energy, engineering, security).

Given the lives of many Wyandanch youngsters are extremely complicated, the project is also adding partners that will help support the social-emotional well-being of MLO students. North Shore Child and Family Guidance Center will provide two social workers and Eastern Suffolk BOCES will provide one guidance counselor to work on this project.

Farmingdale State College/SUNY (FSC) will provide expertise from a number of their professors with expertise in STEM disciplines that are expected to grow in the Long Island economy. This includes professors in the fields of nursing, engineering, alternative energy, green buildings, and security systems. Each faculty member will push into MLO science or classes each week and provide coaching and modeling of best practice and brainstorm ways to incorporate their own disciplines into math and science lessons. It is hypothesized that when students see real-world applications of the science they are learning, they may have more positive attitudes towards pursuing careers in these fields and be more motivated to take more advanced math and science while still in middle school.

The evaluator will monitor all professional days using a log specifying which teachers they worked with, what they accomplished, and project implementation challenges.

Western Suffolk BOCES will provide 32 days of professional development each year for the deployment of engaged technologies to improve educational outcomes for students with special needs. Specifically, they will provide coaching and modeling for the use of iPod Touches and iPads for ELL and special education students. In the planning period they will provide training to the librarian/media specialist who will become a turnkey trainer of these technology tools. During the implementation year they will be deployed into the classes of ESL, and special education teachers to provide coaching and modeling to improve teaching and

learning. The evaluator will monitor all professional days using a log specifying which teachers they worked with, what they accomplished, and project implementation challenges.

Eastern Suffolk BOCES - Eastern Suffolk BOCES (ESB) will provide a guidance counselor for the proposed project utilizing the Project SUCCESS evidence-model. The evaluator will monitor that the counselor logs all of his/her contacts and pre and post student surveys will measure student attitude changes over time with respect to the implementation of this counseling model.

North Shore Child and Family Guidance Center will be responsible for hiring, training, and supervising two new bilingual social workers to serve students most at-risk of dropping out of school, gangs, violence, and teenage pregnancy. They will develop a protocol for administrators, guidance counselors, teachers, and other school personnel to make referrals and they will contact parents through phone calls and home visits in order to get permission for a child to participate in their services.

The project evaluator will hold monthly meetings with the social workers to ensure that they are getting school referrals, parents are agreeing to services, and they have begun working with children and families. The evaluator will develop a database to track caseload activities. Additionally, parents and students will be surveyed annually concerning the perceived quality of project services.

EOC-SNAP will be responsible for implementing their evidence-based curriculum Healthy Choices as part of the after school, Saturday, and summer programs. The evaluator will monitor program implementation through logs containing when, where, and to whom implementation was targeted including numbers of students participating. Student surveys will be collected at the conclusion of the curriculum to measure changes in student attitudes towards at-risk sexual activity.

Mentoring Partnership of Long Island will conduct recruitment and training to teacher mentors at MLO Middle School. Before creating a match, they will give students opportunities to meet a number of possible mentors and they will choose who they feel is most appropriate. The Partnership will follow up three weeks after the initial match in the event that a match is not working.

Outcomes from **STRONG**'s work with gang-involved youth through the SSHSI was extremely positive. Student responses to survey questions revealed that the majority changed their minds about gangs over the course of the project. In particular, they point out the risks of joining gangs including them being a bad influence, scary, leading to nothing but jail time or death.

B. Assessing Needs

i. See attached

ii. The proposed project will target the Milton L. Olive Middle School located in the Wyandanch UFSD. Wyandanch is located 40 miles from New York City that serves almost entirely at-risk minority students in Suffolk County, Long Island. More than ninety-eight percent of enrolled students are Black (75 percent) or Hispanic (25 percent), with the large majority considered socially and economically disadvantaged based on multiple criteria.

The Wyandanch community is plagued with economic and social problems that prevent children from reaching their full potential. **Research has shown that minority youth are at risk of academic failure**. They are three to four times more likely to drop out of school than their affluent peers, 50 percent more likely to have any type of disability, 250 percent more likely to become teenage parents, thus beginning the cycle of poverty over again. Poor children suffer

more frequently from infant mortality, learning disabilities, undiagnosed and untreated health problems, psychological and physical stress, malnutrition and child abuse (Children's Defense Fund, 1993).

It is noted that almost three-quarters of **students attending school in Wyandanch are eligible to receive free or reduced lunch**, significantly higher than eligible students in New York State. The table presented above also indicates that compared with New York State averages, the Milton Olive Middle School **has almost double the proportion of English Language Learners, significantly more special education students, with suspension rates more than four times the State average**.

The district has the ConnectEd automatic calling system that calls the homes of students who are absent for first period. However, these efforts have not significantly improved student on-time attendance for first period. As a result, many students do not receive the English or math (or other core instruction) that they need in order to graduate from high school as career and college ready. Administrators also reported that the majority of students don't complete their homework. The proposed project will provide monthly incentives for both students and their teachers to complete their homework.

Through the proposed partnership with Get Schooled and Attendance Works, the district will have increased resources to make calls home to students with a higher likelihood of effectiveness. Further, incentives for student attendance and homework completion including swag from MTV and BET through affiliation with Viacom (Get Schooled) are included in the proposed project design.

The table below does not tell the complete story for the MLO Middle School. According to school personnel including the principal, assistant principal and single guidance counselor, large numbers of students do not get themselves to school before third period. The New York State Education Department counts a student as present for the school day if they attend school for the majority of the day. However, many students fail to attend at least two of their core classes each day, significantly reducing the amount of instructional time they receive. The school attendance rate of 95 percent significantly overstates student attendance at this school.

The table below reveals that Wyandanch student performance on state assessments falls significantly below New York State averages. In 2012, <u>less than one in five 8th graders</u> attained proficiency in English/Language Arts, with more than three-quarters of 8th graders performing below grade level in mathematics. It is noted that ELL and special education youngsters fare even worse according to State accountability reports.

GRADE	PERCENT MET ELA STANDARD IN 2012		PERCENT MET MATH STANDARD IN 2012		PERCENT MET SCIENCE STANDARD IN 2008	
	Wyandanch	New York State	Wyandanch	New York State	Wyandanch	New York State
3	19.5%	55.5%	24.7%	61.2%		
4	26.4%	59.4%	35.8%	69.2%	77%	88%
5	34.5%	57.6%	52.0%	66.9%		
6	22.2%	55.7%	13.4%	65.1%		
7	15.1%	52.3%	30.9%	65.1%		
8	18.7%	50.3%	23.8%	61.3%	41%	69%

Data concerning educational attainment of high school students appears in the table below that summarizes Wyandanch secondary student performance on New York State Regents exams in secondary subjects compared with New York State averages for both passing (65%+) and mastery (85%+). As found in the previous table, Wyandanch youngsters pass tests in their secondary subjects at significantly lower rates than students throughout New York State. Further, with the exception of foreign languages. Very few Wyandanch students attain mastery in any secondary subjects, falling significantly behind New York State averages.

SUBJECT	WYANDANCH		NEW YORK STATE	
	PASSING (65+)	MASTERY (85+)	PASSING (65+)	MASTERY (85+)
English	70%	11%	84%	37%
Integrated Algebra	55%	0%	73%	17%
Geometry	59%	2%	75%	24%
Algebra 2/Trig	26%	0%	64%	23%
Global History	49%	4%	69%	27%
U.S. History	47%	8%	80%	44%
Living Environment	64%	2%	81%	32%
Earth Science	39%	2%	72%	30%
Chemistry	77%	4%	78%	20%
Physics	60%	0%	79%	32%
French	95%	58%	95%	56%
Spanish	89%	58%	94%	55%

According to New York State reports, **only 54 percent of the cohort of students who entered 9th grade in 2004, graduated from high school by 2009.** This is significantly below the New York State average of 71 percent. Wyandanch had the highest dropout rate of all school districts on Long Island in 2006-07 (6.3 percent).

The lives of Wyandanch youngsters are extremely complicated. There were 249 cases of child abuse, 114 juvenile offenses, and 16 juveniles on probation in the Wyandanch community in 2006, according to the Suffolk County Departments of Social Services, Police, and Probation. Further, according to the Suffolk County Police, gangs are increasing their presence in Wyandanch.

The proposed project is informed by the data collected by the New York State Office of Alcoholism and Substance Abuse Services in December 2010 in Wyandanch schools. The table below shows that the use of alcohol by underage youth in Wyandanch is significantly higher than youth surveyed in the Monitoring Their Future for both 30 day use and binge drinking.

	Percent Reporting Alcohol Use in Last 30 days	Percent Reporting Perception of Risk/Harm from Alcohol	Percent Reporting Parent Disapproval of Alcohol use	Percent Disapprove of Peer Use of Alcohol	Percent Reporting Binge Drinking in Last 14 Days
6th grade	19.1%	69.8%	100.0%	89.5%	13.2%
7th grade	13.3%	67.9%	93.1%	NA	14.3%
8th grade	26.9%	70.2%	90.0%	77.1%	NA
9th	33.9%	67.2%	91.2%	NA	NA
10th	37.5%	72.5%	100.0%	NA	NA
11th	45.8%	62.3%	88.6%	NA	NA
12th	46.9%	76.9%	81.8%	NA	NA
MTF	**14.9%**	**NA**	**NA**	**NA**	**7.8%**

Drug use among students has negative implications on school performance and attendance, impairs informed decision making about sexual relationships, birth control, and crime. There were 1,234 drug arrests in the Wyandanch community in 2005, according to data submitted by the Wyandanch Weed and Seed site. A ranking of the three drugs most affecting the Wyandanch community indicated that cocaine was the number one substance, followed by marijuana and heroin.

From 1994 to 2003 emergency room visits among Wyandanch residents related to drug use rose 29 percent, while total emergency room visits rose only 15 percent over the same time period. Additionally, drug-related discharge rates in Suffolk County rose 19.9 percent between 2001 and 2003.

In 2009 the Long Island economy lagged in comparison to the nation as a whole. The Long Island Index (2009) reported that the average annual pay per employee was $834 lower in 2008 than in 1999. Not coincidentally, Suffolk County was ranked second highest in the number of foreclosures in the State of New York in 2009. While one in 1,061 homes in Suffolk County faces foreclosure, that rate is more than triple in Wyandanch, with one in 281 homes in foreclosure (www.propertyshark.com). In 2008-09, 85 Wyandanch students were homeless.

According to the 2010 Census, **the per capita income of Wyandanch residents was less than 40 percent of the New York State average**. Census data also reveals that more than 12 percent of Wyandanch families fall below the poverty level, compared with 9.2 percent of families that fall below this threshold nationally, a 41 percent difference.

Neighborhood Scout (www.neighborhoodscout.com) estimates that there is more crime in Wyandanch than 82 percent of communities of American communities. Nationally, these researchers report 4.7 incidents of violent crime per 1,000 residents. In Wyandanch it is estimated to be almost 50 percent higher (6.99 incidents per 1,000 residents). Crimes committed by youth have increased over the course of the last year in the Wyandanch community. According to Suffolk County Police, between 2008 and 2009 there was a 19.5 percent decrease in the number of youth arrests throughout Suffolk County. **However, in Wyandanch the numbers of youth arrests (persons 18 and under) increased more than 46 percent over the same time period.** Twenty-four Wyandanch students were incarcerated as of July 2008. Gangs are infiltrating the Wyandanch community, according to school administrators and Suffolk Police, with many youth lacking a feeling of belonging due to family disintegration.

There is evidence that Wyandanch adults are significantly unhealthier and have issues with self-management. Further, a large number of Wyandanch parents are ill-equipped to support the education of their children. Analysis of geographical areas with the highest concentration of women who reported late or no prenatal care revealed that the Wyandanch zip code contained more than double (11.1 percent) the Suffolk County average (4.1 percent). This may be related to the ages of the prospective mothers. Proportionately fewer younger women less than 20 years old sought prenatal care (69 percent) compared with their older counterparts (39.4 percent). The table below further reports that there is **significantly higher rates of teen pregnancy**, infant mortality, and low birth weights in the Wyandanch community than in Suffolk County.

	WYANDANCH	SUFFOLK COUNTY
Rate of Infant Mortality	9.7%	4.5%
Percent low birth weight	12.5%	7.4%
Percent Late or No Prenatal Care	11.1%	4.1%
Teen Pregnancy Rate 2004-06	94.9	31.4

Suffolk County had the highest rate of teen pregnancy in the State of New York outside of New York City in 2007, triple the Suffolk County average. The Suffolk County Department of Health reported that teenage pregnancies are higher among Hispanic and African American women, with the highest rates in the county noted in the Wyandanch community. **Additionally, sexually transmitted diseases are prevalent among youth in Wyandanch**, with 24 percent of gonorrhea infections among 15-19 year olds in Suffolk County occurring in Wyandanch youth.

Wyandanch has the highest rate of asthma cases in the 0-17 age group in Suffolk County, numbering more than double the state average. For ages 18-64 the incidence of asthma in the community is triple the state average. The Suffolk County Health Department attributes these rates to **poor/crowded living conditions, exposure to environmental pollutants, limited health insurance coverage, poor access to medical care, and lack of self-management skills among Wyandanch adults**. Additionally, **HIV/AIDS infection in Wyandanch is also significantly higher than County or state averages**, with 58 cases per 100,000 population, the highest rate in all of Long Island.

Census statistics indicate that the Wyandanch community is in need of services to support, strengthen, and nurture youth and their families. Considering the great needs of Wyandanch students and families as outlined above, it is shocking **that not a single social worker is employed by the school district.** Further, there is a single **guidance counselor assigned to the middle school.** While an additional guidance counselor contracted through Eastern Suffolk BOCES works in the school, she is allowed to only work with 6th grade students and grant money will run out by the conclusion of the 2012-13 school year. Resources to supplement the academic needs of students are also stretched to the limit. For example, all reading teachers lost their jobs in 2010-11 due to budget cuts.

Census statistics indicate that the Wyandanch community is in need of services to support, strengthen, and nurture youth and their families. More than 50 percent of households with children under 18 in the Wyandanch community are headed by single parents who work full-time. This proportion is more than seven times the 7.2 percent of American families with this configuration according to the 2010 Census.

Research has found that poor families headed by single parents have extensive mental health needs. Mistry, Vandewater, Huston & McLloyd (2002) found that poverty among minorities was significantly related to psychological stress and inversely related to psychological well being. Further, these economic and social conditions predicted lower teacher ratings of children's positive social behavior and behavior problems due to difficulties parents had in disciplining their children and expressing their love for them. Further, there is evidence that single parents have lower expectations for the educational attainment of their children (Shim, Felner, & Shim, 2000).

A large number of Wyandanch adults have limited educational experiences that may prevent them from becoming involved in the education of their children. Thirty-five percent of Wyandanch adults have not received high school diplomas. This proportion is significantly higher than the 20.9 percent of New York State residents counted in the 2000 Census, and 19.6 percent of the U.S. adult population in 2000 that failed to attain high school diplomas.

iii. A School Comprehensive Education Plan was developed for 2012-13. At the beginning of the 2012-13 school year, the school was charged with establishing a shared school-wide vision and mission statement to be shared with the school community.

There was an identified need to better provide teachers with data to guide instruction and the district has provided support for this endeavor through the use of Bridges, a data analysis and testing consultant company. Baseline assessments were collected in September in ELA and math, with benchmark assessments currently being administered to identify student strengths and weaknesses and to target intervention services. In 2012-13 the library schedule was modified to allow for more opportunities for teachers to push into the library with their classes to explore literature that supports their curriculum.

In 2012-13 the principal developed a new schedule of targeted and frequent teacher observations, review of teacher practices linked to student formative assessments, and made new recommendations for professional development activities related to data and observations.

In 2012-13 new curricula were implemented that are aligned with the Common Core State Standards (CCSS). This included purchasing Read 180 and Math in Focus curricula as well as revisions of scope and sequence to align with CCSS. The principal is also promoting interdisciplinary activities between core and encore teachers.

Professional development was provided in the implementation of the new curricula. Additionally, teachers will be provided with professional development on how to use literacy strategies across the curriculum including concept mapping, Thnk-alouds, K-W-L, SQ3R, and recipricol teaching.

Weekly grade level meetings will discuss at-risk students at length. School staff will brainstorm ways to better engage students.

For the first time in 2012-13, the district implemented a block schedule for ELA for 6th graders at MLO to implement Read 180 (90 minutes). In 2013-14 the program will also include 7th graders who will have a 90 minute block of ELA, By 2014-15, the ELA block will be implemented for all middle grades in Wyandanch.

A shared-decision making team at MLO Middle School meets monthly to plan, facilitate, and implement school policies. However, there is currently no representation from students or parents. The proposed project will provide evening meetings so that parents and students can attend without missing work or school.

There are currently no translations for parents who don't speak English at MLO PTA meetings. The proposed project will fund two translators for each meeting (Spanish and Creole) so as to increase parent participation at these important meetings. The district will also reach out to parents with workshops and other family programs offered in Spanish and Creole to alert them to the importance of on-time school attendance (including FIRST PERIOD).

MLO is challenged to engage parents in the education of their children. Efforts are recommended to strengthen the PTA, and invite parents and community members to school celebrations for Hispanic Heritage Month, and Black and Women's History months.

iv. Four out of five MLO 8th grade students scored below grade level proficiency in ELA in 2012. Math achievement was slightly better, with more than 3 out of 4 8th graders falling below the New York State goal for grade level proficiency. There is a tremendous need to replace the school leader with one who has the vision of a school where the majority of students succeed, where the majority of parents are engaged, where the majority of staff are excited about changing the lives of children and families.

v. The proposed project will engage School Turnaround, a nationally recognized organization with extensive experience turning around low-performing schools. They will

assist the district in selecting the right new leader for turning Around the MLO Middle School. The new principal will work with the seasoned School Turnaround Specialist to implement policies, practices, and programs that support student achievement at the highest levels.

C. School Model and Rationale

i The Transformation Model was selected because the superintendent has already engaged in conversations with the middle school principal about his re-assignment to an administrative position within the district office. Removal of teachers at this time is seen as problematic and could engage the district in legal fees it cannot afford. Instead, after the adoption of the new APPR, the district will have the legal authority to remove teachers if they have not improved after a period of remediation (TIP).

ii. The process by which the APPR was adopted was arduous. The district finally received all of their agreements less than one month ago. It was only recently approved by the New York State Education Department.

D. School Leadership

i. The proposed project will select a school leader who has the characteristics as recommended by Learning Points Associates (2005). These include setting high goals, taking initiative, and being resilient even if goals aren't initially met. This leader will research effective school practice, utilize student data to measure progress, and measure that progress against initial goals.

The new leader will show confidence that the student performance will be improved to all stakeholder groups and have the ability to convince others of his/her viewpoint. Other identified schools (Learning Points Associates, 2005) include teamwork and collaboration as well as well-honed analytical skills needed for data analysis of student achievement data.

ii. The new leader will be recruited upon grant funding.

iii. As noted previously, the Superintendent of Schools has already had several conversations with the current principal and also discussed the requirements of the proposed grant with the Board of Education. The current MLO principal will be placed in an administrative position at the district level upon his removal.

The district will work with School Turnaround and a school executive search firm to recruit an experienced principal who has experience consistent with turning around a low-performing school. The district is committed to having that person hired by July 1, 2013 at the latest. It is noted that the current MLO principal is the President of the union that represents the administrators for the Wyandanch UFSD. As such, he was hesitant to sign the MOU. However, the Superintendent has confidence that as long as the district provides another job for him within the district they will not have a problem having him step down from his current role.

iv. The duties of the Assistant Principal are varied. They are more involved in the day-to-day operations of the school, rather than the educational program per sé. According to the National Association of Secondary School Principals their role is to conduct meetings with parents, and manage school suspensions and detentions. Assistant principals are also called upon to evaluate and document staff performance with the principal. They may conduct annual evaluations of proficiency and goal accomplishment and offer feedback to staff.

The proposed project will allow the district to hire a second assistant principal who will primarily be concerned with at-risk student behaviors including excessive absences and lateness as well as poor behavior management. S/he will enforce the Student Code of Conduct, maintain daily contact with the guidance and social work staff and connect with parents to ensure that

students attend school on time daily and that parents know they are always welcome in the school.

The School Turnaround Specialist will be a former principal who has experience turning around a low performing school. Trained by the School Turnaround group this person will have monthly site visits at MLO at which time s/he will meet with the principal, conduct school tours, and teacher observations, hold focus groups with teachers, students, and/or parents, and provide feedback to the principal. The School Turnaround Specialist along with the principal will brainstorm ways to solve problems uncovered and follow-up with all recommendations and next steps in writing within a week of each visit. The specialist and principal will also communicate through email and phone at least once a week.

v. The current school principal has not been effective in raising student achievement. Since he moved from being principal at Wyandanch High School to the Middle School in 2010-11, student achievement has declined significantly. Therefore, the proposed project will remove him and recruit for a principal with experience turning around a low-performing school.

The current Assistant Principal and Guidance Counselor will stay in their current positions. With the help of the School Turnaround team, these staff members will be persuaded to buy into the proposed project for the sake of the future of their students. The new mission and vision of the school will be shared with all stakeholders and be communicated at weekly staff meetings. The Center for Comprehensive School Reform and Improvement (2013) recommends several activities to overcome technical, cultural, political barriers. Firstly, they recommended that school leaders become familiar with the organizational change literature, even though it was developed in other fields. Second, they must be given more autonomy by central district staff including budgeting and program selection. Third, they must be given time to focus on their plans without the distractions that occur during the school day by delegating to other administrative staff members. They report that big change is possible if leaders have tools and strategies to overcome barriers to change.

E. Instructional Staff

i. MLO teachers need extensive professional development in order to improve student attainment of New York State and Common Core Standards. Less than one in four 8th grade students who attend MLO achieve at least grade level in ELA and math. Results for special education and ELL students are even worse.

The proposed project will replace the principal and add one assistant principal charged with attendance policy enforcement and discipline, one guidance counselor, and two social workers to deal with the large numbers of students with complicated family lives that act as barriers to school success.

ii. The new assistant principal will have at least five years of teaching experience in a middle school. S/he will genuinely like kids and has the interpersonal skills to engage reluctant parents so that students are more likely to attend school. At the same time, this assistant principal needs to also have a stern side to enforce the Code of Conduct and give detentions and suspensions, when warranted.

The guidance counselor will be a certified New York State guidance counselor and have a Masters Degree in Counseling or Social work. S/he will have at least five years of experience working in a minority community. Bilingual applicants in Spanish or Creole will be given priority. Experience engaging parents is a plus.

The social workers will both have attained Masters degrees in Social Work and five years of social work experience working in a minority community and successful in engaging parents. At least one new social worker will be bilingual in Spanish or Creole.

iii. Staff will be informed of the project as soon as the project is awarded. The Superintendent will first hold conversations with the current principal to guide the process of separating from the school. He will them hold a meeting of school staff in the after school hours. Extensive communication will be made to school staff so that they know that there will be a new school leader and change agent that will both be focused on improving student achievement. No excuses. No exceptions.

iv. Since only the principal will be removed in the proposed model and he has agreed to step down upon funding, we don't foresee problems in this regard.

