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

CONTRACT ADMINISTRATION

New York State Education Department
Application Cover Sheet

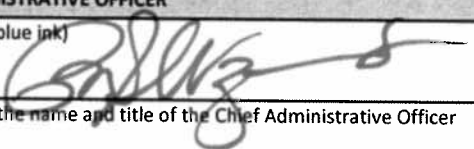
School Improvement Grant (SIG) 1003[g]

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

District (LEA)			LEA Beds Code:	
Roosevelt Union Free School District			280208030000	
Lead Contact (First Name, Last Name)				
Darleen Peterson				
Title	Telephone	Fax Number	E-mail Address	
Director of Grants & Funded Programs	(516)345-7263	(516)345-7321	dpeterson@rooseveltuhsd.org	
Legal School Name for the Priority School Identified in this Application			School Beds Code	
Roosevelt Middle School			280208030009	
Grade Levels Served by the Priority School Identified in this Application			School NCES #	
Grades 7 & 8 Beginning in July 2013				
Total Number of Students Served by the Priority School Identified in this Application			School Address (Street, City, Zip Code)	
393			335 E. Clinton Avenue, Roosevelt 11575	
School Model Proposed to be Implemented in the Priority School Identified in this Application				
Turnaround <input type="checkbox"/>	Restart <input type="checkbox"/>	Transformation <input checked="" type="checkbox"/>	Closure <input type="checkbox"/>	

Certification and Approval

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

CHIEF ADMINISTRATIVE OFFICER	
Signature (in blue ink) 	Date January 25, 2013
Type or print the name and title of the Chief Administrative Officer	
Mr. Robert-Wayne Harris	
DO NOT WRITE IN THIS SPACE	

ORIGINAL

SUBMISSION CHECKLIST - Turnaround, Restart, and Transformation Models

Documents For Submission	Checked – applicant	Checked – SED
Application Cover Sheet <i>(with original signatures in blue ink)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Proposal Narrative <i>(Including District-level Plan, School-level Plan)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attachment A Consultation and Collaboration Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attachment B School-level Baseline Data and Target Setting Chart	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attachment C Evidence of Partner Effectiveness Chart	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attachment D Budget Summary Chart	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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/)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Budget Narrative	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Memorandum of Understanding <i>(only if proposing a Restart model)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Assurances for Federal and Discretionary Program Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>

SED Comments:

Has the applicant submitted all of the documents listed above? ☐ Yes ☐ No

Reviewer: _____ Date: _____

I. District-Level Plan

A. District Overview

I. District Motivation/intention and Theory of Action The Roosevelt Union Free School District (RUFSD) believes in change. We want to change the performance and skills of students and staff at our district's Priority schools: Roosevelt Middle School (RMS) and Roosevelt High School (RHS). RHS began its change process a year ago through School Improvement Grant (SIG) funding, and has already evidenced incredible growth. Now it's time to do the same at RMS, as we establish a new and improved school culture that befits our mission statement: **"Relentless Pursuit of Excellence in All that We Do."**

It is time to pursue excellence at RMS establishing structures, systems, and supports for student and staff reform and higher levels of performance.

Transformed schools establish a rigorous commitment to excellence by centralizing improvements across the core areas of curricular alignment, instructional practice, and data-driven assessment processes. When these core pillars drive school improvement, students and staff quickly gain the message that deep and meaningful practices and procedures will produce positive changes. The district and RMS are therefore committed to a rigorous school reform plan that includes attention to and interventions for improved curriculum knowledge, instructional practices, and assessment/data inputs that drive daily teaching and learning decisions.

Theory of Action: If we transform the school culture of RMS to expect more from all students, staff, and leaders in regard to standards and curricular alignment, instructional practices, and data-driven assessments and learning decisions, instruction will improve and students will achieve at high levels as measured by ongoing classroom and state assessments.

In order to turn our theory of action into real-world motivators of change, we will utilize SIG funding and local resources to establish within RMS the following educational conditions; conditions that similarly support our high school's commitment to a whole-school reform model (Transformation Model – Year 2 SIG Grant Implementation):

- Alignment of the district's curriculum with the New York State Common Core Standards;
- The learning of essential skills and concepts and the development of essential competencies by all students, regardless of classification;
- Positive, orderly, and academically focused learning conditions in the instructional environment;
- Proficiently provided instruction that aligns content with students' learning needs and encompasses a variety of appropriate teaching strategies and learning experiences;
- A structured planning process incorporating participation for continuous school improvement;
- Supervision and evaluation processes (APPR/Kim Marshall Rubric) that actuate teaching and learning;
- Proficient educational leadership;

- A school climate that promotes positive working and learning conditions;
- School community cooperation with and confidence in educational enterprises; and
- Efficient and effective management of school operations and programs.

