

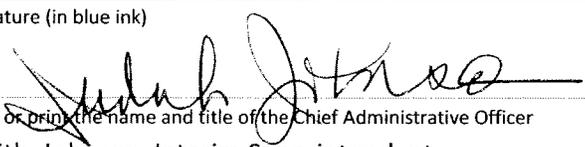
New York State Education Department
Application Cover Sheet
School Improvement Grant (SIG) 1003[g]

| | |
|----------------------------|---------------|
| DO NOT WRITE IN THIS SPACE | |
| Log Number | Date Received |

| | | | |
|--|-------------------------------------|---|--|
| District (LEA) | | | LEA Beds Code: |
| Mount Vernon School District | | | 660900010000 |
| Lead Contact (First Name, Last Name) | | | |
| Gertrude Karabas | | | |
| Title | Telephone | Fax Number | E-mail Address |
| Assistant Superintendent | (914)358 - 2374 | (914)-665-7548 | gkarabas@mtvernoncsd.org |
| Legal School Name for the Priority School Identified in this Application | | | School Beds Code |
| A. B. Davis Middle School | | | 660900010022 |
| Grade Levels Served by the Priority School Identified in this Application | | | School NCES # |
| Grade 7 and Grade 8 | | | 362010001840 |
| Total Number of Students Served by the Priority School Identified in this Application | | | School Address (Street, City, Zip Code) |
| 792 | | | |
| School Model Proposed to be Implemented in the Priority School Identified in this Application | | | |
| Turnaround <input type="checkbox"/> | Restart <input type="checkbox"/> | Transformation X <input checked="" type="checkbox"/> | Closure <input type="checkbox"/> |

Certification and Approval

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

| | |
|---|------------------------|
| CHIEF ADMINISTRATIVE OFFICER | |
| Signature (in blue ink) | Date |
|  | 1/24/13 |
| Type or print the name and title of the Chief Administrative Officer | RECEIVED |
| Judith Johnson, Interim Superintendent | postmarked JAN 25 2013 |
| DO NOT WRITE IN THIS SPACE | |

ORIGINAL

CONTRACT ADMINISTRATION



SUBMISSION CHECKLIST - Turnaround, Restart, and Transformation Models

| Documents For Submission | Checked – applicant | Checked – SED |
|---|----------------------------|--------------------------|
| Application Cover Sheet <i>(with original signatures in <u>blue ink</u>)</i> | X <input type="checkbox"/> | <input type="checkbox"/> |
| Proposal Narrative <i>(Including District-level Plan, School-level Plan)</i> | X <input type="checkbox"/> | <input type="checkbox"/> |
| Attachment A Consultation and Collaboration Form | X <input type="checkbox"/> | <input type="checkbox"/> |
| Attachment B School-level Baseline Data and Target Setting Chart | X <input type="checkbox"/> | <input type="checkbox"/> |
| Attachment C Evidence of Partner Effectiveness Chart | X <input type="checkbox"/> | <input type="checkbox"/> |
| Attachment D Budget Summary Chart | X <input type="checkbox"/> | <input type="checkbox"/> |
| 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/) | X <input type="checkbox"/> | <input type="checkbox"/> |
| Budget Narrative | X <input type="checkbox"/> | <input type="checkbox"/> |
| Memorandum of Understanding <i>(only if proposing a Restart model)</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| Assurances for Federal and Discretionary Program Funds | X <input type="checkbox"/> | <input type="checkbox"/> |
| <p>SED Comments: Has the applicant submitted all of the documents listed above? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Reviewer: _____ Date: _____</p> | | |

PROPOSAL NARRATIVE

I. District-level Plan- Transformation Model

A. District Overview

Mount Vernon School District fully understands what it needs to do to turnaround underperforming schools and to set the stage for dramatic change in student's outcomes at Davis Middle School, the district's Priority School. The district is a recipient of NYSED's Systemic School and District Support grant and is able to draw from a consortium of highly skilled partners to support the district turnaround efforts that are currently underway. The district has restructured and has developed a Turnaround Office that is headed by an Assistant Superintendent for Accountability, Innovation and School Improvement. The district has developed a District Comprehensive Improvement Plan based on the Six Tenets and Statements of Practice known to support school improvement. The district has arrived at a theory of action to serve as a basis for decision making, self assessment and reflection. Most importantly, the district is communicating the message that schools must break the cycle of low performance and low expectations.

According to the report "Exploring the Pathway to Rapid District Improvement" published by The Center on Innovation & Improvement (2009), districts like Mount Vernon, with increasing numbers of underperforming schools, *should* strive for instructional coherence, decrease teacher isolation, cultivate shared responsibility, promote collaborative discussions and problem solving, and develop multiple professional learning communities in schools and across different stakeholder groups. The report further stresses that these districts need to be able to provide for a system of aligned curriculum, instruction, and assessments; they need to have data systems in place to allow administrators and teachers to use data; and they should have mechanisms to monitor and focus support towards improving instruction. Districts must also be willing to reorganize to fully support improvement efforts aimed towards improving instruction. Most importantly, the report argues that when districts engage in rapid improvement, *there is a catalyzing event that awakens the district and opens up a window of opportunity allowing the district to take strategic actions that simultaneously change beliefs and improve what isn't working.* According to this framework posited by the Center on Innovation and Improvement, the Mount Vernon School District is on the pathway to rapid district improvement which is a known prerequisite for school turnaround since rapidly improving districts cultivate and use a set of improvement capacities that are focused on improving all aspects of the district as a system.

On November 7, 2012, at a public meeting of the Board of Education, the Mount Vernon School District accepted a grant award from New York State Education Department to launch a comprehensive district and school turnaround initiative in order to bring about rapid and dramatic improvement in student achievement. Through the grant award the district will partner with three key organizations: Bank Street College, Annenberg Institute for School Reform (AISR), and MCREL to build supportive district-level operating structures, and re-frame district systems to both support schools in improving student academic performance and holding them accountable for needed gains in performance. More importantly, the initiative will help to build the capacity of district and school leaders to design and implement school turnaround plans that ensure dramatic gains in student academic performance through the effective implementation of

the Common Core State Standards (CCSS), systems for teacher and leader effectiveness, and a cycle of data-driven instruction (DDI)/inquiry and action.

The three partner organizations share complementary philosophies about school and district improvement and have proven track records of supporting high-achieving schools. Interim School Superintendent Judith Johnson noted that the partnership must espouse a theory of change. She believes that if the district and its partners can identify “what matters most”- four or five key drivers based on research and that, if addressed correctly, will most likely result in dramatic changes in student outcomes. Mount Vernon School District has had several initiatives to drive school improvement. **What makes this initiative different and sustainable?** First, this is a partnership that also includes the City of Mount Vernon and various other organizations in the city that care about the future of Mount Vernon. Mayor Davis recently affirmed that a partnership with the City of Mount Vernon is a critical element in moving both the district’s educational and the city’s strategic agenda. In addition, there will be careful NYSED and partner monitoring of the project and decisive intervention when the district fails to make adequate progress on its various benchmarks. All project partners have pledged to advocate for the changes necessary to dramatically increase student achievement in Mount Vernon and report results to all stakeholders in a timely fashion.

To this end, as outlined in the NYSED’s School and District Systemic Support Grant, MVSD and its partners are in the process of developing a cohesive strategic plan for improving and enhancing district capacity and for enabling the district to proactively plan for identification, intervention and support of low performing schools. As a result, MVSD will emerge with a restructured central office structure based on an organizational theory of action, with the additional resources of its partners focused on increased district capacity to consistently support school intervention, improvement and turnaround strategies. Of equal importance will be the creation of pipeline and supporting policies for recruiting and retaining highly effective teachers and leaders for chronically underperforming schools. This includes: development of a recruitment and retention strategic plan; articulation of characteristics of the district and its schools that are attractive to teachers; identification of schools within the district that have challenges with teacher recruitment; establishment of recruitment goals in terms of teacher quality and quantity for the district as a whole; development of partnerships with universities and colleges that deliver the highest quality teacher preparation; and altered hiring procedures and budget timelines that ensure the appropriate types and number of teachers and principals can be recruited and hired.

To date, the Mount Vernon school District has restructured its Central Office and has created an Office of Innovation and School Improvement headed by an Assistant Superintendent for Accountability, Innovation and School Improvement and staffed by a school turnaround specialist. The district recently hired a District Administrator for Data and Assessment who has developed Data Inquiry Teams in all its sixteen schools. As noted in the referenced report by the Center for Innovation and Improvement, a central theme of the research on district improvement is that districts that make rapid and dramatic improvement are, to no surprise, focused intensively on improving all aspects of the district as a system, from the central office to classroom instruction. In rapidly improving districts, improvement capacities refer to district *structures, policies, processes, and programs* intentionally designed to improve overall organizational

capacity and the quality of teacher instruction. A central theme of the research on district improvement is that districts that make rapid and dramatic improvement are, to no surprise, focused intensively on improving all aspects of the district as a system, from the central office to classroom instruction. In rapidly improving districts, improvement capacities refer to district *structures, policies, processes, and programs* intentionally designed to improve overall organizational capacity and the quality of teacher instruction. In addition, the district is currently in the process of selecting a data management system to bring together all of the district's programs, assessments, curriculum maps and data reports into a single platform. A rapidly improving district must have a data system for collecting, storing, accessing, and disseminating school and student-level data.

What Does the District's Theory of Action for Change Look Like?

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

--If the district has structures, processes, and programs for strategically allocating and targeting human and fiscal resources; aligning district systems, policies and structures to support district and school improvement efforts; then: the district will develop its capacity to successfully restructure so that all efforts, functions, policies, and actions are supporting the improvement effort.

-- If the district establishes and communicates a district-wide improvement strategy, including a vision and specific goals for improvement; develops and communicates policies, non-negotiables, and new programs; establishes and maintains a focus on equity; coordinates and monitors district-wide improvement strategies; and sets expectations for monitoring and supporting school improvement efforts; then: the district will continue to develop its capacity to successfully reorient the organization by shifting culture and beliefs toward shared responsibility for student achievement.

-- If district educators (principals, teachers, administrators) engage in ongoing (e.g., at least once a week) problem-solving around issues related to teaching and learning; incorporate educator-developed strategies and solutions into school and district improvement efforts; support and engender productive attitudes/dispositions, such as trust, willingness to share information, reflection and self-awareness, and willingness to change; then: the district will improve its capacity for improvement by providing dedicated time and space for educators to figure out local solutions; by allowing for and communicating a strategic balance of district parameters and local autonomy; and by providing educators with the skills needed to engage in ongoing problem solving.

-- If the district improves the instructional capacity in schools and among district leaders; analyzes and uses data to identify district and school areas for improvement; investigates, identifies, and selects improvement strategies (e.g., grants, programs, new initiatives) and programs that support and align with the district's improvement efforts and evaluates the impact of programs and improvement strategies; then: the district will improve by building leadership and instructional capacity that focuses improvement efforts on improving instruction and on improving relations among adults and among adults and students.

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

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

| Overall District Averages | | ELA Non-Proficient %Average | Math Non-Proficient %Average | Non-Proficient Combined of ELA and Math | Designations |
|----------------------------------|------------|------------------------------------|-------------------------------------|--|---------------------|
| Grades 3-6 | District | 53.225 | 45.625 | 49.425 | |
| Grades 7-8 | District | 71.45 | 69.2 | 70.325 | |
| | | | | | |
| Grades 3-6 | Pennington | 35.8 | 26.5 | 31.1 | Good Standing |
| Grades 3-6 | Lincoln | 39.5 | 31.7 | 35.6 | Good Standing |
| Grades 3-6 | Traphagen | 40.2 | 33.2 | 36.7 | Good Standing |
| Grades 3-6 | Holmes | 60.1 | 25.4 | 42.7 | Good Standing |
| Grades 3-6 | Columbus | 53.2 | 45.6 | 49.4 | Good Standing |
| Grades 3-6 | Longfellow | 56.2 | 48.7 | 52.5 | Focus |
| Grades 3-6 | Hamilton | 60.1 | 53.5 | 56.8 | Good Standing |
| Grades 3-6 | Parker | 65.6 | 50.2 | 57.9 | Good Standing |

| Overall District Averages | | ELA Non-Proficient %Average | Math Non-Proficient %Average | Non-Proficient Combined of ELA and Math | Designations |
|----------------------------------|---------------|------------------------------------|-------------------------------------|--|---------------------|
| Grades 3-6 | Graham | 67.5 | 57.0 | 62.2 | Focus |
| Grades 3-6 | Grimes | 66.6 | 62.6 | 64.6 | Focus |
| Grades 3-6 | Williams | 67.8 | 67.3 | 67.6 | Focus |
| Grades 7-8 | Davis MS | 71.4 | 73.85 | 72.6 | Priority |
| Grades 7-8 | Longfellow MS | 70.45 | 58.55 | 64.5 | Focus |
| Grades 9-12 | Mt. Vernon HS | | | | Focus |
| Grades 9-12 | Thornton HS | | | | Focus |
| Grades 9-12 | Mandela HS | | | | Good Standing |

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

The District has embraced the State's RTTT initiatives and is implementing the Common Core Standards in English Language Arts and Mathematics with literacy as both the foundation and focus upon which to build student learning. Additionally, student mastery of 21st Century skills (critical thinking and problem solving, communication, collaboration, and creativity and innovation) forms another critical outcome of the teaching and learning process because no 21st Century skills implementation can be successful without developing core academic subject knowledge and understanding among a literate student body. Students who can think critically and communicate effectively must build on a base of core academic knowledge and literacy. To this end the MVSD plans to implement a PK-12 21st Century curriculum that is aligned to the Common Core Standards and delivered through research-based instruction using benchmark, formative, and summative assessment. To ensure that there is an effective teacher in every classroom and each building is led by an effective leader the district has a NYSED approved APPR and has a process in place to calibrate building leaders' understanding of what constitutes effective teaching and effective leadership. Additionally, the district has identified the following priorities:

All teachers in the Mount Vernon City School District will be proficient in leading the teaching, learning and assessing process within their respective content area through the application of current and proven learning theories and principles.

All teachers in the Mount Vernon City School District will engage in shared responsibility for overall student achievement through the implementation of Professional Learning Communities.

All educational leaders in the Mount Vernon City School District will develop a common understanding for excellent teaching and instructional practices which will inform belief

systems about teaching, learning and assessing-- thus building the capacity for transformational leadership.

The Mount Vernon City School District will develop, implement and monitor curriculum and instruction programs, strategies and assessment tools in order to evaluate and improve the achievement of students with varied ability levels as they work toward meeting the Common Core State Standards.

The Mount Vernon City School District will enhance the utilization and availability of technology as an integral resource to student learning, data management and communication tool.

Elementary: With an increased focus and emphasis in the early childhood grades, students in the Mount Vernon City School District will have access to authentic literature, nonfiction works and become proficient and critical readers and writers by the end of Grade 3.

Secondary: With an increased focus on college and career readiness, secondary students in the Mount Vernon City School District will have increased opportunities for flexibility in course offerings and exposure to vocational studies in an effort to meet the needs of students experiencing academic challenges and provide post-secondary career options.

College and Career Readiness

The data set that suggests the need for the implementation of a district wide literacy initiative to support college and career readiness is found in a review of the trends in the district-wide ELA and Math Regents results as well as in the results of *ELA/Math Aspirational Performance Measure (APM)*: for the 2007 Cohort. The APM which is meant to be a predictor of college and career readiness, represents the count and percentage of students in the cohort who graduated with a local, Regents, or Regents with Advanced Designation diploma AND scored 75 or higher on the English Regents examination AND scored 80 or higher on a Regents examination in mathematics are shown in Table 2 which follows.

Table 2: Cohort 2007 Aspirational Performance Measure (APM)

| Student Group | Count of Cohort Members | Count | ELA/Math Aspirational Performance Measure (APM): percentage of the cohort who graduated and earned 75 or greater on the ELA Regents and earned 80 or greater on a math Regents as of June of the 4th year. |
|----------------------|--------------------------------|--------------|---|
| All Students | 594 | 30 | 5.1% |
| Female | 291 | 19 | 6.5% |
| Male | 303 | 11 | 3.6% |
| Black | 496 | 22 | 4.4% |
| Hispanic | 70 | 4 | 5.7% |

| Student Group | Count of Cohort Members | Count | ELA/Math Aspirational Performance Measure (APM): percentage of the cohort who graduated and earned 75 or greater on the ELA Regents and earned 80 or greater on a math Regents as of June of the 4th year. |
|--------------------------------|--------------------------------|--------------|---|
| General Education Students | 494 | 29 | 5.9% |
| Students with Disabilities | 100 | 1 | 1.0% |
| Not Limited English Proficient | 576 | 30 | 5.2% |
| Limited English Proficient | 18 | 0 | 0.0% |
| Economically Disadvantaged | 333 | 25 | 7.5% |

In order to increase the number of students graduating MVSD, career and college ready, the district is implementing a PreK-12 literacy initiative and providing supports for struggling learners in robust extended learning time opportunities. Instruction for students in grades K – 12 including special education follows a Balanced Literacy approach consisting of the following components: phonics (K-3), vocabulary/word study (4-12), independent reading, shared reading, guided reading, read aloud, shared writing, independent writing, and teacher/student conferences. Students in grades K – 8 will read independently from classroom libraries in our various literacy programs purchased through our partnership with Scholastic and Great Books. Site-based Reading Specialists will support teachers’ efforts. The district will support the implementation of a school-wide reading program that includes a plan for using curriculum materials for the core and the intervention program and a series of assessments designed to monitor outcomes. Teachers in grades 6 through 8 are participating in a series of workshops around “text complexity”

B. Operational Autonomies

The ability to extend operational autonomies to schools that have been failing through most of the NCLB legislation period requires a leap of faith that this process will work. The early research shows that most districts extend autonomy to schools around the area of hiring of staff. However, the district believes that district leadership must embrace the notion of inequitable distribution of resources to support its weakest schools. The district will support increased autonomy for its priority school in 1) staffing; 2) school-based budgeting; 3) use of time during and after school; 4) program selection; and 5) educational partner selection.), in exchange for increased accountability, which will help to ensure successful student outcomes. The district has always provided all schools with staffing autonomy, school-based budgeting, use of time during and after school, provided that there is adequate funding to pay teachers for extra work, and educational partner selection. The district has not provided schools with “program selection” and all schools utilize the

same textbook series as well as the same instructional programs. Under the newly restructured Central Office design, priority and focus schools report directly to the Assistant Superintendent for Accountability, Innovation and School Improvement whose role is to advocate and establish policies that protect schools' autonomy over their educational programs, staffing, finance, and operations in order to support continued innovation and performance. One of the key drivers in increasing operational autonomy is program selection. The district has seen firsthand how the wholesale implementation of a packaged instructional program does not lead to student success. In the first place, the process lacks "teacher buy-in".

MVSD has opted for the transformation model which requires replacement of the principal, but without the requirement to replace at least half the staff. Rather, the implementation of the NYSED approved Annual Professional Performance Review (APPR) plans would serve as the basis for rewarding effective teachers and removing ineffective teachers after ample professional development opportunities. The school has selected the Talent Development Whole School Reform model and Johns Hopkins as the lead partner agency from a total of 14 other Whole School Reform models. This model requires extended learning time for students through the use of block scheduling. The district has previously employed the block schedule and has a clause within the current negotiated agreement that allows a school to implement 75 minutes of instruction instead of the usual 43 minutes of instruction. Under the Transformation Model, the newly hired principal will have the authority to operate and staff the school based on the best interests of students in the school. New structures and systems which will support an intensive focus on instruction to ensure that the Davis Middle School students are mastering the knowledge and skills they need in order to enter high school, college and career ready. As Davis Middle School works with its lead partner, Talent Development, to demonstrate the performance that will earn the school greater autonomy, the district will continue to provide significant support through its Turnaround Office, in critical functions that will assist and accelerate the turnaround process. The goal is that as Davis Middle School improves its performance, there will be an eventual reduction in the need for greater oversight. As part of the autonomy and accountability plan, the Lead Partner, Talent Development, will be responsible for the following:

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

and retention data and student achievement on state and district assessments, student, teacher and parent satisfaction survey data.

Finally, under the seven turnaround principles established by the USDOE, districts are required to **provide strong leadership by:** (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership; or demonstrating to the SEA that the current principal has a track record in improving achievement and had the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget. To this end, a key driver in extending operational autonomy would be the selection of a strong leader who embodies the following desired characteristics recommended by the lead partner as well as the characteristics of the instructional staff:

Desired Characteristics of Johns Hopkins Talent Development Schools (TDS) Principals

Principals in TDS schools exhibit several successful qualities. First and most importantly, successful TDS principals have a vision and belief that all students can succeed, communicate that vision to teachers, and model their high expectations in daily interactions with parents, students, staff and community. A TDS principal must demonstrate a passion for serving as an active participant in the life of the school. We advise TDS schools to seek principals who have a track record of being both involved and visible in their schools. At the same time, TDS principals must be skilled in empowering staff to analyze data and use it to drive instruction, encourage staff to work together as problem solvers and critical thinkers, and plan for long-term solutions and continuous improvement.

The school leader must have an ability to design, maintain and manage systems, and ensure that the TDS model serves as both the foundation and the core school improvement strategy that drives the work of faculty and staff within the building. Communications skills are key for a successful TDS principal. Not only must the principal be a good interpersonal communicator with an ability to build relationships with every student and staff member, but he or she must have the skills and drive to sell and build the brand of the school and tell the school's stories.

TDS principals also recognize the importance of developing the school culture and welcoming, embracing, and developing community relationships and partnerships. This includes an ability to recruit and retain students. The principal must be passionate about educating the whole child, including providing exposure and opportunities to explore the arts, the broader community, and service opportunities.

The principal must have a demonstrated ability to recruit, inspire, and retain a highly dedicated and qualified teaching staff. He or she must be a leader who people follow, while also a collaborator who welcomes the input of others and empowers the leadership team, so teachers become leaders over time.

Instructional Staff

The mission of the Johns Hopkins TDS middle and high schools is to encourage and develop the individual talents of each student, nurturing their academic development with high expectations linked to college readiness. The TDS program is based on the belief that all students can succeed with a standards-based curriculum, and that it is the collective responsibility of the adults and students in the school to overcome obstacles to this success. Successful implementation of the model requires a cadre of highly qualified teachers who share this fundamental educational philosophy. Specifically, the ideal candidate for a teaching position in our program should possess the following.