F. Partnerships

i. The **School Turnaround** organization will be used to guide the turnaround process in collaboration with the new principal. Experienced with turning around more than 50 schools from elementary to secondary in eight states, their work is recognized as exemplary. In 2012, Arne Duncan, Secretary of the U.S. Department of Education visited St. Louis Schools where School Turnaround is working to reverse a downward spiral of poor student performance.

The Wyandanch UFSD has existing relationships with the majority of proposed project partners chosen for inclusion in the proposed project. They have all been identified in the required form.

Farmingdale State College/SUNY (FSC) is a current partner for the Early College High School program in which a number of Wyandanch High School students are currently enrolled. Their recent formation of a STEM Diversity Roundtable in March 2012 brought together leaders from business, education, government and non-profit organizations to understand recent developments, learn from others at the state and national level, and engage in shaping solutions relevant to the Long Island. They are charged with exploring innovative ways to strengthen STEM teaching and learning in the 21st century in order to meet the pressing demands of the workforce. Through this effort they are seeking to engage in best practices in STEM in Long Island public schools using their faculty members with expertise in STEM disciplines of nursing, engineering, green technology, and security.

Western Suffolk BOCES, is the regional BOCES for the Wyandanch UFSD. They provide professional development in 70 areas, including those related to the New York State and Common Core State Standards, health and wellness, and technology integration to improve student achievement. Their involvement in this project is a natural extension of their existing relationship with the Wyandanch UFSD.

Eastern Suffolk BOCES - Eastern Suffolk BOCES (ESB) will provide a guidance counselor for the proposed project utilizing the Project SUCCESS evidence-model. This model will be used to help students increase their developmental assets by teaching resistance and social competency skills. They currently provide one counselor to work with 6th grade students only through the Elementary and Secondary Counseling grant. However, 2012-13 is the last year of the project and without further funding MLO will have only a single guidance counselor to serve over 500 high needs students.

North Shore Child and Family Guidance Center is a current partner on an Elementary and Secondary Counseling grant funded by the U.S. Department of Education. They currently provide staffing and supervision for two full-time bilingual social workers (Spanish and Creole) who are working with the children and families with the highest needs in grades K-5. Due to the

funding constraints they cannot serve students beyond the 6th grade (considered elementary by NYS law). Feedback from staff and parents reveals that the work of the social workers has significantly impacted student behavior and family functioning. Being able to deploy social workers of such high caliber in the middle school would significantly improve the school's ability to educate students to world-class standards.

EOC-SNAP works at Wyandanch High School with students who are at high risk of teenage pregnancy. The proposed project will deepen the school district's relationship with this organization by allowing them to reach down to the middle school, where a small number of pregnant teens have been enrolled.

Mentoring Partnership of Long Island brings caring adults together with children in need through safe, effective mentoring programs. Research has shown that children who have a caring adult in their lives have a better chance of staying in school, out of gangs and away from drugs. We wish that every child could have a mentor. Since their founding they have touched the lives of **60,000** youth, trained nearly **11,200** mentors, connected **11,000** children with mentors, and assisted **220** programs with technical support.

Molloy College has recently received funding to develop a Family Literacy Initiative to help Long Island school districts effectively connect with parents to help better support the education of their children. Using the Principles of Effectiveness they will work with school administrators and teachers to improve their ability to engage parents in the education of their children.

ii. See attached

iii. The proposed project will contract with an experienced educational evaluator. All project partners will be held accountable for their success. As a rule, School Turnaround offers a money-back guarantee if their efforts do not produce a measureable gain in the first year in student achievement.

Farmingdale State College/SUNY (FSC) will provide expertise from a number of their professors with expertise in STEM disciplines that are expected to grow in the Long Island economy. This includes professors in the fields of nursing, engineering, alternative energy, green buildings, and security systems. Each faculty member will push into MLO science or classes each week and provide coaching and modeling of best practice and brainstorm ways to incorporate their own disciplines into math and science lessons. It is hypothesized that when students see real-world applications of the science they are learning, they may have more positive attitudes towards pursuing careers in these fields and be more motivated to take more advanced math and science while still in middle school.

The evaluator will monitor all professional days using a log specifying which teachers they worked with, what they accomplished, and project implementation challenges.

Western Suffolk BOCES will provide 32 days of professional development each year for the deployment of engaged technologies to improve educational outcomes for students with special needs. Specifically, they will provide coaching and modeling for the use of evidence-based strategies to improve student achievement including the use of iPads for ELL and special education students. In the planning period they will provide training to the librarian/media specialist who will become a turnkey trainer of these technology tools. During the implementation year they will be deployed into the classes of ESL, and special education teachers to provide coaching and modeling to improve teaching and learning. The evaluator will monitor all professional days using a log specifying which teachers they worked with, what they accomplished, and project implementation challenges.

Eastern Suffolk BOCES - Eastern Suffolk BOCES (ESB) will provide a guidance counselor for the proposed project utilizing the Project SUCCESS evidence-model. The evaluator will monitor that the counselor logs all of his/her contacts and pre and post student surveys will measure student attitude changes over time with respect to the implementation of this counseling model.

North Shore Child and Family Guidance Center will be responsible for hiring, training, and supervising two new bilingual social workers to serve students most at-risk of dropping out of school, gangs, violence, and teenage pregnancy. They will develop a protocol for administrators, guidance counselors, teachers, and other school personnel to make referrals and they will contact parents through phone calls and home visits in order to get permission for a child to participate in their services.

The project evaluator will hold monthly meetings with the social workers to ensure that they are getting school referrals, parents are agreeing to services, and they have begun working with children and families. The evaluator will develop a database to track caseload activities. Additionally, parents and students will be surveyed annually concerning the perceived quality of project services.

EOC-SNAP will be responsible for implementing their evidence-based curriculum Healthy Choices as part of the after school, Saturday, and summer programs. The evaluator will monitor program implementation through logs containing when, where, and to whom implementation was targeted including numbers of students participating. Student surveys will be collected at the conclusion of the curriculum to measure changes in student attitudes towards at-risk sexual activity.

Mentoring Partnership of Long Island will conduct recruitment and training to teacher mentors at MLO Middle School. Before creating a match, they will give students opportunities to meet a number of possible mentors and they will choose who they feel is most appropriate. The Partnership will follow up three weeks after the initial match in the event that a match is not working.

The evaluator will develop a log of mentoring activities and receive monthly numbers of students mentored and for how long. Mentor and mentee surveys will be completed by all mentors and mentees at two times over the course of the year to measure its effects. Data collected mid-year will be used for any program corrections that may be necessary.

Molloy College will provide professional development to MLO teachers to improve their ability to engage parents. Effectiveness will be measured by parent attendance at workshops and PTA meetings as well as staff surveys about the effectiveness of training.

STRONG will provide after programs to engage the most incorrigible youngsters. Their effectiveness will be measured by attendance at their programs, changes in the attendance and lateness patterns of their students and ultimately, the achievement of students with whom they work.

G. Organization Plan

i. See Attached

ii. The proposed project will significantly increase the short-cycle assessment process so that teachers and school administrators have much more timely information and feedback about the effectiveness of instructional content and strategies. Weekly meetings will take place between subject matter coordinators and teachers to ensure that they have the information and resources they need to be effective in the classroom. Formative assessments will be used

including student response systems to give teachers immediate feedback about whether students mastered the content of their lessons.

Weekly project implementation meetings will take place in the first month, followed by monthly meetings thereafter. Those attending meetings will include the evaluator, building administrators, guidance and social work staff and core course department heads. At this time, documentation will be collected relative to implementation and effectiveness of professional development received, level and types of collaborations among MLO teachers, new lessons developed, frequency and type of coaching and modeling that has taken place, and recommendations for strengthening, changing, and modifying project implementation. The evaluator will also attend faculty meetings periodically in order to get continual teacher feedback for project planning and implementation.

iii. The Wyandanch UFSD has adopted the Danielson model to evaluate the effectiveness of their teachers. The school leader will develop a functional system to conduct targeted and frequent observations, and track progress of teacher practices based on student data. The leader will provide feedback and recommend professional development opportunities available to ensure that a process of continuous improvement takes place. At the beginning of the school year, the leader will develop a schedule to formally observe every teacher as well as a monthly classroom walk through schedule to conduct informal observations. The leader will also examine formative assessments for each teacher at least quarterly.

The principal and assistant principal will meet with teachers before their observations to be clear about expectations and procedures. Post-observations meetings will occur after formal observations, giving teachers feedback about their progress toward improving student achievement.

The leader will review formative assessment data with department coordinators to alert them to strengths and gaps as well as opportunities for professional development, and other resources to improve teaching and learning.

Activity Related to APPR	7/13	8/13	9/13	10/13	11/13	12/13	1/14	2/14	3/14	4/14	5/14	6/14	7/14	8/14
New leader becomes familiar with Danielson rubric	✓													
Leader completes a schedule for formal observations for all school staff in consultation with School Turnaround Specialist	✓													
Leader and School Turnaround Specialist make decisions about role of other school administrators in pre-observation meetings, observations, and post-observation meetings		✓												
Leader and School Turnaround Specialist meet with Assistant Principals about their role in the APPR process		✓												
Conduct classroom walkthroughs by Leader, School Turnaround Specialist and Assistant Principals			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Leaders and APs give teachers feedback about walkthroughs within one week			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		

Activity Related to APPR	7/13	8/13	9/13	10/13	11/13	12/13	1/14	2/14	3/14	4/14	5/14	6/14	7/14	8/14
APs conduct pre-observation conference with each teacher				✓	✓	✓	✓	✓	✓	✓	✓	✓		
Leader (perhaps in collaboration with School Turnaround Specialist) conduct formal observations					✓	✓	✓	✓	✓	✓	✓	✓		
Leader (perhaps in collaboration with School Turnaround Specialist) conduct post-observation meetings					✓	✓	✓	✓	✓	✓	✓	✓		
Teachers rated Ineffective or Developing receive an improvement plan												✓		
Professional development is offered to help acquire successful strategies to improve student achievement												✓		
WS BOCES offers a Summer Institute to help ineffective and developing teachers													✓	✓

H. Educational Plan

i. Curriculum

Efforts are currently underway to ensure that the curricula used in the Wyandanch UFSD are aligned to CCSS. MLO staff are working with Western Suffolk BOCES to ensure the process of curriculum alignment to shift the ELA curriculum to knowledge in the disciplines, providing continual increases in instructional complexity (staircase of complexity), require students to provide more text-based answers, require students to write from sources, and require students to use more academic vocabulary. Curriculum shifts in mathematics to align with CCSS include increased, focus, coherence, fluency, application, dual intensity, and fostering a deeper understanding of mathematical principles.

ii. *Instruction.* The Milton L. Olive Middle School provides educational services to all Wyandanch students enrolled in grades 6-8 in an eight period day. The proposed project will shorten periods to enable a nine period day. The table below shows sample schedules for students at each grade level. As shown, the schedule for the Milton Olive School will include double period blocks of both ELA and mathematics to provide additional instructional time for the majority students who are significantly below grade level in basic skills.

PERIOD	GRADE 6		GRADE 7		GRADE 8	
1	ELA block for Read 180		Spanish (A)	PE (B)	Technology	Home and Careers
2			Computers (A)	Library Skills (B)	Science	
3	Science		ELA block using Read 180		PE (A)	Spanish (B)
4	PE (A)	Computers (B)			Science	
5	Lunch		Social Studies		Math block	
6	Art	Music	Lunch			

7	Math block	Science	Lunch
8		Math block	ELA block
9	Social Studies		

The Wyandanch UFSD is working diligently to increase the rigor of its educational programs to ensure the postsecondary and workforce success of its students. Most recently, a significant amount of resources have been devoted to aligning the K-12 curriculum with the Common Core Standards in ELA and mathematics that were adopted by the New York State Education Department in January 2011. Wyandanch teachers and administrators have and continue to receive training on incorporating these standards into their curricula in collaboration with Western Suffolk BOCES and ISA, partners on this project.

Due to reliance on evidence-based practices, the proposed project has a good likelihood for success to increase student achievement and narrow gaps between student subgroups. Activities planned for this project have been selected through a careful and thorough review of community needs, community resources, and best practices. It is noted that student achievement and root cause analysis will be continually used to determine gaps in student achievement so that teachers can improve their ability to plan, conduct, and improve programs for minority, low-income, ELL and special education students. The project addresses Common Core, State content and performance standards; is aligned with district and State assessment systems; includes professional development that helps teachers master the curricular programs as well as integrates the parts into a unified instructional approach; and includes both a process and outcome evaluation strategy so the district can modify quickly program components that are not working.

The proposed project will give the Wyandanch UFSD more resources to significantly improve the rigor of their middle school program. Block scheduling in ELA and math will be planned for each grade to increase instructional time for students, many of whom struggle academically.

Research has found significant benefits for block scheduling. Gill (2011) found that minority students performed significantly higher on state tests in ELA and math comparing those receiving block scheduling versus traditional single period scheduling of these subject areas. Biesinger, Crippen & Muis (2008) similarly found greater gains in mathematics skills among students receiving block scheduling in math compared with their counterparts receiving a traditional schedule. Corley (2003) found that students report significant positive attitudes toward block scheduling. Students in his study agreed that block scheduling has benefits such as more learning time, more time to learn concepts in greater depth, increased opportunities to work with their peers, more individualized help from their teachers, ability to finish homework in class, and more time to prepare for tests.

Young adolescents learn best in schools that have built structures that enable the development of close-knit, nurturing environments where no child can fall through the cracks and where students develop "relational trust" with adults and other students in the building (Bryk and Schneider 2002). ISA's coaching on establishing a student advisory model in the school creates an environment where counselors and teachers commit to knowing all students well (including those with special needs) to establish a sustained and trusting teacher-student relationships that influence student performance, motivation and achievement, and reduce discipline incidents and suspensions.

Varying pedagogical techniques has been found to enhance student learning (Tomlinson, 1995; Abell, 2000). With research findings clearly showing that students differ in their learning styles, variation on program and lesson delivery would clearly make a difference to students of different learning modalities. The proposed project will have collaborating teachers develop lessons together using varied formats such as cooperative learning, field experiences, independent research and study that would create active learning environments and enhance the learning experience for students. Teachers will receive professional development to effectively implement investigative methods in science and expository learning including inquiry learning, analysis, and synthesis that are features of the scientist's. FSC, Molloy, and Western Suffolk BOCES faculty and ESL and special education specialists will provide training to help teachers work with their colleagues to plan and develop curricula and varied lessons to best engage their diverse student populations.

Teachers are expected to differentiate instruction based on students' strengths and weaknesses in the instructional program. The Wyandanch Literacy Framework focuses on accountability and academic supports. The core instructional program is offered to every student in the district. Supplemental instruction is provided to students who need extra help. Interventions for these students include small group instruction including 20-30 minutes of supplemental intervention 3-5 days per cycle. Students who still experience significant difficulty are provided with even more individualized instruction using additional school resources such as a reading, special education or ESL teacher. This intervention usually consists of 60 minutes of targeted supports to help students attain grade level proficiency.

The proposed project will add a significant amount of educational instructional time for MLO students. These plans are outlined in the ext section below.

iii. Use of Time

As shown in the schedules outlined above, the Wyandanch UFSD will significantly increase instructional time through the proposed project. Periods will be slightly shortened to create a nine period academic day.

Most importantly, the Milton L. Olive Middle School will provide block scheduling in both ELA and math every school day. Additionally, out of school time programs will be offered to provide support for deepening student knowledge, and engaging in recreational activities such as sports, Robotics Club, Debate and Chess Teams

An after school program will be offered five days a week for two hours each day for 25 weeks staffed by six teachers. A Saturday program will occur two hours a week for 30 weeks staffed by eight teachers. A summer program will support enhanced student learning to attain Common Core State Standards four days a week for four hours each day for a total of four weeks.

Common planning time can be organized for grade levels and/or departments during which teachers plan for the implementation of higher order thinking skills or habits of mind and work across the content areas.

Common Planning Time for Departments - During common planning time, teachers in the same department examine and assess student work and corresponding teacher assignments to determine the demand for inquiry and higher order thinking and student production of it. From such activities, they learn how their lessons need to be revised and what scaffolding they need to apply so that students can succeed at rigorous assignments. Together they develop and share strategies designed to produce more effective learning opportunities and higher levels of student products.

Common Planning Time for Grade Levels – A team of teachers who work on the same grade, with the same cohort of students, meet to discuss students' progress and needed supports. Since they all work with the same students and know the students well, they have a global understanding of each student's strengths and areas of need and collaboratively develop strategies to be utilized by the entire team to keep the student engaged and motivated. Teams also use multiple mechanisms to assess their organizational and program effectiveness, including critical friends, peer observations, analysis of student performance data (e.g. course passing rates and attendance), and formative assessments.

Common planning time and student advisories contribute to school turnaround. They complement each other and create a personalized learning environment that includes a constellation of academic and social/emotional safety nets for students and teachers so that students do not fall through the cracks and so that teachers are not isolated, can regularly engage in collaborative problem solving, and can be collectively accountable to each other, their students, and their school's mission and goals.

iv. Data Driven Instruction

Schools and districts that partner with School Turnaround set verifiable student achievement targets at the beginning of the school year based on multi-year trends in student performance. These targets should be "do-able with a stretch" – meaning that they need to be something more attainable than pie-in-the-sky dreams, but should be substantive enough that they signal a significant turnaround to the community at large. At the end of each year, School Turnaround compares initial targets with actual achievement. This is done using state and district reported test scores for the year prior to the school's involvement with the program as well as the data from the turnaround year. They are so confident about the likelihood of success that we offer a warranty as part of the program. If a school fully implements its turnaround design but does not hit its achievement targets, School Turnaround will refund the cost of the progra.

At the time of each benchmark test, School Turnaround provides technical support as needed. Each school receives site visits from a Turnaround Specialist subsequent to each benchmark test. These are spent working with administrators and teachers to review data and making decisions around instruction and professional development. Where needed, additional materials for strategy lessons are provided. There is an emphasis on aligning resources - human, time, and material - to meet needs with regard to data use. A core focus is on the principals' role in classrooms to help teachers modify teaching and learning to increase achievement.

School Turnaround synthesizes data provided through the existing benchmark assessment system to insure that educators have the data they most need to alter instruction appropriately. This enables each school to focus on meeting these students' needs in differentiated flexible groups.

School Turnaround provides the templates for presenting and using data. These are pre-populated tools we create and individually tailor for each teacher (and in some cases, each student). These templates are tied to strategies for instruction and classroom teaching resources. They also assist in student goal-setting and parent conferencing. For those districts that wish, we are able to use our own system to score and evaluate the data in a time-compressed way.

Other professional development providers hired through this project will provide support for the use of formative assessments by teachers in other subject areas (science, social studies, foreign language) to improve teacher ability to diagnose student deficiencies in core knowledge and deep understanding aligned with the Common Core Standards.

v. Student Support

Ways of identifying at-risk youth include those who are failing more than one course, those with large numbers of absences, days late, and cut classes. Additionally, at-risk students can be identified through discipline referrals and suspensions. STRONG counselors will work in the proposed project with disengaged secondary students with excessive absences and/or discipline incidents in small groups to provide educational support and short-term therapy and referrals to better engage youth in positive pro-social activities including community service and entrepreneurship. One additional guidance counselor and two social workers will provide support to students and families to remove barriers to school achievement.

vi. School Climate and Discipline

Promoting resiliency in at-risk students has been found to be effective in helping students succeed in school. With fragmented families and communities, schools can become a central hub of positive support for student achievement. Malti and Noam (2008) espouse promoting resiliency among at-risk students using an integrated model of education, mental health, and youth development. In their model, school achievement is seen as a protective factor for risky sexual behavior, delinquency, early drug use, and problems at school.

This model has been found to be effective with the youngest elementary students. Kwok, Hughes, and Lou (2007) reported in their study of low achieving first grade students that levels of personality resiliency were significantly associated with future achievement. Bormann & Pachuca (2001) in their large-scale study of third graders with low socio-economic status found that the use of a supportive school community model was more likely to result in student resiliency.

Miller, Leslie-Toogood & Kaff (2005) reported on the development of assets that can act to create a foundation for healthy development among adolescents. They suggest that these assets be embedded in schools, homes, and communities to strengthen families and communities. Reynoso (2008) reported seven resiliency factors from interviews with Dominican students attending Bronx Community College. These included faculty support, tutoring support, counseling support, peer support, family support, self-motivation, and bi-cultural identity development.

The proposed project will add one guidance counselor and two social workers to the MLO staff. **Researchers report that in order for guidance counselors to be most effective they need ongoing training.** After reviewing the results of hundreds of studies, Henderson (2001) recommended that counselors who work with minority and poor youngsters learn how to teach students to value their education; target severe problem behaviors and attitudes; receive training in referral, consulting, coordination, . She reports that school counselors need role models, mentors, and supervisors who know how to identify and utilize resources that can be found in their communities. Similarly, Burham & Jackson (2000) recommend that school counselors meet the needs of more students in their schools to include more brief counseling models, and teach consultation, collaboration, and referral skills. Further, training counselors to implement group counseling to impact the academic and social behavior of elementary school students has found to be effective, even in the short term (Campbell & Brigman, 2005; Webb, Brigman & Campbell, 2005).

vii Parent and Community Engagement

The current project will have increasing parent involvement as a high priority and seek innovative ways to bring information to parent so that they may better support the education of their children. In addition, the current project will supply parents and other adults with

important information regarding the importance of college for their children's future, college affordability, parenting, nutrition, housing, social services, and other information that they may need for optimal family functioning. Kirschenbaum (1999) attributed high parent involvement in one New York State elementary school to newsletters, phone calls, parent-teacher conferences, surveys, parent-education classes, home visits, volunteer recruitment, and a parent liaison. Aeschliman (1998) suggests that other ways to get more parent participation in schools is to conduct home visits, having reading or math family nights, family technology resource centers, and hiring of parents as ombudsmen.

The proposed project will hire two bilingual parent liaisons (one Spanish, one Creole) in order to meet the needs of the non-English speaking parents, connecting them to their children's schools and helping them support the education of their children

The Family Support Initiative at Molloy College will provide professional development to MLO teachers on how to best engage Wyandanch parents in the support of their children's education. As a result of learning new ways to engage parents, it is hoped that attendance at parent-teacher conferences, PTA meetings, and other school events attracts more parents.

The current proposal will reach out to parents by providing a number of parent workshops each year comprising the funding period to help parents better support the education of their children, producing parent pamphlets on educational and community resources in three languages, and developing information about project activities on the District web page explaining parents' roles in education and the importance of college. A resource guide will also be developed by program staff available in print in three languages and on the project website, sharing community resources with parents and school staff to better meet the needs of Wyandanch students.

I. Training, Support, and Professional Development

i. School leaders were involved in the School Improvement grant written in August 2012 that did not require the removal of the principal. The grant writer had extensive conversations and focus groups with the principal, assistant principal, and one guidance counselor. In total, at least five hours were spent planning the school improvement process. In preparation for the current project, the Superintendent of Schools had multiple conversations with the MLO principal and he has agreed to step down if the proposed project receives funding.

Topic	Agency	Planning by Month April- August 2013					Year One Implementation by Month September 2013- August 2014											
		4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8
School Turnaround tools and strategies	School Turnaround				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ELA Common Core	Western Suffolk BOCES	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓			
Math Common Core	Western Suffolk BOCES	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Vertical alignment by subject	Leader and Turnaround Specialist						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Curriculum Mapping	Assistant Principals, Subject Coordinators						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		

Topic	Agency	Planning by Month April- August 2013					Year One Implementation by Month September 2013- August 2014											
		4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8
Resource Mapping	Leader				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Using APPR	Western Suffolk BOCES				✓	✓	✓											
Making parents full partners in the education of their children	Molloy College	✓	✓					✓			✓			✓				
Enriched STEM content related to 21st Century careers	Farmingdale State College		✓	✓				✓	✓	✓	✓	✓	✓	✓	✓			
Mentor training	Mentoring Partnership of Long Island	✓	✓	✓				✓			✓			✓				
Technology integration to engage ALL students	Western Suffolk BOCES	✓	✓	✓					✓	✓	✓	✓	✓	✓	✓	✓		
Questioning techniques to promote higher order thinking	Western Suffolk BOCES	✓	✓	✓					✓	✓	✓	✓	✓	✓	✓	✓		
Reading and writing strategies	ELA Coordinator	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓		
Critical thinking skills development	Western Suffolk BOCES	✓	✓	✓					✓	✓	✓	✓	✓	✓	✓	✓		
Classroom management	Western Suffolk BOCES	✓	✓	✓					✓	✓	✓	✓	✓	✓	✓	✓		
Development of formative assessments	Western Suffolk BOCES								✓	✓	✓	✓	✓	✓	✓	✓		
Analysis of formative assessments	Western Suffolk BOCES								✓	✓	✓	✓	✓	✓	✓	✓		
Using assessment data to adapt teaching strategies	Western Suffolk BOCES								✓	✓	✓	✓	✓	✓	✓	✓		
Writing SLOs	Western Suffolk BOCES	✓			✓	✓	✓	✓	✓									
Summer Institute	Western Suffolk BOCES				✓	✓											✓	✓

Topic	Agency	Planning by Month April- August 2013					Year One Implementation by Month September 2013- August 2014											
		4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8
for Ineffective/Developing Teachers and Leaders																		

School Turnaround conducts an initial professional development session demonstrating key data use tools and providing training on how to implement them at the classroom level. All of the tools and strategies are clear and simple to use and were designed by practitioners to be useful in classrooms. Additional classroom instructional resources are also introduced at this time. The intent is to give teachers enough of an overview and rationale so that once the first assessment is administered, they are able to focus their energy on using the data that is provided for them.

All professional development programs are aligned to the CCSS, the needs of students with special needs, and the laser-focused need to improve teacher ability to raise student achievement significantly in the first year of the project. The desired outcome for all professional development programs is to improve teacher knowledge and skills in improving student achievement. Surveys will be conducted with teacher participants at the conclusion of each session to gauge their perceptions of how well the training they received raised their subject matter and pedagogical skills. Additionally, teachers will be surveyed toward the end of the school year to determine how they used the training they received to change the way they deliver instruction to improve student achievement. The summative outcome of this endeavor is student achievement on New York State assessments, improvement in student attendance indicating higher levels of engagement.

New mentors will receive training to ensure they possess optimal knowledge and skills as well as technology proficiency to ensure excellence in education; Innovative strategies may include project-based learning, technology integration, differentiating instruction, improving expectations of students, and use of assessments to inform teaching. Mentor teachers and early career educators meet for at least two hours each week to plan and collaborate on lessons with common planning time provided by school administrators. Mentors and mentees meet before and/or after school for ten hours a month to work on lesson planning, assessment, and technology applications to raise student achievement; Mentees are shown exemplary lessons delivered by mentors and other Master Teachers using resources from EngageNY.org. Mentee lessons are videotaped for later viewing by mentors to provide constructive feedback to improve instruction. Development and implementation of online surveys, focus groups and mentee and mentor self-evaluations to measure fit between mentor and mentee and impact of mentoring on effective teaching.

Principals convene at a mid-year conference to share strategies and persistent challenges in an effort to course-correct before high-stakes testing occurs. Facilitated conversation and presentation among the principals lends itself to useful problem-solving. Additionally, principals receive newsletters, attend relevant web-conferences, and are provided access to the members-only section of the Turnaround website.

Ugur (2004) reported the importance of university partnerships in the professional development of teachers. He reported that they encourage teachers to participate in collaborative lesson planning, research, and evaluation, and promote positive outcomes in student achievement. The current project will engage professors at Farmingdale State and Molly Colleges to better prepare teachers to address students with diverse learning needs, provide learning in STEM disciplines, and provide additional support for new and/or struggling administrators.

A series of ten "work"shops on each subject will truly involve work, in which student learning forms the centerpiece of discussion and analysis. Teachers need opportunities to discuss students' misconceptions about particular topics and find ways to address them (van Driel et.al., 1998; 2002; Loughran et.al., 2004). A typical 5-hour workshop consists of one hour of meeting in a large group setting to present a topic of interest (e.g., integrating evidence-based explanations across ELA, Social Studies, and Science lessons in 4th grade). The remaining four hours will be dedicated to faculty meeting with smaller groups of teachers or individual teachers during a convenient time during the school day to work with them on implementing teacher-generated ideas discussed in the workshops. For example, a teacher may want support integrating text into a science class or would like to team teach a lesson on teaching analysis of text in a 5th grade social studies class. In both cases, the faculty member works with the teacher to design a series of lessons, co-teach, and/or provide feedback. Supplies such as the FlipCam will be used to videotape the teacher for further reflection.

Western Suffolk BOCES will also provide support for district curriculum programs to help teachers align the curriculum and assessments to the Common Core. They will provide professional development on alignment of current curriculum programs including Fast Froward, Read 180, Wilson, SRA, and Jamestown Navigator. They will also work with teachers and administrators on the adoption of the APPR and the alignment of formative assessments with the Common Core.

W. Suffolk BOCES will provide on-site coaching and modeling of best practice to improve the engagement and achievement for ALL students, through the use of technology tools such as SmartBoards, iPods, Student Response Systems, and sound enhancement systems. Data collected by BOCES over the last four years on the effectiveness of their Title IID and ARRA projects demonstrates the capacity of the organization to deliver quality professional development to the academic performance for all students. Evaluation results reveal that technology training was well-received by teachers and focused on the implementation of state of the art technology tools.

They will also provide After School and Summer Academies for ineffective and developing teachers on topics such as classroom and behavior management, differentiating instruction, critical thinking and problem solving strategies, effective questioning techniques, research based instructional strategies, brain-based learning, effective assessment development, data-driven instruction, motivating and engaging students, strategies for teaching ESL and special education students, and technology integration.

A summer program for ineffective and developing administrators will also be offered through W. Suffolk BOCES. Participants attending this four day institute will strengthen their knowledge of effective leadership strategies to increase teacher quality and student achievement. Topics will include integrated professional cultures including effective mentoring, modeling and coaching; use of observation and evaluation as a professional development tool; using using multiple

sources of data to design and implement effective building programs, effective communication strategies; curriculum development and design, and technology integration.

The proposed professional development is expected to significantly improve teacher and leader effectiveness. According to the National Center for Educational Statistics, in 2000, 99% of public school teachers participated in professional development activities. However, only those teachers who participated for more than eight hours were more likely to claim that their teaching improved "a lot" after the activities. Further, teacher attendance in collaborative activities was correlated with teachers' beliefs about the extent to which their classroom teaching was improved by the activities. The more time the teacher spent in the activity, the more likely they were to say that their classroom teaching improved "a lot".

District administrators report that additional professional development should be available so that teachers can become master teachers in their respective fields, especially in science, technology, and math. The proposed project will provide these professional opportunities through Adelphi University, a project partner. Adelphi professors will push into classes and model and coach teachers to improve their teaching of STEM. They will also provide opportunities for Wyandanch teachers to participate program of in-service courses that will provide training and support for teachers wishing to improve their math and science teaching. Courses are specifically designed to reinforce key content knowledge (e.g., mathematics problem solving, the nature of science, Newton's laws, inquiry, ecology) as well as pedagogy (e.g., claims-evidence-reasoning framework for scientific discourse) to support all learners.

Wolf (2008) reported that the small numbers of students who major in STEM is a direct result of the disengagement of students (K-12) due to the way that material is presented. She reports that improvements in student engagement in these courses have been observed through the use of technology and engaging instructional practice.

The District is currently working with Bridges, an educational consulting company in the disaggregation of New York State assessments by teacher and class to identify teacher strengths and weaknesses. As a result of these efforts, the class results for teacher mentees will be examined and the need for specific professional development will be examined. Based on these outcomes, one or more of the project partners will be engaged in order to remediate gaps in teacher knowledge and skills. Mentors will reinforce the professional development through collaborative lesson development, classroom observation, and provision of constructive feedback.

The proposed project is informed by current standards and research in the field of effective professional development, with specific emphasis on effective practice to engage ALL students. Prater & Steed (2011) reported that sustained evidence-based and needs-oriented professional development included school collaborations with institutions of higher education and increased professional relationships between subject matter and ESL and special education teachers. The current project contains these elements in its collaboration with FSC, Molloy, and Western Suffolk BOCES and facilitating collaboration between teacher participants during common prep periods to support the learning of their students.

The professional development model proposed for the current project is aligned with the Standards for Staff Development established by the National Staff Development Council (2001), New York State Teacher Center Standards for Professional Development, and ISTE Standards . Further, it is aligned with the recommendations of Spark (2000) who reported that **staff**

development that would most likely lead to improve student learning is results and standards- driven, job-embedded, and focused on teachers' content and instructional skills.

Alignment of Proposed Project to New York State Teaching Standards

STANDARD	SPECIFIC PROJECT ELEMENTS THAT STRENGTHEN TEACHER ABILITY
Knowledge of students and student learning	Develop lessons to address learning differences among students; Teachers demonstrate their responsiveness to students with differing learning needs; Teachers learn to use new technology tools to improve student engagement and learning
Knowledge of content and instructional planning	Teachers learn how to shift emphasis to the rigor required for students to attain the Common Core Standards in ELA and math including having students engage in more tasks that require critical thinking and problem solving
Instructional practice	Teachers use evidence-based instruction to motivate and engage students; Teachers create challenging learning experiences for students; Use of innovative technology to meet student needs; Teachers monitor and assess student progress in formative and summative ways
Learning Environment	Teachers adapt the learning environment to maximize student learning
Student Assessment	Teachers learn how to assess their students formatively and use that data to inform and differentiate instruction
Professional Responsibilities and Collaboration	Teachers collaborate with their colleagues to develop interdisciplinary lessons that are designed to help students hone their critical thinking and problems solving skills
Professional Growth	Teachers seek ways to continually improve their knowledge and skill; Teachers will turn-key their colleagues on the implementation of new programs and services and use of new technology tools to better engage learners

The proposed professional development is also perfectly aligned with the NYS Professional Development Standards as shown below.

NYS PROFESSIONAL DEVELOPMENT STANDARDS	ALIGNMENT WITH PROJECT DESIGN
Design of Professional Development	Emphasis on using data to guide instructional decisions; Librarian/media specialists involved in the project will disseminate project resources to peers and use technology to impact more students through work in the school library
Content Knowledge and Quality Teaching	Western Suffolk BOCES Model Schools professionals, Farmingdale State College professors will provide information, resources, and tools will improve teacher ability to raise the skills of ALL students
Research-Based Professional Learning	Project design is grounded in research evidence; Teachers are given opportunities to analyze the test scores of their students to guide instruction in skills areas not mastered by students
Collaboration	Teams of teachers at each school are engaged in the project including lesson design, vertical and horizontal articulation and mentoring; Librarian/media specialists will disseminate project resources and information about new technology to non-participating teachers
Diverse Learning	The project provides iPod Touches and iPads designed to help teachers better meet the needs of special education and ELL students and other students with special needs
Student Learning Environments	Distributed counseling will be used to make the school more nurturing to students; The use of the proposed technology will improve the educational environment by using engaging technology tailored to the 21st century learner; Sound enhancement system will deliver crisp sound to each student. As a result, they will be more engaged in the educational process.
Data Driven Professional Practice	Mentoring, data inquiry teams. and professional development will focus on the examination of student assessments to determine student progress and growth over time; Evaluation results will be used to inform the project and modifications will be made if necessary based on formative and summative evaluation data

NYS PROFESSIONAL DEVELOPMENT STANDARDS	ALIGNMENT WITH PROJECT DESIGN
Technology	Project introduces new technology designed to better engage students in the learning environment
Evaluation	Employs formative and summative evaluation; Evaluation data is used to make improvements in the project over the course of the three year period

Due to the poor performance of Wyandanch students on New York State assessments, there is a need to provide technology tools to better engage students and for teachers to learn to use these tools for their maximum benefit. As a result, the proposed project includes push-in coaching and modeling of by W. Suffolk BOCES who have a significant track record of providing effective professional development in using technology to raise student achievement, particularly special education student and English Language Learners.

Turnaround Leadership Development is based on the core **School Turnaround** belief that there is no change in the world that has ever been driven by a program or an idea or a mandate. All great changes in the world have been driven by individuals.

School Turnaround has a track record of identifying good candidates for turnaround leadership and growing them into that role. These leaders are both formal and informal; school-based and district office-based. This might include school grade levels, curriculum areas, or official roles. Prior to initial training, we conduct a 360° review of each participant. The intent is to gather information that will be useful to the participant when he or she attends the initial training and is asked to compare his or her own reflection with that of the feedback from others. At a one-to-two-day seminar (which can be organized to fit in-service days or weekends), leaders look at their own leadership using instruments we provide. Each principal is typically accompanied by one other person. Each leader leaves with a personal Turnaround Development Results Focus. The Results Focus replaces a standard job description with personal responsibility for hitting targets. Each leader takes one immediate step upon return: initial presentation of the turnaround intention and personal ownership for change to all staff that are in a position to help make it succeed or fail.

During implementation, a Turnaround Specialist makes regular site visits to work with leaders individually, observe them in action, and provide feedback. Turnaround Specialists also interact with each leader weekly to discuss problems and challenges and specific performance relative to the targets set and to all aspects of the Turnaround Development Results Focus. In particular, School Turnaround works with school and district leaders to clear the perceived barriers that they see preventing them from getting into classrooms to support teacher behavior change. This is particularly effective for new building leaders and assistant principals and department chairs. Each month there is a new module for learning that focuses on a particular area of turnaround leadership. Leaders also receive monthly newsletters, access to web-based resources, and invitations to participate in Turnaround web conferences.

At the conclusion of the implementation period, the cohort of leaders reconvenes and looks at their final 360° results, the feedback from the Turnaround Specialist, and their own final self-evaluations. In facilitated groups they look at how well they achieved the targets in the Result Focuses as well as the quantifiable impact on student achievement. Leaders also use this opportunity to reflect on how the tools they have used might be expanded to broader issues of academic achievement. At this second one-day workshop, and in follow-up individual consultations, each leader looks at this mini-turnaround experience and his or her own desire and ability to lead a more comprehensive turnaround.

Coaching is the core professional development component of the proposed model including coaches from School Turnaround, faculty from FSC/SUNY and professional developers from Western Suffolk BOCES. School Turnaround will provide MLO a Turnaround Specialist whose job it will be to help make the vision of the school come alive using their Six Principles for Success. The coach will engage with the school in three ways- working with teachers individually, working with the school team as a whole, and working with school leadership. This multi-level approach facilitates targeted systematic and systemic change.

Eastern Suffolk BOCES will provide training to Wyandanch students and teachers on the implementation of a peer mediation/conflict resolution program. Johnson and Johnson (1996) found that conflict resolution and peer mediation programs are effective in teaching negotiation and mediation. Further, students trained in these procedures actually use these learned strategies, and that their use generally leads to constructive outcomes. Most importantly, these researchers reported that as a result, there are significant reductions in student-student conflicts that are referred to teachers and administrators, also resulting in fewer student suspensions. Wyandanch students perform significantly lower than NY State averages on Regents exams in math and science. Nassau Community College (2010) reported that almost 60 percent of their incoming freshman placed into remedial courses based on the results of the Accuplacer college placement exams. Concern with math and science attainment, in particular, is highlighted by labor market forecasts estimating the increased need for workers with advanced knowledge of math and science (Bureau of Labor Statistics, 2010).

District administrators report that additional professional development should be available so that teachers can become master teachers in their respective fields, especially in science, technology, and math. The proposed project will provide these professional opportunities through Farmingdale State College, a project partner. Farmingdale professors will push into classes and model and coach teachers to improve their teaching of STEM with emphasis on STEM fields that are growing in the Long Island economy including nursing, engineering, alternative energy, green buildings, and security systems.

Wolf (2008) reported that the small numbers of students who major in STEM is a direct result of the disengagement of students (K-12) due to the way that material is presented. She reports that improvements in student engagement in these courses have been observed through the use of technology and engaging instructional practice.

The proposed professional development is expected to **significantly improve teacher and leader effectiveness.** According to the National Center for Educational Statistics, in 2000, 99% of public school teachers participated in professional development activities. However, only those teachers who participated for more than eight hours were more likely to claim that their teaching improved "a lot" after the activities. Further, teacher attendance in collaborative activities was correlated with teachers' beliefs about the extent to which their classroom teaching was improved by the activities. The more time the teacher spent in the activity, the more likely they were to say that their classroom teaching improved "a lot".

J.. Communication and Stakeholder Involvement/Engagement

The proposed project will engage parents and the community throughout the project. District newsletters in English, Spanish, and Creole will communicate the grant announcement and the goals and objectives of the project. A quarterly project update developed by the project evaluator will be prepared for dissemination to parents and sent home quarterly. At least one PTA meeting a year will be set aside for reporting out to the community the process and outcome of the MLO school transformation.

Two new parent liaisons fluent in Spanish and Creole will provide outreach to parents in the community. Ramirez (2003) interviewed Latino parents to find out why they were not involved in their children's schools. They reported most often that there was no language support for Spanish speakers. Brilliant (2001) reported that Spanish- speaking parents who received training in parent involvement participated more frequently and in a wider variety of school related activities. Friedlander (1999) found that immigrant parents can be taught to become more involved in the education of their children through modeling of behavior with other parents who are more knowledgeable. Further, Aeschliman (1998) suggests that other ways to get more parent participation in schools is to conduct home visits, having reading or math family nights, family technology resource centers, and hiring of parents as ombudsmen.

The Family Support Initiative at Molloy College will provide professional development to make it more likely that MLO teachers can engage parents in the education of their children.

Schools receive monthly newsletters from School Turnaround, access to web-based resources, and invitations to participate in Turnaround webinars. Principals are regularly convened in seminar groups to problem-solve issues of implementation of data use at the building level. Special training and support from other staff are provided as needed and possible within the budget.

K. Project Plan and Timeline

The table below shows the goals and objectives of the proposed project connected to project activities and expected outcomes.