- a willingness to work with all students where they are and provide them with the skills and knowledge they need to become successful, productive adults in the 21st century
- a belief that all students can learn when provided with appropriate supports
- awareness of the social, emotional, and intellectual characteristics and needs of adolescents
- strong communication skills
- solid content knowledge in the subject they are hired to teach

C. District Accountability and Support

The MVSD has the organizational structures and functions in place at the district-level to provide quality oversight and support for its identified Priority Schools in the implementation of their SIG plans. In addition, the district will develop and disseminate a plan for accountability and support that contains each of the elements cited in the RFP. A fundamental element of an effective school system is the recognition that, as adults, we share a responsibility to ensure that all children receive a high-quality education. Students cannot by themselves hold adults accountable. We need a structure that acts on students' behalf to create and sustain a culture of accountability. This structure must go beyond the traditional top-down approach to include clear procedures for fostering shared responsibility, assessing the effectiveness of the work of individuals and organizational units, and promoting change at all levels when evidence supports the need for action. Accountability is demanded equally of every member of the school leadership team and of every person who works within the school system. Every staff member, parent, union representative, and community member is responsible for making the best possible contribution, within the definition of his or her role, to improving the delivery of instruction to students. To this end, the District Turnaround Office will use district goals and benchmarks and aggregate data to establish rubrics that measure success: measure the success of the WSR implementation and the school's turnaround efforts. The accountability plan will review school performance goals and develop rubrics at the school level, both instructional and non-instructional, that assess success at different levels. The plan will use results from interim assessments, measured against rubrics, to determine the need for early interventions. The plan will also provide a system of rewards and incentives to the school based on agreed upon criteria.

The District is in a stronger position to be able to effectively and efficiently coordinate school support for its chronically underperforming schools following its re-organization under the direction of the district's newly appointed Superintendent of Schools this summer. The District's changes in the leadership team have brought an experienced Superintendent of Schools with strong leadership skills to actualize the turnaround effort. In addition, the district has hired an experienced administrator to manage the Office of Data and Assessment. In addition, the District annually manages over \$17,000,000 in grant funds and effectively and efficiently coordinates the extra supports and services purchased through these funds to support its schools and its supplemental programs.

As noted in the foregoing sections of this proposal, the district has created a Turnaround Office lead by the Assistant Superintendent for Accountability, Innovation and School Improvement. The following memorandum issued to all district employees provides further details about the specific senior leadership staff appointed to the position:

To: All Principals
All Asst. Principals
All MVCSD Employees

From: Charles A. Planz, Ph.D, Interim Asst Supt. for Human Resources

Re: **Appointment of Ms. Gertrude Karabas, Assistant Superintendent**

Mrs. Judith Johnson, Interim Superintendent of Schools is pleased to announce the appointment of Ms. Gertrude Karabas as Assistant Superintendent for Accountability, Innovation, School Improvement and Grants Management, effective January 8th 2013.

Ms. Karabas' primary responsibility will be to implement research based innovative practices to turnaround the district's lowest performing schools and to guide the design and development of systemic management and accountability procedures at the district level to improve the quality of our student achievement. She will also continue to oversee grants and funded programs for the district. Additionally, as a NYSED certified lead evaluator, Ms. Karabas will assist the Interim Superintendent in the evaluations of principals based on the new NYSED design, as well as the evaluation of all school improvement plans. She will also be in charge of the Technology department. Ms. Karabas will work collaboratively with the Curriculum and Instruction Department to ensure sustainable professional development, worthwhile afterschool programs and the implementation of innovative curricula to support Common Core Learning Standards.

Below are some highlights of Ms. Karabas' administrative and leadership experience:

- Senior Central Office administrator in both New York and New Jersey charged with school improvement and school turnaround
- Principal and Assistant Principal in NYC and New Jersey districts
- Since July 2012, has secured \$1,546,546 in competitive grants for MVSD

- Awarded New Jersey Star Award: Best Practices in Assessment, 1998
- Awarded New York State English Council Educator of Excellence 1994
- Awarded New York State English Council Program of Excellence, 1994
- Publications include: **Theater Arts: An Approach to Integrating the Communication Arts** (Publisher: NYC Board of Education, 1987) **Teaching Literature Grade 9: Drama** (Publisher: NYC Board of Education, 1987) **Teaching Literature Grade 9: Mass Media** (Publisher: NYC Board of Education, 1987) “How a Five(5) Year Program of Portfolios Raises the Learning Standards in an Urban High School” (Christopher Gordon, Publisher, 1998)

Ms. Karabas brings vision, energy and experience to the issues confronting Mount Vernon’s educational stakeholders. We wish her great success in her new position.

A review of the literature on school turnaround indicates that emerging research suggests that districts are well positioned to take a lead role in enabling, driving, supporting, and sustaining school turnaround efforts through the creation of a designated turnaround office (Mass Insight Education 2007; 2009). The District has established a School Turnaround Office by identifying staff responsible for providing direction and support to chronically underperforming schools and to ensure that the work of the various partners is aligned and fully coordinated. By establishing an office around turnaround and school improvement efforts, the Superintendent of Schools has set non-negotiable expectations and objectives for underperforming schools and redefined roles and responsibilities of key leadership staff to ensure frequent monitoring and reporting. The district proposes to support the following guidelines to the extent practicable for the District Turnaround Office outlined by the Center on Innovation and Improvement (2009) with assistance from our partners and funding from district and grant allocations:

Creating a District-Level Turnaround Office

- Create a designated school turnaround office charged with directing statewide turnaround efforts.
- Appoint senior leadership to direct and coordinate district’s turnaround efforts.
- Allocate resources to support turnaround office.
- Develop strategies related to specific turnaround options (e.g., turnaround, restart, or transformation).
- Pursue changes to formal policy and informal standard operating procedures to empower schools to implement their turnaround strategies.
- Identify schools to receive targeted turnaround interventions.
- Devise procedures for determining which strategy to pursue at each identified school.
- Provide schools “the appropriate operating flexibility, resources, and support required to reduce barriers and overly burdensome compliance requirements and to enable a school-wide focus on student needs and improved achievement” (Mass Insight, 2009).

- Establish partnerships with external providers where appropriate.
- Establish mechanisms for keeping stakeholders informed about the turnaround process at each school.
- Establish regular communication with districts and schools engaged in the turnaround process.
- Hold schools accountable for short-term progress leading to long-term academic gains.

Additionally, because the district desires to break the cycle of “start and stop” initiatives and ensure that despite leadership changes, school improvement initiatives will continue, the approach to the plan design will include the creation of a District Accountability Committee to monitor the turnaround work engaged by district and partners. The committee will include two district administrators, one board trustee, four parents, three teachers and one business representative from the district. The committee will meet monthly to review plan development and implementation and to ensure that nothing impedes the turnaround process. In addition, the district and the partners will align the work with the expectations set forth in the NYSED ESEA Flexibility Waiver so to create a new, common, robust school and district review process that would compare a school’s and district’s practices to the optimal conditions of learning, as defined by the Diagnostic Tool for School and District Effectiveness (DTSDE) rubric. The plan will follow the NYSED format and protocols including the development of a calibration assurance process to ensure that there is a process in place for vetting all the recommendations and findings .

The system to support underperforming schools like Davis Middle School will be based on several factors including, but not limited, to capacity building and sustainability. The system will also be based on teacher and leader accountability. The Center on Innovation and Improvement speaks to systemic capacity building by warning against districts failing to intentionally cultivate a supply of leaders and operators to fix failing schools, recycling underperforming teachers and selecting the most readily available rather than best leader to lead turnaround/transformation effort. The District will be able to restructure or re-calibrate district central office structure based on its organizational theory of action, with additional resources of partners focused on increased district capacity to consistently support school intervention, improvement and turnaround strategies. Following is a chart of the proposed cycle of Accountability and Supports for implementing the transformation model at Davis Middle School for Year 0: Notification and Planning Year; Year 1.

Year Zero (5 months) and Year 1: Notification, Planning and Implementation

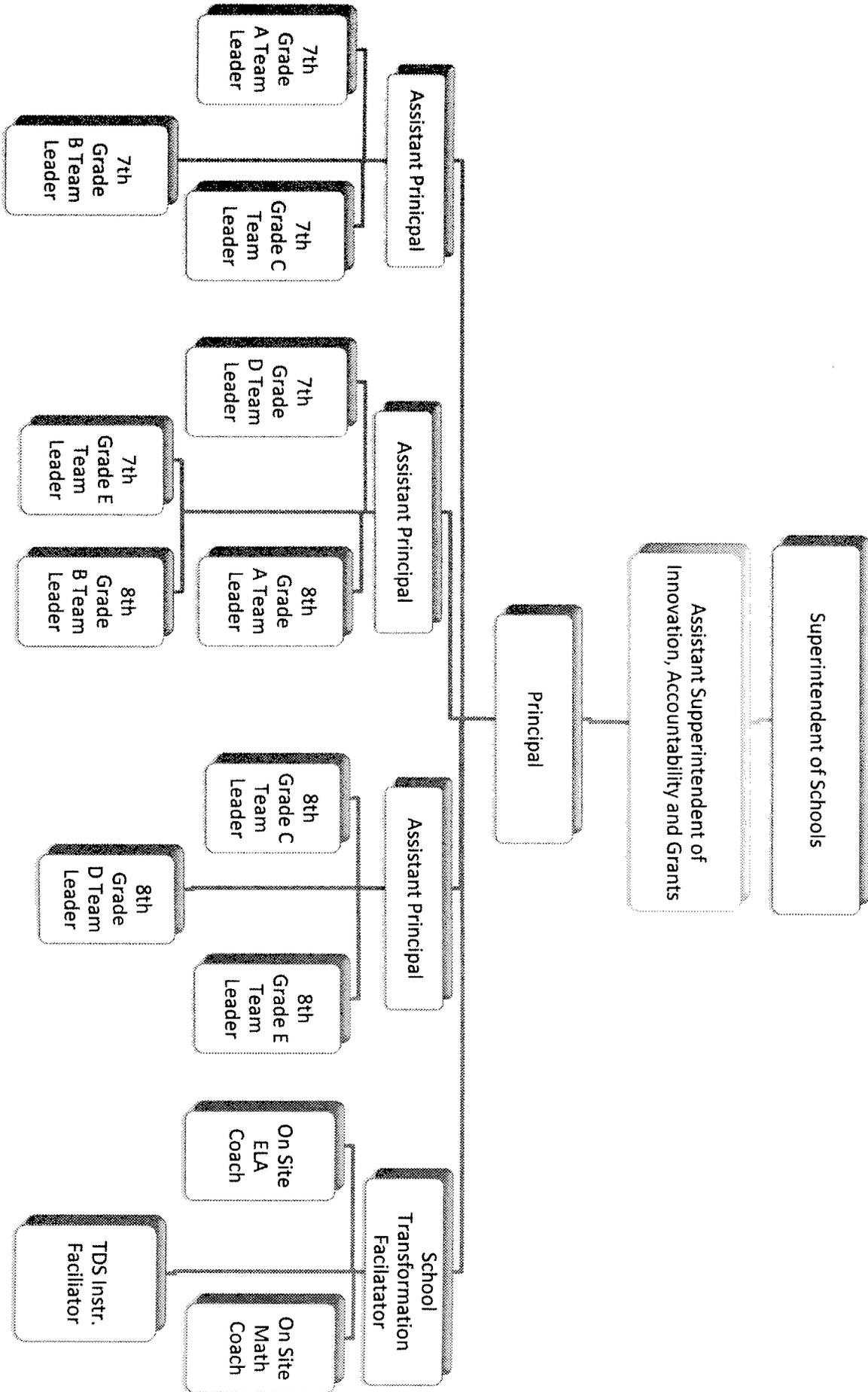
| STRATEGIES | Actions and Timeline |
|-----------------------------------|---|
| <p>Align Expectations</p> | <ul style="list-style-type: none"> • Project Team which includes: Assistant Superintendent for School Turnaround; District Turnaround specialist; Talent Development School Transformation Facilitator; TDS Field Manager; Team Leader or new principal; Davis Building Representatives selected by the Mt. Vernon Federation of Teachers; PTA President will identify the essential principles needed to build common agreements based on instructional priorities and expectations for the turnaround of Davis Middle School; (April 2013) • Create protocols and set expectations at the district and school level for collecting, reviewing, and analyzing data according to a district-wide timeline. Provide training and hold principals accountable for implementation (April 2013) • District will set district-wide expectations for regular and on-going review of student work at both class and grade level meetings to link all teaching and learning with student performance and monitor through walkthroughs and monthly meetings (April 2013) • Team will connect teaching and learning for coherent expectations through articulation of student outcomes based on the CCSS. (April-May 2013) • Team will design consistent, high quality instruction within each classroom through joint articulation of instructional pacing as well as common benchmarks assessments to instructional pacing and essential performance indicators. (Spring 2013) • Team will develop a Communications Plan (April 2013) • District Office of School Turnaround will create and disseminate the District's Accountability Plan for Priority Schools with input from the Project Team who helps establish dates for school-wide observations; review of marking period and attendance data, etc. (April 2013) • District will ensure and hold school accountable for planning and implementing no less than 3 activities to communicate the school's vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities as documented in monthly reports. • District will communicate and hold the principals accountable for implementing district and school-wide policies and expectations for literacy instruction in all content areas as evidenced by feedback reports of school walkthroughs • School will Increase the explicit teaching and frequency of use of research-based reading comprehension strategies across all content-areas as measured by observation feedback, teacher surveys and walkthroughs • District will ensure teachers are trained to conduct analysis based on available data from interim and common assessments to evaluate where students are currently performing relative to the Common Core State Standards. Monitor implementation by conducting surveys, observation of DDI teams and principal's monthly reports |
| <p>Identify Focus</p> | <ul style="list-style-type: none"> • Principal/ Team Leader plans for the purchase of the materials needed to support classroom instruction and the implementation of the WSR (Spring 2013) • Principal/team Leader and Lead Partner assess teacher learning needs with respect to instructional pedagogy and content knowledge to understand what professional learning is necessary to improve outcomes for students.(Spring 2013) |
| <p>Develop Action Plan</p> | <ul style="list-style-type: none"> • Team aligns instructional materials (lesson plans, student materials, teacher materials, supplementary resources, and technology) to address areas of focus. (Summer 2013) • Team develops specific intervention plans and actions designed to target focus areas to ameliorate gaps in student knowledge.(Summer 2013) • Experts deliver targeted professional development to teachers, informed by classroom |

| | |
|--------------------------|---|
| | <p>walkthrough data, to fill gaps in teacher knowledge and skills preparing them to deliver highly effective instruction.(Spring and Summer 2013)</p> <ul style="list-style-type: none"> • District provides support for a summer transitional program for incoming grade 7 students (Summer 2013) |
| Implement Plan | <ul style="list-style-type: none"> • Teachers deliver learner- centered classroom instruction based on common lessons and instructional plans aligned to student needs and supported with coaching by lead partner (Fall 2013) • District conducts bi-weekly walkthroughs with principal and calibrate findings (Fall 2013) • Administrators are trained in measuring changes in teacher practices as a result of professional learning with classroom walkthrough/observation tools. (Fall 2013) • District provide written feedback to principal based on formal observation (November 2013) |
| Assess Impact | <ul style="list-style-type: none"> • Administrators support collaboration among peers in professional learning communities (PLCs) to discuss impact of new instruction, strategies, and technology approaches. (Fall 2013) • Administrators conduct lesson study to reflect on recently-delivered common lessons, to discuss classroom outcomes, and to assess the success of the instruction. (Fall 2013) • Teachers assess student knowledge and skills using curriculum embedded assessments, formative assessments, benchmarks, and other measures. Fall 2013- Spring 2014) • Teacher teams examine student performance tasks and portfolios to see changes in outcomes over time (Fall2013-2014). • District and school conduct surveys of parents, teachers and students to assess school culture using multiple methods and implement appropriate strategies to improve school programs and culture. • District, school and lead partner reviews data for Marking Period 1 and Marking period 2 and make recommendations (December 2013) |
| Intervene Quickly | <ul style="list-style-type: none"> • Turnaround Office and Lead Partner provide just in time, job-embedded professional development for teachers to acquire the specific approaches needed to deliver effective intensive intervention based on data from interim assessments (Fall 2013- Spring 2014). • Use strategic teaching to target student knowledge gaps and misunderstandings exhibited on assessments or in student work products. (Fall2010-2011). • Provide intensive intervention for small groups of students with shared needs to develop mastery of essential knowledge and skills before the curriculum moves on. (Fall2010-2011). |

G. Organizational Plan :

Organization of A. B. Davis Middle School

i. Chart identifying the management and team structures.



D. Teacher Leader Pipeline

MVSD has a clear understanding of the type and nature of teachers and leaders that are needed to create dramatic improvement in its lowest-achieving schools. In addition, MVSD has a coherent set of goals and actions that will lead to the successful recruitment, training, and retention of teachers and leaders who are effective in low-achieving schools. MVSD's plan includes the following elements outline in the RFP:

The district's recruitment goals and strategies for high poverty and high minority schools to ensure that students in those schools have equal access to high-quality leaders and teachers are as follows:

- The District, with the assistance of its partner, Bank Street, will develop a comprehensive approach for recruiting, evaluating, and sustaining high quality personnel that affords schools the ability to ensure success by addressing the needs of their community;
- The District will support and sustain a quality teaching-learning environment by ensuring all educators are participants in professional learning communities that allow them to continuously grow as instructional experts in response to our rapidly evolving, culturally diverse society;
- The District will use the results of teacher evaluations to inform decisions regarding (a) developing teachers by providing relevant coaching, induction support, and/or professional development; and by providing opportunities for highly effective teachers to obtain recognition and given additional responsibilities;
- The District will develop a continuum of expectations, a continuum of professional practice, a continuum of distributed leadership and a continuum of support to ensure schools have equal access to high quality teachers.

The district will implement the following processes for altering hiring procedures and budget timelines to ensure that the appropriate number and types of teachers and principals can be recruited and hired in time to bring schools through dramatic change:

- The district will develop and implement a proactive outreach system for recruiting teachers from local colleges and from other regional and national sources;
- The district will establish a Staffing Allocation Committee consisting of human resource members, district administration, and school administrators and identify staff needed by March of each school year based on retirement and reduction of staff;
- The district will develop an action plan that identifies structures and strategies that include partnerships with colleges, institutions and other agencies that lead to the hiring of effective teachers in its lowest performing schools;
- The district will conduct annual review of building level staffing allocations to ensure alignment of staff with instructional priorities to create a climate and culture that values continuous improvement;
- The district will continue to conduct annual administrative staffing comparisons and adjust staffing on the basis of comparisons, goals and objectives to control administrative costs and reallocate savings to the instructional program;
- The district will provide monthly meetings to new teachers hired in the district 2012-2013. These meetings will offer new teachers and their trained mentors the opportunity to discuss daily

routines, district policies, as well as share best practices relevant to the certification area of participants;

- The district will create a cadre of 22 teacher leaders (instructional coach) to provide leadership and support to teachers to improve their instructional practices as measured by the APPR;
- The district will develop policies and procedures to ensure strategic re-assignment of effective administrators and teachers into high need schools.
- The district will ensure strategic re-assignment of effective administrators and teachers into high need schools;
- The district will establish a Leadership Development Plan so that junior leaders and staff members have a replacement when senior leaders move on or are replaced;
- The district will make projections about teacher vacancies early to ensure that the district is able to recruit teachers in a timely fashion;
- The district will hold meetings with a consortium of local IHE's to ensure that the district's vision and mission is shared and that the recruitment and selection of teachers is not an idiosyncratic event;
- The district will create a robust and supportive induction program for new hires.
- The district will ensure teachers are trained to conduct analysis based on available data from interim and common assessments to evaluate where students are currently performing relative to the Common Core State Standards. Monitor implementation by conducting surveys, observation of DDI teams and principal's monthly reports
- The district will provide training for principals to be able to apply an understanding of community relations models, marketing strategies and processes, data-based decision-making, and communications theory to craft frameworks for school, family, business, community, government, and higher education partnerships.

MVSD currently offers district-wide training programs designed to build the capacity of leaders to be successful in leading dramatic change in low-achieving schools through its systemic supports partners and these programs are aligned to the specific implementation of the Transformation model. The programs offered are geared to building the leader's capacity to implement the CCSS in Math and ELA; building and using data inquiry teams and conducting low inference observations. The district has set the following targets for its leadership training programs;

- Educational leaders in the Mount Vernon City School District will develop a common understanding of highly effective teaching and instructional practices which will inform belief systems about teaching, learning and assessing as evidenced by **80%** inter-rater reliability on the Danielson Rubric;
- Educational leaders in the Mount Vernon City School District will be proficient in leading the teaching, learning and assessing process in their respective building as measured by no less than **75%** of principals receiving an effective or highly effective rating on the Multidimensional Rubric and the approved Principal APPR Plan.
- By the end of 2013 SY, administrators will receive no less than 40 hours of targeted professional development opportunities aimed at building capacity to support the implementation of Common Core State standards, literacy development and data analysis as evidenced by agendas, sign-in sheets, and workshop feedback forms.

MVSD currently offers district-wide training programs designed to build the capacity of teachers to be successful in leading dramatic change in low-achieving schools through its systemic

supports partners and these programs are aligned to the specific implementation of the Transformation model. The programs offered are geared to building the teachers' capacity to implement the six instructional shifts of the CCSS for Math and ELA; use of data inquiry teams. Following are the goals for professional development:

- Teachers in the Mount Vernon City School District will be proficient in leading the teaching, learning and assessing process within their respective content area as evidenced by a **20%** increase in teachers earning an effective or highly effective rating on the Danielson Revised rubric and the approved Teacher APPR Plan.
- By the end of 2013 SY, teachers will receive no less than 40 hours of targeted professional development opportunities for the purpose of implementing the CCSS, district's literacy initiative and data analysis as evidenced by agendas, sign-in sheets and workshop feedback forms.
- Provide building leadership training on how to align instruction to standards and performance indicators during scheduled district wide meetings led by Curriculum and Instruction.
- Provide consultants to coach and/or assist in developing action steps for individual Principals in underperforming schools.
- By the end of 2013 SY, teachers will receive no less than 20 hours of targeted school based professional development opportunities for the purpose of building teacher capacity in the use of data-driven instructional practices as evidenced by agendas, minutes, feedback sheets and monthly reports.
- Assist staff in underperforming schools in developing a plan to evaluate the progress of individual students, cohorts over time, and the school as a whole, as they work toward meeting requirements under New York State's accountability system..

E. External Partner Recruitment, Screening, and Matching

The district has a process for identifying, screening, selecting, matching, and evaluating partner organizations that provide critical services to Priority Schools. MVSD has sought out partners with a significant degree of experience, expertise, processes and tools to support our low performing schools and build the capacity of school and district leadership. Partners were selected because they possess a background of success in school and district turnaround efforts; a deep understanding of the research-based processes proven effective in building achievement-focused cultures; an array of tools and resources to support teacher improvement and promote instructional leadership; and the experience and expertise of specialists who have successfully turned around low performing schools. As previously mentioned, MVSD has partnered with the Annenberg Institute for School Reform, Bank Street College, McREL and is currently developing a partnership with Johns Hopkins University to implement the Talent Development Model at Davis Middle School. The District utilized a guided adoption approach to ensure that the teachers at Davis Middle School were involved in the process of partner selection. There was an information gathering phase which was open and inclusive to all teachers who formed small groups of nine members who were tasked with researching the models best suited to meet the needs of the school. Team members conducted research, made site visits and provided presentations to the rest of the faculty. There were nine presentations made during the January 10, 2013 faculty meeting. The top 3 models as selected by the committees were Comer's School

Development Program; Johns Hopkins Talent Development and Paideia. During the decision phase, the faculty committed the final selection of the WSR model to the Superintendent. The District opted for the Talent Development model because it provides a framework for extended learning time and an early warning system to support student success. Talent Development has assured the district that they will participate in the planning and preparation activities needed for a successful launch of the intervention model. As stated earlier, the Transformation Model requires the hiring of a new principal to ensure dramatic turnaround. The district is committed to the recruitment of a principal with turnaround experience and with the competencies and characteristics needed to drive the process.

F. Enrollment and Retention Policies, Practices, and Strategies

The District has clear policies, practices, and strategies for managing student enrollment and retention to ensure that Priority Schools are not receiving disproportionately high numbers of students with disabilities, English-language learners, and students performing below proficiency. There are two middle schools in the district –the larger school, Davis Middle School is a Priority School and the smaller school, Longfellow Middle School has been designated a Focus School. Enrollment in middle school is based on a lottery. Secondary schools in the district are not zoned. Students with disabilities and ESL students are placed in schools where they can receive their mandated services. Both middle schools are able to provide the same services for SWD’s and ESL students. Because of its size, Davis Middle School houses the Life Skills Program for our severely disabled students. The attached chart demonstrates that the achievement low performance of students is not unique to Davis Middle School. Both schools average 70% non-proficient students in ELA and Longfellow Middle School has a slightly higher performance in Mathematics.

| Grade | | ELA Non-Proficient %Average | Math Non-Proficient % Average | Non-Proficient Combined of ELA and Math | Designations |
|-------|---------------|-----------------------------|-------------------------------|---|--------------|
| 7-8 | Davis MS | 71.4 | 73.85 | 72.6 | Priority |
| 7-8 | Longfellow MS | 70.45 | 58.55 | 64.5 | Focus |

The District is currently focused on reorganizing the schools and will put out an RFP for a feasibility study on appropriate models. The community has asked for the development of K-8 schools to prevent “bright flight” at the end of the sixth grade. The district has made a commitment to keeping the enrollment for Davis Middle School at 720 students instead of the 780 students currently enrolled.

G. District-level Labor and Management Consultation and Collaboration

The District has fully and transparently consulted and collaborated with recognized district leaders of the principals’ and teachers’ labor unions about district Priority Schools and the development and implementation of the plan proposed for this specific Priority School proposed in this application. The evidence of consultation and collaboration provided include the four open and transparent public faculty meetings for the Davis Middle School staff to clearly understand the ramifications of the four turnaround models and the district’s intent to use the

Transformation Model with the implementation of a Whole School Reform design with a guided adoption. The district held meetings with the bargaining units to discuss how to best work within the constraints of the current negotiated agreement and to begin conversations regarding the options for middle school student and teacher schedules. The entire text of the proposal was shared with the president of the Mount Vernon Federation of Teachers as well as the president of the Administrator's union.

SIG Grant Application for A.B. Davis Middle School, Mount Vernon, NY

II. School-level Plan: Transformation

A. School Overview

The Mount Vernon City School District proposes to implement the Transformation whole-school reform model at A.B. Davis Middle School in partnership with Talent Development Secondary, a school reform organization based at the Johns Hopkins University School of Education. The goals of the proposed Transformation Model are:

- To build the capacity of Davis Middle School's instructional staff to deliver to all students a challenging, rigorous *instructional program* based on Common Core Standards that embed high levels of critical thinking skills through focused professional development and coaching.
- To create a *whole-school climate and culture* of high expectations in a safe and secure learning environment through the creation of small learning communities and the use of tiered interventions.
- To *build the capacity of teachers and school administrators to use data* to provide engaging standard-based instruction to all students, as well as to identify students in need of additional academic, behavioral, or social-emotional supports.

For nearly 20 years, Talent Development Secondary has helped schools across the nation reorganize in ways that

- promote strong relationships for students and adults
- implement innovative, evidence-based curricula and instructional strategies; and
- build professional communities that support distributed leadership, shared decision making, and increased capacity for continual improvement.

Schools that implement the Talent Development organizational and instructional reforms see increases in student attendance, decreases in suspensions and student discipline concerns, improved course passing and promotion rates, and increased scores on student achievement tests. Talent Development helps schools achieve these results using research-based strategies along with increased resource personnel, including an on-site School Transformation Facilitator and math and ELA coaches, as well as technical assistance from regionally based instructional facilitators in math, ELA, and school and student support services.

Research and experience show that rapid changes, the kind that turn around schools, are possible when the conditions are right, when a school has strategic *staffing*, supportive *scheduling*, on-target *professional development* for teachers and administrators, engaging *curriculum* that holds all students to high standards, *student supports* at the right scale and intensity and a *strong partner* who can help create these conditions. To adequately identify the needs of a redesign school and position its services and support to effectively address those needs, Talent Development will conduct an *initial analysis of school need*, following up on the current district analysis of systemic needs and concerns. Careful analysis of student outcome data and school and community resources, in addition to focus groups conducted with all major stakeholders, will allow TD facilitators, in collaboration with school and district leadership, to fully adapt the model to Davis Middle School's specific needs and to cultivate staff and community support for the school transformation plan.

In the school transformation plan, Davis Middle School will be reorganized into small learning communities. Each interdisciplinary team of four teachers (ELA, math, US history, and science) will share responsibility for four classes (about 100-120 students). The smaller learning communities will help teachers build strong relationships with students and personalize the school environment. The school schedule will be modified to enable teacher teams to meet daily for common planning time, and weekly or biweekly to examine student data in attendance, behavior, and academic performance, and to determine how to help students who are having difficulties academically or personally. The Talent Development Launch Manager, School Transformation Facilitator (STF) and instructional facilitators will help build the staff teams' capacity to engage in distributed leadership and collective decision-making, and to develop and use Early Warning Indicator (EWI) systems that allow school administrators, teachers, and support staff to regularly collect, analyze, and act on student outcome data.

In addition to these organizational reforms, Talent Development provides significant curricular and instructional support, closely aligned with pedagogical shifts required by the Common Core State Standard and designed to close the achievement gap and accelerate learning for struggling students. In particular, Davis Middle School will implement Talent Development's specially designed life- and study-skills curriculum, *Mastering the Middle Grades*, which will be taught once a week in social studies classes for both 7th and 8th graders, and will use Talent Development's Student Team Literature in ELA classes. All classes will be taught in extended learning periods. These curricular reforms will be paired with high-impact instructional strategies in all courses. Talent Development instructional coaches provide extensive professional development to enable teachers to use extended learning periods effectively and provide differentiated instruction employing teacher modeling, cooperative learning groups, hands-on learning activities, and scaffolded instruction that creates a culture of learning in which students are active participants. Davis will also add two extra-help labs, the Savvy Readers' Lab and CATAMA (Computer- and Teacher-Assisted Math Acceleration) Lab, for students who are two or more years behind grade level in these subjects.

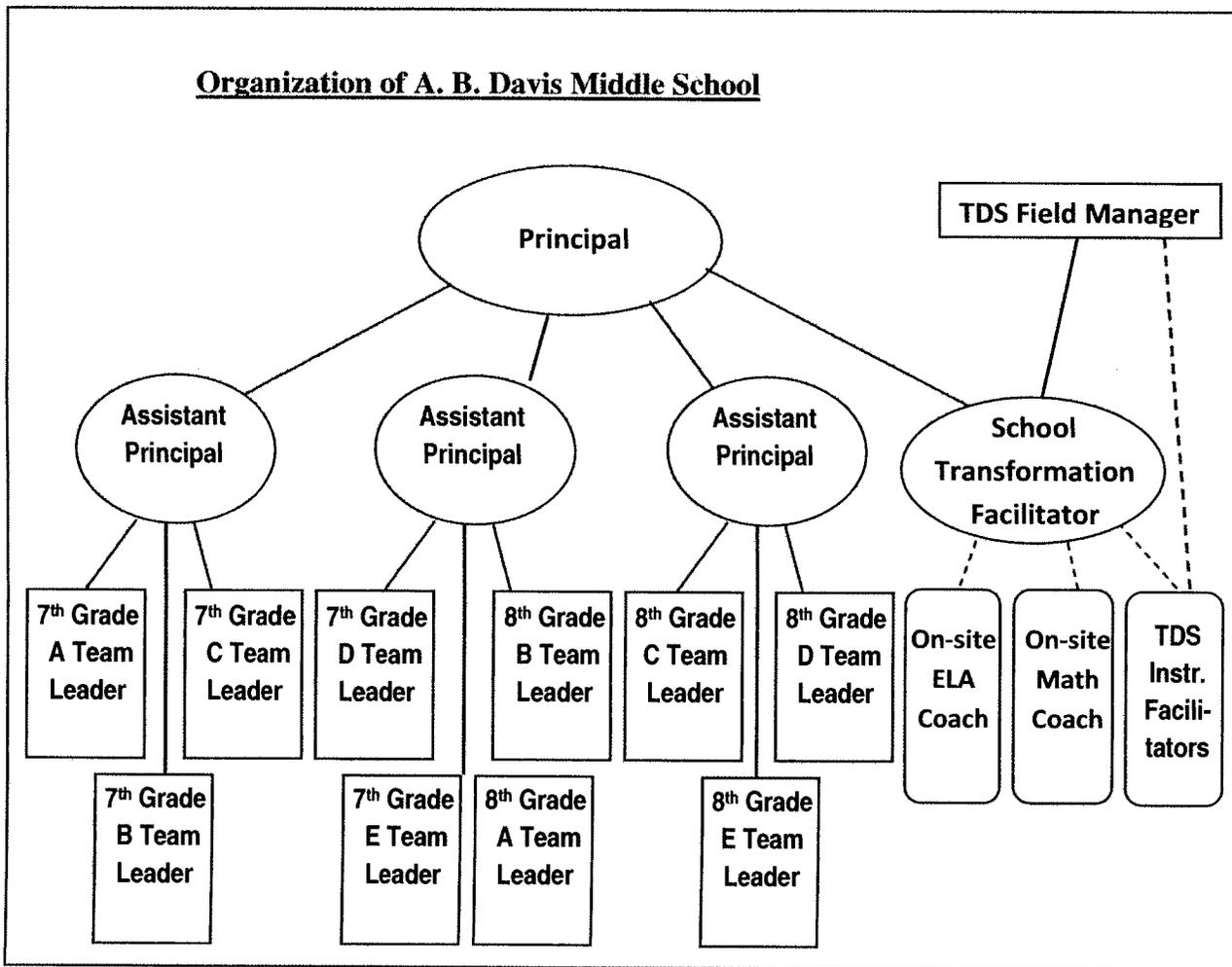
Davis will continue to promote a school climate that places a high value on students' talents and ability to learn, academic achievement, and strong relationships among students, adults, and staff. The TDS program creates a "can-do culture and climate" for student support and academic achievement through a system of tiered interventions. At the *whole-school level*, the distributed leadership model and teacher team organization empowers teachers to take charge of creating a safe environment that promotes high-quality teaching and learning. The use of cooperative learning strategies in the classroom encourages students to build relationships and social and leadership skills that foster a sense of responsibility and ownership for a positive school climate. Research-based whole-school attendance and positive behavior programs are designed to reduce the number of students needing attendance and behavior interventions. School climate celebrations and interventions will include quarterly Report Card Conferences and monthly and quarterly student recognition programs. Teachers will also work together to create and follow a consistent set of policies regarding academic responsibilities and behavior for all classes. Teacher teams use EWI data to identify students needing *targeted interventions* to help them address academic and behavioral-emotional concerns. Such interventions might include special-help labs and tutoring, a reflection room, or a grief support group. Finally, for students whose needs require *intensive interventions*, teacher teams work with the school social worker to identify resources both inside and outside the school building to provide the needed supports.

School-family-community partnerships are particularly essential in school transformation because these components are all factors in a student’s development that can potentially pull together in a mutually positive direction. Davis Middle School has worked hard to build a climate of trust with parents and community members, and it will continue to build on this strength as it moves into its school transformation plan. During the planning process, community members can help the school make connections with agencies that can support student success, and help determine an effective communication plan that reaches a variety of stakeholders.

The Talent Development School Transformation Facilitator (STF) will work closely with the school social worker and Parent Resource Center to enhance family outreach. In addition, Davis will participate in the National Network of Partnership Schools, a program developed and extensively tested at Johns Hopkins University that brings together schools, districts, and states committed to developing and maintaining comprehensive programs of school-family-community partnerships using a framework of six types of involvement (Parenting, Communicating, Volunteering, Learning at Home, Decision-making, and Community Collaboration).

G. Organizational Plan

i. Chart identifying the management and team structures.



ii. How the structures function in day-to-day operations Davis Middle School will adopt a school leadership team model based on the principles of distributed leadership and shared accountability. The principal will lead the instructional program and school logistics, while relying on thoughtful input from the school leadership team when making critical strategic decisions for the school. This instructional leadership team will consist of the principal, assistant principals, the onsite STF, and instructional team leaders; it may also include math and ELA leadership team makes strategic and tactical decisions that affect the whole school, most of the daily decisions for instruction, climate, and logistics are made by the interdisciplinary teacher teams working in each of the small learning communities. The TDS field manager provides oversight and coordination of services for all TDS schools in New York City and the surrounding region and ensures communication with district leadership. This includes oversight and coordination of the Talent Development team, including the STF, instructional facilitators in Math and ELA, and the School and Student Support Services facilitator.

The school schedule will be modified to enable teacher teams to meet daily for common planning time, including time for preventative work, and weekly or bi-weekly to examine student EWI and achievement data. Content-area teams (e.g., math teachers or social studies teachers) will also meet regularly to share best practices and ensure coherence and articulation of instructional programs. When possible, all the teachers from one subject will meet at the same time. The TDS team will work with school leadership to create a schedule that extends learning time in core academic areas, while still allowing students to explore electives and enrichment activities and enabling teachers to meet regularly for the purposes indicated. Please note that the definitive Master Schedule will be established in conformity with the contractual stipulations of collective bargaining unit agreements.

The TDS team will provide professional development to build the staff's capacity to engage in distributed leadership and collective decision-making, and to develop the Early Warning Indicator (EWI) systems that allow school stakeholders to regularly collect, analyze, and disseminate student outcome data. The STF will provide ongoing support to teacher teams in the use of EWI data to provide students with appropriate academic and social-emotional interventions. In addition to pre-implementation professional development, instructional facilitators will provide six days of technical assistance (coaching, facilitation, and professional development) each month. The School Transformation Facilitator and TDS Field Manager will meet with the principal in September, December, March and June for a quarterly implementation review of the Transformation Plan.

iii. Implementation of the APPR

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

Of the 100 possible points:

- 20 points are based on student growth measure based on state assessments or from Student Learning Objectives (SLOs)

- 20 points are based on locally selected measures of student achievement
- 60 points, also referred to as “other measures of effectiveness” are based on all four domains of the 2011 Revised Edition of Charlotte Danielson’s *Framework for Teaching*.

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

As stated in the New York State Education Department Guidelines:

Under the new law, New York State will differentiate teacher effectiveness using four rating categories – Highly Effective, Effective, Developing, and Ineffective. Education Law §3012-c (2)(a) requires annual professional performance reviews (APPRs) to result in a single composite teacher or effectiveness score that incorporates multiple measures of effectiveness. The results of the evaluations shall be a significant factor in employment decisions, including but not limited to promotion, retention, tenure determination, termination, and supplemental compensation, as well as teacher professional development (including coaching, induction support, and differentiated professional development. (NYSED Guidelines, 2012, p. 6) None of the descriptions or requirements contained in the district’s APPR is intended to supplant the overriding obligation of the teacher’s supervisor (and/or Superintendent’s Designee) to provide appropriate, individualized support to each teacher including, but not limited to, informal observations, learning walks, interviews, data collection, and artifact study.

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

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

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

FORMAL OBSERVATION TIMELINE CHART

(60 POINTS BASED ON ALL FOUR DOMAINS OF THE 2011 REVISED EDITION OF DANIELSON'S *FRAMEWORK FOR TEACHING*) Teachers will be evaluated based on the teacher category, evaluation requirements, and due dates as specified below:

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

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

Formal Observation Steps (Days refers to school days)

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

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

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

Informal Observations

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

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

The following chart contains the steps, administrator and teacher responsibilities, timeline, and forms necessary to complete the end-of-year summative evaluation. By June 15th, each teacher will receive a score for the 20% locally-selected measures of student achievement and the highest attained score on the 60% “other measures”. Prior to the start of classes for the following school year, the teacher will receive a score for the 20% State assessed student growth or SLO(s) to attain a composite score out of 100. **Pre-K Teachers**

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

Will receive Completed Form #8 Summative Assessment by June 15.

H. Educational Plan

i. Curriculum. The Talent Development Secondary program creates a course of study that supports and challenges all learners and uses strategies that engage students with diverse backgrounds, learning styles, and interests, with special emphasis on providing support for improved achievement in math and English. In particular, TDS provides specially developed curricula in English language arts (ELA), United States history, and life and study skills to help all students—including those who are coming from elementary school inadequately prepared for the rigors of middle grades instruction—improve literacy skills and engage in learning activities that involve higher-order thinking skills as identified in Bloom’s taxonomy. TDS curricula to be implemented at Davis Middle School include:

Student Team Literature. This highly effective, cooperative learning approach to teaching and learning in ELA strongly exemplifies the Six Pedagogical Shifts demanded by the Common Core State Standards.

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

Shift 2: Knowledge in the Disciplines. TDS ELA facilitators offer “All Hands on Deck” professional development for teachers in all content areas to help improve students’ literacy skills as applied to content-area texts, including training in literacy strategies, a simulation of the infusion of literacy strategies into content-area instruction, and subject-specific breakouts. ***TDS support materials for Joy Hakim’s A History of US textbooks in U.S. history*** include primary source documents as well as instructional materials that provide reading and learning strategies for interactive teaching and student team learning designed to help students navigate these texts.

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

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

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

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

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

Mastering the Middle Grades. This modular curriculum prepares students for the academic and social challenges of middle school through explicit instruction in crucial life and study skills not often covered in academic courses. It includes 40 lessons per year (designed for a 45-minute class period, such as an elective or advisory period) and can be expanded or contracted to fit school schedules. Presented in a teacher-friendly format, the curriculum builds skills incrementally and features a developmentally appropriate focus on cooperative team learning. It offers explicit, sequential instruction in study skills and reading strategies to facilitate academic achievement; social skills to promote community, respect, and civility; and life skills to help students make wise personal and vocational decisions. Units covered each year include orientation to middle school, study, social, and life skills, and post-secondary and career exploration.

Extra Help in Reading for Understanding and in Mathematics during School Hours

The Talent Development Secondary program includes extra-help labs for students who need additional tailored instruction and practice in reading or in mathematics. Each lab is an elective course (at approximately half the normal class size) for 10 or 20 weeks to provide students a substantial “extra dose” of intensive personalized instruction in addition to their regular academic classes. The *Savvy Readers (SR) Lab* helps struggling students become independent readers who assume responsibility for their own learning and acquire reading and writing skills aligned to the New York State Testing Program. This goal is achieved through (1) instruction in strategic reading, (2) practice of reading strategies, (3) rotation of learning centers and, (4) coaching and in-class support for the SR lab teacher.

Similarly, the *Computer-and Team-Assisted Mathematics Acceleration (CATAMA) Lab*, taught by a full-time, certified, experienced mathematics teacher, can accelerate the math learning of a large number of students, accommodating five classes a day of 16-20 students per class with new students taught each grading period. The goal is to raise the mathematics skills of lower-performing students to the standards reflected in the New York State Testing Program.

ii. Instruction.

The Talent Development middle grades program makes it possible for schools to engage all students in a standards-based curriculum that is coherent, focused, and challenging. Professional development in math, ELA, and student support services, combined with follow-up curriculum coaching and implementation support from both TDS facilitators and the onsite STF and math and ELA coaches, enables teachers to develop instructional approaches that focus on teaching for understanding, peer-assisted learning, providing students with background knowledge, developing meta-cognitive strategies, and engaging students with questions that provoke higher-order thinking.

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

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

The alignment of the TDS instructional program with the CCSS Six Instructional Shifts for ELA is described in detail above (see II.H.i, Curriculum). TDS does not specify the math curriculum to be used in transformation schools, but provides professional development in math instructional practices that can be used with a variety of math curricula. The methodology and structure behind TDS mathematics facilitation and acceleration strongly exemplify the Six Pedagogical Shifts demanded by the Common Core State Standards:

Shift 1: Focus. TDS Math Instructional Facilitators work closely with local instructional coaches, individual teachers, and math departments to adjust the pacing and implementation of foundational mathematical skills and concepts to better ensure that students are prepared for the sequence of courses in 6th through 8th grades. By implementing TDS' acceleration mathematics lab (CATAMA) for students who are performing more than two years below grade level, schools help these students grasp the foundational concepts and skills needed for success in the core middle grades math courses and eventually the advanced high school mathematics courses.

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

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

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

Shift 5: Applications. Teachers supported by TDS benefit from facilitators and coaches that can help teachers back-map from goals and assessments to activities rich in application, helping not only students, but teachers, have a better understanding of how to link mathematical knowledge and concepts to real-world situations in a variety of fields. As facilitators and coaches help

teachers analyze student work, they learn to continually adjust instruction and activities to enrich students' experiences.

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

iii. Use of Time.

The daily schedule for Davis Middle School students will be as follows:

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

The schedule assumes 10 teacher teams, with each team responsible for a small learning community of approximately 75 students divided into 3 classes. Each teacher team includes 4 teachers (math, ELA, US history, and science). Within each learning community, classes rotate through the four core academic subjects during four periods of the day; during the other period, students attend elective classes such as PE, *Mastering the Middle Grades*, art, music, health, technology, and/or extra-help labs, while academic teacher teams have common planning time, as indicated in the following chart:

Distribution of Classroom Time in Core Academic Subjects

| | Teams 7A, 7B, 7C | Teams 7D, 7E | Teams 8A, 8B, 8C | Teams 8D, 8E |
|--------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| Period 1/2 | Academic subjects | Academic subjects | Academic subjects | Academic subjects |
| Period 3/4 | Electives/ teacher team planning time | Academic subjects | Academic subjects | Academic subjects |
| Period 5/6 or 6/7 | Academic subjects | Electives/ teacher team planning time | Academic subjects | Academic subjects |
| Period 7/8 or 8/9 | Academic subjects | Academic subjects | Electives/ teacher team planning time | Academic subjects |
| Period 10/11 | Academic subjects | Academic subjects | Academic subjects | Electives/ teacher team planning time |

Elective teachers have planning time in period 1.