Goals	Objectives	Activities	Expected Outcomes
Remove current principal and replace with a change agent support by *School Turnaround*	Improve student achievement to improve student post-secondary and workplace outcomes	National search for new principal; Engagement of *School Turnaround,* Assignment of Turnaround Specialist to work with principal and staff to improve student outcomes	Double the proportion of students attaining proficiency in ELA and math in one year;
Provide opportunities for MLO staff to improve their knowledge and skills and vertically align the curriculum	Improve by 10 percent the numbers of teachers who are rated "Effective" or "Highly Effective" between the beginning and conclusion of the project	School Turnaround Specialist will provide coaching and modeling to improve teacher and leader knowledge and student attainment of the CCSS, classroom management strategies, design and implementation of inquiry-based projects to performance and portfolio assessments; Farmingdale State College faculty in STEM disciplines of nursing, engineering, green buildings, and security systems will provide coaching and collaboration to help teachers develop world-class lessons focused on growing fields in the Long Island economy; Provide certified substitute teachers to cover classes of teachers during the school day to increase collaboration and vertical articulation of	At least 90 percent of teachers will report that professional development received resulted in changes in teaching Student attainment of proficiency in ELA and math will improve 10 percent each year Number of students who participate in and pass Regents level math and science courses will increase 10 percent by the end of the project

Goals	Objectives	Activities	Expected Outcomes
		curriculum with "Effective" and "Highly Effective" teachers mentoring their "Developing" and "Ineffective colleagues; Common planning time will be given to teachers by freeing them up during their lunch duties by hiring cafeteria aides; Bridges will provide professional development on using formative assessments to inform instruction; Teachers are given opportunities to attend local and national conferences	
Increase instructional time in order to improve student ability to attain Common Core Standards and become college and career ready	Improve first period attendance by 10 percent each project year Implement after school, Increase of 10 percent in the proportion of students in grades 6-8 who attain grade level proficiency in ELA and mathematics; Increase by 10 percent the number of 8th grade students who take Regents level math and science	Provide Wake Up calls by sports stars and celebrities (available for free on You Tube) using Connect Ed automated calling. Partner with GetSchooled.org and Attendance Works.org to engage students using challenges promoted through social networking using youth-oriented celebrities such as Nikki Minaj and Ne-Lo; Provide after school, Saturday, and summer programs to give students opportunities to improve their ELA, math, and technology skills;	First period attendance will improve 10 percent each year; Student attainment of proficiency in ELA and math will improve 10 percent each year Number of students who participate in and pass Regents level math and science courses will increase 10 percent by the end of the project
Improve educational programs and practices K-12	Increase of 10 percent in the proportion of students in grades 6-8 who attain grade level proficiency in ELA and mathematics; Increase by 10 percent the number of 8th grade students who take Regents level math and science Increase the proportion of ELL and special education students that meet NYS and Common Core Standards in ELA and math	Implement Read 180 using a 90 minute ELA block daily for 6th grade students in 2012-13, 7th grade in 2013-14, and 8th grade in 2014-15. Develop engaged inquiry based lessons in collaboration with Farmingdale State and Molloy Colleges, and Western Suffolk BOCES; Provide enhanced opportunities for; Plan additional opportunities for Wyandanch students to be exposed to arts and humanities through after school and summer programs as well as visits to NYC museums and historical places; Provide opportunities for students to participate in after school programs in robotics, debating, and chess; Provide monthly incentive rewards to teachers and students for homework completion; Provide monthly student incentives for attendance; Provide bulletin boards to showcase student	Create a plan to implement educational reform so that teacher ability to teach engaging and rigorous curriculum significantly increases in collaboration with Western Suffolk BOCES and higher education partners; Increase opportunities for Wyandanch youth to visit museums and historical places aligned with K-12 curriculum; Increase the proportion of Wyandanch High School graduates who attain diplomas endorsed by the New York State Regents by 10 percent; Increase the proportion of Wyandanch high school graduates who enroll in college by 10 percent; Increase school attendance by 30 percent; Increase student interest in careers in arts and humanities through surveys

Goals	Objectives	Activities	Expected Outcomes
		work; Integrate engaging technology to improve outcomes for special education and ELL students; Purchase a mobile science cart to provide opportunities for hands-on science teaching and learning; Provide opportunities for students to participate in service learning activities to increase their commitment to their community; Elevate the role of librarian/media specialist to include technology consultant to teachers.	Student attainment of proficiency in ELA and math will improve 10 percent each year Including groups of ELL and special education students Number of students who participate in and pass Regents level math and science courses will increase 10 percent by the end of the project
Improve post-secondary enrollment and completion among Wyandanch youth	Increase of 10 percent in the proportions of Wyandanch youth who report plans for enrollment in post-secondary education	Implement College Board College Ed curriculum to increase student and parent understanding of the importance of college attendance and completion for 21st Century career success; Create higher understanding of college demands and affordability; Provide college trips and tours to familiarize students and parents with what college life actually looks; Develop a higher education sub-committee to discuss and brainstorm ways to improve student preparation for, achievement and graduation in college using project partners	Development of an action plan for improving postsecondary connections ;Ten percent increase in high school graduation rate; Ten percent increase in college enrollment and graduation;
Empower parents to be their children's partners in education	Increase parent involvement in their children's education; Educate parents about the importance of school attendance, high school graduation, and college completion; Improve parents ability to support the education of their children	Hire two social workers fluent in Spanish and Creole to reach out to parents at PTA meetings, at church, at the library and in the community to encourage them to attend PTA meetings and teach them how to become more involved in the education of their children including helping children do their homework, improve their children's home study habits; Provide parent workshops to help them support education of their children in two languages; Develop brochures and other written materials on youth development and education in two languages.	Ten percent higher attendance at parent/teacher conferences; Ten percent more parents will attend PTA meetings; 10 percent reduction in the number of cases reported to CPS; At least 75 percent of parents will report that they are satisfied with their children's education as measured by surveys
Develop emotional support networks available to students	Provide social work and guidance services to students	Provide exemplary staff development to school counseling and support staff;	Reduce incidents of violence and alcohol, tobacco, and other drug use by youth by 5

Goals	Objectives	Activities	Expected Outcomes
and families most at risk of dropping out, violence and other dangerous behaviors	using evidence-based models; Reduce incidence of violence and drug abuse among youth Provide parents with information and resources to better support the education of their children	Individual counseling; Group counseling; Provide home visits to families hardest to reach; Provide pro-social activities offered by EOC-SNAP; Create peer mediation program with training through ES BOCES	percent; Reduce suspensions by 5 percent; Reduce teenage pregnancy by 5 percent; Decrease by 10 percent the proportion of students who report that they engage in violence and other at-risk behaviors; Increase by 10 percent the numbers of students who report that their teachers genuinely care about them
Provide education that builds resilience, self-esteem, personal and social responsibility, cooperation, and non-violent problem solving	Reduce disruptive and violent incidents; Reduce drug and alcohol use ; Build and increase pro-social skills of children; Increase career awareness and understanding of civic responsibility;	Hire an additional Assistant Principal specifically handle discipline and attendance issues; Hiring of one guidance counselor and two social workers to improve pro-social skills of youth; After school, Saturday and summer programs including evidence-based programs and services to reduce substance abuse, violence and gang involvement, promote youth assets, good nutrition, increased opportunities to participate in physical exercise, and youth employment	Suspensions will be reduced 5 percent each year during the grant period; Violent and disruptive incidents resulting in referral will be reduced by 5 %; Five percent more students will attain grade level performance on 3rd-6th grade ELA and math assessments each year during the grant period; 75 percent of students will increase their knowledge related to school attendance, achievement, sexuality, and family relationships; Teen pregnancy rates will be reduced 20 percent; Ten percent more students will report engaging in at least 60 minutes of moderate to vigorous exercise each day; At least 75 percent of Wyandanch students will report eating at least five fruits and vegetables each day
Undertake rigorous evaluation of the outcomes of the programs and strategies	Strengthen support networks for youth and families;	Surveys of staff, students, and parents to determine effectiveness of services; Year to year comparisons of surveys to determine changes in perceptions of school climate, quality of instruction, professional development, increased instructional time, and student achievement and behavior	First period attendance will improve 10 percent each year; Student attainment of proficiency in ELA and math will improve 10 percent each year; Number of students who participate in and pass Regents level math and science courses will increase 10 percent by the end of the project; At least 90 percent of teachers will report that professional development received resulted in changes in teaching; Ten percent higher attendance at parent/teacher conferences
Modify the comprehensive plan based on evaluation results	Increase relevance and effectiveness of program	Modify services provided to youth, and their families to better meet their needs.	Recommendations for program modifications will be made based on evaluation results

Preparation Period Schedule

The following chart delineates the 6 month project preparation schedule (January 1, 2013-June 30, 2013). The performance agreement chart contains a project outline for the first year of program implementation.

Goals and Strategies	Responsibility	4/13	5/13	6/13	7/13	8/13
Create RFP for School Turnaround and other purchased services	Director of Business	✓	✓			
Advertise for Principal, AP, guidance counselors and cafeteria aides positions	Assistant Superintendent	✓				
Convene meeting of all partners to discuss implementation logistics including scheduling professional development and meetings;	Project Partners	✓	✓	✓	✓	✓
Develop interviewing committee of all stakeholders	Assistant Superintendent	✓				
Screen candidates for new positions;	Assistant Superintendent, Partners		✓	✓		
Interview new job candidates	Assistant Superintendent Partners			✓	✓	
Select new staff members to begin work September 2013		✓	✓	✓	✓	✓
Purchase technology equipment including science cart, IPads and Robotics materials;	Assistant Superintendent , Purchasing	✓	✓			
Library media teacher receives professional development to deploy iPads	WS BOCES			✓	✓	✓
Plan educational and cultural trips and college tours	Assistant Principal, guidance	✓	✓			
Conduct educational and cultural trips and college tours	Guidance			✓	✓	✓
Purchase bulletin boards to showcase student work	Assistant Principal	✓				
Install bulletin boards	AP			✓	✓	
Teachers are asked to submit proposals to attend local and national conferences	Assistant Superintendent		✓	✓		
Teachers attend local and national conferences	Teachers			✓	✓	✓
Announcement of monthly incentives for attendance and homework completion	Principal	✓				
Monthly incentives are given to students for attendance and to teachers and students for homework completion	Principal		✓	✓	✓	✓
Evaluator develops surveys, checklists and logs to measure implementation and program effects	Evaluator	✓	✓	✓	✓	✓
APPR identifies teachers and administrators who are Ineffective or Developing	Principal	✓	✓	✓		
Development of TIP and PIP plans to improve skills of staff to improve student achievement	Principal					
Summer Institute for Teaching Improvement	Western Suffolk BOCES				✓	✓

iv. Early wins will include finding the new principal by July 1st, agreeing on a School Turnaround Specialist, hiring the two parent liaisons, increased parent involvement as measured by attendance at school events, PTA meetings, and district budget votes as well as staff feedback from professional development they received through this project.
v. Leading indicators of success as defined by Kowal & Ableidinger (2013) include the extent to which the new principal exhibits turnaround competencies such as driving for results, influencing for results, engaging in problem solving, and showing confidence to lead. Specific turnaround actions that leaders take are also indicators of success including focusing on a limited set of high-priority short-term goals; signaling the magnitude and urgency of dramatic change, discarding failed rules and routines for early wins, influencing stakeholders to support turnaround actions, quickly trying new tactics and discarding failing ones, driving decisions by openly reporting staff results and sharing results in open-air sessions. Changes in teacher turnover (positive or negative) may be a reflection of teacher attitudes about the turnaround process. Effective turnaround leaders make a turnaround plan based on a review of data to achieve early wins and later goals. Another leading indicator is that there is improved instructional quality, increases in the percent of students taught by effective teachers, increased participation in school as measured by student attendance, teacher attendance, truancy, student turnover rates, drop outs, and participation in state assessments. Leading indicators of improved school climate include decrease in discipline incidents and student, parent and teacher satisfaction.
vi. At the end of the first year, participants attend a conference where they assess their initial targets and how well the results have met or exceeded them. Turnaround Specialists and other School Turnaround staff assist in looking carefully at this information. From the lessons learned, principals create a design for the next year that will continue the upward trajectory of academic achievement.

III. School Innovation Fund Budget and Narrative (20 Points)

Key Budget Assumptions and Strategies. The proposed project is aligned with the district vision, despite significant fiscal constraints. As shown above, the Wyandanch UFSD has a very difficult job in educating students, many who are disadvantaged on a number of different levels. This difficulty is further compounded by the lack of local industry, resulting in the reliance on State Aid for a large part of their budget.

The Wyandanch UFSD continually seeks funding from local and Federal sources to meet the needs of their student population. In their last year of performance, the Wyandanch schools received a $1.2 million Elementary and Secondary Counseling grant from the U.S. Department of Education. They also recently received a Mentor Induction grant to improve the professional development they provide to their new teachers in 2012 and a Strengthening Teacher and Leader Effectiveness grant designed to improve the skills of ineffective and developing teachers and leaders as identified with the APPR.

All new grant monies will be coordinated with existing funding streams to eliminate duplication and use resources in a way to maximize its impact.

Sustainability. Because a large portion of the proposed project is allocated to the purchase of professional development and equipment, the project will sustain. Lessons and activities development by teachers through collaboration will also sustain itself.

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 and submitted to NYSED on this form.

Principals Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)		The principal of HLO is the President of the Administrator's union. He thought signing would be a conflict even though he was assured that he would be given another administrative position
Type or print name		
Teachers Union President / Lead	Date 1/31/13	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) Scott O'Brien-Curcie		
Type or print name Scott O'Brien-Curcie		
Parent Group President / Lead	Date 1/31/13	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) Jennifer N. Woods		
Type or print name Jennifer N. Woods		

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).
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Principals Union President / Lead	Date	Summary Documentation if Signature is Unobtainable **If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.**
Signature (in blue ink) Type or print name		The current MLO principal is the President of the union. He felt his signature would be a conflict of interest However he has been assured that he will be reassigned.
Teachers Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) Scott O'Brien-Curcie Type or print name Scott O'Brien-Curcie		
Parent Group President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) Jennifer M Woods Type or print name Jennifer M Woods		

RR
p/o by TF
2/7/13

MLO Middle School- Wyandanch NY Performance Targets

	Unit	NYS State Average	District Average	Baseline Data (School Year Prior to Application)	Target for 2013-2014	Target for 2014-2015	Target 2015-2016
I. Leading Indicators							
a. Number of minutes in the school year	min			64,800	84,540	84,540	84,540
b. Student participation in State ELA assessment	%			99%	100%	100%	100%
c. Student participation in State Math assessment	%			100%	100%	100%	100%
d. Drop-out rate	%						
e. Student average daily attendance	%			96%	97%	98%	98%
f. Student completion of advanced coursework				96%	97%	98%	98%
g. Suspension rate	%			19%	10%	5%	5%
h. Number of discipline referrals	num			643	400	200	200
i. Truancy rate	%			10%	5%	1%	1%
j. Teacher attendance rate	%			90%	95%	98%	98%
k. Teachers rated as "effective" and "highly effective"	%			60%	75%	85%	85%
l. Hours of professional development to improve teacher performance	num			30	100	100	100
m. Hours of professional development to improve leadership and governance	num			20	200	200	200
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num			30	130	130	130
II. Academic Indicators							
o. ELA performance index	PI			113	122	130	135
p. Math performance index	PI			104	114	123	127
q. Student scoring "proficient" or higher on ELA assessment	%			25.8%	50%	60%	70%
r. Students scoring "proficient" or higher on Math assessment	%			25.1%	50%	60%	70%
s. Average SAT score	score						
t. Students taking PSAT	num						
u. Students receiving Regents diploma with advanced designation	%			12%	20%	30%	40%
v. High school graduation rate	%			78%	80%	85%	90%
w. Ninth graders being retained	%			5%	2%	0%	0%
x. High school graduates accepted into two or four year colleges	%			85%	90%	95%	97%
School Design-specific Indicators							
a. Parent attendance at PTA meetings and other workshops	%			2%	10%	30%	40%
b. Homework completion	%			50%	75%	90%	95%
c. First period attendance	%			60%	75%	95%	97%
d. Middle school teenage pregnancy	#			3	0	0	0
e. Student reports of alcohol use	%			19.8%	10%	0%	0%

Milton Olive Middle School Improvement Grant
Evidence of Partner Effectiveness Chart

Partner Consortium (based on the eligibility definition, p.4)		
Partner Organization Name and Contact Information	**Schools in which the partner has managed/ supported in the last three years** (attach additional trend-summary evidence of the academic success of each school, by subgroup, and trend-summary evidence of partners' fiscal performance for the past three years)	**References / Contracts** (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
School Turnaround Gillian Williams Executive Director Phone: (518) 797-3783	1. B.C. Elmore Middle School (N. Forest, TX)	1. Ruby Gilbert, Principal (713) 672-7466
	2. Stonewall Jackson MS (Charleston, WV)	2. Carol Thom, Principal (304) 348-6123
	3. Madrona K-8 (Seattle, WA)	3. Karen Andrews, Principal (206) 252-3100
	4. Gaston Middle School (Gaston, NC)	4. Martha Paige, Principal (252) 537-2520
	5. Waiianae High School (Waianai, HI)	5. Raechelle Fabrao, Principal (808) 697-7121
	Schools in which the partner has managed/ supported in the last three years (attach additional trend-summary evidence of the academic success of each school, by subgroup, and trend-summary evidence of partners' fiscal performance for the past three years)	**References / Contracts** (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Farmingdale State College Dr. Veronica Henry Special Assistant to the President 631-420-2622	1. Amityville UFSD	1. Mrs. Debrorah Charles, Science Education (631) 564-7278
	2. Central Islip UFSD	2. Dr. Craig Carr (631) 348-5112
	3. Farmingdale UFSD	3. William Brennan (516) 752-6677
	4. Copiague UFSD	4. Ms. Renee Locker, Science Chair (631) 842-4010
	5. Hempstead UFSD	5. Dr. Patricia Garcia (516) 292-7111 x 1001
	6. Freeport UFSD	6. Dr. Vincent Pereira, Science Coordinator 516-867-5374
	7. Half Hollow Hills	7. John O'Farrell, Director of Science (631) 592-3191
	8. Riverhead UFSD	8. Dr. Lois Etzel (631) 369-6714
	9. Roosevelt UFSD	9. Dr. Mahyar Nikpour/ Robotics Coach (516) 770-2767
	10. South Huntington	10. David Perkins (631) 812-3927
	11. Westbury UFSD	11. Mary Lagnado (516) 876-5016

Partner Consortium (based on the eligibility definition, p.4)		
Partner Organization **Name and Contact Information**	**Schools in which the partner has managed/ supported in the last three years** (attach additional trend-summary evidence of the academic success of each school, by subgroup, and trend-summary evidence of partners' fiscal performance for the past three years)	**References / Contracts** (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Western Suffolk BOCES Paula Klingelhoefer Executive Director Instructional Support Services (631) 595-6815	1. Amityville UFSD	1. Dr. John R. Williams (631) 565-6019
	2. Babylon UFSD	2. Richard Rozakis (631) 893-7925
	3. Copiague UFSD	3. Charles Leunig (631) 842-4015
	3. North Babylon	3. Patricia Godek (631) 620-7005
	4. West Babylon	4. Anthony Cacciola (631) 376-7001
Partner Organization **Name and Contact Information**	**Schools in which the partner has managed/ supported in the last three years** (attach additional trend-summary evidence of the academic success of each school, by subgroup, and trend-summary evidence of partners' fiscal performance for the past three years)	**References / Contracts** (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
North Shore Child and Family Guidance Center	1. Wyandanch UFSD	1. Dr. Pless Dickerson (631) 870-0401
Andrew Malekoff	2. Uniondale UFSD	2. Dr. William K. Lloyd (516) 918-1220
Executive Director/CEO	3. Westbury UFSD	3. Mary Lagnado (516) 876-5016
516-626-1971 ext. 302		
Partner Organization **Name and Contact Information**	Schools in which the partner has managed/ supported in the last three years (attach additional trend-summary evidence of the academic success of each school, by subgroup, and trend-summary evidence of partners' fiscal performance for the past three years)	References / Contracts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Informed Decision Services, Inc.	1. Wyandanch UFSD	1. Dr. Pless Dickerson (631) 870-0401
Renée J. Blumstein, Ph.D.	2. Uniondale UFSD	2. Dr. William K. Lloyd (516) 918-1220
President	3. Westbury UFSD	3. Mary Lagnado (516) 876-5016
(631) 427-1661	4. Roosevelt UFSD	4. Dr. Marianna Steel (516) 345-7029
	5. Nassau BOCES (CIT)	5. Pat Koehler (516) 608-6655
	6. Nassau BOCES (CTE)	6. Gene Silverman (516) 396-2390
	7. Half Hollow Hills CSD	7. Ann Marie Marrone Caliendo (631) 592-3030

Partner Consortium (based on the eligibility definition, p.4)		
Partner Organization **Name and Contact Information**	**Schools in which the partner has managed/ supported in the last three years** (attach additional trend-summary evidence of the academic success of each school, by subgroup, and trend-summary evidence of partners' fiscal performance for the past three years)	**References / Contracts** (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Eastern Suffolk BOCES Lucille Buerger Department of Student Assistance (631) 289-0078	1. Bay Shore Middle School	1. Dr. LaQuita Outlaw (631) 968-1210
	2. Sayville Middle School	2. Tom Murray (631) 244-6650
	3. William Floyd Middle School	3. Carolyn Schick (631) 874-5505
	4. Riverhead Middle School	4. Andrea Pekar (631) 369-6759
	Schools in which the partner has managed/ supported in the last three years (attach additional trend-summary evidence of the academic success of each school, by subgroup, and trend-summary evidence of partners' fiscal performance for the past three years)	**References / Contracts** (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Mentoring Partnership of Long Island Jean Cohen, Executive Director (631) 761-7800	1. Uniondale UFSD	Stacie Reid (516) 560-8821
	2. Longwood UFSD	Michael Lonergan (631) 345-5896
	Schools in which the partner has managed/ supported in the last three years (attach additional trend-summary evidence of the academic success of each school, by subgroup, and trend-summary evidence of partners' fiscal performance for the past three years)	**References / Contracts** (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Struggling to Reunite Our New Generation (STRONG) Rahsmia Zatar, Executive Director (516) 483-1350	1. Uniondale UFSD	Dr. Dr. William K. Lloyd, Superintendent (516) 560-8824
	2. Hempstead UFSD	M Susan Johnson, Superintendent (516) 292-7111 x 1001
	3. Uniondale Community Council	Lorraine Danser (516) 538-9487

Attachment D - (1003g) Budget Summary Chart

Agency Code	5	8	0	1	0	9	0	2	0	0	0
Agency Name											

Pre-implementation Period
(April 1, 2013 - August, 31, 2013)

Categories	Code	Costs
Professional Salaries	15	5,000
Support Staff Salaries	16	33,150
Purchased Services	40	146,000
Supplies and Materials	45	117,885
Travel Expenses	46	21,566
Employee Benefits	80	9,538
Indirect Cost (IC)	90	16,023
BOCES Service	49	12,000
Minor Remodeling	30	0
Equipment	20	0
	Total	361,161

Year 1 Implementation Period
(September 1, 2013 - August 31, 2014)

Categories	Code	Costs
Professional Salaries	15	281,760
Support Staff Salaries	16	98,915
Purchased Services	40	571,904
Supplies and Materials	45	28,810
Travel Expenses	46	63,132
Employee Benefits	80	98,915
Indirect Cost (IC)	90	39,703
BOCES Service	49	153,100
Minor Remodeling	30	0
Equipment	20	0
	Total	1,351,224

Year 2 Implementation Period
(September 1, 2014 - August 31, 2015 – for Turnaround, Restart, and Transformation models only)

Categories	Code	Costs
Professional Salaries	15	290,213
Support Staff Salaries	16	101,653
Purchased Services	40	569,404
Supplies and Materials	45	28,810
Travel Expenses	46	63,132
Employee Benefits	80	101,653
Indirect Cost (IC)	90	40,415
BOCES Service	49	156,499
Minor Remodeling	30	0
Equipment	20	0
	Total	366,525

Year 3 Implementation Period
(September 1, 2015 - August 31, 2016 – for Turnaround, Restart, and Transformation models only)

Categories	Code	Costs
Professional Salaries	15	298,919
Support Staff Salaries	16	104,473
Purchased Services	40	567,129
Supplies and Materials	45	28,810
Travel Expenses	46	63,132
Employee Benefits	80	104,473
Indirect Cost (IC)	90	41,148
BOCES Service	49	160,000
Minor Remodeling	30	0
Equipment	20	0
	Total	1,382,584

Total Project Period
(April 1, 2013 - August 31, 2016 for Turnaround, Restart, and Transformation OR April 1, 2013 – August 31, 2014 for Closure models)

Categories	Code	Costs
Professional Salaries	15	875,892
Support Staff Salaries	16	314,578
Purchased Services	40	1,854,437
Supplies and Materials	45	202,315
Travel Expenses	46	210,962
Employee Benefits	80	314,578
Indirect Cost (IC)	90	137,289
BOCES Service	49	481,599
Minor Remodeling	30	0
Equipment	20	0
	Total Project Budget	4,461,494

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:	New York State Education Department
Report Prepared By:	Renee J. Blumstein, Ph.D.
Agency Name:	Wyandanch Union Free School District
Mailing Address:	1445 Dr. Martin Luther King, Jr. Blvd (Street)
	Wyandanch (City) NY (State) 11798 (Zip Code)
Telephone # of Report Preparer:	(631) 870-0401
County:	Suffolk
E-mail Address:	pdickerson@wufsd.net
Project Funding Dates:	4/1/2013 (Start) 8/31/2013 (End)

INSTRUCTIONS

- Submit the original FS-10 Budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance.
- The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee.
- An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting.
- For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at http://www.oms.nysed.gov/cafe/guidance/.

SALARIES FOR PROFESSIONAL STAFF			
		Subtotal - Code 15	$5,000
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Certified Substitute teachers to	0.14	$36,000	$5,000
provide release time for teachers			
collaborating on vertical alignment,			
and development of CCSS aligned			
curriculum and assessment			

SALARIES FOR SUPPORT STAFF			
		Subtotal - Code 16	$33,150
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Hiring of seven cafeteria aides	3.97	$20,400.00	$24,990
to take over lunch duty to allow			
teachers common planning time			
Parent liaisons to provide outreach to	1.00	$30,600.00	$8,160
parents and community in Spanish and			
Creole			

PURCHASED SERVICES			
		Subtotal - Code 40	$146,000
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Fee for Principal Search Firm	TBD	$20,000.00	$20,000
School Turnaround Consulting	School Turnaround	Fee	$50,000
Planning and Professional Development	Farmindale State College	Fee	$20,000
Professional Development	Mentoring Partnership	Fee	$5,000
Youth Development	STRONG	Fee	$20,000
Evaluation Services	Informed Decisions	Fee	$15,000
Outside Auditor	TBD	Fee	$10,000
Pregnancy Prevention	EOC-SNAP	Fee	$5,000
Interpreter for Parent Meetings			$1,000

SUPPLIES AND MATERIALS			
		Subtotal - Code 45	$117,885
Description of Item	Quantity	Unit Cost	Proposed Expenditure
Brochures for parent involvement in three languages	500.00	$2.00	$1,000
Bulletin boards to show student work	25.00	$259.39	$6,485
Support for Robotics Club			$1,000
iPads	100.00	$500.00	$50,000
iPad cases	100.00	$20.00	$2,000
A+ Science cart			$50,000
Headphones	100.00	$20.00	$2,000
Microphones	100.00	$20.00	$2,000
Monthly incentives for attendance-students	6.00	$100.00	$300
Homework completion incentives for students and teachers	6.00	$100.00	$600
iTune gift cards for buying apps for iPad	100.00	$25.00	$2,500

TRAVEL EXPENSES			
		Subtotal - Code 46	$21,566
Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures
District and school administrators	Grant meetings in Albany	3 people driving, hotel and per diem=$222	$666
Hotel	Grant meetings in Albany	$200 per night	$600
Meals	Grant meetings in Albany	$50 day	$300
Pre Implementation Conference with School Turnaround	Midwest		$5,000
Students	Educational and cultural trips		$5,000
Students	College Tours		$5,000
Teachers	Conferences- Local and National		$5,000

Employee Benefits		
	Subtotal - Code 80	$9,538
Benefit		**Proposed Expenditure**
Social Security		$2,890
Retirement	New York State Teachers	$585
	New York State Employees	$733
	Other - Pension	$1,250
Health Insurance		$2,900
Worker's Compensation		$624
Unemployment Insurance		$556
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	$308,138
B.	Approved Restricted Indirect Cost Rate	5.20%
C.	Subtotal - Code 90	$16,023

For your information, maximum direct cost base = $333,139.00

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

PURCHASED SERVICES WITH BOCES			
		Subtotal - Code 49	$12,000
Description of Services	Name of BOCES	Calculation of Cost	Proposed Expenditure
Professional Development - 10 days	Western Suffolk	$1200/day	$12,000

MINOR REMODELING		
	Subtotal - Code 30	
Description of Work to be Performed	Calculation of Cost	Proposed Expenditure
		$0

EQUIPMENT			
		Subtotal - Code 20	
Description of Item	Quantity	Unit Cost	Proposed Expenditure
			$0

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	$5,000
Support Staff Salaries	16	$33,150
Purchased Services	40	$146,000
Supplies and Materials	45	$117,885
Travel Expenses	46	$21,566
Employee Benefits	80	$9,538
Indirect Cost	90	$16,023
BOCES Services	49	$12,000
Minor Remodeling	30	
Equipment	20	
Grand Total		$361,162

Agency Code: **58-01-09-02-0000**

Project #: **SIF 1003(g)**

Contract #:

Agency Name: Wyandanch Union Free School District

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.

1/25/13 — Date

Signature

Pless M. Dickerson, Ed.D.

Name and Title of Chief Administrative Officer

FOR DEPARTMENT USE ONLY

Funding Dates: _____ From _____ To

Program Approval: _____ Date: _____

Fiscal Year	First Payment	Line #

Voucher # _____ First Payment _____

Finance: Logged _____ Approved _____ MIR _____

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:	New York State Education Department
Report Prepared By:	Renee J. Blumstein, Ph.D.
Agency Name:	Wyandanch Union Free School District
Mailing Address:	1445 Dr. Martin Luther King, Jr. Blvd (Street)
	Wyandanch (City) NY (State) 11798 (Zip Code)
Telephone # of Report Preparer:	(631) 870-0401
County:	Suffolk
E-mail Address:	pdickerson@wufsd.net
Project Funding Dates:	9/1/2013 (Start) 8/31/2014 (End)

INSTRUCTIONS

- Submit the original FS-10 Budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance.
- The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee.
- An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting.
- For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at http://www.oms.nysed.gov/cafe/guidance/.

SALARIES FOR PROFESSIONAL STAFF			
		Subtotal - Code 15	$281,760
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Assistant Principal for attendance and discipline	1.00	$134,000	$134,000
Certified Substitute teachers to	0.28	$36,000	$10,000
provide release time for teachers			$0
collaborating on vertical alignment,			$0
and development of CCSS aligned			$0
curriculum and assessment			$0
Teachers to staff after school program	2.00	$36,000	$72,000
10 hours/week for 30 weeks $40/hour			
Eight teachers to work 3 hour Saturday program 30 weeks $40/hour	0.80	$36,000	$28,800
Robotics, debate and chess teachers- total of 6 hours/week for 30 weeks	0.20	$36,000	$21,600
Teachers for summer program- 4hours hours a day, four days a week for 4 weeks	0.06	$36,000	$15,360

SALARIES FOR SUPPORT STAFF			
		Subtotal - Code 16	$113,900
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Hiring of seven cafeteria aides	3.50	$20,400.00	$83,300
to take over lunch duty to allow			
teachers common planning time			
Parent liaisons to provide outreach to	1.00	$30,600.00	$30,600
parents and community in Spanish and			
Creole			

PURCHASED SERVICES			
		Subtotal - Code 40	$571,904
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
School Turnaround Consulting	School Turnaround	Fee	$110,000
Planning and Professional Development	Farmindale State College	Fee	$49,904
Professional Development	Mentoring Partnership	Fee	$10,000
Youth Development	STRONG	Fee	$60,000
Evaluation Services	Informed Decisions	Fee	$50,000
Outside Auditor	TBD	Fee	$20,000
Pregnancy Prevention	EOC-SNAP	Fee	$10,000
Interpreter for Parent Meetings			$1,000
Social Workers	North Shore Child and Family Guidance		$250,000
Professional Development for Family Engagement	Molloy College	Fee	$10,000
Robotics Program Fee			$1,000

SUPPLIES AND MATERIALS			
		Subtotal - Code 45	$28,810
Description of Item	Quantity	Unit Cost	Proposed Expenditure
College Ed Materials for information about importance of college			
Student workbooks -English-College Ed	300.00	$10.00	$3,000
Teacher Guide English	30.00	$22.00	$660
Family Handbook	300.00	$24.00	$7,200
Student workbooks -Spanish-College Ed	100.00	$10.00	$1,000
Teacher Guide- Spanish	25.00	$22.00	$550
Family Handbook- Spanish	100.00	$24.00	$2,400
Robotics Club materials			$1,000
Science cart training			$5,000
Monthly incentives for attendance	10.00	$100.00	$1,000
Homework completion incentives for students and teachers	10.00	$200.00	$2,000
After school and Saturday snacks			$5,000

TRAVEL EXPENSES			
		Subtotal - Code 46	$63,132
Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures
District and school administrators	Grant meetings in Albany	3 people driving, hotel and per diem=$222	$1,332
Hotel	Grant meetings in Albany	$200 per night	$1,200
Meals	Grant meetings in Albany	$50 day	$600
Pre Implementation Conference with School Turnaround	Midwest		$5,000
Students	Educational and cultural trips		$5,000
Students	College Tours		$5,000
Teachers	Conferences- Local and National		$10,000
School Turnaround Mid-Year Conference	Conference	School Team	$5,000
School Turnaround End of Year Conference	Conference	School Team	$5,000
Saturday Trips	Museums and educational places		$10,000
Summer Trips	Museums and educational places		$10,000
College Tours			$5,000

Employee Benefits		
	Subtotal - Code 80	$98,915
Benefit		**Proposed Expenditure**
Social Security		$29,842
Retirement	New York State Teachers	$19,783
	New York State Employees	$13,524
	Other - Pension	$8,541
Health Insurance		$7,412
Worker's Compensation		$9,956
Unemployment Insurance		$9,857
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	$763,517
B.	Approved Restricted Indirect Cost Rate	5.20%
C.	Subtotal - Code 90	$39,703

For your information, maximum direct cost base = $1,158,421.00

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

PURCHASED SERVICES WITH BOCES			
		Subtotal - Code 49	$153,100
Description of Services	Name of BOCES	Calculation of Cost	Proposed Expenditure
Professional Development - 32 days	Western Suffolk	$1200/day	$38,400
Student Assistance Counselor	Eastern Suffolk BOCES		$113,300
Peer Mediation Training	Eastern Suffolk BOCES		$1,400

MINOR REMODELING		
	Subtotal - Code 30	
Description of Work to be Performed	Calculation of Cost	Proposed Expenditure
		$0

EQUIPMENT			
		Subtotal - Code 20	
Description of Item	Quantity	Unit Cost	Proposed Expenditure
			$0

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	$281,760
Support Staff Salaries	16	$113,900
Purchased Services	40	$571,904
Supplies and Materials	45	$28,810
Travel Expenses	46	$63,132
Employee Benefits	80	$98,915
Indirect Cost	90	$39,703
BOCES Services	49	$153,100
Minor Remodeling	30	
Equipment	20	
Grand Total		$1,351,224

Agency Code: **58-01-09-02-0000**

Project #: **SIF 1003(g)**

Contract #:

Agency Name: Wyandanch Union Free School District

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.

1/25/13 — Date

Signature

Pless M. Dickerson, Ed.D.

Name and Title of Chief Administrative Officer

FOR DEPARTMENT USE ONLY

Funding Dates: _____ From _____ To

Program Approval: _____ Date: _____

Fiscal Year	First Payment	Line #

Voucher # _____ First Payment _____

Finance: Logged _____ Approved _____ MIR _____

III. School Innovation Fund Budget and Narrative (20 Points)

Key Budget Assumptions and Strategies. The proposed project is aligned with the district vision, despite significant fiscal constraints. As shown above, the Wyandanch UFSD has a very difficult job in educating students, many who are disadvantaged on a number of different levels. This difficulty is further compounded by the lack of local industry, resulting in the reliance on State Aid for a large part of their budget.

The Wyandanch UFSD continually seeks funding from local and Federal sources to meet the needs of their student population. In their last year of performance, the Wyandanch schools received a $1.2 million Elementary and Secondary Counseling grant from the U.S. Department of Education. They also recently received a Mentor Induction grant to improve the professional development they provide to their new teachers in 2012 and a Strengthening Teacher and Leader Effectiveness grant designed to improve the skills of ineffective and developing teachers and leaders as identified with the APPR.

All new grant monies will be coordinated with existing funding streams to eliminate duplication and use resources in a way to maximize its impact.

Sustainability. Because a large portion of the proposed project is allocated to the purchase of professional development and equipment, the project will sustain. Lessons and activities development by teachers through collaboration will also sustain itself.

BUDGET WORKSHEET FOR MLO School Turnaround Grant
BUDGET NARRATIVE

Project includes:
New Assistant Principal in charge of attendance and discipline
Hiring one new guidance counselors and two social workers
Hiring cafeteria aides so that teachers can be free during lunch for common planning
Staffing for after school, Saturday and summer programs including
ELA, math, technology, robotics, chess, debating
Educational and cultural trips and college tours
Mentoring program through use of teachers as role models
Providing ongoing and sustained professional development to Wyandanch teachers and counselors on:
Common Core Standards for teaching deep understanding
differentiating instruction for heterogenous groups of students
strategies for engaging students in critical thinking skills, organization, and study skills
strategies for engaging minority and low-income students
subject matter knowledge by experts in the field
integrating computers into lessons to contextualize curriculum
Implementing ISA distributed counseling including teacher common planning time
Implement College Ed and other parent programsto educate parents on the importance of school attendance and homework completion
Purchase of supplies and materials to help teachers provide better quality educational experiences fo including mobile science lab
Mentoring of students through partnership with Mentoring Partnership of LI
Planning will occur during the school day with

			Three percent COLA			
	Explanation	**Planning**	**Year One**	**Year Two**	**Year Three**	**TOTAL**
1. PROFESSIONAL SALARIES		5 months				
Assistant Principal	12 month position		134000	138020	142160.6	414,181
Certified Substitute teachers @200/day	25 days in planning period and 50 days each project year	5,000	10000	10300	10609	35,909
to release teachers to collaborate and observe other teachers' lessons						0
						0
Staffing for two hour after school program 30 weeks 2 hours/day 5 days/week for total of ten hours/week			72,000	74160	76384.8	222,545
Two ELA teachers, two math teachers, two PE teachers $40/hour						0
						0
Staffing for teacher for robotics, debate and chess program 1 day a week each- total 6 hours @$40/hour- 30 wks			21,600	22248	22915.44	66,763
						0
Saturday program staffing	8 teachers 3 hours 30 weeks @$40 per hour		28800	29664	30553.92	89,018
	To support enhanced student learning to attain CCSS					0
Summer program	To support enhanced student learning to attain CCSS					0
100 middle school students	6 teachers - 4 days/week for 4 weeks- 4 hours		15360	15820.8	16295.424	47,476
						0
TOTAL Professional Salaries		**5,000**	**281,760**	**290,213**	**298,919**	875,892
						0

2. SUPPORT STAFF SALARIES						0
						0
Hiring of seven cafeteria aides to take over lunch duty to allow teachers common planning time						0
7 aides @$17/hour for 17.5 hours for 40 weeks- 12 weeks during planning		24990	83300	85799	88372.97	282,462
Part -time Parent liasons (3)	17 hours/week for 45 weeks @20/hour- 12 weeks in planning	8,160	30600	30600	30600	99,960
Total Support Salaries		**33150**	113900	116399	118973	382,422
						0
2. FRINGE 0.25	Of Sum of Professional and Support Salaries	**9,538**	**98,915**	**101,653**	**104,473**	314,578
						0
3. TRAVEL						0
Meetings in Albany	Two per year (3 participants)					0
	400 miles roundtrip @ 55.5 cents/mile 3 people	**666**	**1332**	**1332**	**1332**	4,662
hotel	$200/night per person (3) per trip (2)	**600**	**1,200**	**1,200**	**1,200**	4,200
meals	$50/day per person (3) per trip (2)	**300**	**600**	**600**	**600**	2,100
Pre-Implementation Conference		**5,000**	**5,000**	**5,000**	**5,000**	20,000
School Turnaround Mid-Year Conference			**5,000**	**5,000**	**5,000**	15,000
School Turnaround Eng=d of Year Conference			**5,000**	**5,000**	**5,000**	15,000
Teacher conferences- local & National	To increase teacher knowledge, skill, and effectiveness	**5,000**	10000	10000	10000	35,000
Educational and cultural trips	10 trips over year @$1,000 each	**5,000**	**10,000**	**10,000**	**10,000**	35,000
College tours	5 per year @$1,000 each	**5,000**	**5,000**	**5,000**	**5,000**	20,000
						0
Saturday trips- incentives	Trips to museums and cultural institutions on Long Island and New York City		**10,000**	**10,000**	**10,000**	30,000
						0
Summer trips- incentives	Trips to museums and cultural institutions on Long Island and New York City		**10,000**	**10,000**	**10,000**	30,000
						0
						0
TOTAL TRAVEL		**21,566**	**63,132**	**63,132**	**63,132**	210,962
						0
4. EQUIPMENT						0
TOTAL EQUIPMENT		**0**	**0**	**0**	**0**	0
						0
5. SUPPLIES						0
Brochures for parent involvement (3 languages)		1,000				1,000
Bulletin Boards to show off student wo	25 boards at $259.39 each	6,485				6,485
College Ed curriculum	To increase parent and student knowledge of importance					0
College Ed Materials	of college and college affordability					0
Student workbooks- English	$10 each for 300 students each year		3,000	3,000	3,000	9,000
Teacher Guide- English	$22 for 30 teachers each year		660	660	660	1,980
Family Handbook	$24 each -300 each year		7,200	7,200	7,200	21,600
Student workbooks-Spanish	$10 each for 100 students each year		1,000	1,000	1,000	3,000
Teacher Guide- Spanish	$22 for 25 teachers each year		550	550	550	1,650
Family Handbook in Spanish	$24 for 100 each year		2,400	2,400	2,400	7,200
Robotics Club	materials	1000	1000	1000	1000	4,000
iPad carts (5)	500 each for 100	50000				50,000
iPad cases	100 at $20 each	2000				
A+ Technology science cart and associated training		50000	5000	5000	5000	65,000
Headphones	100 *20 dollars each	2000				2,000
Microphones	100 * $20 each	2000				2,000
Monthly incentives for attendance	$100/month for 10 months for students	300	1000	1000	1000	3,300
both students and teachers						0
Homework completion incentives	$100/month for students $100/month for teachers	600	2000	2000	2000	6,600
iTunes gift cards	For buying applications for iPods and iPads 50 for $50 each	2500				2,500
After school and Saturday snacks			5000	5000	5000	15,000
TOTAL		**117,885**	**28,810**	**28,810**	**28,810**	**202,315**

6. Purchased Services						0
Interpreter for Parent Meetings- Spani	5 meetings, 2 hours each @ $40/hour	1,000	1,000	1,000	1,000	4,000
Principal Search firm		20,000				
School Turnaround	To work with teachers on the development of an advisory	**50,000**	**110,000**	**100,000**	**90,000**	350,000
	period to implement distributive counseling to make school					0
	a more personalized place for students					0
North Shore	Includes one bilingual social worker, one outreach worker,		**250,000**	**257,500**	**265,225**	772,725
	data entry/admninistrative and supervision support					0
	fringe and administrative overhead					0
SUNY Farmingdale	Professors of Nursing, Engineering, Alternative Energy,	**20,000**	**49,904**	**49,904**	**49,904**	169,712
	Green Buildings, and Security Systems will push into					0
	MLO science and math classes to help teachers integrate					0
	concepts into real-world applications so students see the need					0
	to study hard for college and career succes					0
	Professors will provide coaching and modeling and help					0
	teachers develop lessons aligned to CCSS					0
Molloy College			**10,000**	**10,000**	**10,000**	
Mentoring Partnership of LI	To provide recruting of teacher mentors to MLO students	5,000	10,000	10,000	10,000	35,000
	training and support for optimal operation of mentoring program					0
STRONG		20,000	60,000	60,000	60,000	
Evaluation	Informed Decision Services, Inc.	15,000	50,000	50,000	50,000	165,000
	to provide survey design and analysis related to faculty					0
	professional development efforts, school climate re-design					0
	and measures for performance targets					0
Outside auditor	To ensure that district complies with all NYSED regulations	10,000	20,000	20,000	20,000	70,000
	for the use and accounting of funds					0
EOC-SNAP	For pregnancy prevention services	5000	10000	10000	10000	35,000
	including after school and summer programs and trips					0
Fee for Robotics Program	To ensure program has all resources to be successful		1,000	1,000	1,000	3,000
TOTAL		**146,000**	**571,904**	**569,404**	**567,129**	1,854,437
						0
TOTAL		**333,138**	**1,158,421**	**1,169,611**	**1,181,436**	3,842,606
						0
8. OTHER						0
						0
WS BOCES	$1200/day for push in coaching and modeling for ESL,	**12,000**	**38,400**	**38,400**	**38,400**	127,200
	special ed teachers and librarian/media specialist					0
	4 days/month for 8 months					0
						0
E Suffolk BOCES - Project Success Co	To implement eveidence-based Project Success curriculum		**113,300**	**116,699**	**120,200**	350,199
	to build college and career readiness					0
Peer mediation training			**1,400**	**1,400**	**1,400**	4,200
TOTAL BOCES		**12,000**	**153,100**	**156,499**	**160,000**	481,599
						0
TOTAL DIRECT COSTS		**345,138**	**1,311,521**	**1,326,110**	**1,341,436**	4,324,205
INDIRECT COSTS @ 5.2%		**16,023**	**39,703**	**40,415**	**41,148**	137,289
TOTAL COST		**361,161**	**1,351,224**	**1,366,525**	**1,382,584**	**4,461,494**

Assurances and Waivers for Federal Discretionary Program Funds

The following assurances are a component of your application. By signing the certification on the application cover page you are ensuring accountability and compliance with State and federal laws, regulations, and grants management requirements.

Federal Assurances and Certifications, General

- Assurances – Non-Construction Programs
- Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions
- General Education Provisions Act Assurances

Federal Assurances and Certifications, NCLB (if appropriate)

The following are required as a condition for receiving any federal funds under the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001.

- NCLB Assurances
- School Prayer Certification

New York State Assurances and Certifications (For discretionary grant programs only)

- Appendix A
- Appendix A-1G
- Appendix A-2

Waiver for the use of Title I Funding for Whole School Programs

If the LEA identified in this application is a Title I school for specific targeted activities only, signing the certification on the application cover page acts as a waiver request to use specific targeted activity funds from this grant for whole-school change programming.

ASSURANCES – NON-CONSTRUCTION PROGRAMS

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the Education Department Program Contact listed in the Application. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, and by signing the Application Cover Page, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C §§ 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.Ç.§§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) "§§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§" 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328), which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§ 276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §§874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.), which prohibits the use of lead-based paint in construction or rehabilitation of residence structure.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Standard Form 424B (Rev. 7-97), Prescribed by OMB Circular A-102, Authorized for Local Reproduction, as amended by New York State Education Department

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSBIBILITY MATTERS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of the Application Cover Page provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over $100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions; and

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

ED 80-0013, as amended by the New York State Education Department

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing the Application Cover Page, the prospective lower tier participant is providing the certification set out below.

2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," " person," "primary covered transaction," " principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.

5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.

8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

(1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

(2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Section 1.01 ED 80-0014, as amended by the New York State Education Department

New York State Education Department
General Education Provisions Act Assurances

These assurances are required by the General Education Provisions Act for certain programs funded by the U.S. Department of Education. These assurances are not applicable to certain programs, such as the No Child Left Behind Act. If you have any questions, please contact NYSED.

As the authorized representative of the applicant, by signing the Application Cover Page, I certify that:
(1) that the local educational agency will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;

(2) that the control of funds provided to the local educational agency under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;

(3) that the local educational agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;

(4) that the local educational agency will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 1232f of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties;

(5) that the local educational agency will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program;

(6) that any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;

(7) that in the case of any project involving construction –

(A) the project is not inconsistent with overall State plans for the construction of school facilities, and

(B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 794 of title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;

(8) that the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and

(9) that none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

New York State Education Department
No Child Left Behind Act Assurances

These assurances are required for programs funded under the No Child Left Behind Act.