The following is a sample schedule for the four classes within a small learning community.

| | Team 7A Cougars | Team 7A Falcons | Team 7A Dolphins |
|---------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| Period 1/2 | Math 7 | English 7 | US History (MMG on Wednesdays) |
| Period 3/4 | Electives/ teacher team planning time | Electives/ teacher team planning time | Electives/ teacher team planning time |
| Period 5 | Lunch | Lunch | Lunch |
| Period 6/7 | English 7 | US History(MMG on Tuesdays) | Science 7 |
| Period 8/9 | US History (MMG on Mondays) | Science 7 | Math 7 |
| Period 10/11 | Science 7 | Math 7 | English 7 |

A sample teacher schedule for “Team 7A” would look like this. (Shaded areas represent actual classroom teaching time.)

Mr. Harris, Team 7A Math

| Period | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| 1 | Cougars | Cougars | Cougars | Cougars | Cougars |
| 2 | Cougars | Cougars | Cougars | Cougars | Cougars |
| 3 | Planning time |
| 4 | Common planning time & Lunch |
| 5 | | | | | |
| 6 | | | | | |
| 7 | Planning time |
| 8 | Dolphins | Dolphins | Dolphins | Dolphins | Dolphins |
| 9 | Dolphins | Dolphins | Dolphins | Dolphins | Dolphins |
| 10 | Falcons | Falcons | Falcons | Falcons | Falcons |
| 11 | Falcons | Falcons | Falcons | Falcons | Falcons |

This schedule increases student contact time to 6.63 hours per day. The school calendar will be the standard 180 days per year. At 6.63 hours per day, this increases student time in school to 1193 hours per year, or 203 hours above the standard state requirement of 990 hours per year. With the extended class periods of 70-71 minutes each incorporated in this schedule, students will have increased learning opportunities not only for ELA and math, but also for science and history, enabling these content-area teachers to invest time in strengthening students’ content-area reading skills, with the assistance and support provided by TDS professional development and coaching and TDS content-literacy rich curricula.

iv. Data-Driven Instruction/ Inquiry. The schedule given above provides two consecutive 35-minute periods each day for common planning time in teacher teams. While part of this time will be devoted to instructional planning and sharing of best practices, part of each team’s weekly schedule will be an Early Warning Indicator meeting to examine student data in Attendance, Behavior, and Course Performance. The school will purchase the School Loop data management software (which is compatible with the NYS Infinite Campus data system) to capture student data in real time so that staff can identify individual students in need of academic, behavioral, or social-emotional supports as well as broader trends that inform instructional strategies and decision-making. The STF will play a key role in assisting and training school staff in effective teamwork and the use of student data to drive instruction.

In addition, onsite math and ELA coaches will monitor student achievement data in these two key areas and will help the teachers of these subjects adjust instructional practice as warranted, both individually and in the context of content-area teams. Content area teachers (math, ELA, science, and US history) will have opportunities to meet across grade levels to ensure coherence of instruction both within a grade level and in the articulation of skills taught from seventh to eighth grade. Finally, TDS instructional facilitators in math and ELA will each provide two days

per month of technical assistance in the form of professional development, coaching, and facilitation in their respective content areas.

v. *Student Support*. The school-wide framework for providing academic, social-emotional, and student support to the whole school population is grounded in the small learning community structure and in the consistent monitoring of student data to identify individual student needs as well as whole-school trends requiring intervention. Whole-school strategies for student support are listed in section II.H.vi, below (School Climate and Discipline). In addition, the regular interaction of teacher teams around EWI data as well as everyday observations will enable teachers to identify students in their learning communities who are at risk of academic failure, disengagement or dropping out, or who have health concerns, and to plan appropriate **targeted interventions** to support them. Such interventions could include special-help (Savvy Readers' or CATAMA) labs and tutoring, a reflection room, behavior contracts, in-school suspension, or a grief support group. Finally, for students whose needs require **intensive interventions**, teacher teams work with the school social worker or counselor to identify resources both inside and outside the school building to provide the needed supports, such as individual therapy, peer mediation, behavior intervention plans, and case management.

vi. *School Climate and Discipline*. As indicated in the school overview above, Davis will continue to promote a school climate that places a high value on students' talents and ability to learn, academic achievement, and strong relationships among students, adults, and staff. The TDS program creates a "can-do culture and climate" for student support and academic achievement through a system of tiered interventions.

At the **whole-school level**, the distributed leadership model and teacher team organization empowers teachers to take charge of creating a safe environment that promotes high-quality teaching and learning. The use of cooperative learning strategies in the classroom and the social and life skills taught in the *Mastering the Middle Grades* curriculum encourage students to build relationships and social and leadership skills, and foster a sense of responsibility and ownership for a positive school climate. Research-based whole-school attendance and positive behavior programs are designed to reduce the number of students needing attendance and behavior interventions. School climate celebrations and interventions will include quarterly Report Card Conferences and monthly and quarterly student recognition programs.

To ensure effective transformation of the school climate and culture, the STF provides professional development focused on the school's organization, culture, and climate. During the planning phase, the STF assists school leadership in restructuring and in organizing staff into planning committees, and provides technical assistance on strategic and tactical collective planning and decision-making. During implementation, the STF assists administrators, team leaders, teacher teams, counselors, and support staff using established protocols and strategies. These activities increase the school's capacity to build a positive school climate, develop and sustain a distributive leadership, and engage in ongoing collective decision-making and actions that support student success. In addition, a TDS facilitator in School and Student Support Services will provide two days of technical assistance each month in the form of coaching, facilitation, and professional development.

vii. Parent and Community Engagement.

School-family-community partnerships are particularly essential because these components are all factors in a student's development that can potentially pull together in a mutually positive direction. In addition, the college and career emphasis of the TDS model draws on family and

community resources to play a major role in these areas. Families need to work together with schools throughout the college awareness process that begins as early as middle school. Family and community resources are also critical in creating learning experiences tied to a student's career interests.

Talent Development Secondary schools participate in the National Network of Partnership Schools, a program developed and extensively tested by Dr. Joyce Epstein at Johns Hopkins University. The network brings together schools, districts, and states that are committed to developing and maintaining comprehensive programs of school-family-community partnerships. As part of the network, TDS schools establish action teams that plan, carry out, and evaluate school, parent, and community partnership activities that support students' learning and school success. Davis' Parent-Teacher Association (PTA) will play a key role in enabling parents to be continually informed of and involved in their children's education. In addition, the Davis Building Leadership Team and Parent Resource Center will be instrumental in appointing an action team of school, family, and community members. This action team will be trained to use a framework of six types of involvement to plan and implement a collaborative effort to help develop and support the school transformation plan. These six types of involvement are: *parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community.*

Community involvement is also an essential ingredient in effective school transformation. For this reason, TDS relies heavily on community support and input when helping schools implement a blueprint for change. TDS staff meet with families and school and district community members to outline the components of the model, explain how they benefit students and their families, discuss opportunities for families and the community to become involved with the school's implementation efforts, and answer questions and concerns regarding implementation of the model. Other ways to communicate with families and community stakeholders might include development of a functioning, informative school website and/or creation of a school newsletter.

Similarly, community influences can be marshaled in support of school programs that have a significant impact on their effectiveness. During the planning process, community members help the school make connections with external community agencies that can support student success in a variety of ways, and provide input to determine an effective communication plan that reaches a variety of stakeholders. Community members also meet and connect with students during events such as performances and expositions, school career fairs, and quarterly report card conferences. Resources and services the school will provide the community include encouragement and support in the challenges of parenting, as well as marshaling the talents and energies of students in performing community service projects and volunteer internships.

I. Training, Support, and Professional Development

i. The District utilized a guided adoption approach to ensure that the teachers and school leadership at Davis Middle School were involved in the process of partner selection and plan development. The process began with an information gathering phase which was open and inclusive to all teachers and led by both the current principal and the Assistant Superintendent for Accountability and School Turnaround. The faculty formed small groups of nine members who were tasked with researching the models best suited to meet the needs of the school. Team members conducted research, made site visits and provided presentations to the rest of the faculty. There were nine presentations made during the January 10, 2013 faculty meeting. The

top 3 models as selected by the committees were Comer's School Development Program; Johns Hopkins Talent Development and Paideia. During the decision phase, the faculty committed the final selection of the WSR model to the Superintendent of Schools. The District opted for the Talent Development model because it provides a framework for extended learning time and an early warning system to support student success. The proposal was shared with the associations and the student schedule was developed in consultation with the scheduling committee. Talent Development has assured the district that they will participate in the planning and preparation activities needed for a successful launch of the intervention model. As stated earlier, the Transformation Model requires the hiring of new leadership to ensure dramatic turnaround. The district is committed to the recruitment of a leader with turnaround experience and with the competencies and characteristics needed to drive the process.

ii. Pre-implementation Period

The attached chart (see below, after the training and support narrative) shows the planned training, support, and professional development events scheduled during the pre-implementation period. The twenty days of technical assistance provided by the TDS transformation Launch Manager will be crucial in helping the onsite school transformation team to understand the rationale and effective implementation of the model, in particular the core components that will be new to Davis Middle School: the revised schedule with extended learning periods, the small learning communities and teacher teaming, and the use of data and tiered interventions through regular EWI team meetings. The Launch Manager will also assist the school transformation team in planning and executing the community and parent awareness activities essential to a successful start to the school year.

The two days of professional development for instructional staff in June 2013 will help teachers understand the model, begin to feel more comfortable with teaching in the extended (72-minute) period, and start planning together in content-area teams as well as within interdisciplinary learning community teams. It will also provide them an opportunity to select and order materials that they will need at the beginning of the school year (TDS curricula for Student Team Literature, *Mastering the Middle Grades*, and *A History of US*, as well as ELA trade books and *A History of US* textbooks).

Concurrently, the School Transformation Facilitator will attend TDS' STF Training Institute in Baltimore from June 24-26, 2013. Since the STF will be a new hire, this three-day training with peers from around the country will provide an invaluable opportunity for him or her to become fully familiar with the model and well-equipped to guide its implementation throughout the school year at Davis Middle School. Similarly, the transformation principal and the newly-appointed math and ELA coaches will attend the Principals' Institute and Coaches' Institutes, respectively, which will be held simultaneously July 10-12 in Baltimore. Besides providing the principal and coaches an opportunity to steep themselves in the TDS model, attending these conferences as a team will help them develop a common vision as they work out together the details of the model's implementation at Davis Middle School.

The pre-service professional development for instructional staff in August will build on the initial awareness sessions held in June and will provide instructional staff further training in specific instructional strategy modules, as well as opportunities to work in content-area and interdisciplinary teams to formulate goals for the year and detailed planning for the first quarter.

iii. During the implementation period, the School Transformation Facilitator will continue to provide training and facilitation on the use of data, effective team meetings, school organization

and budgeting to school and team leaders. In addition, TDS instructional facilitators will provide six days of TA per month throughout the school year (two days each for math, ELA, and Student Support Services). This technical assistance will include in-school observation and support to onsite coaches and other staff, as well as professional development sessions on a variety of topics, as determined by ongoing needs analysis with school leadership. This ongoing support will build the capacity of school leaders and onsite coaches as well as enabling the school to make adjustments based on student data and climate observations.

During the 2014 summer months, the STF will attend the “advanced topics” second-year TDS STF training, and the math and ELA coaches will again attend the TDS Coaches’ Institute. The opportunity to debrief and brainstorm with peers from other schools following their first year of implementation will help STFs and coaches process and analyze their experience, troubleshoot, and plan while incorporating any needed revisions for implementation in Year 2.

ii. Pre-Implementation Training, Support, and Professional Development Events

| Time Frame | Training/Support Events | Participants/Attendees | Responsible for Delivery | Desired Measurable Outcomes | Method of Analyzing and Reporting |
|---|--|--|--|---|---|
| April-August 2013: 20 days of TA (2 days/ week every other week) | Talent Development awareness PD Technical assistance to set up data collection and reporting systems Technical assistance and PD on Master Scheduling TA on Effective Teaming and Team Building for Teacher Teams | School leadership (principal, assistant principals, other designated attendees); School Transformation Facilitator | Talent Development Secondary Launch Manager | Principal and assistant principals understand and embrace TD model EWI data system set up and functional using School Loop technology Master schedule using extended learning periods created School reorganized around small learning communities and teacher teams | Principal submits detailed School Transformation Plan to district School Loop installed and connected to Infinite Campus Master schedule created, submitted to district Small learning communities organized (note: staff hiring may continue into summer) |
| June 24-25, 2013 | TDS Awareness PD at Davis MS | All instructional and support staff at Davis Middle School | TDS Launch Manager, 3 TDS instructional facilitators | School staff understand TDS' program (scheduling strategy, teacher teaming, cooperative learning, use of data to drive instruction, tiered student interventions, school-family-community partnerships) Content area teams (ELA, math, science, social studies) begin to plan 2013-14 curriculum around TDS strategies and curricula (where applicable, e.g. ELA, US history, MMG) | Reports, training schedules, attendance submitted to District Community and parent awareness events planned and carried out (summer 2013) TDS materials and extra-help lab kits ordered; trade books for ELA and US History texts (Hakim's <i>History of US</i>) ordered |

| | | | | | |
|-------------------------|--|--|---|--|---|
| June 24-26, 2013 | STF training conference in Baltimore | New School Transformation Manager | Talent Development Secondary | STF fully equipped to support and facilitate transformation activities at Davis Middle School | Report submitted to district |
| July 10-12, 2013 | Principals' Institute in Baltimore | Davis MS principal | Talent Development Secondary | Principal to gain a broader picture of how to support TDS reforms and network with other TDS principals from around the country | Report submitted to district |
| July 10-12, 2013 | Coaches' Institute in Baltimore | New ELA and math coaches | Talent Development Secondary | Training in TDS math and ELA coaching principles, instructional strategies, extra-help labs (Savvy Readers' and CATAMA), and curricula (ELA only) | Report submitted to district |
| August 2013 (dates TBD) | Pre-Service professional development at Davis MS | All instructional and support staff at Davis Middle School | TDS Launch Manager, STF, 3 TDS instructional facilitators | <p>All staff: in-depth training in:</p> <ul style="list-style-type: none"> The TDS School Climate program with tiered intervention/EWI meetings Teaching in the extended (75- to 90-minute) period Supporting Students' Reading in the content areas Differentiated instruction Use of data in classroom planning <p>By content areas: in-depth training in content-specific strategies and TDS curricula</p> | <p>Reports, training schedules, attendance submitted to district</p> <p>Content-area teams formulate yearly goals and detailed planning for first quarter</p> <p>Extra-help labs (Savvy Readers' and CATAMA) up and running by end of September</p> |

iii. Year One Implementation Training, Support, and Professional Development Events

| Time Frame | Training/Support Events | Participants/Attendees | Responsible for Delivery | Desired Measurable Outcomes | Method of Analyzing and Reporting |
|---|---|--|---|--|---|
| Ongoing | Training on use of data, effective team meetings, school organization and budgeting | School leadership, teacher team leaders, on-site coaches and support staff | TDS School Transformation Facilitator | School re-organization implemented with fidelity, problems resolved and barriers overcome | Quarterly implementation reports; EWI data analysis (behavior, attendance, course performance); School climate surveys |
| 2 days / month during school year (10 months) | TA on school climate, tiered interventions, <i>Mastering the Middle Grades</i> | School staff | TDS School and Student Services Support facilitator | Improved school climate: attendance, behavior, course performance, celebrations, report card conferences, etc. Effective MMG implementation | Site visit reports EWI data analysis (behavior, attendance, course performance); MMG lesson plans |
| 2 days / month during school year (10 months) | TA on ELA-specific content areas (determined by need) | ELA on-site coaches, ELA and Savvy Readers' lab teachers | TDS ELA Instructional Facilitator | Improved ELA instruction using cooperative learning, teacher modeling, differentiated instruction, best practices | Site visit reports ELA coach's reports Classroom walk-throughs |
| 2 days / month during school year (10 months) | TA on math-specific content areas (determined by need) | Math on-site coaches, math and CATAMA lab teachers | TDS Math Instructional Facilitator | Improved math instruction using cooperative learning, teacher modeling, differentiated instruction, best practices | Site visit reports Math coach's reports Classroom walk-throughs |
| Summer 2014 | STF Institute in Baltimore | School Transformation Facilitator | TDS | STF receives in-depth training in TDS implementation/advanced topics | Report submitted to district |
| Summer 2014 | Coaches' Institute in Baltimore | Math and ELA coaches | TDS | Coaches receive in-depth training in TDS strategies and curricula (advanced topics) | Report submitted to district |

iv. Plan for evaluating the effects of training, support, and professional development. During the pre-implementation period, the TDS Launch Manager will regularly evaluate the effects of training and support with the school transformation team, school transformation principal, and STF (once he or she is hired). Evaluation of the effects of the TDS Awareness Training in June, for example, will inform planning for the Pre-Service Professional Development in August.

During the Implementation Period, regular analysis of EWI and student achievement data will occur within teacher teams as well as on a broader level in the school leadership team and in content-area teams. The on-site coaches' and instructional facilitators' observations of teacher practice will also offer an opportunity to evaluate the effects of professional development and identify areas of ongoing need. This analysis will inform planning for TDS technical assistance days each month. The STF and TDS Field Manager will meet quarterly with the principal for an implementation review to identify areas of strength as well as ongoing concerns to be addressed through professional development and support. This development and support will not be limited to the technical assistance provided by TDS facilitators, but will also take place through the in-school support provided by the onsite coaches and School Transformation Facilitator, and the peer support opportunities afforded by the TDS teacher teaming structure.

J. Community and Stakeholder Involvement/ Engagement

As part of the pre-implementation awareness activities, TDS staff will meet with families and school and district community members to outline the components of the model, explain how they benefit students and their families, discuss opportunities for families and the community to become involved with the school's implementation efforts, and answer questions and concerns regarding implementation of the Talent Development model. These activities may include:

April-May 2013: TDS Launch Manager meets with PTA to share TDS vision and components; parent representatives are invited to participate in school transformation team planning

June 2013: TDS Launch Manager and School Transformation Facilitator meet with parents and community stakeholders at Davis MS for initial awareness meetings and Q&A

August 2013: School Fair/ Open House at Davis MS—transformation school leadership team (including principal and STF) and instructional staff meet informally with parents and community members

August 2013: Improve school website and create and distribute a school newsletter.

September 2013 – June 2014: The TDS School Transformation Facilitator will work closely with the school social worker, Parent Resource Center, and PTA to enhance family outreach. Davis will participate in the National Network of Partnership Schools; community representatives and stakeholders will be invited to participate in quarterly report card conferences and achievement celebrations with Davis MS students.

K. Project Plan and Timeline

i. Goals and Key Strategies for the Pre-Implementation Period (April 1 to August 31, 2013)

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

1. Transformation leadership
 - District will work with TDS Launch Manager to identify and establish a school-based Transformation Team
2. Hiring
 - School Transformation Facilitator will be recruited and hired
 - Transformation principal will be identified and hired
 - Other key leadership hires for Davis MS as necessary
 - Onsite math and ELA coaches recruited and hired
 - Additional instructional staff recruitment as needed
3. School Organization
 - TDS Launch Manager will work with Transformation Team to organize Davis MS into small learning communities each led by a team of four subject area teachers (math, ELA, history and science)
 - TDS Launch Manager will work with Transformation Team to establish a Master Schedule
 - development of a School Transformation Plan
4. Awareness
 - Current Davis MS staff will become familiar with the proposed transformation model
 - Continuing staff will receive initial TDS awareness training
 - Awareness activities with family and community stakeholders
5. Professional Development and Training
 - School Transformation Facilitator receives initial STF training
 - Transformation principal and onsite math and ELA coaches receive TDS training and support
 - All instructional staff (continuing and new recruits) receive pre-service Professional Development in instructional practices and school climate/ tiered intervention strategies
6. Data collection and management
 - School purchases School Loop data management system
 - TDS provides professional development and assistance to leadership team in data collection and management
7. Planning
 - School leadership team (principal, STF, assistant principals and teacher team leaders) plans school climate and student support policies and activities
 - Instructional staff (content area teams and SLC teacher teams) plan yearly goals and objectives and detailed first quarter planning
 - TDS instructional materials, ELA trade books, and US History textbooks ordered

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

| Key Strategies | Specific Activities | Time Frame/ Deadlines | Person/ Organization Accountable |
|----------------------------------|--|-----------------------|---|
| School-based Transformation Team | Members of Transformation Team identified and recruited | April 22, 2013 | School district (with TDS Launch Manager) |
| | Transformation Team meets at least weekly | April 22-June 30 | Team members |
| | TDS Launch Manager meets with Transformation Team every other week | April 22-June 30 | TDS Launch Manager |
| Hiring | TDS School Transformation Facilitator recruited and hired | June 1 | TDS |
| | Transformation principal identified and hired | June 1 | School district |
| | Other key leadership hires as necessary | June 30 | School district |
| | Onsite coaches for math and ELA | June 15 | School district |
| | Additional instructional staff as needed | June 30 | School district |
| School Organization | School Transformation Plan developed and submitted to Field Manager and district | May 15 | TDS Launch Manager and Transformation Team |
| | Davis MS organized into small learning communities each led by a four-teacher team | May 30 | TDS Launch Manager and Transformation Team |
| | Detailed Master Schedule with extended learning periods created | May 30 | TDS Launch Manager and Transformation Team |
| Awareness | Staff meeting at Davis MS to present vision and components of TDS transformation model | April 15 | TDS Launch Manager and School district |
| | Current staff must inform district whether they will continue at Davis MS | April 30 | Current staff |
| | Initial TDS awareness training for all continuing staff – 2 days at Davis MS | June 24-25 | TDS Launch Manager and instructional facilitators |
| | Awareness meeting with parents and community stakeholders at Davis MS | June | TDS Launch Manager and STF |
| | School Fair/ Open House at Davis MS for families and community | August | School leadership team and staff |
| | School website update and newsletter | August | STF, principal and IT teachers |

| | | | |
|---------------------------------------|---|-------------|---|
| Professional Development and Training | School Transformation Facilitator attends STF training in Baltimore | June 24-26 | TDS |
| | Transformation principal and onsite ELA and math coaches attend TDS Principals' Institute and Coaches' Institute in Baltimore | July 10-12 | TDS |
| Data collection and management | Pre-Service professional development (all staff) – 3 days at Davis MS | Late August | TDS STF and instructional facilitators |
| | School purchases School Loop data management system | May 15 | TDS using SIG funding |
| | School Loop system installed | May 30 | TDS Launch Manager w/school IT staff |
| | PD and assistance to school leadership in data collection and management | June-August | TDS (Launch Manager and STF) |
| Planning | School leadership team plans policies and activities for school climate and student supports | June-August | Transformation principal, STF, and school leadership team |
| | Yearly team goals and objectives identified at awareness training | June 25 | Teacher teams under TDS IF leadership |
| | ELA trade books selected for each grade/ section | June 25 | ELA teachers with TDS facilitator |
| | Trade books and US History textbooks ordered from vendors | June 30 | District with input from ELA teachers' planning |
| | TDS materials and labs ordered | June 30 | Launch Manager with STF and teachers' planning input |
| | Instructional staff make detailed plans for first quarter implementation, based on Pre-Service Implementation PD | August 30 | Teacher teams under TDS IF leadership |

iii. Goals and Key Strategies for Year One Implementation (September 1, 2013 to August 31, 2014)

The goals and key strategies for Year One Implementation are:

1. School Leadership and Organization
 - School leadership team will meet regularly and will implement a distributed leadership model.
 - Teacher teams will use common planning time to ensure instructional coherence, share best practices, determine and execute school climate policies and activities, and discuss data and intervention strategies for their shared cohorts of students.
 - The transformation principal and STF will meet with the TDS Field Manager each quarter for a quarterly Implementation Review.
2. Instructional Improvement
 - Instructional staff will implement TDS curricula where possible (ELA, US History).
 - Instructional staff will implement TDS instructional strategies such as cooperative learning, teacher modeling, higher-order thinking and questioning, differentiated instruction, hands-on activities, etc. in all classes.
 - Content-area teacher outside of ELA classes will use TDS practices to support students' reading in their specific content areas.
 - Instructional practices and plans will be adjusted based on student achievement data.
3. School Climate and Student Supports
 - School-wide attendance, behavior, and coursework policies will be in place and enforced.
 - Teacher teams will establish SLC-specific school climate initiatives, incentives, celebrations, etc.
 - Tiered interventions will be provided to students showing Early Warning Indicators of difficulties in the areas of attendance, behavior, and/or course performance.
 - School-wide climate initiatives, incentive, and/or celebrations will be organized on a quarterly basis.
 - All students will participate in quarterly Report Card conferences with a concerned adult.
4. Data Collection and Management
 - Teacher teams will use one common planning period each week to review EWI and academic performance data on their shared students, identify appropriate interventions, and evaluate outcomes.
 - The STF, along with the TDS School and Student Support Services facilitator, will provide ongoing support and training to school leadership and teacher teams in the use and management of data to support students and drive instruction.
 - Students' attendance, behavior, course performance and standardized test performance data will be entered into the School Loop system as it becomes available.
 - The transformation principal, STF, and other school leaders as designated by the principal will review school-wide data on at least a quarterly basis.
5. Professional Development and Training
 - TDS instructional facilitators in math and ELA, and a TDS School and Student Support Services facilitator, will each provide two days of technical assistance each month from September 2013 through June 2014. Technical assistance may include support and

training for onsite coaches and coaching, facilitation, and professional development for teachers, both individually and collectively.