As the authorized representative of the applicant, by signing the Application Cover Page, I certify that:

(1) each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;

(2) (A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and
(B) the public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;

(3) the applicant will adopt and use proper methods of administering each such program, including—
(A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
(B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;

(4) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;

(5) the applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;

(6) the applicant will—
(A) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and
(B) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties;

(7) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment;

(8) the applicant has consulted with teachers, school administrators, parents, nonpublic school representatives and others in the development of the application to the extent required for the applicant under the program pursuant to the applicable provisions of the No Child Left Behind Act;

(9) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of Education Law § 3214(3)(d) and (f) and the Gun-Free Schools Act (20 U.S.C. § 7151);

(10) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of 20 U.S.C. § 7908 on military recruiter access;

(11) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of 20 U.S.C. § 7904 on constitutionally protected prayer in public elementary and secondary schools;

(12) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of Education Law § 2802(7), and any state regulations implementing such statute and 20 U.S.C. § 7912 on unsafe school choice; and

(13) in the case of a local educational agency, the applicant is complying with all fiscal requirements that apply to the program, including but not limited to any applicable supplement not supplant or local maintenance of effort requirements.

Section 1.02
Article II. School Prayer Certification

As a condition of receiving federal funds under the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001 (NCLB), the local educational agency hereby certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the current guidance issued pursuant to NCLB Section 9524(a).

APPENDIX A
STANDARD CLAUSES FOR NYS CONTRACTS

The parties to the attached contract, license, lease, amendment or other agreement of any kind (hereinafter, "the contract" or "this contract") agree to be bound by the following clauses which are hereby made a part of the contract (the word "Contractor" herein refers to any party other than the State, whether a contractor, licenser, licensee, lessor, lessee or any other party):

1. EXECUTORY CLAUSE. In accordance with Section 41 of the State Finance Law, the State shall have no liability under this contract to the Contractor or to anyone else beyond funds appropriated and available for this contract.

2. NON-ASSIGNMENT CLAUSE. In accordance with Section 138 of the State Finance Law, this contract may not be assigned by the Contractor or its right, title or interest therein assigned, transferred, conveyed, sublet or otherwise disposed of without the State's previous written consent, and attempts to do so are null and void. Notwithstanding the foregoing, such prior written consent of an assignment of a contract let pursuant to Article XI of the State Finance Law may be waived at the discretion of the contracting agency and with the concurrence of the State Comptroller where the original contract was subject to the State Comptroller's approval, where the assignment is due to a reorganization, merger or consolidation of the Contractor's business entity or enterprise. The State retains its right to approve an assignment and to require that any Contractor demonstrate its responsibility to do business with the State. The Contractor may, however, assign its right to receive payments without the State's prior written consent unless this contract concerns Certificates of Participation pursuant to Article 5-A of the State Finance Law.

3. COMPTROLLER'S APPROVAL. In accordance with Section 112 of the State Finance Law (or, if this contract is with the State University or City University of New York, Section 355 or Section 6218 of the Education Law), if this contract exceeds $50,000 (or the minimum thresholds agreed to by the Office of the State Comptroller for certain S.U.N.Y. and C.U.N.Y. contracts), or if this is an amendment for any amount to a contract which, as so amended, exceeds said statutory amount, or if, by this contract, the State agrees to give something other than money when the value or reasonably estimated value of such consideration exceeds $10,000, it shall not be valid, effective or binding upon the State until it has been approved by the State Comptroller and filed in his office. Comptroller's approval of contracts let by the Office of General Services is required when such contracts exceed $85,000 (State Finance Law Section 163.6.a).

4. WORKERS' COMPENSATION BENEFITS. In accordance with Section 142 of the State Finance Law, this contract shall be void and of no force and effect unless the Contractor shall provide and maintain coverage during the life of this contract for the benefit of such employees as are required to be covered by the provisions of the Workers' Compensation Law.

5. NON-DISCRIMINATION REQUIREMENTS. To the extent required by Article 15 of the Executive Law (also known as the Human Rights Law) and all other State and Federal statutory and constitutional non-discrimination provisions, the Contractor will not discriminate against any employee or applicant for employment because of race, creed, color, sex, national origin, sexual orientation, age, disability, genetic predisposition or carrier status, or marital status. Furthermore, in accordance with Section 220-e of the Labor Law, if this is a contract for the construction, alteration or repair of any public building or public work or for the manufacture, sale or distribution of materials, equipment or supplies, and to the extent that this contract shall be performed within the State of New York, Contractor agrees that neither it nor its subcontractors shall, by reason of race, creed, color, disability, sex, or national origin: (a) discriminate in hiring against any New York State citizen who is qualified and available to perform the work; or (b) discriminate against or intimidate any employee hired for the performance of work under this contract. If this is a building service contract as defined in Section 230 of the Labor Law, then, in accordance with Section 239 thereof, Contractor agrees that neither it nor its subcontractors shall by reason of race, creed, color, national origin, age, sex or disability: (a) discriminate in hiring against any New York State citizen who is qualified and available to perform the work; or (b) discriminate against or intimidate any employee hired for the performance of work under this contract. Contractor is subject to fines of $50.00 per person per day for any violation of Section 220-e or Section 239 as well as possible termination of this contract and forfeiture of all moneys due hereunder for a second or subsequent violation.

6. WAGE AND HOURS PROVISIONS. If this is a public work contract covered by Article 8 of the Labor Law or a building service contract covered by Article 9 thereof, neither Contractor's employees nor the employees of its subcontractors may be required or permitted to work more than the number of hours or days stated in said statutes, except as otherwise provided in the Labor Law and as set forth in prevailing wage and supplement schedules issued by the State Labor Department. Furthermore, Contractor and its subcontractors must pay at least the prevailing wage rate and pay or provide the prevailing supplements, including the premium rates for

overtime pay, as determined by the State Labor Department in accordance with the Labor Law. Additionally, effective April 28, 2008, if this is a public work contract covered by Article 8 of the Labor Law, the Contractor understands and agrees that the filing of payrolls in a manner consistent with Subdivision 3-a of Section 220 of the Labor Law shall be a condition precedent to payment by the State of any State approved sums due and owing for work done upon the project.

7. NON-COLLUSIVE BIDDING CERTIFICATION. In accordance with Section 139-d of the State Finance Law, if this contract was awarded based upon the submission of bids, Contractor affirms, under penalty of perjury, that its bid was arrived at independently and without collusion aimed at restricting competition. Contractor further affirms that, at the time Contractor submitted its bid, an authorized and responsible person executed and delivered to the State a non-collusive bidding certification on Contractor's behalf.

8. INTERNATIONAL BOYCOTT PROHIBITION. In accordance with Section 220-f of the Labor Law and Section 139-h of the State Finance Law, if this contract exceeds $5,000, the Contractor agrees, as a material condition of the contract, that neither the Contractor nor any substantially owned or affiliated person, firm, partnership or corporation has participated, is participating, or shall participate in an international boycott in violation of the federal Export Administration Act of 1979 (50 USC App. Sections 2401 et seq.) or regulations thereunder. If such Contractor, or any of the aforesaid affiliates of Contractor, is convicted or is otherwise found to have violated said laws or regulations upon the final determination of the United States Commerce Department or any other appropriate agency of the United States subsequent to the contract's execution, such contract, amendment or modification thereto shall be rendered forfeit and void. The Contractor shall so notify the State Comptroller within five (5) business days of such conviction, determination or disposition of appeal (2NYCRR 105.4).

9. SET-OFF RIGHTS. The State shall have all of its common law, equitable and statutory rights of set-off. These rights shall include, but not be limited to, the State's option to withhold for the purposes of set-off any moneys due to the Contractor under this contract up to any amounts due and owing to the State with regard to this contract, any other contract with any State department or agency, including any contract for a term commencing prior to the term of this contract, plus any amounts due and owing to the State for any other reason including, without limitation, tax delinquencies, fee delinquencies or monetary penalties relative thereto. The State shall exercise its set-off rights in accordance with normal State practices including, in cases of set-off pursuant to an audit, the finalization of such audit by the State agency, its representatives, or the State Comptroller.

10. RECORDS. The Contractor shall establish and maintain complete and accurate books, records, documents, accounts and other evidence directly pertinent to performance under this contract (hereinafter, collectively, "the Records"). The Records must be kept for the balance of the calendar year in which they were made and for six (6) additional years thereafter. The State Comptroller, the Attorney General and any other person or entity authorized to conduct an examination, as well as the agency or agencies involved in this contract, shall have access to the Records during normal business hours at an office of the Contractor within the State of New York or, if no such office is available, at a mutually agreeable and reasonable venue within the State, for the term specified above for the purposes of inspection, auditing and copying. The State shall take reasonable steps to protect from public disclosure any of the Records which are exempt from disclosure under Section 87 of the Public Officers Law (the "Statute") provided that: (i) the Contractor shall timely inform an appropriate State official, in writing, that said records should not be disclosed; and (ii) said records shall be sufficiently identified; and (iii) designation of said records as exempt under the Statute is reasonable. Nothing contained herein shall diminish, or in any way adversely affect, the State's right to discovery in any pending or future litigation.

11. IDENTIFYING INFORMATION AND PRIVACY NOTIFICATION. (a) FEDERAL EMPLOYER IDENTIFICATION NUMBER and/or FEDERAL SOCIAL SECURITY NUMBER. All invoices or New York State standard vouchers submitted for payment for the sale of goods or services or the lease of real or personal property to a New York State agency must include the payee's identification number, i.e., the seller's or lessor's identification number. The number is either the payee's Federal employer identification number or Federal social security number, or both such numbers when the payee has both such numbers. Failure to include this number or numbers may delay payment. Where the payee does not have such number or numbers, the payee, on its invoice or New York State standard voucher, must give the reason or reasons why the payee does not have such number or numbers.

(b) PRIVACY NOTIFICATION. (1) The authority to request the above personal information from a seller of goods or services or a lessor of real or personal property, and the authority to maintain such information, is found in Section 5 of the State Tax Law. Disclosure of this information by the seller or lessor to the State is mandatory. The principal purpose for which the information is collected is to enable the State to identify individuals, businesses and others

who have been delinquent in filing tax returns or may have understated their tax liabilities and to generally identify persons affected by the taxes administered by the Commissioner of Taxation and Finance. The information will be used for tax administration purposes and for any other purpose authorized by law. (2) The personal information is requested by the purchasing unit of the agency contracting to purchase the goods or services or lease the real or personal property covered by this contract or lease. The information is maintained in New York State's Central Accounting System by the Director of Accounting Operations, Office of the State Comptroller, 110 State Street, Albany, New York 12236.

12. EQUAL EMPLOYMENT OPPORTUNITIES FOR MINORITIES AND WOMEN. In accordance with Section 312 of the Executive Law, if this contract is: (i) a written agreement or purchase order instrument, providing for a total expenditure in excess of $25,000.00, whereby a contracting agency is committed to expend or does expend funds in return for labor, services, supplies, equipment, materials or any combination of the foregoing, to be performed for, or rendered or furnished to the contracting agency; or (ii) a written agreement in excess of $100,000.00 whereby a contracting agency is committed to expend or does expend funds for the acquisition, construction, demolition, replacement, major repair or renovation of real property and improvements thereon; or (iii) a written agreement in excess of $100,000.00 whereby the owner of a State assisted housing project is committed to expend or does expend funds for the acquisition, construction, demolition, replacement, major repair or renovation of real property and improvements thereon for such project, then:

(a) The Contractor will not discriminate against employees or applicants for employment because of race, creed, color, national origin, sex, age, disability or marital status, and will undertake or continue existing programs of affirmative action to ensure that minority group members and women are afforded equal employment opportunities without discrimination. Affirmative action shall mean recruitment, employment, job assignment, promotion, upgradings, demotion, transfer, layoff, or termination and rates of pay or other forms of compensation;

(b) at the request of the contracting agency, the Contractor shall request each employment agency, labor union, or authorized representative of workers with which it has a collective bargaining or other agreement or understanding, to furnish a written statement that such employment agency, labor union or representative will not discriminate on the basis of race, creed, color, national origin, sex, age, disability or marital status and that such union or representative will affirmatively cooperate in the implementation of the contractor's obligations herein; and

(c) the Contractor shall state, in all solicitations or advertisements for employees, that, in the performance of the State contract, all qualified applicants will be afforded equal employment opportunities without discrimination because of race, creed, color, national origin, sex, age, disability or marital status. Contractor will include the provisions of "a", "b", and "c" above, in every subcontract over $25,000.00 for the construction, demolition, replacement, major repair, renovation, planning or design of real property and improvements thereon (the "Work") except where the Work is for the beneficial use of the Contractor. Section 312 does not apply to: (i) work, goods or services unrelated to this contract; or (ii) employment outside New York State; or (iii) banking services, insurance policies or the sale of securities. The State shall consider compliance by a contractor or subcontractor with the requirements of any federal law concerning equal employment opportunity which effectuates the purpose of this section. The contracting agency shall determine whether the imposition of the requirements of the provisions hereof duplicate or conflict with any such federal law and if such duplication or conflict exists, the contracting agency shall waive the applicability of Section 312 to the extent of such duplication or conflict. Contractor will comply with all duly promulgated and lawful rules and regulations of the Governor's Office of Minority and Women's Business Development pertaining hereto.

13. CONFLICTING TERMS. In the event of a conflict between the terms of the contract (including any and all attachments thereto and amendments thereof) and the terms of this Appendix A, the terms of this Appendix A shall control.

14. GOVERNING LAW. This contract shall be governed by the laws of the State of New York except where the Federal supremacy clause requires otherwise.

15. LATE PAYMENT. Timeliness of payment and any interest to be paid to Contractor for late payment shall be governed by Article 11-A of the State Finance Law to the extent required by law.

16. NO ARBITRATION. Disputes involving this contract, including the breach or alleged breach thereof, may not be submitted to binding arbitration (except where statutorily authorized), but must, instead, be heard in a court of competent jurisdiction of the State of New York.

17. SERVICE OF PROCESS. In addition to the methods of service allowed by the State Civil Practice Law & Rules ("CPLR"), Contractor hereby consents to service of process upon it by registered or certified mail, return receipt requested. Service hereunder shall be complete upon Contractor's actual receipt of process or upon the State's

receipt of the return thereof by the United States Postal Service as refused or undeliverable. Contractor must promptly notify the State, in writing, of each and every change of address to which service of process can be made. Service by the State to the last known address shall be sufficient. Contractor will have thirty (30) calendar days after service hereunder is complete in which to respond.

18. PROHIBITION ON PURCHASE OF TROPICAL HARDWOODS. The Contractor certifies and warrants that all wood products to be used under this contract award will be in accordance with, but not limited to, the specifications and provisions of Section 165 of the State Finance Law, (Use of Tropical Hardwoods) which prohibits purchase and use of tropical hardwoods, unless specifically exempted, by the State or any governmental agency or political subdivision or public benefit corporation. Qualification for an exemption under this law will be the responsibility of the contractor to establish to meet with the approval of the State.

In addition, when any portion of this contract involving the use of woods, whether supply or installation, is to be performed by any subcontractor, the prime Contractor will indicate and certify in the submitted bid proposal that the subcontractor has been informed and is in compliance with specifications and provisions regarding use of tropical hardwoods as detailed in §165 State Finance Law. Any such use must meet with the approval of the State; otherwise, the bid may not be considered responsive. Under bidder certifications, proof of qualification for exemption will be the responsibility of the Contractor to meet with the approval of the State.

19. MACBRIDE FAIR EMPLOYMENT PRINCIPLES. In accordance with the MacBride Fair Employment Principles (Chapter 807 of the Laws of 1992), the Contractor hereby stipulates that the Contractor either (a) has no business operations in Northern Ireland, or (b) shall take lawful steps in good faith to conduct any business operations in Northern Ireland in accordance with the MacBride Fair Employment Principles (as described in Section 165 of the New York State Finance Law), and shall permit independent monitoring of compliance with such principles.

20. OMNIBUS PROCUREMENT ACT OF 1992. It is the policy of New York State to maximize opportunities for the participation of New York State business enterprises, including minority and women-owned business enterprises as bidders, subcontractors and suppliers on its procurement contracts.

Information on the availability of New York State subcontractors and suppliers is available from:
NYS Department of Economic Development
Division for Small Business
30 South Pearl St -- 7th Floor
Albany, New York 12245
Telephone: 518-292-5220
Fax: 518-292-5884
http://www.empire.state.ny.us

A directory of certified minority and women-owned business enterprises is available from:
NYS Department of Economic Development
Division of Minority and Women's Business Development
30 South Pearl St -- 2nd Floor
Albany, New York 12245
Telephone: 518-292-5250
Fax: 518-292-5803
http://www.empire.state.ny.us

The Omnibus Procurement Act of 1992 requires that by signing this bid proposal or contract, as applicable, Contractors certify that whenever the total bid amount is greater than $1 million:

(a) The Contractor has made reasonable efforts to encourage the participation of New York State Business Enterprises as suppliers and subcontractors, including certified minority and women-owned business enterprises, on this project, and has retained the documentation of these efforts to be provided upon request to the State;

(b) The Contractor has complied with the Federal Equal Opportunity Act of 1972 (P.L. 92-261), as amended;

(c) The Contractor agrees to make reasonable efforts to provide notification to New York State residents of employment opportunities on this project through listing any such positions with the Job Service Division of the New York State Department of Labor, or providing such notification in such manner as is consistent with existing collective bargaining contracts or agreements. The Contractor agrees to document these efforts and to provide said documentation to the State upon request; and

(d) The Contractor acknowledges notice that the State may seek to obtain offset credits from foreign countries as a result of this contract and agrees to cooperate with the State in these efforts.

21. RECIPROCITY AND SANCTIONS PROVISIONS. Bidders are hereby notified that if their principal place of business is located in a country, nation, province, state or political subdivision that penalizes New York State vendors, and if the goods or services they offer will be substantially produced or performed outside New York State, the Omnibus Procurement Act 1994 and 2000 amendments (Chapter 684 and Chapter 383, respectively) require that they be denied contracts which they would otherwise obtain. NOTE: As of May 15, 2002, the list of discriminatory jurisdictions subject to this provision includes the states of South Carolina, Alaska, West Virginia, Wyoming, Louisiana and Hawaii. Contact NYS

Department of Economic Development for a current list of jurisdictions subject to this provision.

22. COMPLIANCE WITH NEW YORK STATE INFORMATION SECURITY BREACH AND NOTIFICATION ACT. Contractor shall comply with the provisions of the New York State Information Security Breach and Notification Act (General Business Law Section 899-aa; State Technology Law Section 208).

23. COMPLIANCE WITH CONSULTANT DISCLOSURE LAW. If this is a contract for consulting services, defined for purposes of this requirement to include analysis, evaluation, research, training, data processing, computer programming, engineering, environmental, health, and mental health services, accounting, auditing, paralegal, legal or similar services, then, in accordance with Section 163 (4-g) of the State Finance Law (as amended by Chapter 10 of the Laws of 2006), the Contractor shall timely, accurately and properly comply with the requirement to submit an annual employment report for the contract to the agency that awarded the contract, the Department of Civil Service and the State Comptroller.

24. PROCUREMENT LOBBYING. To the extent this agreement is a "procurement contract" as defined by State Finance Law Sections 139-j and 139-k, by signing this agreement the contractor certifies and affirms that all disclosures made in accordance with State Finance Law Sections 139-j and 139-k are complete, true and accurate. In the event such certification is found to be intentionally false or intentionally incomplete, the State may terminate the agreement by providing written notification to the Contractor in accordance with the terms of the agreement.

25. CERTIFICATION OF REGISTRATION TO COLLECT SALES AND COMPENSATING USE TAX BY CERTAIN STATE CONTRACTORS, AFFILIATES AND SUBCONTRACTORS. To the extent this agreement is a contract as defined by Tax Law Section 5-a, if the contractor fails to make the certification required by Tax Law Section 5-a or if during the term of the contract, the Department of Taxation and Finance or the covered agency, as defined by Tax Law 5-a, discovers that the certification, made under penalty of perjury, is false, then such failure to file or false certification shall be a material breach of this contract and this contract may be terminated, by providing written notification to the Contractor in accordance with the terms of the agreement, if the covered agency determines that such action is in the best interest of the State.

November, 2010

APPENDIX A-1 G

General

A. In the event that the Contractor shall receive, from any source whatsoever, sums the payment of which is in consideration for the same costs and services provided to the State, the monetary obligation of the State hereunder shall be reduced by an equivalent amount provided, however, that nothing contained herein shall require such reimbursement where additional similar services are provided and no duplicative payments are received.

B. This agreement is subject to applicable Federal and State Laws and regulations and the policies and procedures stipulated in the NYS Education Department Fiscal Guidelines found at http:/www.nysed.gov/cafe/.

C. For each individual for whom costs are claimed under this agreement, the contractor warrants that the individual has been classified as an employee or as an independent contractor in accordance with 2 NYCRR 315 and all applicable laws including, but not limited to, the Internal Revenue Code, the New York Retirement and Social Security Law, the New York Education Law, the New York Labor Law, and the New York Tax Law. Furthermore, the contractor warrants that all project funds allocated to the proposed budget for Employee Benefits, represent costs for employees of the contractor only and that such funds will not be expended on any individual classified as an independent contractor.

D. Any modification to this Agreement that will result in a transfer of funds among program activities or budget cost categories, but does not affect the amount, consideration, scope or other terms of this Agreement must be approved by the Commissioner of Education and the Office of the State Comptroller when:

   a. The amount of the modification is equal to or greater than ten percent of the total value of the contract for contracts of less than five million dollars; or

   b. The amount of the modification is equal to or greater than five percent of the total value of the contract for contracts of more than five million dollars.

E. Funds provided by this contract may not be used to pay any expenses of the State Education Department or any of its employees.

Terminations

A. The State may terminate this Agreement without cause by thirty (30) days prior written notice. In the event of such termination, the parties will adjust the accounts due and the Contractor will undertake no additional expenditures not already required. Upon any such termination, the parties shall endeavor in an orderly manner to wind down activities hereunder.

Safeguards for Services and Confidentiality

A. Any copyrightable work produced pursuant to said agreement shall be the sole and exclusive property of the New York State Education Department. The material prepared under the terms of this agreement by the Contractor shall be prepared by the Contractor in a form so that it will be ready for copyright in the name of the New York State Education Department. Should the Contractor use the services of consultants or other organizations or individuals who are not regular employees of the Contractor, the Contractor and such organization or individual shall, prior to the performance of any work pursuant to this agreement, enter into a written agreement, duly executed, which shall set forth the services to be provided by such organization or individual and the consideration therefor. Such agreement shall provide that any copyrightable work produced pursuant to said agreement shall be the sole and exclusive property of the New York State Education Department and that such work shall be prepared in a form ready for copyright by the New York State Education Department. A copy of such agreement shall be provided to the State.