- Onsite math and ELA coaches will provide ongoing support, coaching, and training to teachers in their content areas.
 - Teacher teams will provide a context for peer mentoring, encouragement, and sharing of best practices.
 - The STF will receive TDS STF advanced training (level II) during the summer months of 2014.
 - Onsite math and ELA coaches will attend the TDS Coaches' Institute in the summer of 2014.
6. Family and Community Support
- Davis MS will participate in the National Network of Partnership Schools.
 - The Parent Resource Center, school social worker, and PTA will work together to improve family and community involvement at Davis MS.
 - The school website will be updated and a back-to-school newsletter will be published
 - Families will be encouraged to attend quarterly student recognition activities.
 - Community and local business leaders will be invited to take part in quarterly report card conferences with Davis MS students.
7. Planning
- The school leadership team will plan adjustments to school climate and student support policies in the spring of 2014, based on observed outcomes and school-wide data trends.
 - Instructional staff will plan yearly goals and objectives for the 2014-2015 school year by June 2014.
 - Replacement student guides and workbooks for ELA and *Mastering the Middle Grades*, as well as replacement materials as needed for extra-help labs, will be ordered by June 2014.

iv. "Early wins" that will serve as indicators of a successful SIG implementation and increased buy-in and support for the plan

Early indicators of a successful SIG plan implementation include:

1. Creation of a functional Transformation Team including leadership, staff, and parent/community representatives to work with the TDS Launch Manager
2. Development of a realistic School Transformation Plan submitted to the TDS Field Manager and District, and shared with staff, families, and community stakeholders
3. Monthly updates of progress on the Transformation Plan submitted to the TDS Field Manager and district.
4. Successful recruiting and hiring of the transformation principal and the School Transformation Facilitator
5. Development of school -wide behavior and student support policies before school starts
6. Planning and implementation of SLC climate and academic achievement initiatives, incentives, and celebrations by each teacher team in the first quarter
7. Weekly EWI meetings occurring in each teacher team, resulting in supports provided to 4-7 students per week
8. District and/or instructional facilitator walk-through in October observes at least 80% of teachers implementing TDS improved instructional practices, such as participatory, cooperative, or hands-on learning and higher-level questioning and discussion

v. Leading indicators of success, to be examined on no less than a quarterly basis

At quarterly Implementation Reviews, indicators examined by the transformation principal and STF with the TDS Field Manager will include:

1. Progress made on the School Transformation Plan, as evidenced by monthly updates
2. Trends in instructional practices, as observed and reported by onsite math and ELA coaches, TDS instructional facilitators, and District personnel if applicable
3. Staff participation in coaching and professional development opportunities
4. School-wide student EWI data (attendance, behavior, and course performance)
5. School-wide and team-based climate and achievement initiatives
6. Assessed progress of students enrolled in Savvy Readers' and CATAMA labs
7. Indicators of family and community involvement in the school transformation plan (e.g. parent attendance at student recognition celebrations)

vi. Goals and Key Strategies for Years Two and Three Implementation (September 1, 2014 to August 31, 2016)

The goals and key strategies for Years Two and Three Implementation are similar to those for Year One, with the following modifications:

1. The STF will not attend STF Training in Years Two and Three.
2. Technical assistance days from TDS facilitators will decrease to 45 days per year in Year Three.
3. During Years Two and Three, the transformation principal and STF will seek to identify other external financial partners who can provide ongoing support for the transformation model after the expiration of the SIG grant.

**SIDE LETTER AGREEMENT BETWEEN THE MOUNT VERNON
CITY SCHOOL DISTRICT AND THE MOUNT VERNON
ADMINISTRATORS' GROUP**

It is hereby agreed by and between the Mount Vernon City School District and the Mount Vernon Administrators' Group that the January 15th notice of retirement requirement set forth in Article XI(D) "Sick Leave Incentive Program" and incorporated by reference in Article X(D) "Hospitalization and Medical Coverage" of the current collective bargaining agreement between the parties that expired on June 30, 2009, is hereby extended until February ~~15th~~^{28th} for the 2012-13 school year.

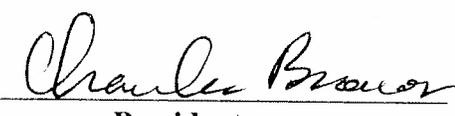
This change shall only apply to the 2012-13 school year and shall sunset thereafter. The change represents a one time agreement that shall not constitute a precedent or practice.

Dated: January 9, 2013

**MOUNT VERNON
CITY SCHOOL DISTRICT**

**MOUNT VERNON
ADMINISTRATORS' GROUP**

By: 
Interim Superintendent of Schools
1/9/13

By: 
President

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

| SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART | Unit | NYS State Average | District Average | Baseline Data | Target for 2013-2014 | Target for 2014-2015 | Target for 2015-16 |
|---|-------|----------------------|---------------------|------------------|-------------------------|-------------------------|-----------------------|
| I. Leading Indicators | | | | | | | |
| a. Number of minutes in the school year | min | | 78,000 | 78,000 | 90,000 | 90,000 | 90,000 |
| b. Student participation in State ELA assessment | % | | 95% | 95.51 | 96% | 97% | 98% |
| c. Student participation in State Math assessment | % | | 95% | 96.63 | 97% | 98% | 99% |
| d. Drop-out rate | % | | 3% | 0 | | | |
| e. Student average daily attendance | % | | 89% | 92.86 | 93% | 94% | 95% |
| f. Student completion of advanced coursework | N/A | | | N/A | | | |
| g. Suspension rate | % | | 11% | 15.25 | 10% | 8% | 5% |
| h. Number of discipline referrals | num | | 117 | 209 | 135 | 125 | 85 |
| i. Truancy rate | % | | 14% | 29.98 | 20% | 15% | 10% |
| j. Teacher attendance rate | % | | 89% | 92% | 94% | 95% | 96% |
| k. Teachers rated as "effective" and "highly effective" | % | | 75% | 55% | 65% | 69% | 72% |
| l. Hours of professional development to improve teacher performance | num | | 40 hours | 40 hrs | 80 hours | 80 hours | 80 hours |
| m. Hours of professional development to improve leadership and governance | num | | 16 hours | 16% | 40 hours | 40 hours | 40 hours |
| n. Hours of professional development in the implementation of high quality interim assessments and data-driven action | num | | 12 hours | 12% | 30 hours | 30 hours | 30 hours |
| II. Academic Indicators | | | | | | | |
| o. ELA performance index (estimated) | PI | | | 115 | 135 | 155 | 175 |
| p. Math performance index (estimated) | PI | | | 101 | 126 | 146 | 166 |
| q. Student scoring "proficient" or higher on ELA assessment | % | | | 28% | 40% | 55% | 60% |
| r. Students scoring "proficient" or higher on Math assessment | % | | | 26% | 38% | 50% | 60% |
| s. Average SAT score | score | | | 0 | | | |
| t. Students taking PSAT | num | | | 0 | | | |
| u. Students receiving Regents diploma with advanced designation | % | | | 0 | | | |
| v. High school graduation rate | % | | | 0 | | | |
| w. Ninth graders being retained | % | | | 0 | | | |
| x. High school graduates accepted into two or four year colleges | % | | | 0 | | | |

Attachment C
Evidence of Partner Effectiveness Chart

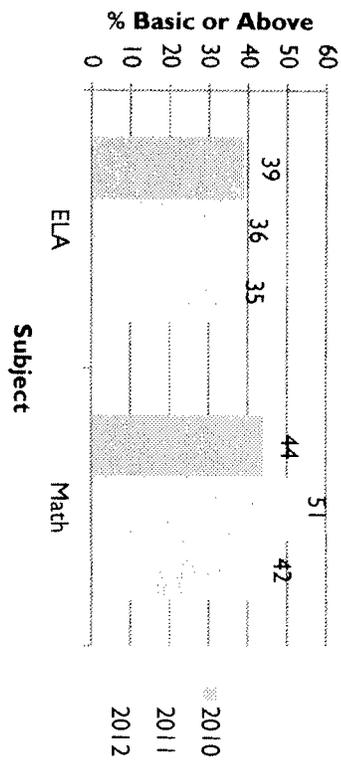
| Partner Organization Name and Contact Information and description of type of service provided. | Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services. | References / Contracts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools) |
|--|--|---|
| Talent Development Secondary: a whole-school reform organization based at Johns Hopkins University School of Education, providing technical assistance, professional development, and instructional materials to help low-performing schools use data and instructional reforms to maximize student achievement and create a culture and climate of learning and respect | <ol style="list-style-type: none"> 1. Broadmoor Middle School, East Baton Rouge, LA 2. Capitol Middle School, East Baton Rouge, LA 3. Clinton Middle School, Los Angeles, CA 4. Liechty Middle School, Los Angeles, CA 5. Miami Edison Middle School, Miami, FL 6. Miami Jackson High School, Miami, FL 7. Aki Kurose Middle School, Seattle, WA 8. Denny International Middle School, Seattle, WA 9. Ruffner Academy Middle School, Norfolk, VA 10. McCormack Middle School, Boston, MA | <ol style="list-style-type: none"> 1. Mr. Gavin Lewis, 225-272-0540 2. Ms. Viola Jackson, 225-231-9292 3. Ms. Sissy O'Reilly, 323-235-7200 4. Ms. Helen Carrillo, 213-989-1200 5. Mr. Keith Anderson, 305-754-4683 6. Mr. Carlos Rios, Jr. 305-634-2621 7. Ms. Mia Williams, 206-252-7700 8. Mr. Jeff Clark, 206-252-9000 9. Mr. Richard Fraley, 757-628-2466 10. Mr. Michael Sabin, 617-635-8657 |
| Partner Organization Name and Contact Information and description of type of service provided. | Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services. | References / Contracts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools) |
| | <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. | <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. |

Yearly School Test Results

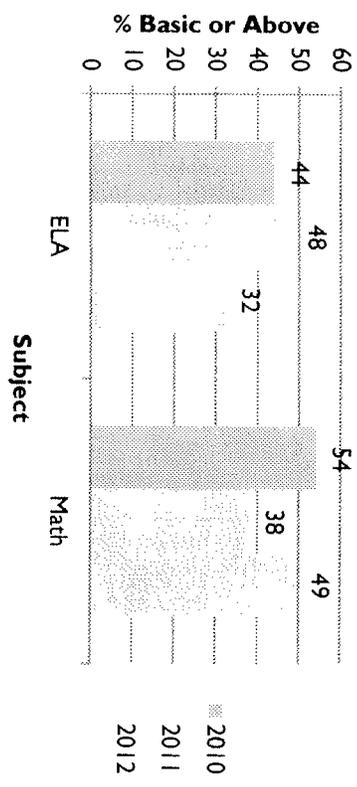
Data from greatschools.org

Broadmoor Middle School iLEAP & LEAP Results

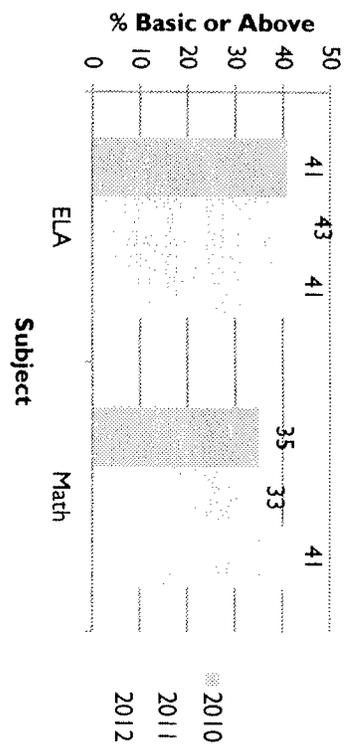
Broadmoor Middle School Grade 6 iLEAP Scores



Broadmoor Middle School Grade 7 iLEAP Scores



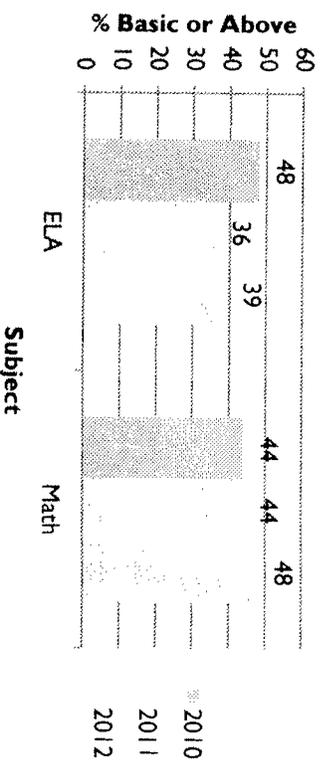
Broadmoor Middle School Grade 8 LEAP Scores



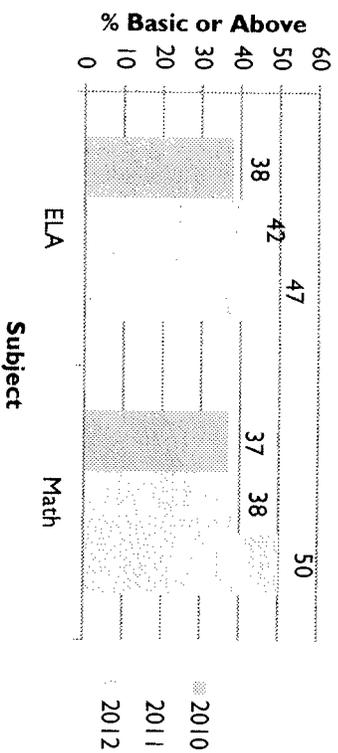
First Year of TDS Implementation : 2011-12

Capitol Middle School iLEAP and LEAP Results

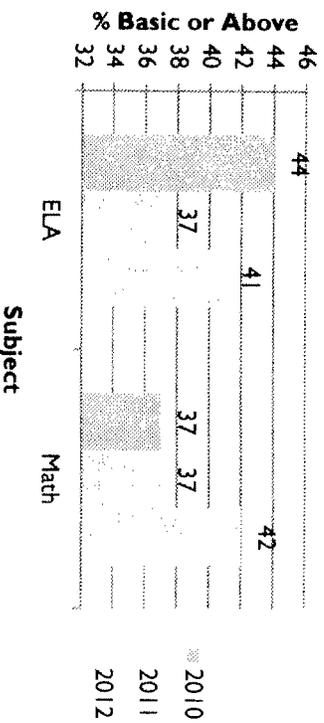
Capitol Middle School Grade 6 iLEAP Results



Capitol Middle School Grade 7 iLEAP Results



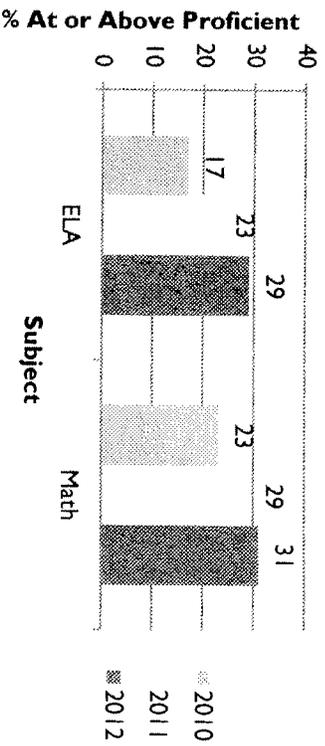
Capitol Middle School Grade 8 LEAP Results



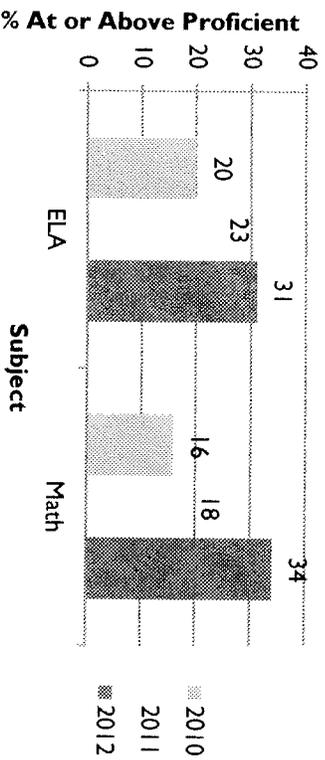
First Year of TDS Implementation : 2011-12

Clinton Middle School CST Results

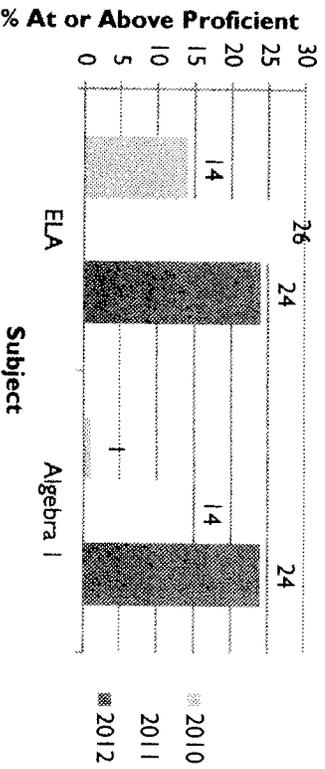
Clinton Middle School Grade 6 CST Results



Clinton Middle School Grade 7 CST Results



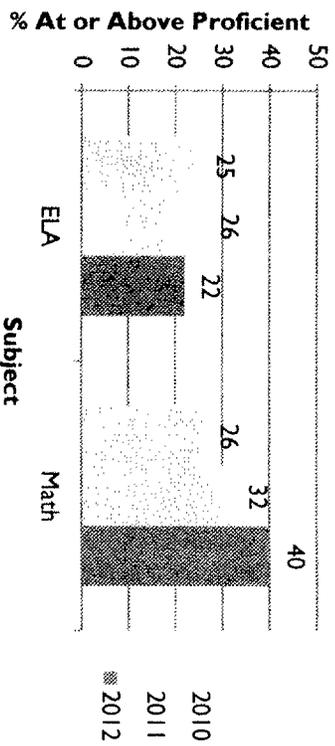
Clinton Middle School Grade 8 CST Results



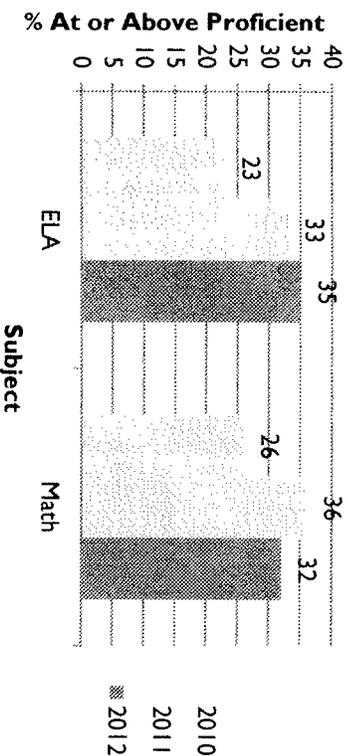
First Year of TDS Implementation : 2011-12

Liechty Middle School CST Results

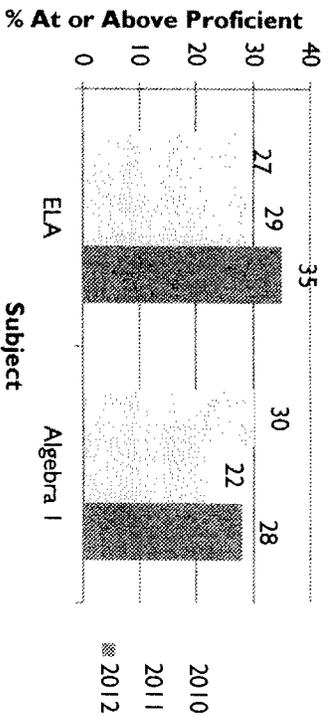
Liechty Middle School Grade 6 CST Scores



Liechty Middle School Grade 7 CST Scores



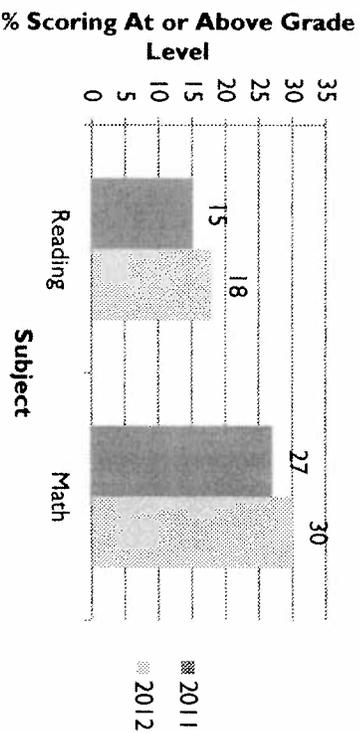
Liechty Middle School Grade 8 CST Scores



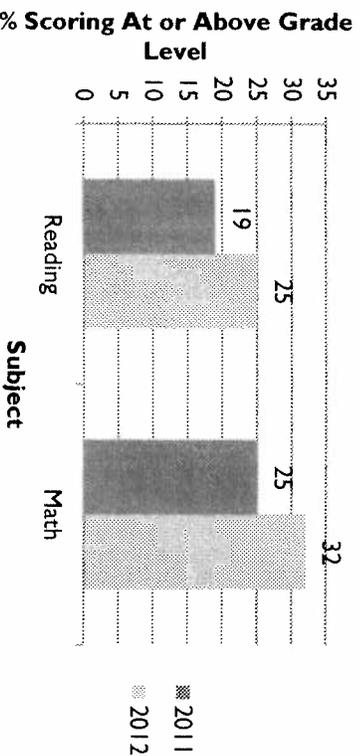
First Year of TDS Implementation : 2010-11

Miami Edison Middle School FCAT 2 Results

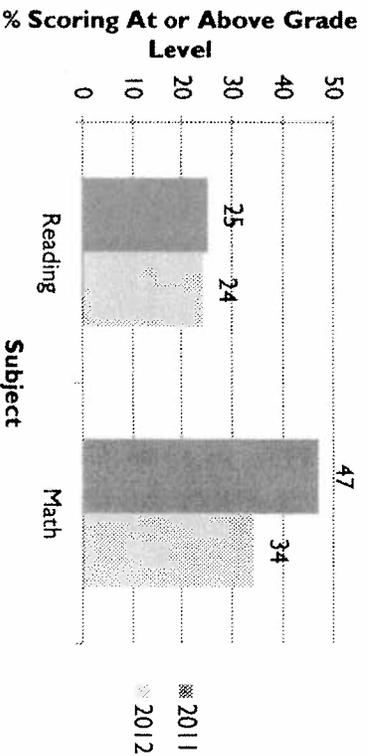
Miami Edison Middle School Grade 6 FCAT 2 Results



Miami Edison Middle School Grade 7 FCAT 2 Results



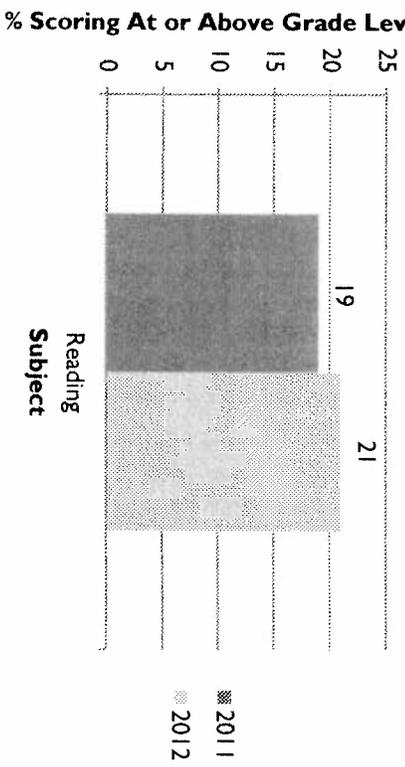
Miami Edison Middle School Grade 8 FCAT 2 Results



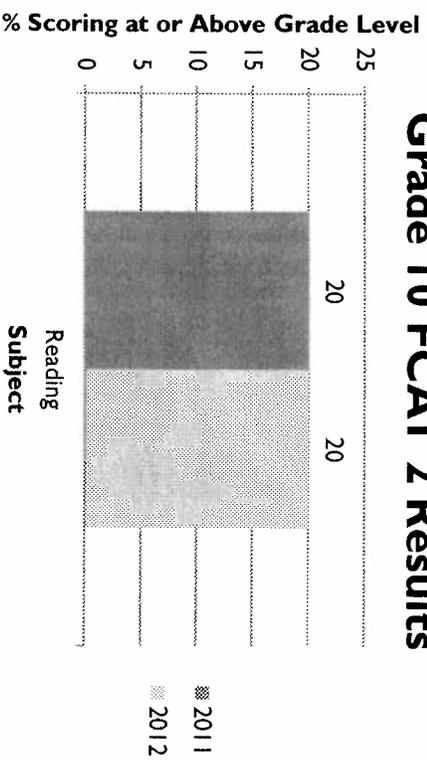
First Year of TDS Implementation : 2011-12

Miami Jackson High School FCAT 2 Results

Miami Jackson High School Grade 9 FCAT 2 Results



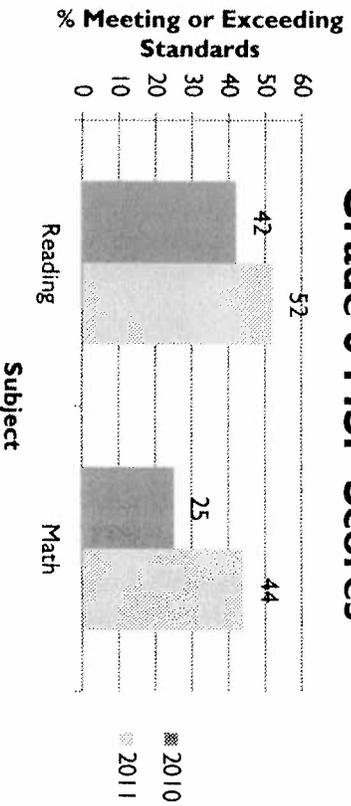
Miami Jackson High School Grade 10 FCAT 2 Results



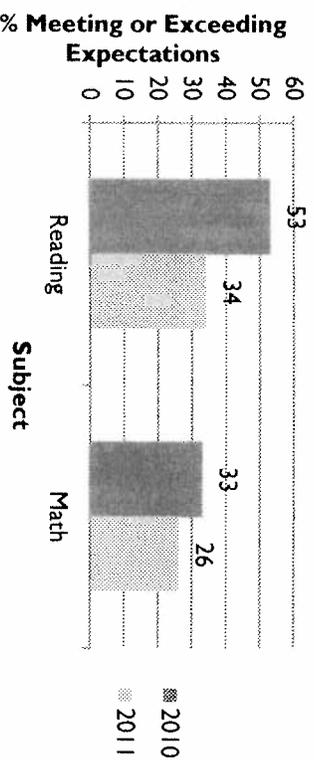
First Year of TDS Implementation : 2010-11

Aki Kurose Middle School MSP Results

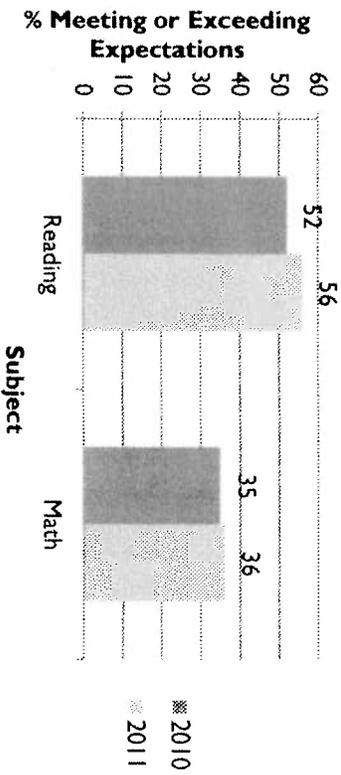
**Aki Kurose Middle School
Grade 6 MSP Scores**



**Aki Kurose Middle School
Grade 7 MSP Scores**



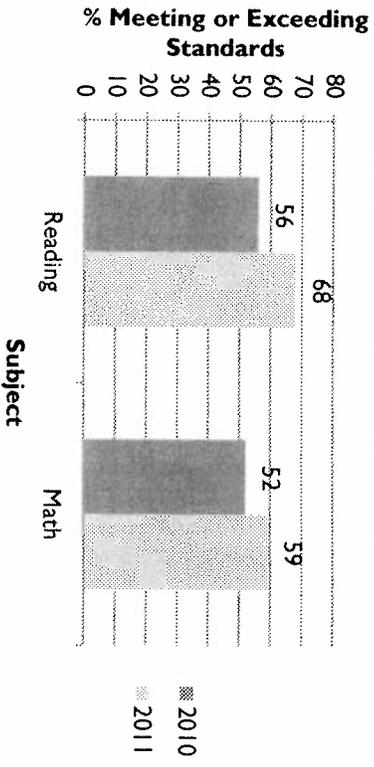
**Aki Kurose Middle School
Grade 8 MSP Scores**



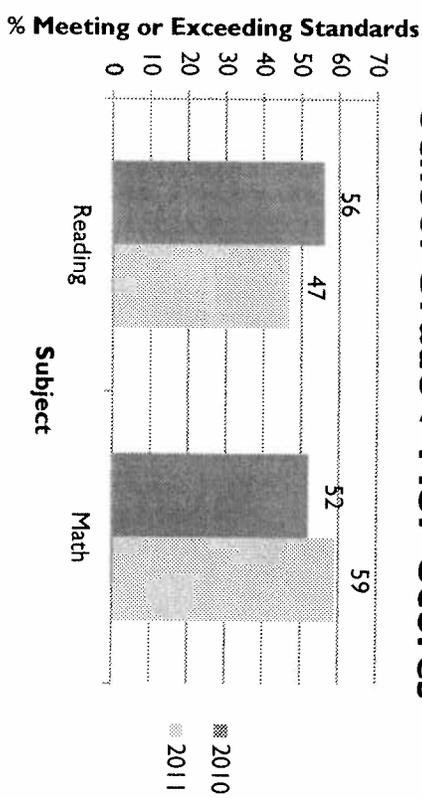
First Year of TDS Implementation : 2009-10

Denny International Middle School MSP Results

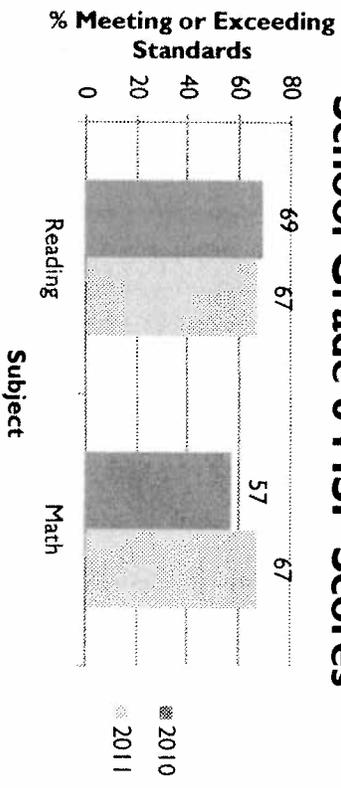
Denny International Middle School Grade 6 MSP Scores



Denny International Middle School Grade 7 MSP Scores



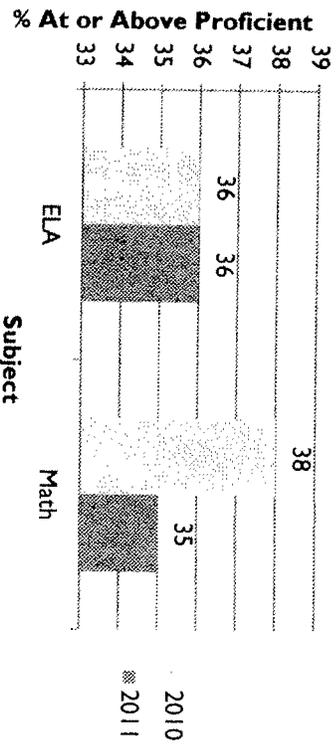
Denny International Middle School Grade 8 MSP Scores



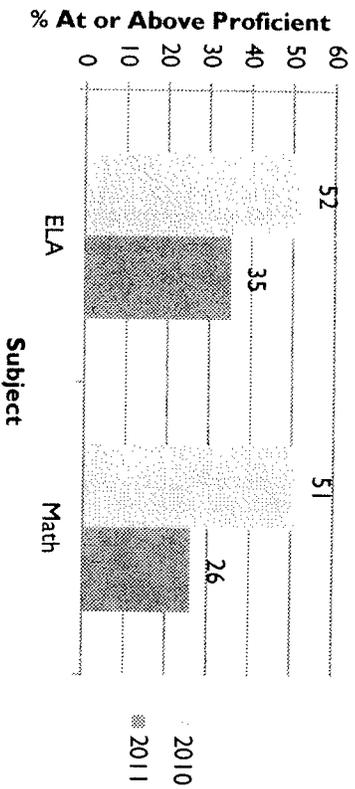
First Year of TDS Implementation : 2009-10

McCormack Middle School MCAS Results

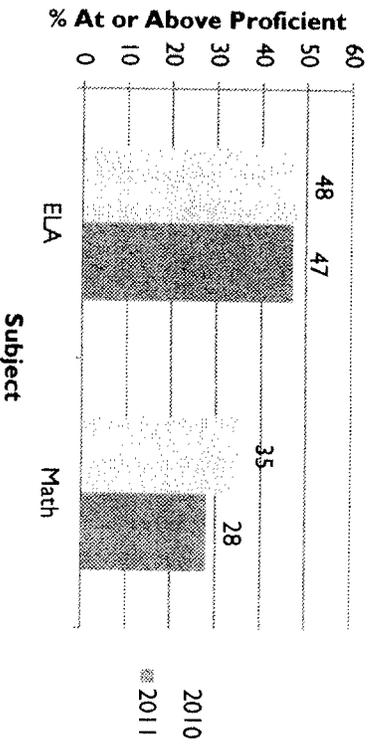
McCormack Middle School Grade 6 MCAS Results



McCormack Middle School Grade 7 MCAS Results



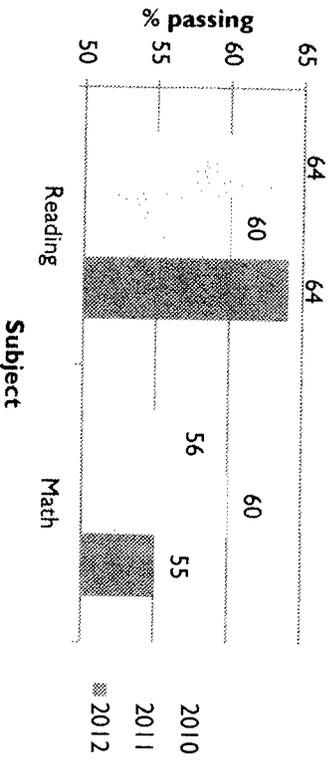
McCormack Middle School Grade 8 MCAS Results



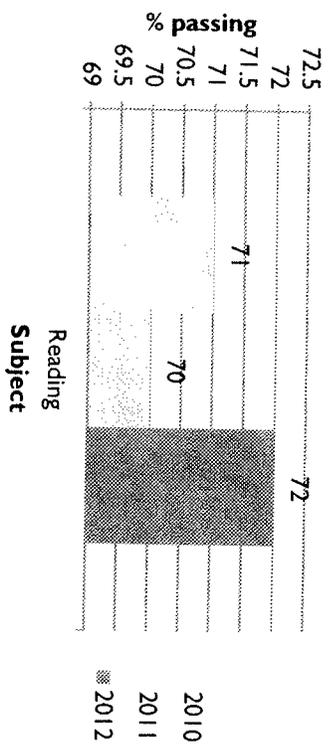
First Year of TDS Implementation : 2011-12

Ruffner Middle School SOL Results

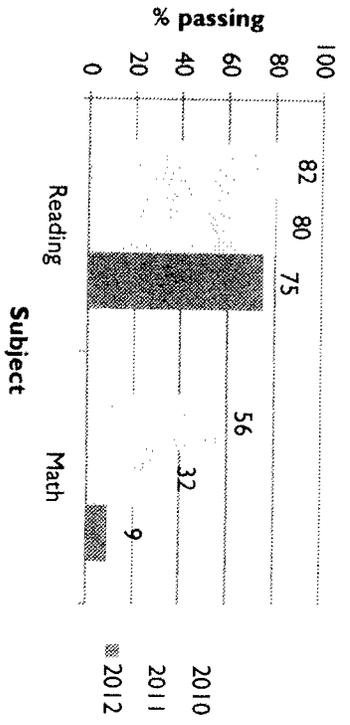
Ruffner Middle School Grade 6 SOL Results



Ruffner Middle School Grade 7 SOL Results



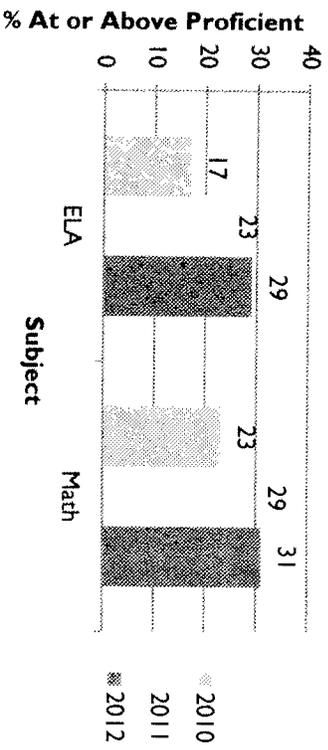
Ruffner Middle School Grade 8 SOL Results



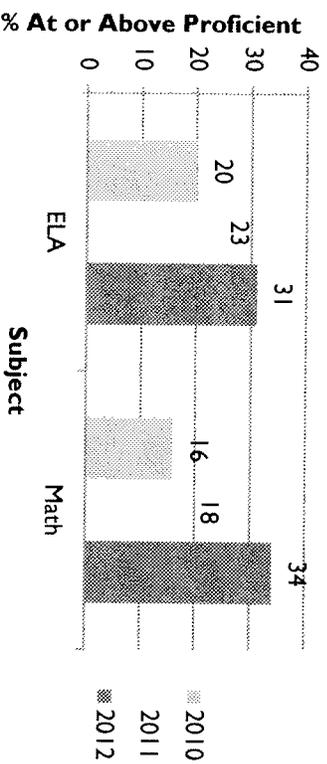
First Year of TDS Implementation : 2010-11

Clinton Middle School CST Results

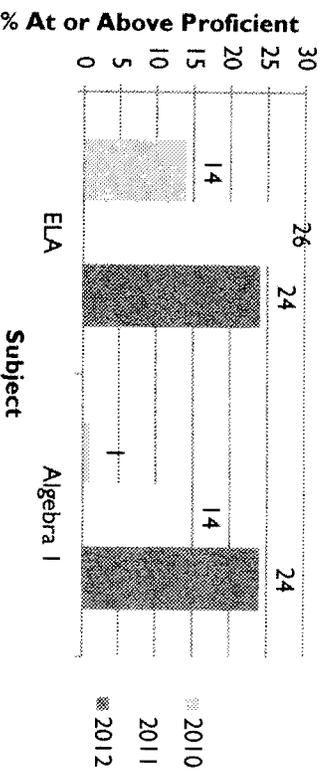
Clinton Middle School Grade 6 CST Results



Clinton Middle School Grade 7 CST Results



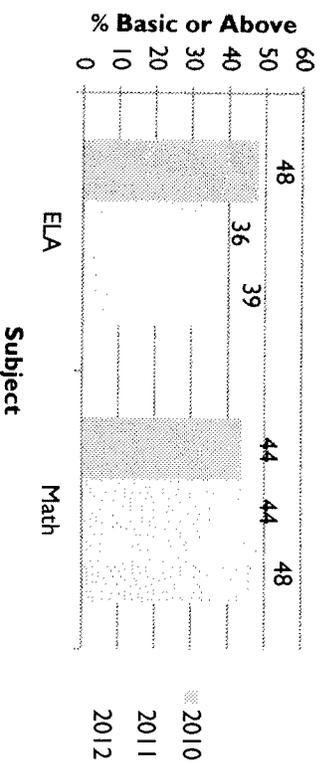
Clinton Middle School Grade 8 CST Results



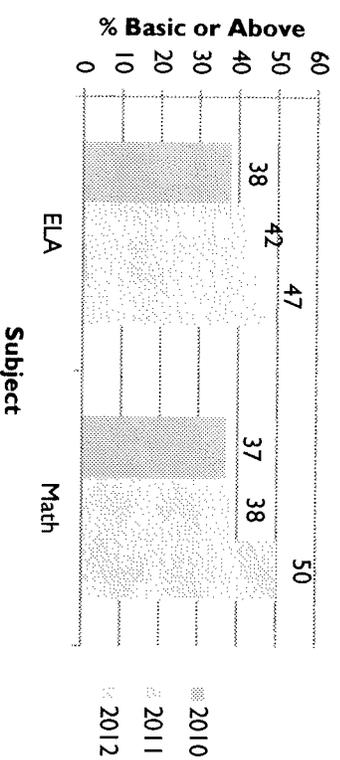
First Year of TDS Implementation : 2011-12

Capitol Middle School iLEAP and LEAP Results

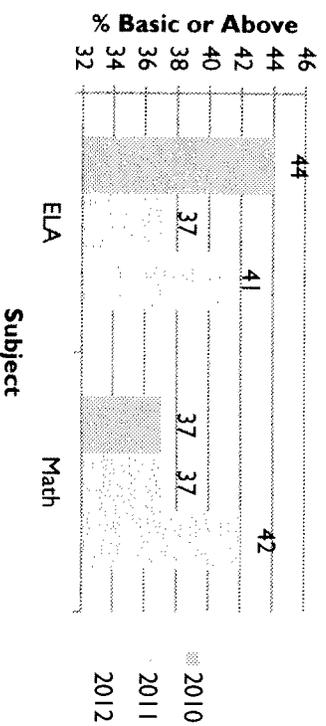
Capitol Middle School Grade 6 iLEAP Results



Capitol Middle School Grade 7 iLEAP Results



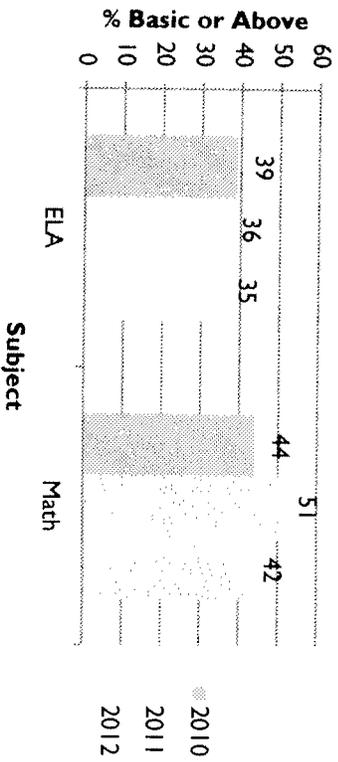
Capitol Middle School Grade 8 LEAP Results



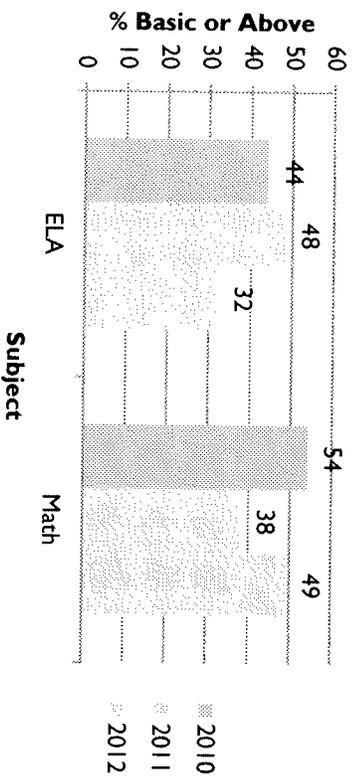
First Year of TDS Implementation : 2011-12

Broadmoor Middle School iLEAP & LEAP Results

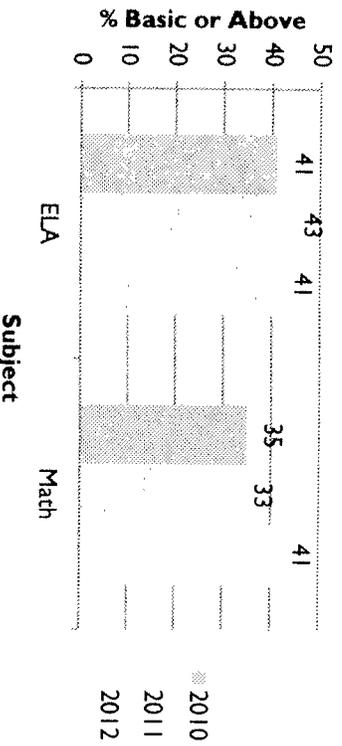
Broadmoor Middle School Grade 6 iLEAP Scores



Broadmoor Middle School Grade 7 iLEAP Scores



Broadmoor Middle School Grade 8 LEAP Scores



First Year of TDS Implementation : 2011-12

Yearly School Test Results

Data from greatschools.org

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) Type or print name | | |
| Teachers Union President / Lead Signature (in blue ink) Type or print name | 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 | 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 | 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 | 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. |

The district's attorney has contacted the Attorney for the Administrator's Union to advise him that the current principal will be re-assigned. Due to the time constraints, Attachment A is being uploaded without Mr. Brown's signature.