B. All reports of research, studies, publications, workshops, announcements, and other activities funded as a result of this proposal will acknowledge the support provided by the State of New York.

C. This agreement cannot be modified, amended, or otherwise changed except by a written agreement signed by all parties to this contract.

D. No failure to assert any rights or remedies available to the State under this agreement shall be considered a waiver of such right or remedy or any other right or remedy unless such waiver is contained in a writing signed by the party alleged to have waived its right or remedy.

E. Expenses for travel, lodging, and subsistence shall be reimbursed in accordance with the policies stipulated in the aforementioned Fiscal guidelines.

F. No fees shall be charged by the Contractor for training provided under this agreement.

G. Nothing herein shall require the State to adopt the curriculum developed pursuant to this agreement.

H. All inquiries, requests, and notifications regarding this agreement shall be directed to the Program Contact or Fiscal Contact shown on the Grant Award included as part of this agreement.

I. This agreement, including all appendices, is, upon signature of the parties and the approval of the Attorney General and the State Comptroller, a legally enforceable contract. Therefore, a signature on behalf of the Contractor will bind the Contractor to all the terms and conditions stated therein.

J. The parties to this agreement intend the foregoing writing to be the final, complete, and exclusive expression of all the terms of their agreement.

receipt of the return thereof by the United States Postal Service as refused or undeliverable. Contractor must promptly notify the State, in writing, of each and every change of address to which service of process can be made. Service by the State to the last known address shall be sufficient. Contractor will have thirty (30) calendar days after service hereunder is complete in which to respond.

18. PROHIBITION ON PURCHASE OF TROPICAL HARDWOODS. The Contractor certifies and warrants that all wood products to be used under this contract award will be in accordance with, but not limited to, the specifications and provisions of Section 165 of the State Finance Law, (Use of Tropical Hardwoods) which prohibits purchase and use of tropical hardwoods, unless specifically exempted, by the State or any governmental agency or political subdivision or public benefit corporation. Qualification for an exemption under this law will be the responsibility of the contractor to establish to meet with the approval of the State.

In addition, when any portion of this contract involving the use of woods, whether supply or installation, is to be performed by any subcontractor, the prime Contractor will indicate and certify in the submitted bid proposal that the subcontractor has been informed and is in compliance with specifications and provisions regarding use of tropical hardwoods as detailed in §165 State Finance Law. Any such use must meet with the approval of the State; otherwise, the bid may not be considered responsive. Under bidder certifications, proof of qualification for exemption will be the responsibility of the Contractor to meet with the approval of the State.

19. MACBRIDE FAIR EMPLOYMENT PRINCIPLES. In accordance with the MacBride Fair Employment Principles (Chapter 807 of the Laws of 1992), the Contractor hereby stipulates that the Contractor either (a) has no business operations in Northern Ireland, or (b) shall take lawful steps in good faith to conduct any business operations in Northern Ireland in accordance with the MacBride Fair Employment Principles (as described in Section 165 of the New York State Finance Law), and shall permit independent monitoring of compliance with such principles.

20. OMNIBUS PROCUREMENT ACT OF 1992. It is the policy of New York State to maximize opportunities for the participation of New York State business enterprises, including minority and women-owned business enterprises as bidders, subcontractors and suppliers on its procurement contracts.

Information on the availability of New York State subcontractors and suppliers is available from:
NYS Department of Economic Development
Division for Small Business
30 South Pearl St -- 7th Floor
Albany, New York 12245
Telephone: 518-292-5220
Fax: 518-292-5884
http://www.empire.state.ny.us

A directory of certified minority and women-owned business enterprises is available from:
NYS Department of Economic Development
Division of Minority and Women's Business Development
30 South Pearl St -- 2nd Floor
Albany, New York 12245
Telephone: 518-292-5250
Fax: 518-292-5803
http://www.empire.state.ny.us

The Omnibus Procurement Act of 1992 requires that by signing this bid proposal or contract, as applicable, Contractors certify that whenever the total bid amount is greater than $1 million:

(a) The Contractor has made reasonable efforts to encourage the participation of New York State Business Enterprises as suppliers and subcontractors, including certified minority and women-owned business enterprises, on this project, and has retained the documentation of these efforts to be provided upon request to the State;

(b) The Contractor has complied with the Federal Equal Opportunity Act of 1972 (P.L. 92-261), as amended;

(c) The Contractor agrees to make reasonable efforts to provide notification to New York State residents of employment opportunities on this project through listing any such positions with the Job Service Division of the New York State Department of Labor, or providing such notification in such manner as is consistent with existing collective bargaining contracts or agreements. The Contractor agrees to document these efforts and to provide said documentation to the State upon request; and

(d) The Contractor acknowledges notice that the State may seek to obtain offset credits from foreign countries as a result of this contract and agrees to cooperate with the State in these efforts.

21. RECIPROCITY AND SANCTIONS PROVISIONS. Bidders are hereby notified that if their principal place of business is located in a country, nation, province, state or political subdivision that penalizes New York State vendors, and if the goods or services they offer will be substantially produced or performed outside New York State, the Omnibus Procurement Act 1994 and 2000 amendments (Chapter 684 and Chapter 383, respectively) require that they be denied contracts which they would otherwise obtain. NOTE: As of May 15, 2002, the list of discriminatory jurisdictions subject to this provision includes the states of South Carolina, Alaska, West Virginia, Wyoming, Louisiana and Hawaii. Contact NYS

Department of Economic Development for a current list of jurisdictions subject to this provision.

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23. COMPLIANCE WITH CONSULTANT DISCLOSURE LAW. If this is a contract for consulting services, defined for purposes of this requirement to include analysis, evaluation, research, training, data processing, computer programming, engineering, environmental, health, and mental health services, accounting, auditing, paralegal, legal or similar services, then, in accordance with Section 163 (4-g) of the State Finance Law (as amended by Chapter 10 of the Laws of 2006), the Contractor shall timely, accurately and properly comply with the requirement to submit an annual employment report for the contract to the agency that awarded the contract, the Department of Civil Service and the State Comptroller.

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November, 2010

EOC
Economic Opportunity Council of Suffolk, Inc.

31 West Main Street
3rd Floor - Suite 300
Patchogue, NY 11772
Phone: (631) 289-2124
Fax: (631) 289-2178

January 24, 2013

Dr. Pless Dickerson
Superintendent of Schools
Wyandanch Union Free School District
1445 Dr. Martin Luther King Blvd.
Wyandanch, NY 11758

Dear Dr. Dickerson,

Economic Opportunity Council of Suffolk, Inc., SNAP Division fully supports the district's efforts to obtain a School Innovation Fund grant funded by the New York State Education Department of Education. This project opportunity will improve the services we provide to our students by improving teacher pedagogical and content knowledge, lengthening the school day/week/year and providing academic enrichment and support as well as social support to our mostly at-risk student population. As a result, significantly more Wyandanch youngsters will exceed New York State academic standards, graduate high school, and enroll in and complete college.

Educational and cultural trips along with college visits will also provide opportunities for Wyandanch students to become more familiar with life outside of their community.

Parent workshops will provide additional support to parents to support the education of their children, and seek better educational and occupational opportunities for themselves. Workshops will also focus on the importance of attending college for their children as they learn the requirements of college financial aid, including ways to plan, save, and borrow as well as how to find scholarships and other financial incentives including how students can apply for work study jobs.

We look forward to working with you on the implementation of this exciting program opportunity.

Sincerely.

Marcia K. Spector
SNAP Division Director

Cc: Adrian Fassett, CEO, EOC of Suffolk, Inc.

E-mail us at: eoc@eoc-suffolk.com
or visit our web site at:
eoc-suffolk.com

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An Affirmative Action Employer

Eastern Suffolk
BOCES

Educational Services That Transform Lives

January 23, 2013

Dr. Pless Dickerson
Superintendent of Schools
Wyandanch Union Free School District
1445 Dr. Martin Luther King Blvd.
Wyandanch, NY 11758

Dear Dr. Dickerson,

Eastern Suffolk BOCES fully supports the district's efforts to obtain a School Improvement grant funded by the New York State Education Department for the Milton L. Olive Middle School (MLO). This project opportunity will provide resources to improve teaching and learning so that more Wyandanch students exceed New York State and Common Core State Standards.

As partners in an Elementary and Secondary Counseling grant, we currently provide services to students through grade six only. However, as we see in our work, there is tremendous need to provide enhanced counseling services to the rest of the middle school population. Additionally, as the Elementary and Secondary Counseling grant will end in June 2013, the proposed project will allow us to continue our work, building resilience skills among Wyandanch students so that they can refuse the negativity of drugs and violence that plague their community. As a result, they will be better equipped to succeed in high school, post-secondary education and the workforce.

We look forward to working with you on the implementation of this exciting program opportunity.

Sincerely,

Lucille Buergers

Lucille Buergers
Program Administrator

Farmingdale
State College
State University of New York

W. Hubert Keen, Ph.D.
President
Phone: 631.420.2239
Fax: 631.420.2753
hubert.keen@farmingdale.edu

January 24, 2013

Dr. Pless Dickerson
Superintendent of Schools
Wyandanch UFSD
1445 Dr. Martin Luther King, Jr. Blvd
Wyandanch, NY 11758

Dear Dr. Dickerson,
Farmingdale State College (FSC) fully supports your application for the School Improvement grant for the Milton L. Olive Middle School (MLO) funded by the New York State Education Department. The proposed project will provide resources to improve teacher pedagogical and subject matter knowledge through working with our instructional coaches, all college professors and leaders in their fields. FSC's goal is to provide activities related to Security Systems, Engineering, Alternative Energy, Green Buildings and Nursing. The budget outlined for FSC is $158,500 over the project period.

This project opportunity will also lengthen the school day/week/year and provide academic enrichment and support as well as social support to your mostly at-risk student population. As a result, significantly more Wyandanch youngsters will exceed New York State academic standards, graduate high school, and enroll in and complete college.

Educational and cultural trips along with college visits will also provide opportunities for Wyandanch students to become more familiar with life outside of their community.

Parent workshops will provide additional support to parents to support the education of their children, and seek better educational and occupational opportunities for themselves. Workshops will also focus on the importance of attending college for their children as they learn the requirements of college financial aid, including ways to plan, save, and borrow as well as how to find scholarships and other financial incentives including how students can apply for work study jobs.

Farmingdale State College is the largest institution of Applied Science and Technology within the 64-institution SUNY system, with over 8,000 undergraduate students. This project is aligned with the mission of FSC, which fosters a supportive environment in which teaching and learning take place through research and service to the community.

We look forward to working with you on this exciting project.

Sincerely,

W. Hubert Keen

W. Hubert Keen Ph.D.
President
Farmingdale State College - SUNY

MENTORING PARTNERSHIP™ OF LONG ISLAND

January 22, 2011

Dr. Pless Dickerson
Superintendent of Schools
Wyandanch UFSD
1445 Dr. Martin Luther King, Jr. Blvd
Wyandanch, NY 11758

Dear Dr. Dickerson,

The Mentoring Partnership of Long Island fully supports your application for the School Improvement grant for the Milton Olive Middle School funded by the New York State Education Department. The proposed project has incorporated mentoring into your project design. This funding will provide resources to increase the numbers of MLO students who receive mentoring. Additionally, we hope to train a number of Wyandanch High School students to mentor younger students in the middle schools.

We will share our state of the art training tools with Milton Olive to ensure exemplary practice. Through sustained training and feedback sessions, especially at the beginning of the relationship, corrections will be made as needed to ensure that there is optimal match between the needs of mentees and the skills, interests, and abilities of mentors.

It is noted that where feasible, mentors will move with students from one school to another. In cases where this is not practical, efforts will be made to make another mentoring match for students who transition to another school.

Good luck on this exciting project!

Sincerely yours,

Jean Lahage Cohen

Jean Lahage Cohen
Executive Director

150 Motor Parkway, Suite 90, Hauppauge, NY 11788
631-761-7800 Fax: 631-761-7803 E-mail: info@mentorkids.org
www.mentorkids.org

Molloy College

1000 Hempstead Ave., PO Box 5002, Rockville Centre, NY 11571-5002
www.molloy.edu

Senior Grants Officer
Office of Advancement
T: 516.678.5000 ext. 6801
E: sradowitz@molloy.edu

January 24, 2013

Dr. Pless Dickerson
Superintendent of Schools
Wyandanch Union Free School District
1445 Dr. Martin Luther King Blvd.
Wyandanch, NY 11758

Dear Dr. Dickerson,

On behalf of the Family Support LI Initiative at Molloy College, it is my pleasure to support Wyandanch School District's efforts to obtain a School Improvement grant funded by the New York State Education Department for the Milton L. Olive Middle School (MLO). This project opportunity will provide resources to improve teaching and learning so that more Wyandanch students exceed New York State and Common Core State Standards and succeed in post-secondary education and the workforce.

Molloy is fully committed to a long tradition of academic excellence and understands the critical role of families in the development of healthy children/youth and communities. Family Support LI is an initiative funded by the Hagedorn Foundation to facilitate collaborations and dialogue to promote increased opportunities for families to become active partners in the development of programs and policies that impact their lives and the sphere of education and human resources throughout the Long Island Region.

Healthier communities and families will reduce the need for costly services required in the future. Clearly, educational institutions, localities, and the wider community benefit when children and parents, especially those who are at- risk for school failure and related social issues, have this opportunity to succeed in post-secondary education and the workforce.

To support the Wyandanch, MLO Initiative, an allocation of $10,000 will be made from this grant to Molloy College, Family Support Long Island for the following:

- Representation at quarterly meetings to discuss community needs and progress in meeting project goals and objectives
- Development and implementation of professional development programs to help staff better engage parents to be partners in the education of their children using the family support principles of engagement
- To provide data necessary for program evaluation
- Attend project planning and coordination meetings as appropriate and necessary.

Best wishes in this endeavor. If you need additional information, please contact me at (516) 678-5000, ext. 6801 or Angela Zimmerman, Coordinator, Family Support Long Island at (516) 678-5000, ext. 6625. Thank you.

Sincerely,

Sherry Radowitz

Sherry Radowitz, Ph.D.
Senior Grants Officer
Supervisor, Family Support LI Initiative

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Andrew Malekoff, LCSW/CASAC

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SERVING YOUNG PEOPLE
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Westbury, NY 11590-1766
(516) 997-2926

THE LUCILLE AND MARTIN E. KANTOR
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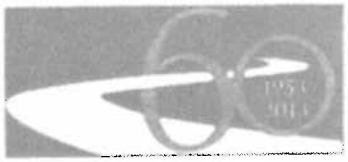
(516) 626-1971

www.northshorechildguidance.org

NORTH SHORE CHILD & FAMILY



GUIDANCE CENTER

January 23, 2013

Dr. Pless Dickerson
Superintendent of Schools
Wyandanch UFSD
1445 Dr. Martin Luther King, Jr. Blvd
Wyandanch, NY 11798

Dear Dr. Dickerson,

The North Shore Child and Family Guidance Center is proud to support your application for a School Improvement 1003(g) grant for the Milton L. Olive Middle School. The grant would provide needed services to the disadvantaged students and families in this community to increase the likelihood that Wyandanch students will graduate from high school and enter higher education with the skills to succeed in the workforce and in society.

Providing educational support and guidance for students will ensure that they possess the skills they need to exceed academic benchmarks for success, succeed in challenging coursework, and enter college and/or the workforce with global skills to become 21st Century citizens. As a result, they will less likely join gangs that have taken hold in our Long Island communities.

We would be pleased to provide two case workers to work with students at MLO, along with a part-time supervisor and support staff. This would extend our existing partnership after three years of working with your elementary students through the federally funded Elementary and Secondary Counseling Initiative that will end in June.

We look forward to working with you on this exciting project.

Sincerely yours,

Andrew Malekoff

Andrew Malekoff, LCSW, CASAC
Executive Director/CEO

LICENSED & SUPPORTED BY: Nassau County Department of Mental Health, Chemical Dependency, and Developmental Disabilities Services, New York State Office of Mental Health, New York State Office of Alcoholism and Substance Abuse Services. SUPPORTED BY: New York State Office for People with Developmental Disabilities, New York State Office of Children and Family Services, Nassau County Department of Health, United Way of Long Island, Great North Community Fund, Community Chest of Port Washington, Manhasset Community Fund

Western Suffolk BOCES

DIVISION OF INSTRUCTUCTIONAL SUPPORT SERVICES

Paula H. Klingelhoefer, *Executive Director*
31 Lee Avenue
Wheatley Heights, NY 11798
631/595-6815
FAX 631/623-4913

January 18, 2013

Dr. Pless Dickerson
Superintendent of Schools
Wyandanch UFSD
1445 Dr. Martin Luther King, Jr. Blvd.
Wyandanch, NY 11798

Dear Dr. Dickerson,

Western Suffolk BOCES Division of Instructional Support Services fully supports the efforts of the Wyandanch UFSD to obtain School Redesign grants, making it more likely that Wyandanch students exceed New York Standards and graduate high school with the 21st Century skills to enroll in and complete college.

We are committed to working with Wyandanch teachers and staff to improve their content and pedagogical knowledge. Our services are available in the areas of professional development, school/curriculum improvement, and instructional technology. We are available to work with teachers to examine student assessment results to help them target instruction in areas of student skill deficiency. We are able to provide professional development to help teachers plan, organize, and implement effective, evidence-based practices in the classroom that will lead to student achievement at the highest levels. We are also able to work with you to ensure you have the technological capacity to provide and support educational programs that enable students to maximize learning and meet New York State requirements.

We look forward to working with you on this exciting project.

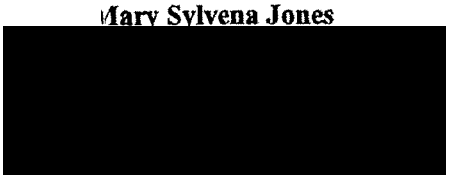
Sincerely,

Paula Klingelhoefer

Paula H. Klingelhoefer
Executive Director

Assistant Superintendent for
Educational Services

Mary Sylvena Jones



Objective: To obtain a meaningful and challenging position within the educational field which will allow me to utilize my skills and abilities to the fullest potential.

Education: 1981: Bachelor of Science Degree
Tuskegee University, Tuskegee, Alabama
Major: Food Service Management
Minor: Education

1983: Master of Science Degree
Purdue University, West Lafayette, Indiana
Major: Restaurant, Hotel, Institutional Management & Administration
Minor: Education

1989: Advanced Certificate
Brooklyn College, Brooklyn, New York
Major: Education Administration & Supervision
Minor: Education

Work Experience: 1995-Present: Coordinator of Students' Affairs; Teacher of Child Development & Parenting
Community School for Comprehensive Education, NYC Public Schools

Duties: I represented the students at the various meetings of the Principal and Chancellor's office while communicating their needs and concerns. I served as faculty advisor on the Student Council Board. I also taught Child Development & Parenting skills to pregnant and parenting teens.

1994-95: Teacher of Entrepreneurship, Child Development & Parenting; United Federation of Teachers (UFT) Chapter leader
Martha Neilson High School, Bronx, New York

Duties: In addition to teaching, I also served as the labor representative for the teachers to the Union and the Chancellor's office.

1992-94: Attendance Coordinator and Dean of Students
Martha Neilson High School, Bronx, New York

Duties: Behavior management through the use of rewards and punishment, supervision of activities of daily living in order to improve quality of life.

1995-Present: Independent Living Skills Consultant to the
Center for Children and Families
161-20 89th Street Avenue, Jamaica, New York

Duties: I work with teenagers who are aging out of group homes to help them develop skills that will be useful and necessary when they begin to live on their own.

1994-95: Office Manager, Lonsdale Homes Inc.
211-37 Jamaica Avenue, Queens Village, New York

Duties: I managed a Real Estate office on a part-time basis attending to multiple listings, scheduling appointments for salespersons and brokers, and I oversaw the day-to-day management of this office.

Certifications:

New York State School District Administrator
New York State School Administrator/Supervisor
New York State Teacher of Home Economics DHS

Licenses:

New York City Regular License-Home economics
New York City Assistant Principal-Day High School
New York City Assistant Coordinator Adult Programs
New York State Real Estate Sales Person

Special Skills:

Conflict Resolutions Training
Style Awareness Training
Strategies for Crises Intervention and Prevention (SCIP)
Strategies that Inspire Students (SIS) Training

Extra-Curricular Activities:

President-Jamaica College of Agriculture and Science
Member-American Dietetic Association
Author of orientation policy and procedure manual for the Program for Pregnant and Parenting Services, New York City Board of Education

Duties: I coordinated and supervised all attendance activities structured toward improving student attendance and drop-out prevention (AIDPP). I also disciplined and guided students in their adherence to school policy and procedure.

1990-92: Teacher of Science and English as a Second Language (ESL), School-Based Management Sub-Committee Task Force Representative
Rikers Island Educational Facility High School, Elmhurst, Queens, New York

Duties: In addition to teaching, I was instrumental in the formation of the School-Based Management Shared Decision Making (SBM/SDM) policies that was further incorporated into the school's plan of action. (Mandate for Effective Management of Schools).

1988-90: Teacher of Science and Home & Careers
Junior High School 275, Brooklyn, New York

1985-88: Assistant Principal Intern and Teacher of English
Richard Grossley Intermediate School
Jamaica, New York

Duties: I assisted the principal in the day-to-day operation of the school while learning the duties of the position. This was in addition to teaching English to Grade 10 students.

1984-85: Teacher of Adult Continuing Education
New York City Board of Education, New York

1983-84: Director of Associate Degree Program in Food Service Management
Lamar University, Beaumont, Texas

Duties: As a director, I developed course descriptions and their grading guidelines. I served as the liaison for the program to the University Board and the community as a whole. I maintained statistical records and gave the various reports to department chairs, etc. I supervised other department instructors and was chief spokesperson for the program.

Work Experience (Non-Educational)

1988-Present: Counselor for the Mentally Handicapped
Family Residences and Essential Enterprises
120 Plant Avenue, Hauppauge, New York

Director of Business

Kenneth W. Rodgers, Ed.D.

[redacted]

SUMMARY

Experienced leader in the public schools and the educational services sector with a collaborative leadership style and excellent interpersonal and communication skills. Proven record of accomplishments for the development of strategic plans, operational plans, and annual budgets and execution to achieve desired performance. Results oriented executive who can create consensus about strategic initiatives and annual goals and achieve strategic, operational, and financial goals.

- Strategic Planning
- Annual Budget Development
- Management of daily operations
- Technology use in schools
- Financial Planning and Control Systems
- Financial reporting and auditing
- Academic excellence for all students
- Professional development
- Facilities management
- Human resource/staff development
- Vendor Relationships and Alliances
- Information Systems/Web-based
- Legal affairs
- Grants administration and evaluation

PROFESSIONAL AND MANAGERIAL BACKGROUND

FREEPORT PUBLIC SCHOOLS, Freeport, NY — **2010 to present**
Assistant Superintendent for Business

Freeport Public Schools serves a diverse community of approximately 6,400 students with a budget of approximately $100,000,000 for FY 2011-12. I serve as a member of the Superintendent's Cabinet responsible for the business affairs of the District. My responsibilities include the following: budgeting and accounting; food services; facilities; transportation; information technology; purchasing; information technology and insurance and risk management. Since joining the District in October, 2010, we have focused on addressing the challenges of preserving our broad range of programs and services to meet the needs of our students while developing a budget proposal for FY 2011-12 that the community can support and afford.

UNIONDALE PUBLIC SCHOOLS, Uniondale, NY **2006 to 2010**
Assistant Superintendent for Business Affairs

Uniondale Public Schools serves 6,300 students through nine schools in a diverse suburban community in Nassau County, New York. The annual budget for FY 2009-10 is $156,576,986, supporting approximately 1,300 staff members. I serve as a member of the Superintendent's cabinet with a proven record of success in all of the traditional functions supported by a business office, including: budgeting; accounting and reporting; transportation; information technology; purchasing and bidding; payroll; accounts payable; insurance and risk management; buildings and grounds; Capital projects; technology; and food service. Since joining the District, we have implemented all of the provisions of the Five-Point Plan for Fiscal Accountability implemented by the Governor of New York in July, 2005. During my work at Uniondale, I have established and maintained positive interpersonal relations with all of the major constituents of the Business Office, including students, parents, and staff. Through a series of Corrective Action Plans, all operations of the Business Office have improved to established professional standards. Services have been improved along with significant costs savings, especially in the area of transportation.

MOSAICA EDUCATION, INC. New York, NY **2004 to 2005**
Chief Operating Officer

Mosaica Education (MEI) develops and manages charter schools in the K-12 education sector, with emphasis on early and middle grades (K-8), with 27 schools during AY 2004-05 serving over 10,000 students in eight states and DC. *Inc.* Magazine and the Initiative for a Competitive Inner City (ICIC) have announced on April 22, 2005, that Mosaica Education, Inc., was ranked number one as America's fastest-growing company serving the inner city. The 2005 Inner City 100 list is a ranking of the 100 fastest-growing urban businesses in the nation. The company was founded by Gene and Dawn Eidelman, and has grown to be one of the nation's top five charter school educational service providers. The MEI Website at www.mosaicaeducation.com offers a more extensive overview of the firm.

Reporting to the CEO, I have operational responsibility for Mosaica's network of existing and planned schools. This includes (1) providing oversight of school operations and major staff functions, including school accounting, personnel recruiting, enrollment and purchasing; (2) leading the relationship with client boards and other community constituencies; (3) being primarily accountable for the schools' financial and educational performance; and (4) overseeing rollout of new schools.

Reporting to me are our Region l Vice Presidents, site Chief Administrative Officers (principals), faculty, and other s hool administrators. The RVPs, most of whom have had senior leadership positions i i public education, are responsible for two schools with a range of educational and admin trative responsibilities. Our operational goals focus on our commitment to improving s ident achievement and to sustaining our financial goals.

VANTAGE LEARNING, Nev own, Pa. **2000 to 2004**
Vice President

Vantage Learning is a private fir that builds superior quality artificial intelligence tools used by the educational commun y to create "one-on-one" learning environments. The firm is self-financed from its own ope ting performance based upon an effective marketing and sales program. The IntelliMetric latform is Internet delivered and includes innovative assessment tools for Computer A aptive Testing and electronic scoring of essays. Major responsibilities included:

- Developing strategic alliance and acquisitions. Lead the negotiation team for the purchase of the Intelligent Co tent Management/Knexys assets from Lernout & Hauspie in US bankruptcy court.
- Developing a new initiative t improve student achievement in urban districts, and implemented a business devel pment and sales program for major urban districts, state department's of education, an the US Department of Education..
- Establishing and maintaining elationships with the financial and investment community.
- Assisting in the strategic deve opment of the company for a corporate transaction, either an Initial Public Offering or a rivate sale

THE POINT GROUP NETW RK, Greenwich, CT **1999 to 2000**

Senior consultant assisting execut es with strategy, structure, and launching new ventures:

- Assisting in the strategic deve pment and venture capital financing of an Internet-start-up firm that is addressing the eds of employers and the e-cruiting community
- Advising the President and C O of a global localization/globalization firm to establish an alliance with a management c nsulting firm to accelerate the migration of its current client to an Internet-based App lication Service Provider model for new services.
- Assisting a major public unive sity to develop a new institutional strategy to follow the successful completion of a $1 illion capital campaign:
  - Clarifying roles and respo ibilities between the President and the Board of Trustees;
  - Launching a renewed strat gic planning process; and
  - Developing a strategy for a Internet development fund to capture the benefits of the wealth that has been recen y generated in this space.
  - Recommendations used as platform to launch an ambitious $3 billion capital campaign three years later

THE COLLEGE BOARD, Nev York, NY **1988 – 1999**

Senior Vice President, Finance and Corporate Strategy, 1996-1999
Executive Vice President, Finance, Administrative and Corporate Affairs, 1988-1996

Overview: The Board is a $250 million educational association that supports students' transition from high school to college. Most of the annual revenue is earned each year through fees for services provided to students and institutions. The Board's most prominent programs include the SAT and the Advanced Placement Programs.

Served as chief advisor and chief fiscal officer to the President. During my tenure, the following accomplishments were achieved:

- The Board's revenues doubled to approximately $250 million, its annual operating performance improved to approximately $12-15 million before one-time charges, and its capital structure was strengthened.
- Its major programs were renewed and repositioned for the first decade of the 21st century, including the publishing, financial aid, guidance services, and admissions testing programs.
- Executive officer for reengineering efforts that reduced operating costs over $60 million during a decade of intense focus to improve services and reduce operating costs
- Significant growth in its teaching and learning programs, including the Advanced Placement Program (AP) and the new, Internet-based placement test, Accuplacer.
- Provided strategic leadership for major technology developments including conversion of the guidance publishing program to an integrated, computerized guidance system for schools and consumers; development of Internet-delivery for placement testing programs; and upgrading of internal information technology to a client/server architecture.
- Negotiated and administered contracts with the Board's operational partners and vendors to be more accountable and cost effective to the Board.
- Defined and led implementation of strategies designed to meet the Trustee goal of bringing the College Board into the 21st century as a fiscally sound educational leadership organization.
- Developed and provided leadership for strategic planning and budgeting process.

ARTHUR D. LITTLE, INC., Acorn Park, Cambridge, Massachusetts **1973 - 1988**
Senior Staff

A senior professional staff member for the international management consulting and research and development firm. Led the turn-around of the educational sector practice from a problem prone area to one that provided a rewarding and economically viable area of work for the firm.

- Involved in public policy/program evaluation, governance and management, and information technology planning and implementation for non-profit organizations, including educational institutions and systems, hospitals, health insurance organizations, associations, and petroleum firms.
- Major clients included a diverse representation of higher educational institutions and their governing and supporting associations and agencies; governmental agencies and research and development organizations; associations and non-profit health insurance firms; and select commercial organizations in the petroleum and information technology industries.
- For four years, was a resident advisor and/or chief of party for sustained, long-term engagements in the Middle East -- both for the Supreme Council of Universities in the Arab Republic of Egypt and Petromin (the domestic oil agency) in the Kingdom of Saudi Arabia.

- Chaired the Faculty Committee for the regional accreditation of the Arthur D. Little Management Education Institute, a proprietary, professional school offering a Master of Science in Management for middle and senior managers from developing countries.

TUSKEGEE INSTITUTE, Tuskegee Institute, Alabama **1971 - 1973**
Associate Director, *Office of Operations Analysis and Research*

- Served as a Woodrow Wilson Administrative Intern to the President to help reposition the Institute as a leading educational institution in the post civil-rights era of the 1970's.
- Designed and implemented a comprehensive planning and information system.
- Supported the President in preparing the annual budget and in conducting various operational improvement studies.

CIVIC RESPONSIBILITIES

Posse Foundation, New York, New York **1989-2001**
Founding Trustee and executive Sponsor at the College Board

Executive sponsor at the College Board for five years while the Program was incubated at the College Board and a founding trustee for a non-profit foundation that recruits and supports urban youth to succeed in the nation's leading colleges and universities that participate in the program and enrich the cultural diversity of those students. New York City was our first major urban city. Today, over 1200 Posse Scholars have received more than $120 million in scholarship aid since the programs inception.

Scarsdale Board of Education, Scarsdale, New York **1996-1999**
Board Member

Served a three-year term as Board member of the Scarsdale Board of Education.

Scarsdale Transfer Education Plan (STEP), Scarsdale, New York **1994-1995**

Served as a Board member and President of the Scarsdale Transfer Education Plan that recruits African-American youth from the South to live in the community and attend the last two years of high school at Scarsdale High School. STEP is an exceptionally successful program that has been continuously supported for approximately forty years.

CERTIFICATIONS and TENURE

New York State: School District Administrator: New York State: Transition D Certificate, application pending by the College of New Rochelle

School Business Administrator: Permanent, Effective September 1, 2005. Control Number: 650930051

Tenured as Assistant Superintendent for Business Affairs of the Uniondale Union Free School District on September 15, 2009

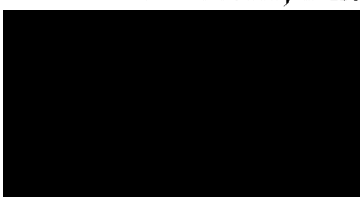
EDUCATION

University of Alabama - 1969

Bachelor of Arts, American Studi
The Wharton School of the Univ rsity of Pennsylvania - 1971
Master in Business Administratio Finance concentration
Harvard Graduate School of Ed ication - 1980
Doctorate in Education, with a co centration in Administration, Planning and Social Policy
College of New Rochelle, Augus 2005
Professional Diploma (Transition) Program), eligible for the School District Administrator Certificate and School Business A iministrator Certificate
Institute for Educational Mana ment, jointly sponsored by the Harvard Business School and the Harvard Graduate School of E ucation - 1972

Evaluator

Renée J. Blumstein, Ph.D.



Higher Education

Ph. D.	Columbia University	Educational and Psychological Measurement, Evaluation, and Statistics	1986
B. A.	Queens College	Major: Psychology	1978

Academic and Professional Honors

Who's Who in America
Teachers College Columbia University General Scholarship Award
Long Island University- C.W. Post Award for Excellence in Education
Safe Schools/Healthy Students in Uniondale Partnership Award

Professional Affiliations

American Association of University Women
American Educational Research Association
American Evaluation Association
American Psychological Association (Divisions 5, 13, 14, 15)
Association for Supervision and Curriculum Development
National Council on Measurement in Education

Completed Projects

Program Evaluation: For each project listed below, Dr. Blumstein developed research designs, survey and test instruments, conducted statistical analyses and wrote reports detailing program progress and success.

Dates	Program	Organization
2012-2013	School Improvement Grant	Uniondale UFSD
2010-2012	Elementary and Secondary Counseling	Wyandanch UFSD
2010-11	ARRA- Enhancing Education Through Technology	Western Suffolk BOCES
2010-12	Readiness and Emergency Management	Half Hollow Hills CSD

Program Evaluation (Continued)

Dates	**Program**	**Organization**
2008-2010	Readiness and Emergency Management	Copiague UFSD
2007-2011	Teaching American History	Nassau BOCES
2007-2011	Title IID – Enhancing Education Through Technology	Nassau BOCES
1999-2012	Perkins- Career and Technical Education	Nassau BOCES
2004-2009	New York State Charter School Accountability Report	Child Development Center of the Hamptons
2005-2009	Safe Schools/Healthy Students	Uniondale UFSD
2007-11	Mentoring Initiative in Uniondale	Uniondale UFSD
2006-2010	FLAP- Mandarin Chinese	Roosevelt UFSD
2005-2006	SURR Project Evaluation	Roosevelt UFSD
2005-2008	21st Century Community Learning Center	Roosevelt UFSD
2005-2007	Title IID- Enhancing Education Through Technology	Roosevelt UFSD
2005-2008	Learning Technology – ESL/Math	Nassau BOCES
2003 – 2005	21st Century Community Learning Center	Westbury UFSD
2004- 2005	Elementary and Secondary Counseling	Westbury UFSD
2003-2007	Community Policing in Hempstead	Nassau County District Attorney
2003 - 2004	Community Technology Center	Westbury UFSD
2003- 2004	Character Education	Westbury UFSD
2002-2005	21st Century Community Learning Center	Freeport UFSD
2001, 2002	Goals 2000- Middle and High School ELA	Westbury UFSD
2001- 2004	Comprehensive School Reform Demonstration Program	Westbury UFSD
2001, 2002	Adult Basic Education	Westbury UFSD
2001	Programs for English Language Learners	Freeport UFSD

Program Evaluation (Continued)

Dates	**Program**	**Organization**
2001	Special Education Programs	Freeport UFSD
1999, 2000	InHouse Staff Development Project	Western Suffolk BOCES
1998 - 2000	Annenberg Arts Curriculum	New York City
1998	Elementary Reading Program	Northport UFSD
1996	Career Exploration Program	Newark, NJ Public Schools
1995-6	Making Healthy Music	US Department of Commerce
1994-6	Non-Public Schools	Newark, NJ Public Schools
1994-1996	Bilingual Programs	Newark, NJ Public Schools
1992-1994	Entrepreneurial Training Course	LaGuardia Center for Economic Development
1993	Performance Based Assessment	NYC Board of Education
1991-1992	Integrating the Computer into the Curriculum	State of Maryland
1991	Occupational Exploration Program	Gateway Job Corps
1990, 1991	Cooperative Relationships Project	State of New Jersey
1989,1990	Title VII Bilingual Program	Englewood, N.J.
1988, 1989	Attendance Improvement/ Dropout Prevention (AIDP)	New York City Board of Education
1987	Post Freshmen Summer Program	City University of New York
1987	Writing to Read	Englewood, N.J.
1987	Gifted and Talented Program	New York City Board of Education
1986	Telemarketing Training Program	American Telephone and Telegraph

Research and Statistical Analysis

- Analyzed Accreditation for Growth Survey results for all Hempstead UFSD schools used to attain accreditation status for Hempstead High School for the first time in seven years

- Conducted focus groups of faculty and staff at major university to determine level of satisfaction with campus services

- Facilitated focus groups with alumni from Dental School concerned with graduate perceptions of the school and how that affects involvement in alumni affairs and fundraising

- Developed a multi-level statistical model to predict student achievement utilizing school and student variables in New York City

- Examined the effects of a parents volunteer program on the academic achievement of their children in New York City Schools

- Conducted analysis of state mandated ELA and mathematics assessments for school districts throughout Nassau County

- Conducted demographic and enrollment planning analysis for school districts in the New York Metropolitan Area.

- Investigated the relationship between socioeconomic variables and student achievement in New York City

- Validated behavioral scoring models used to predict credit behavior for a major U.S. bank. Improved acquisition strategy by providing acceptable behavioral profiles

- Analyzed standards by which to judge reading progress for students scoring at the lowest quartile on standardized reading tests in New York City

- Analyzed 1990 Census data in relation to the academic performance of New York City public school children

- Statistically summarized minimum competency test results for faculty and administration of The City College of New York

- Constructed automated tracking system for identifying students requiring minimum competency test notification at The City College of New York

Survey Design and Analysis

- Developed a national survey for The College Board to determine how colleges have changed the way they deliver services to their students as a result of computer-adaptive testing.

- Served as project manager for a national survey of college alumni designed to bring positive public relations to the City College Of New York. As a result, the college received media recognition by THE NEW YORK TIMES as a flourishing institution of higher education.

- Developed a survey of senior managers at a major U.S. bank to determine which qualities are desired in "high potential" managers.

Test Development and Validation

- Developed validation procedures and materials for the College Board's Computerized College Placement Examination Program.

- Consulted to institutions of higher education on the setting of cut scores for incoming developmental students for the College Board

- Developed a product knowledge test based upon written training material to screen applicants for telemarketing sales jobs at AT&T

- Developed and validated a personality test to predict personnel turnover at Citibank

- Analyzed the results of a newly designed test to assess skill mastery of kindergarten students in the Newark Public Schools. Made recommendations for item revisions.

Personnel Research

- Designed and delivered focus group interviews with employees and their supervisors to determine training and assessment needs for AT&T.

- Constructed work sample tests used for the selection of telemarketing sales personnel. Confirmed that selection test is significantly correlated with supervisors' ratings.

- Examined job analysis ratings in order to operationalize job functions.

- Developed focus group questions for presidents of 62 New York businesses to ascertain the skills they seek in entry level workers

Monique DeMory

6[redacted]Work)

EXPERIENCE

Hope For Youth, Inc. — 1992-Present
Children & Family Welfare Agency
Amityville, New York 11701

Child Care Counselor	1992-1993
Residence Manager	1993-1995 & 1997-1998
Program Supervisor	1995-1997
Program Manager	1997-Present

Jewish Board Children and Family Services — 1999-2000
Children & Family Welfare Agency — Per Diem Child Care Counselor
Brightwaters and Bay Shore, New York

St. Mary's Children and Family Services — 2000-2001
Children and Family Welfare Agency — ONA Child Care Counselor
Brightwaters Diagnostic Group Home

Program Manager, responsibilities include: OCFS case management activities such as liaison to parents, courts, schools, placing agencies, and/or other service providers; preparation of UCR's and reports as required by OCFS; monitoring the provision of medical, dental, educational, vocational or other special services; scheduling of home visits; participation in bi-weekly interdisciplinary team meetings; conducting client intakes or assessments; recommendations regarding service planning including discharge plans; attending necessary court related meetings or hearings related to clients; and supervision of Child Care Staff and the day to day management of a community based group home.

Program Supervisor, was responsible for the day to day administration and supervision of four residential group homes. Tasks include: interviewing prospective staff; recommendations regarding staff selection; coordinated training of new staff; prepared staff evaluations and conferences; coordinated staff schedules and the scheduling of program activities; provided supervision to residents as necessary and supervised or monitored the supervision of child care staff; planned or supervised planning of food, supply or equipment purchasing within functional units; and monitored maintenance needs including vehicles.

Residence Manager, was responsible for the day to day management of a community based group home. Responsibilities included staff orientation to agency and facility; daily supervision, scheduling, and evaluation of staff; resident orientation to agency; resident supervision and scheduling of appointments; participation in assessments, case planning and case management activities; maintaining property, vehicle, and equipment; monitoring school attendance, home visits,

and other community areas of involvement and documentation of same; meal and recreation planning; monitoring and reporting on facility budget; maintaining facility logs and reports; and monitoring resident physical and mental health needs.

Child Care Counselor, actively participated in the daily supervision of residents; monitored school attendance; prepared meals; monitored resident personal hygiene and health and provided instruction regarding same; transported and supervised residents during appointments/activities; completed logs; supervised and assisted in the cleaning of unit; and maintained property and funds as assigned.

Overnight Awake Child Care Counselor (ONA), was responsible for the supervision of 12 adolescent girls with observation at 15 minute intervals and documentation of same. Provided crisis counseling for youngsters dealing with such issues as AWOLS; traumatic nocturnal history; and resident conflict. Performed general housekeeping tasks, light laundry, and assessed site for physical repairs and documented same. Prepared breakfast; supervised am routine; and conducted verbal turnover with day staff Participated in staff meetings once a month and met with primary residents on a weekly basis.

EDUCATION

Bachelor of Arts in History
1986 – 1990

Master of Education in Counseling/Human Development
1990 - 1992

Presidential Scholar as Undergraduate
Dean's List 1988
St. Lawrence University, Canton, New York 13617

ASAC Certificate 1998
Paper selected for oral presentation to graduating class
South Oaks Institute, Amityville, New York 11701

TRAINING/CERTIFICATION

Therapeutic Crisis Intervention (TCI) Associate Trainer Cornell Curriculum 2000 to present.

Provisional School Counselor Certification New York State

Western Suffolk BOCES

PAULA H. KLINGELHOEFER

SKILLS

Highly organized, clear communicator, quality conscious, priority & deadline dedicated, committed team worker, flexible & innovative, technologically proficient.

EXPERIENCE

1985–Present Western Suffolk BOCES Dix Hills, NY

Executive/Divisional Director, Division of Instructional Support Services, 2005-Present

- Lead and manage the Division of Instructional Support Services, including services to enhance instruction, curriculum and technology, including 50 staff, $12 million dollar program budget & $1.5 million dollars in grant funds.
- Supervise divisional administrators, program administrators and grant coordinators in program and budget planning for services in professional development, curriculum development, school improvement, instructional technology, outdoor environmental education, regional summer high school, student support services, law related education, Teacher Center, leadership, library automation, records management and planning.
- Along with Chief Executive Officer, conduct Superintendent Searches for component school districts, working closely with Boards of Education.
- Lead the regional Assistant Superintendent for Curriculum & Instruction Council.
- Develop regional capacity for education reform initiatives, including Race to the Top, College/Career Readiness, Core Common Standards, Data Driven Instruction, Annual Professional Performance Review, Differentiated Accountiabilty, etc.
- Demonstrate clear understanding of state and national reform initiatives, along with current and emerging NYS statte standards and assessments.
- Create and market BOCES programs and services to school districts.
- Serve as regional representative at statewide Staff and Curriculum Development Network meetings.
- Serve on various professional committees, including WLIW/WNET Instructional Television Committee, State Archives Regional Advisory Committee, Kids in Action Educational Committee; policy board member of the Suffolks' Edge Teacher Center and the Intercounty Teacher Center; advisory board member of the Long Island School Leadership Center, and member of the Educational Enterprise Zone.

Assistant Director, Division of Instructional Support Services, 2000-2005

- Assisted in the management, supervision & facilitation of instructional support services for 18 school districts educating over 80,000 K-12 students.
- Responsible for personnel, contract, budget and facility matters of the division.
- Responsible for over 50 staff, including supervision, evaluation & recommendations for hiring.

Administrator of School Planning, 1985-2000

- Supervised & acted as team leader for a professional staff.
- Conducted over 300 comprehensive long range planning studies for over 100 school districts throughout New York State, including thorough analysis of demographic trends, historical/projected enrollment, facility space analysis, alternative plans for student housing, personnel management, & other district issues.
- Responsible for developing marketing and sales of all services, including design of brochures, booklets & mailings.
- Design & presentation of technical information to professional & lay groups.
- Wrote extensive technical reports.
- Grants (categorical and competitive) – proposal writing, management & evaluation.
- Program research, including literature searches, survey development & compilation.
- Coordinated regional administrative & staff development.
- Budget development, monitoring, & management.