Attachment D - (1003g) Budget Summary Chart

| | | | | | | | | | | | |
|--------------------|---|---|---|---|---|---|---|---|---|---|---|
| Agency Code | 6 | 6 | 0 | 9 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
|--------------------|---|---|---|---|---|---|---|---|---|---|---|

Mount Vernon City School District

| Pre-implementation Period (April 1, 2013 - August, 31, 2013) | | Year 1 Implementation Period (September 1, 2013 - August 31, 2014) | | Year 2 Implementation Period (September 1, 2014 - August 31, 2015 - for Turnaround, Restart, and Transformation models only) | |
|--|------|--|------------------------|--|--------------------|
| Categories | Code | Costs | Categories | Code | Costs |
| Professional Salaries | 15 | \$275,557 | Professional Salaries | 15 | \$708,837 |
| Support Staff Salaries | 16 | \$12,672 | Support Staff Salaries | 16 | \$38,016 |
| Purchased Services | 40 | \$127,924 | Purchased Services | 40 | \$291,350 |
| Supplies and Materials | 45 | \$102,660 | Supplies and Materials | 45 | \$47,981 |
| Travel Expenses | 46 | \$19,000 | Travel Expenses | 46 | \$0 |
| Employee Benefits | 80 | \$58,395 | Employee Benefits | 80 | \$280,944 |
| Indirect Cost (IC) | 90 | \$11,346 | Indirect Cost (IC) | 90 | \$25,318 |
| BOCES Service | 49 | \$0 | BOCES Service | 49 | \$0 |
| Minor Remodeling | 30 | \$0 | Minor Remodeling | 30 | \$0 |
| Equipment | 20 | \$0 | Equipment | 20 | \$0 |
| Total | | \$607,554 | Total | | \$1,392,446 |

| Year 3 Implementation Period (September 1, 2015 - August 31, 2016 - for Turnaround, Restart, and Transformation models only) | | 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 | Categories | Code | Costs |
| Professional Salaries | 15 | \$489,359 | Professional Salaries | 15 | \$2,203,602 |
| Support Staff Salaries | 16 | \$0 | Support Staff Salaries | 16 | \$88,704 |
| Purchased Services | 40 | \$261,615 | Purchased Services | 40 | \$972,504 |
| Supplies and Materials | 45 | \$46,617 | Supplies and Materials | 45 | \$246,460 |
| Travel Expenses | 46 | \$0 | Travel Expenses | 46 | \$19,000 |
| Employee Benefits | 80 | \$185,246 | Employee Benefits | 80 | \$888,174 |
| Indirect Cost (IC) | 90 | \$17,163 | Indirect Cost (IC) | 90 | \$81,557 |
| BOCES Service | 49 | \$0 | BOCES Service | 49 | \$0 |
| Minor Remodeling | 30 | \$0 | Minor Remodeling | 30 | \$0 |
| Equipment | 20 | \$0 | Equipment | 20 | \$0 |
| Total | | \$1,000,000 | Total Project Budget | | \$4,500,000 |

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

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

= Required Field

| Local Agency Information | | |
|--|--|----------------------------|
| Funding Source: | SCHOOL IMPROVEMENT - PRE-IMPLEMENTATION PERIOD | |
| Report Prepared By: | GERTRUDE KARABAS | |
| Agency Name: | MOUNT VERNON CITY SCHOOL DISTRICT | |
| Mailing Address: | 165 NORTH COLUMBUS AVENUE | |
| | Street | |
| | MOUNT VERNON | NEW YORK |
| | City | State |
| | 10553 | 10553 |
| | City | Zip Code |
| Telephone # of Report Preparer: | (914)358-2371 | County: WESTCHESTER |
| E-mail Address: | GKARABAS@MTVERNONCSD.ORG | |
| Project Funding Dates: | 4/1/2013 | 8/31/2013 |
| | Start | End |

| INSTRUCTIONS |
|--|
| <ul style="list-style-type: none"> • Submit the original FS-10 Budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance. • The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee. • An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting. • For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at http://www.oms.nysed.gov/cafe/guidance/. |

| SALARIES FOR PROFESSIONAL STAFF | | | |
|---|-----------------------------|-------------------------------|-----------------------|
| Subtotal - Code 15 | | | \$275,557 |
| Specific Position Title | Full-Time Equivalent | Annualized Rate of Pay | Project Salary |
| 1 full-time turnaround project administrator for 4 mo (May - Aug) | 0.36 | \$130,000.00 | \$47,272 |
| 1 full-time Literacy Coach for 4 mo | 0.40 | \$70,968.00 | \$28,387 |
| 1 full-time Math Coach for 4 mo | 0.40 | \$70,968.00 | \$28,387 |
| 1 Instructional Specialist for 4 mo | 0.40 | \$70,968.00 | \$28,387 |
| 4 teachers for a summer transition program | 3 hrs x 24 days | \$41.63/hr | \$11,989 |
| 35 teachers for summer professional development and curriculum alignment sessions | 6 hrs x 15 days | \$41.63/hr | \$131,135 |
| | | | |

| SALARIES FOR SUPPORT STAFF | | | |
|----------------------------|----------------------|------------------------|----------------|
| Subtotal - Code 16 | | | \$12,672 |
| Specific Position Title | Full-Time Equivalent | Annualized Rate of Pay | Project Salary |
| Clerk/typist | 0.33 | \$38,016.00 | \$12,672 |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

| PURCHASED SERVICES | | | |
|---|-------------------------|-----------------------------------|----------------------|
| Subtotal - Code 40 | | | \$127,924 |
| Description of Item | Provider of Services | Calculation of Cost | Proposed Expenditure |
| three month's salary for School Transformation Facilitator | John Hopkins University | \$17,000 plus benefits of \$6,035 | \$23,035 |
| 40 days of Technical Assistance including 20 days of the TDS Launch Manager's services (2days/week every other week for 20 wks) plus five days of TDS Awareness and PreService Professional Development for all staff, serviced by a team of four TDS facilitators | John Hopkins University | \$2,000/day x 40 days | \$80,000 |
| Conference costs: registration, hotel, per diem allowance, and travel costs for STF to attend STF Training (June 24-26) and transformation principal and math and ELA onsite coaches to attend Principal's Institute and Coaches' Institute (held simultaneously on June 10-12) | John Hopkins University | \$1,666.67/day x 6 days | \$10,000 |
| School Loop data management system (installation) | John Hopkins University | \$5,000.00 | \$5,000 |
| Indirect costs charged by JHU at 26% on salaries, benefits, School Loop and conference costs | John Hopkins University | \$38,035 x 26% | \$9,889 |

| SUPPLIES AND MATERIALS | | | |
|---|-----------|--------------|----------------------|
| Subtotal - Code 45 | | | \$102,660 |
| Description of Item | Quantity | Unit Cost | Proposed Expenditure |
| Student Team Literature ELA instructional materials including Teachers' Guides, Students' Guides, and Standardized Reading Practice Tests | 100-300 | \$50 - \$200 | \$27,950 |
| Savvy Readers' and CATAMA extra-help labs in math and ELA | 75-250 | \$50 - \$200 | \$15,000 |
| TDS <i>Mastering the Middle Grades</i> student life and study skills course | 100-300 | \$50 - \$200 | \$32,700 |
| TDS support materials for Hakim's | 100.00 | \$30.00 | \$3,000 |
| Non-fiction libraries and trade books | 100 - 300 | \$20 - \$100 | \$19,110 |
| Parent workshop materials, brochures, translations, refreshments, postage | 20 - 100 | \$10 - \$100 | \$2,000 |
| office computer | 1.00 | \$900.00 | \$900 |
| laptop and printer | 1.00 | \$2,000.00 | \$2,000 |

| TRAVEL EXPENSES | | | |
|--|--|--|-----------------------|
| Subtotal - Code 46 | | | \$19,000 |
| Position of Traveler | Destination and Purpose | Calculation of Cost | Proposed Expenditures |
| Adminstrators, teaching staff at Davis Middle School (25 participants) | Off Site Retreat for Facilitated Strategic Planning (2 days) | rental, meals, transportation for 2 days | \$19,000 |
| | | | |
| | | | |
| | | | |

| Employee Benefits | | |
|------------------------|--------------------------|----------------------|
| Subtotal - Code 80 | | \$58,395 |
| Benefit | | Proposed Expenditure |
| Social Security | | \$21,155 |
| Retirement | New York State Teachers | \$32,626 |
| | New York State Employees | \$2,395 |
| | Other - Pension | |
| Health Insurance | | |
| Worker's Compensation | | \$2,219 |
| Unemployment Insurance | | |
| Other(Identify) | | |
| | | |
| | | |
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| 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 | \$493,284 |
| B. | Approved Restricted Indirect Cost Rate | 2.30% |
| C. | Subtotal - Code 90 | \$11,346 |

For your information, maximum direct cost base = \$596,208.00

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

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

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

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

BUDGET SUMMARY

| SUBTOTAL | CODE | PROJECT COSTS |
|------------------------|------|---------------|
| Professional Salaries | 15 | \$275,557 |
| Support Staff Salaries | 16 | \$12,672 |
| Purchased Services | 40 | \$127,924 |
| Supplies and Materials | 45 | \$102,660 |
| Travel Expenses | 46 | \$19,000 |
| Employee Benefits | 80 | \$58,395 |
| Indirect Cost | 90 | \$11,346 |
| BOCES Services | 49 | |
| Minor Remodeling | 30 | |
| Equipment | 20 | |
| Grand Total | | \$607,554 |

Agency Code: **660900010000**

Project #: _____

Contract #: _____

Agency Name: **Mount Vernon City School District**

FOR DEPARTMENT USE ONLY

Funding Dates: _____ From _____ To _____

Program Approval: _____ Date: _____

| <u>Fiscal Year</u> | <u>First Payment</u> | <u>Line #</u> |
|--------------------|----------------------|---------------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Voucher # _____ First Payment _____

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

 Date Signature

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

Finance: Logged _____ Approved _____ MIR _____

= Required Field

| Local Agency Information | | |
|--|---|----------------------------|
| Funding Source: | SCHOOL IMPROVEMENT - YEAR 1 IMPLEMENTATION PERIOD | |
| Report Prepared By: | GERTRUDE KARABAS | |
| Agency Name: | MOUNT VERNON CITY SCHOOL DISTRICT | |
| Mailing Address: | 165 NORTH COLUMBUS AVENUE | |
| | Street | |
| | MOUNT VERNON | NEW YORK |
| | City | State |
| | 10553 | 10553 |
| | City | Zip Code |
| Telephone # of Report Preparer: | (914)358-2371 | County: WESTCHESTER |
| E-mail Address: | GKARABAS@MTVERNONCSD.ORG | |
| Project Funding Dates: | 9/1/2013 | 8/31/2014 |
| | Start | End |

| INSTRUCTIONS |
|--|
| <ul style="list-style-type: none"> Submit the original FS-10 Budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance. The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee. An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting. For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at http://www.oms.nysed.gov/cafe/guidance/. |

| SALARIES FOR PROFESSIONAL STAFF | | | |
|---|-----------------------------|-------------------------------|-----------------------|
| Subtotal - Code 15 | | | \$708,837 |
| Specific Position Title | Full-Time Equivalent | Annualized Rate of Pay | Project Salary |
| 1 full-time Literacy Coach | 1.00 | \$70,968.00 | \$70,968 |
| 1 full-time Math Coach | 1.00 | \$70,968.00 | \$70,968 |
| Additional subject teachers | 7.00 | \$65,000.00 | \$455,000 |
| 4 teachers for summer transition program | 3 hrs x 24 days | \$41.63/hr | \$11,989 |
| 40 teachers for summer professional development and curriculum alignment sessions | 6 hrs x 10 days | \$41.63/hr | \$99,912 |
| | | | |

| SALARIES FOR SUPPORT STAFF | | | |
|----------------------------|----------------------|------------------------|----------------|
| Subtotal - Code 16 | | | \$38,016 |
| Specific Position Title | Full-Time Equivalent | Annualized Rate of Pay | Project Salary |
| Clerk/typist | 1.00 | \$38,016.00 | \$38,016 |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

| PURCHASED SERVICES | | | |
|--|-------------------------|---|----------------------|
| Subtotal - Code 40 | | | \$291,350 |
| Description of Item | Provider of Services | Calculation of Cost | Proposed Expenditure |
| annual salary and benefits for School Transformation Facilitator | John Hopkins University | \$70,400 plus benefits of \$24,992 | \$95,392 |
| 25% of TDS Field Manager - salary and benefits | John Hopkins University | \$94,760/yr x 25%=\$23,690 plus benefits at 35.5% = \$8,410 | \$32,100 |
| 60 days of Technical Assistance including 20 days of the TDS Launch Manager's services (2days/week every other week for 20 wks) plus five days of TDS Awareness and PreService Professional Development for all staff, serviced by a team of four TDS facilitators | John Hopkins University | \$2,000/day x 60 days | \$120,000 |
| Conference costs: registration, hotel, per diem allowance, and travel costs for STF to attend STF Training and transformation principal and math and ELA onsite coaches to attend Principal's Institute and Coaches' Institute (held simultaneously) | John Hopkins University | \$1,500/day x 5 days | \$7,500 |
| School Loop data management system (installation) | John Hopkins University | \$1,000.00 | \$1,000 |
| Indirect costs charged by JHU at 26% on salaries, benefits, School Loop and conference costs | John Hopkins University | \$135,992 x 26% | \$35,358 |

| SUPPLIES AND MATERIALS | | | |
|---|----------|--------------|----------------------|
| Subtotal - Code 45 | | | \$47,981 |
| Description of Item | Quantity | Unit Cost | Proposed Expenditure |
| Student Team Literature ELA instructional materials including Teachers' Guides, Students' Guides, and Standardized Reading Practice Tests | 50 - 150 | \$50 - \$200 | \$14,000 |
| Savvy Readers' and CATAMA extra-help labs in math and ELA | 50 - 150 | \$50 - \$200 | \$7,500 |
| TDS <i>Mastering the Middle Grades</i> student life and study skills course | 50 - 150 | \$50 - \$200 | \$16,000 |
| TDS support materials for Hakim's | 75.00 | \$20.00 | \$1,500 |
| Non-fiction libraries and trade books | 50 - 150 | \$20 - \$100 | \$4,500 |
| Parent workshop materials, brochures, translations, refreshments, postage | 20 - 100 | \$10 - \$100 | \$4,481 |
| | | | |
| | | | |

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

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

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

| Employee Benefits | | |
|------------------------|--------------------------|----------|
| Subtotal - Code 80 | | |
| \$280,944 | | |
| Benefit | Proposed Expenditure | |
| Social Security | \$57,133 | |
| Retirement | New York State Teachers | \$92,149 |
| | New York State Employees | \$7,603 |
| | Other - Pension | |
| Health Insurance | \$106,384 | |
| Worker's Compensation | \$5,975 | |
| Unemployment Insurance | | |
| Other(Identify) | | |
| Dental Insurance | \$11,700 | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

| 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 | \$1,100,778 |
| B. | Approved Restricted Indirect Cost Rate | 2.30% |
| C. | Subtotal - Code 90 | \$25,318 |

For your information, maximum direct cost base = \$1,367,128.00

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.

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

BUDGET SUMMARY

| SUBTOTAL | CODE | PROJECT COSTS |
|------------------------|------|---------------|
| Professional Salaries | 15 | \$708,837 |
| Support Staff Salaries | 16 | \$38,016 |
| Purchased Services | 40 | \$291,350 |
| Supplies and Materials | 45 | \$47,981 |
| Travel Expenses | 46 | |
| Employee Benefits | 80 | \$280,944 |
| Indirect Cost | 90 | \$25,318 |
| BOCES Services | 49 | |
| Minor Remodeling | 30 | |
| Equipment | 20 | |
| Grand Total | | \$1,392,446 |

Agency Code: **660900010000**

Project #: _____

Contract #: _____

Agency Name: **Mount Vernon City School District**

FOR DEPARTMENT USE ONLY

Funding Dates: _____ From _____ To _____

Program Approval: _____ Date: _____

| <u>Fiscal Year</u> | <u>First Payment</u> | <u>Line #</u> |
|--------------------|----------------------|---------------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
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| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Voucher # _____ First Payment _____

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

_____/_____/_____
 Date


 Signature

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

Finance: Logged _____ Approved _____ MIR _____

Budget Narrative

Pre-Implementation Period April 1st through August 31 2013:

| CODE/ BUDGET CATEGORY | EXPLANATION OF EXPENDITURES IN THIS CATEGORY |
|--|---|
| Code 15 Professional Salaries | <p>Hire a full time turnaround project administrator to head up the Davis turnaround initiative by May 1st 2013 at an annual salary of \$ 130,000. Four month's salary @ \$47,272</p> <p>Hire 1 Full time Literacy Coach to serve on the Project Team. Four month's salary based on an annual salary of \$70,968. Cost = \$28,387</p> <p>Hire 1 Full time Math Coach to serve on the Project Team. Four month's salary based on an annual salary of \$70,968. Cost = \$28,387</p> <p>Hire 1 Instructional Specialist to work with Sp Ed teachers at an annual salary of \$70,968. Cost for four months= \$28,387</p> <p>4 Part-time hourly teachers will be hired for a 24 day 3hr/ summer transition program for 150 incoming grade 7 students \$11,989</p> <p>Summer professional development and curriculum alignment sessions for 35 teachers for 15 days @ 6 hours/day=\$131,135</p> <p>Total =\$275,557</p> |
| Code 16 Support Staff Salaries | <p>Clerk Typist to support the daily operation of the Davis Turnaround Project @ 38,016/yr . Cost for 4 months @ \$12,672</p> <p>\$12,672</p> |
| Code 40 Purchased Services | <p>These funds will be used to cover the expenses associated with the schoolwide implementation of the Johns Hopkins Talent Development WSR Model.</p> <p><i>Salaries:</i> Three months' salary for School Transformation Facilitator (projected hire date June 1) at \$68,000/ year, plus benefits at 35.5%. = \$23,035</p> <p>Forty days of Technical Assistance at \$2000 per day. This includes 20 days of the TDS Launch Manager's services (2 days per week every other week for 20 weeks) plus five days of TDS Awareness and Pre-Service Professional Development for all staff, serviced by a team of four TDS facilitators.= \$80,000</p> <p>Conference costs: registration, hotel, per diem allowance, and travel costs for STF to attend STF Training (June 24-26) and transformation principal and math and ELA onsite coaches to attend Principal's Institute and Coaches' Institute (held simultaneously on June 10-12) =\$10,000</p> <p>\$5000 for School Loop data management system (installation)</p> <p><i>Indirect Costs:</i> charged by JHU at 26% on salaries, benefits, School Loop and conference costs. @ \$9,889</p> <p>Total= \$127,924</p> |

| CODE/ BUDGET CATEGORY | EXPLANATION OF EXPENDITURES IN THIS CATEGORY |
|---|--|
| <p>Code 45 <i>Supplies and Materials</i></p> | <p>Supplies, materials and assessment tools and supplies for instructional programs for students to be implemented in the Priority School</p> <ul style="list-style-type: none"> • \$27,950 for Student Team Literature ELA instructional materials (Teachers' Guides, Students' Guides, and Standardized Reading Practice Tests) • \$15,000 for Savvy Readers' and CATAMA extra-help labs in math and ELA • \$32,700 for TDS <i>Mastering the Middle Grades</i> student life and study skills course • \$3,000 for TDS support materials for Hakim's • \$19,110 for Non-fiction libraries and trade books <p><i>Supplies and tools for parent and community engagement activities</i></p> <ul style="list-style-type: none"> • \$2,000 Parent workshop materials, brochures, translations, refreshments, postage <p><i>Materials for project director and project team</i></p> <ul style="list-style-type: none"> • 1 Office Computer (\$900) • 1 Laptop and printer (\$2,000) <p>Total: \$102,660</p> |
| <p>Code 46 <i>Travel Expenses</i></p> | <p>2 day Off Site Retreat for Davis Staff for Facilitated Strategic Planning (25 days) \$19,000</p> |
| <p>Code 80 <i>Employee Benefits</i></p> | <p>Social Security/Retirement//Workman's Compensation \$58,395</p> |
| <p>Code 90 <i>Indirect Cost</i></p> | <p><i>Indirect rate @ 2.3% of \$493,284</i> \$11,346</p> |

Budget Narrative

Implementation Period Year 1: September 2013 through August 31 2014:

| CODE/ BUDGET CATEGORY | EXPLANATION OF EXPENDITURES IN THIS CATEGORY |
|--|---|
| Code 15 Professional Salaries | <p>Hire a full time turnaround project administrator to head up the Davis turnaround initiative at an annual salary of \$ 130,000. (General Fund)</p> <p>Hire 1 Full time Literacy Coach based on an annual salary of \$70,968.</p> <p>Hire 1 Full time Math Coach t based on an annual salary of \$70,968.</p> <p>Hire 1 Instructional Specialist to work with Sp Ed teachers at an annual salary of \$70,968. (Title IIA)</p> <p>Hire 7 additional subject teachers at an average annual salary of \$65,000 each to ensure Implementation of the proposed expanded learning blocks of time = \$455,000</p> <p>4 Part-time hourly teachers will be hired for a 24 day 3hr/ summer transition program in 2014 for 150 incoming grade 7 students \$11,989</p> <p>Summer professional development and curriculum alignment sessions for 40 teachers for 10 days @ 6 hours/day @ \$41.63/hr =\$99,912</p> <p>Total =\$708,837</p> |
| Code 16 Support Staff Salaries | <p>Clerk Typist to support the daily operation of the Davis Turnaround Project @ \$38,016/yr</p> |
| Code 40 Purchased Services | <p>These funds will be used to cover the expenses associated with the school-wide implementation of the Johns Hopkins Talent Development WSR Model.</p> <p><i>Salaries:</i> Annual salary for School Transformation Facilitator at \$70,400/ year, plus benefits at 35.5%= \$24,992</p> <p>25% of TDS Field Manager at \$94,760/ year =\$23,432; plus benefits at 35.5%=\$8,319</p> <p>Sixty days of Technical Assistance at \$2000 per day. This includes 20 days of the TDS Launch Manager's services (2 days per week every other week for 20 weeks) plus five days of TDS Awareness and Pre-Service Professional Development for all staff, serviced by a team of four TDS facilitators.= \$120,000</p> <p>Conference costs: registration, hotel, per diem allowance, and travel costs for STF to attend STF Training and transformation principal and math and ELA onsite coaches to attend Principal's Institute and Coaches' Institute (held simultaneously) =\$ 7,500</p> <p>\$1,000 for School Loop data management system (installation)</p> <p><i>Indirect Costs:</i> charged by JHU at 26% on salaries, benefits, School Loop and conference costs. @ \$35,358</p> <p>Total= \$291,350</p> |

| CODE/ BUDGET CATEGORY | EXPLANATION OF EXPENDITURES IN THIS CATEGORY |
|---|---|
| <p>Code 45 <i>Supplies and Materials</i></p> | <p>Replacement Supplies, materials and assessment tools and supplies for instructional programs for students to be implemented in the Priority School</p> <ul style="list-style-type: none"> • Student Team Literature ELA instructional materials (Teachers' Guides, Students' Guides, and Standardized Reading Practice Tests (\$14,000) • Savvy Readers' and CATAMA extra-help labs in math and ELA (\$7,500) • TDS <i>Mastering the Middle Grades</i> student life and study skills course (\$16,000) • TDS support materials for Hakim's <i>A History of US</i> U.S. history texts (\$1,500) • Non-fiction libraries and trade books (\$4,500) <p>\$43,500</p> <p><i>Supplies and tools for parent and community engagement activities</i></p> <ul style="list-style-type: none"> • \$4,481 Parent workshop materials, brochures, translations, refreshments, postage <p>Total: \$47,981</p> |
| <p>Code 80 <i>Employee Benefits</i></p> | <p>Social Security/Retirement/Health/Workman's Compensation/Dental</p> <p>\$280,944</p> |
| <p>Code 90 <i>Indirect Cost</i></p> | <p><i>Indirect rate @ 2.30% of \$1,100,778</i></p> <p>\$25,318</p> |

Budget Narrative

Year 2 Implementation Period- September 1st 2014 through August 31 2015:

| CODE/ BUDGET CATEGORY | EXPLANATION OF EXPENDITURES IN THIS CATEGORY |
|--|---|
| Code 15 Professional Salaries | Full time turnaround project administrator to head up the Davis turnaround initiative at an annual salary of \$ 130,000. (District Funds) 1 Full time Literacy Coach based on an annual salary of \$70,968. 1 Full time Math Coach t based on an annual salary of \$70,968. 1 Instructional Specialist to work with Sp Ed teachers at an annual salary of \$70,968. 7 additional subject teachers at an average annual salary of \$65,000 each to ensure Implementation of the proposed expanded learning blocks of time = \$455,000 4 Part-time hourly teachers will be hired for a 24 day 3hr/ summer transition program in 2015 for 150 incoming grade 7 students \$11,989 Summer professional development and curriculum alignment sessions for 30 teachers for 10 days @ 4 hours/day @ \$41.63/hr =\$49,956 Total =\$729,849 |
| Code 16 Support Staff Salaries | Clerk Typist to support the daily operation of the Davis Turnaround Project @ \$38,016/yr. |
| Code 40 Purchased Services | These funds will be used to cover the expenses associated with the school-wide implementation of the Johns Hopkins Talent Development WSR Model. <i>Salaries:</i> Annual salary for School Transformation Facilitator at \$70,400/ year, plus benefits at 35.5%.= \$24,992 25% of TDS Field Manager at \$94,760/ year =\$23,432; plus benefits at 35.5%=\$8,319 Sixty days of Technical Assistance at \$2000 per day. This includes 20 days of the TDS Launch Manager's services (2 days per week every other week for 20 weeks) plus five days of TDS Awareness and Pre-Service Professional Development for all staff, serviced by a team of four TDS facilitators.= \$120,000 Conference costs: registration, hotel, per diem allowance, and travel costs for STF to attend STF Training and transformation principal and math and ELA onsite coaches to attend Principal's Institute and Coaches' Institute (held simultaneously in June) =\$7,500 Yearly membership for NNPS =\$400 \$1000 for School Loop data management system (installation) <i>Indirect Costs:</i> charged by JHU at 26% on salaries, benefits, School Loop and conference costs. @ \$35,572 Total= \$291,615 |

| CODE/ BUDGET CATEGORY | EXPLANATION OF EXPENDITURES IN THIS CATEGORY |
|---|---|
| Code 45 <i>Supplies and Materials</i> | <p>Replacement Supplies, materials and assessment tools and supplies for instructional programs for students to be implemented in the Priority School</p> <p>Replacement Supplies, materials and assessment tools and supplies for instructional programs for students to be implemented in the Priority School</p> <ul style="list-style-type: none"> • Student Team Literature ELA instructional materials (Teachers' Guides, Students' Guides, and Standardized Reading Practice Tests • Savvy Readers' and CATAMA extra-help labs in math and ELA • TDS <i>Mastering the Middle Grades</i> student life and study skills course • TDS support materials for Hakim's <i>A History of US</i> U.S. history texts • Non-fiction libraries and trade books <p>\$42,600</p> <p><i>Supplies and tools for parent and community engagement activities</i></p> <ul style="list-style-type: none"> • \$6,602 Parent workshop materials, brochures, translations, refreshments, postage <p>Total: \$49,202</p> |
| Code 80 <i>Employee Benefits</i> | <p>Social Security/Retirement/Health/Workman's Compensation/Dental</p> <p>\$363,588</p> |
| Code 90 <i>Indirect Cost</i> | <p><i>Indirect rate @ 2.30% of \$1,205,655</i></p> <p>\$27,730</p> |

Budget Narrative

Year 3 Implementation Period- September 1st 2015 through August 31 2016:

| CODE/ BUDGET CATEGORY | EXPLANATION OF EXPENDITURES IN THIS CATEGORY |
|--|---|
| <p>Code 15 Professional Salaries</p> | <p>Full time turnaround project administrator to head up the Davis turnaround initiative at an annual salary of \$ 130,000. (District Funded) 1 Full time Literacy Coach based on an annual salary of \$70,968. 1 Full time Math Coach t based on an annual salary of \$70,968. 1 Instructional Specialist to work with Sp Ed teachers at an annual salary of \$70,968.(Title 11A) 7 additional subject teachers at an average annual salary of \$65,000 each to ensure Implementation of the proposed expanded learning blocks of time = \$455,000 (3 of 7 District Funded) \$260,000 from SIG Summer professional development and curriculum alignment sessions for 35 teachers for 10 days @ 6 hours/day @ \$41.63/hr = \$87,423</p> <p>Total = \$489,359</p> |
| <p>Code 16 Support Staff Salaries</p> | <p>Clerk Typist to support the daily operation of the Davis Turnaround Project @ \$38,016/yr. (District Funded)</p> |
| <p>Code 40 Purchased Services</p> | <p>These funds will be used to cover the expenses associated with the school-wide implementation of the Johns Hopkins Talent Development WSR Model.</p> <p><i>Salaries:</i> Annual salary for School Transformation Facilitator at \$70,400/ year, plus benefits at 35.5% @ \$24,992 total \$95,392</p> <p>25% of TDS Field Manager at \$94,760/ year = \$23,432; plus benefits at 35.5% = \$8,319 for a total of \$31,751</p> <p>Forty five days of Technical Assistance at \$2000 per day. This includes 20 days of the TDS Launch Manager's services (2 days per week every other week for 20 weeks) plus five days of TDS Awareness and Pre-Service Professional Development for all staff, serviced by a team of four TDS facilitators. = \$90,000</p> <p>Conference costs: registration, hotel, per diem allowance, and travel costs for STF to attend STF Training and transformation principal and math and ELA onsite coaches to attend Principal's Institute and Coaches' Institute (held simultaneously in June) = \$7,500</p> <p>Yearly membership for NNPS = \$400</p> <p>\$1000 for School Loop data management system (installation)</p> <p><i>Indirect Costs:</i> charged by JHU at 26% on salaries, benefits, School Loop and conference costs. @ \$35,572</p> <p>Total= \$261,615</p> |

| CODE/ BUDGET CATEGORY | EXPLANATION OF EXPENDITURES IN THIS CATEGORY |
|---|--|
| <p>Code 45 <i>Supplies and Materials</i></p> | <p>Replacement Supplies, materials and assessment tools and supplies for instructional programs for students to be implemented in the Priority School</p> <p>Replacement Supplies, materials and assessment tools and supplies for instructional programs for students to be implemented in the Priority School</p> <ul style="list-style-type: none"> • Student Team Literature ELA instructional materials (Teachers' Guides, Students' Guides, and Standardized Reading Practice Tests • Savvy Readers' and CATAMA extra-help labs in math and ELA • TDS <i>Mastering the Middle Grades</i> student life and study skills course • TDS support materials for Hakim's <i>A History of US</i> U.S. history texts • Non-fiction libraries and trade books <p>\$42,600</p> <p><i>Supplies and tools for parent and community engagement activities</i></p> <ul style="list-style-type: none"> • \$4,017 Parent workshop materials, brochures, translations, refreshments, postage <p>Total:\$46,617</p> |
| <p>Code 80 <i>Employee Benefits</i></p> | <p><i>Social Security/Retirement/Health/Workman's Compensation/Dental</i></p> <p>\$185,246</p> |
| <p>Code 90 <i>Indirect Cost</i></p> | <p><i>Indirect rate @ 2.30% of \$746,222</i></p> <p>\$17,163</p> |

JOHNS HOPKINS
UNIVERSITY

Research Projects Administration

Wyman Park Bldg. W400 / 3400 N. Charles Street
Baltimore, MD 21218-2686
410-516-8668 | Fax 410-516-7775

January 24, 2013

Gertrude Karabas
Assistant Superintendent
Mount Vernon City School District
165 N. Columbus Ave
Mount Vernon, NY 10553

Subject: Implement the Transformation whole-school reform model at A.B. Davis
Middle School

Dear Mrs. Karabas:

The Johns Hopkins University looks forward to participating in the project entitled "Implement the Transformation whole-school reform model at A.B. Davis Middle School." Dr. Robert Balfanz, Principal Investigator, is an established researcher in this subject area and an experienced project manager.

The appropriate programmatic and administrative personnel of the institution involved in this application are aware of Mount Vernon City School District policy and are prepared to establish the necessary inter-institutional agreements consistent with that policy. However, the University reserves the right to negotiate the terms, conditions and provisions included in the subcontract prior to acceptance of an agreement.

All administrative correspondence, including any subcontract documents, should be directed to this office. If you have any questions or concerns or need any further information, please contact Marge Trefill at (410) 516-4093 or mtrefill@jhu.edu. Thank you for your assistance.

Sincerely,



Marge Trefill
Contracts Associate

1/24/13

Attached is a copy of the portions of the Teachers' Contract that the district has begun conversations with the bargaining unit relative to amending schedules for teachers and students to accommodate extended learning time for students. The conversations also include the APPR plan which sunsets June 30th 2013. The district was able to work collaboratively with the bargaining units to provide an approved APPR in 2012 and we expect to do the same. As of the writing of this proposal, no side agreements have been developed due to time constraints. The district pledges to resolve these issues during the pre-implementation period. Additionally, the District has a side letter relative to an early retirement incentive for administrators and will execute the same for our teachers. The issue is time, time to negotiate and time to get board approval. These documents will be forthcoming during the pre-implementation period of the proposal.

Beyond the mandates of the USDOE and NYSED around the turnaround of Priority Schools, as Superintendent of Schools for the Mount Vernon School District, I am under the mandate of the Board of Education and the community to make Davis Middle School a viable option for taxpayers. The phenomenon of "bright flight" which takes place at the end of the sixth grade in the district poses a hardship on our schools and our residents. Taxpayers who refuse to send their students to Davis Middle School pay a double cost—exorbitant school fees and property taxes to support the school district. In turn the district loses the presence of talented students and parents who would help shape the culture at Davis. The District is looking to the Transformation Model as a means to restore community confidence and pride in our school system. I have pledged to do this work along with the team of talented staff members and partners that I am putting into place.

Sincerely,

Judith Johnson, Superintendent

that no employee shall receive both injury benefits and sick leave benefits for the same period of disability.

ARTICLE III GENERAL WORKING CONDITIONS

A. SCHOOL YEAR

The work year shall be 184 days (180 student contact and 4 Staff Development). However, as part of the regular work year all unit members hired after 7/1/05 shall be required to attend up to two (2) days of orientation without pay, if scheduled by the District. These days shall be scheduled prior to the start of his/her first year of employment only. Staff development day programs shall be jointly planned by the Federation and administration. A joint committee of Federation and administration representatives shall agree on a school calendar.

B. TEACHERS' WORK DAY

1. Subject to Paragraphs 2-10 below, the workday for teachers shall be as follows:

| | |
|-------------------------------------|----------------|
| Elementary Classroom Teachers (K-6) | 6 hours 55 min |
| Elementary Guidance Counselors | 6 hours 55 min |
| Elementary Social Workers | 6 hours 55 min |
| Secondary Classroom Teachers (7-12) | 7 hours 5 min |
| Secondary Guidance Counselors | 7 hours 30 min |
| Secondary Social Workers | 7 hours 30 min |
| Attendance Teachers | 7 hours 30 min |
| Psychologists | 7 hours 30 min |

2. The Federation and the District recognize that teachers have responsibilities, such as assisting pupils or conferring with parents or administrative officials, which may require service beyond the typical work day as specified above.

3. Staff development days shall start no earlier than 8:30 a.m. and end no later than 3:15 p.m. and shall include a one hour lunch period. A preparation period is not mandatory on such days.

4. The workday on test days, Regents days, emergencies or other unusual circumstances may be extended if necessary. Such extensions must be for

must be for good cause and not to evade the spirit of this Agreement. A good faith effort on the part of the administration to keep such instances to a minimum should be made.

5. Lunch time, preparation time, receiving time and time between pupil dismissal and teacher departures are included in (1) above.

6. Attendance teachers and social workers who are required to make home visits outside the work day above shall receive either compensatory time off the regular work day or compensation at their hourly rate.

7. For 2007-2008, sign-in time for teachers at the Middle Schools and High Schools shall continue at the current times. Sign-out times for teachers shall be 7 hours and 5 minutes later. Student reporting and dismissal times at the Middle Schools and High Schools shall remain at the current times.

8. For 2008-2009, the parties will jointly agree by June 15, 2008 to any changes in teacher sign-in and sign-out times and student reporting and dismissal times. However, these schedule changes shall not result in any additional student contact time.

9. Sign-in for teachers at the elementary schools shall be 8:20 a.m. Students shall report at 8:30 a.m. The student instructional day shall begin at 8:50 a.m. and the students shall be dismissed at 3:00 p.m. Teachers shall sign-out at 3:10 p.m. The elementary day shall consist of seven (7) teaching periods, one (1) teacher directed preparation period, and a one (1) hour duty-free lunch period.

10. All teachers may sign-out on Fridays and days before a vacation at student dismissal time. "Vacation" shall only apply to the adopted school calendar vacations of Thanksgiving, Christmas, mid-winter break, and spring break.

C. TEACHING CONDITIONS

1. No teacher shall be required to teach outside of his/her area or areas of certification except as set forth in the Commissioner's Regulations.

2. Where ability grouping is present in school, assignments of teachers to classes of gifted, bright, average and difficult subject classes will be made considering teacher preference and teacher preparation in his or her discipline.

3. Every effort shall be made to give the teacher the opportunity to teach at more than one level.
4. The administration shall strive to program secondary classroom teachers for not more than twenty-five (25) teaching and five (5) periods of building assignment or student supervision per week of five (5) working days in a thirty-five (35) period week excluding lunch.
5. Middle schools shall have a maximum of 42 minutes per-period with no extension of the current workday as described in Article III, Section B, Paragraph 1.
6. The programmed week in the secondary school shall consist of thirty-five (35) periods for an eight (8) period day or forty (40) periods for a nine (9) period day, exclusive of lunch. Classroom teachers may be assigned to building assignments or student supervision for the remainder of the thirty-five (35) period week for an eight (8) period day or forty (40) periods for a nine (9) period day consistent with the above paragraphs.
7. Every effort shall be made to schedule no more than three consecutive teaching assignments at the secondary level.
8. The number of different rooms in which assignments occur should be held to the absolute minimum.
9. The number of lesson preparations should be kept at the minimum consistent with the nature of the subject, the size of the department, the special offerings of the department and special requests of teachers, but in no event more than 3 lesson preparations except for any teacher who has agreed to teach more than 3.
10. A teacher who travels from building to building within the Mount Vernon City Schools shall not be assigned homeroom duty.
11. A teacher who travels between rooms within a single building in the Mount Vernon schools shall be known as a roving teacher. Every effort will be made to eliminate roving teachers from homeroom assignments.
12. Nothing in this Agreement shall be construed to prohibit the Board from changing the number and duration of periods and/or assigning a different number of periods to teachers, provided that such changes do not increase the total workday or the amount of actual teaching time, or decrease the preparation time provided by this Agreement. Minor or irregular differences

in duration of periods, such as those due to assembly programs, shall be a violation or an inequitable application of the terms of this Agreement.

D. EXTRA PERIOD COMPENSATION

Secondary classroom teachers assigned more than twenty-five (25) teaching periods per week on a regular basis shall have their total assignment adjustment as follows:

Middle and High School (35 periods excluding lunch)

- 26 teaching periods-minimum of 6 preparation periods
- 27 teaching periods-8 preparation periods
- 28 teaching periods-7 preparation periods, plus adjustment of total building assignment, such as no assignment to a homeroom

Middle and High School (40 periods excluding lunch)

- 26 teaching periods-minimum of 6 preparation periods
- 27 teaching periods-8 preparation periods
- 28 teaching periods-10 preparation periods

Vocational teachers may be programmed for up to thirty (30) teaching periods per week. No assignment to a homeroom shall be given to vocational teachers teaching twenty-nine (29) periods or more.

Teachers may volunteer to teach in excess of 28 periods per week, to a maximum of 30. When scheduling does not permit total assignment adjustment contractual language for Middle School and Senior High School, payment be as follows:

- Periods 26 and 27 will be paid at a pro-rated contractual hourly rate
- Periods 28, 29 and 30 will be paid at 12.5% of the employee's daily salary per period. The daily rate is 1/200th of the employee's annual salary. The maximum rate is set at MA Step 15.

E. BLOCK SCHEDULING

1. There must be prior consultation and notice given to the M/VFT b switching between the contractual period language. Option 1, Option 2, or Option 3. Should the District decide to implement block scheduling

scheduling in the high schools rather than periods, one of the following options shall be utilized:

Option 1

- 1075 minutes per week of student contact
- 215 minutes per week of preparation periods (no less than 43 minutes per day)
- 215 minutes per week of duty free lunch (no less than 43 minutes per day)
- 430 minutes per week of assigned duties

Option 2

- 1204 minutes per week of student contact
 - 387 minutes per week of preparation periods (no less than 43 minutes per day)
 - 215 minutes per week of duty free lunch (no less than 43 minutes per day)
 - 86 minutes per week of assigned duties
 - 43 minutes per week of common planning
- Prior to implementation, there shall be Union chosen representation on the high school scheduling committee. Every effort shall be made to schedule no more than 3 consecutive teaching periods (i.e. 129 minutes) at the secondary level.

Option 3 shall contain three possible schedules: (for Mount Vernon High School only)

| Minutes per week | Option 3A | 3B | 3C |
|---|--|--|---|
| Student Contact | 975 | 1170 (excludes tutorial) | 1170 |
| Prep | 195 | 390 | 390 |
| Lunch | 195 | 195 | 195 |
| Duty (building duty or common planning) | 585 | 195 | 195 |
| | No more than 117 consecutive student contact minutes | No more than 117 consecutive student contact minutes | - This option is only used for 3 double periods - No more than 156 consecutive student contact minutes |

Conditions for Option 3: Tutorials shall be included as "student contact" and shall be defined and implemented through a joint union/management committee; subbing for absent teachers is voluntary and shall be paid at the contractual hourly rate provided; unit members shall receive no less than 39/mins. per day for lunch and 39 mins. per day prep time.

- 2. A Pilot Program Review Committee (PPRC) will be formed of an equal number of Administrators and MVFT appointed teachers. The committee will meet monthly to review the pilot schedule/program. On February 15th and May 15th the PPRC will make recommendations to the District Superintendent or his/her designee on the program effectiveness.
- 3. The positions of coaches, team leader or similar positions to be held by members of the bargaining unit shall be subject to contract language on "vacancies" and filled only with unit members who are recommended by the PPRC Compact Committee to the Superintendent.

- 4. During the pilot program, class size shall not exceed Board policy recommendations. The District shall make every effort to adhere to the SED recommendations that the ratio of resource or inclusion students to general ed students in a class shall not exceed the ratio of resource or inclusion students to general ed students in the District.

F. PREPARATION PERIODS

The District shall forebear during the term of this Agreement from assigning preparation periods outside of the student instructional day. All secondary classroom teachers shall be programmed for at least five (5) preparation periods per week of five working days. All elementary school teachers shall be accorded five (5) preparation periods per week on separate days, within the present instructional day. Preparation periods are intended to be taken inside the assigned building unless prior notice is given to the building principal/designee.

G. AUDIO-VISUAL AIDS COORDINATORS

- 1. The audio-visual aids coordinator in each elementary school shall have minimum of one (1) audio-visual period per week, free of other assignments, for each twenty-five (25) teachers, or fraction thereof, to a maximum of five (5) A. V. periods a week.

- 2. The audio-visual aids coordinator in each middle school and each secondary school shall have a minimum of one (1) audio-visual period per week, free of other assignments, for each twenty (20) teachers, or fraction thereof. The exception to this being in those buildings where the audio-visual aids coordinator has been freed of all other assignments and devotes himself/herself entirely to audio-visual aids, as in the high school.