Recent success through SIG support at RHS has strengthened our resolve to more effectively carry out the district mission at RMS. Although only in its second year of Transformation, RHS graduation rate improvement of more than 20% and improvements in many Regents exams has sent a strong message to the district and all schools that real change is possible if we commit to a logical and rigorous plan grounded in a commitment to higher expectations and excellent outcomes for students and staff. Work at RHS demonstrates the district's commitment to and capacity for school reform through the adoption of the Transformation model.

II. District Approach and Actions A Comprehensive Roosevelt Middle “School Review” was conducted by PLC Associates in April 2012 Based upon information from this review, conversations with stakeholders, and student/staff data analyses, the school and district identified the following school-specific needs:

- Curriculum – The written curriculum is a work in progress. There is inconsistency between the written and taught curriculum. It is not yet fully mapped to the new NYS Common Core Learning Standards.
- Lesson Planning – There is a need for improved rigor and student engagement.
- Assessments - There is a need to develop formative and summative assessments. There is limited use of rubrics.
- Equitable Opportunities for Learning - Academic Intervention Services are insufficient to meet the needs of the student population.
- Instructional Strategies – The essential elements of effective instruction are not consistently practiced. There is a greater need for differentiation.
- Supervision and evaluation – The principal and assistant principal need to be rigorous and effective in their classroom observations and hold teachers accountable for implementing strategies and skills acquired through professional development offerings into their instructional practice.
- Use of data- The analysis of data is not consistently used as a tool for driving forward school improvement.
- School Leadership – There is a history of inconsistency in school leadership (six different principals since 2001).
- School Climate – There is a need for professional development to focus on school wide positive behavior management of students.
- Expectations – Staff members express low expectations for the academic achievement of students.

RUFSD has taken a number of action steps to address these identified weaknesses at RMS. Action steps include:

- Acquired grant funding for district-wide systemic support for school and district turnaround
- Provided formal training in Thinking Maps
- Thinking Map facilitators conducted walk-throughs and coaching on a routine basis

- Provided training using the Kim Marshall Rubric for Teachers and Principals
- Implemented the approved Annual Professional Performance Review (APPR)
- Conducted additional benchmark testing to provide timely data on student performance.
- Expanded student uniform requirement to include middle and high school students.
- Implemented a Grade 6 bell schedule to provide for in-house/self-contained Academic Intervention Services (AIS) from the classroom teachers, all of whom are K-6 generalists
- Re-assigned the current Grade 6 providers of AIS to serve as push-in support to all Grade 7 and 8 ELA and Math classes with students that are eligible for AIS

Another action step begins in February as Pearson School Achievement Services provides facilitated training in implementing the NYS P-12 Common Core Learning Standards for English Language Arts & Literacy and for Mathematics (CCLS).

In addition, there is a history of inconsistency in school leadership resulting in a lack of consistent practices and an established culture of high expectations. Recognizing this, the interim principal, an experienced administrator, was retained as principal for the current school year. In addition, the district hired a new and experienced Assistant Principal, Nateasha McVea, in January 2013.

III. District Readiness to Build Upon Its Strengths Seeing the progress made at RHS through the Transformation model, we are confident that careful application will result in a dramatic school culture change at RMS. The district wants to do all it can to ensure the Transformation at Roosevelt Middle is successful. We recognize the need to reorganize in order to transform the culture of RMS. At the direction of the Board of Education, major changes to current practice will include:

- Adoption of a new grade level configuration. An analysis of test score data (Right Reason Technology, NYS Assessment data, district made assessments) shows plunging scores between grades 5 and 6. Grade 6 students will stay at their elementary schools rather than transitioning to the middle school in the coming school years.
- RMS will seek SIG funding to implement the Transformation model.

We recognize that poor performance on state assessments has been exacerbated by current situations. After being in a brand new middle school for only a few months, construction delays on the new high school required shifts to be made a year ago that moved the high school into the new middle school building and moved the middle school students to an elementary school. This did little to communicate a *relentless pursuit of excellence* to the middle school staff and students who didn't want to leave their beautiful new building. Students and staff reported feeling displaced and less of a priority than the high school students. It weakened morale and did little to support high expectations for either students or teachers. The building also lacked the infrastructure to support personalized learning that had been available to them before the move.

Construction at the high school is nearing completion and the middle school students will be able to return to their own building for the 2013-2014 school year. This building has a corporate ambiance that will be helpful in transforming the culture at RMS. The new, high-tech building conveys a message of high expectations for both students and staff, coupled with importance and

value of rigorous learning, a message of strength. We believe the setting will surely support RUFSD and RMS to be ***STRONG***, to ***Strive To Reach Our Next Generation***.

B. Operational Autonomies

More than a decade ago, Elmore (2000) warned that unless public schools dramatically change how they define and practice leadership, they will fail “massively and visibly” in the eyes of the public with respect to broad scale, standards-based school reform. “The way out of this problem,” he argued, is through “the large scale improvement on instruction,” possible only through “dramatic changes in the way public schools define and practice leadership.” Building well trained School Leadership Teams (SLT) around a shared goal of improving instruction through collaborative practice has the potential to eliminate this divide, improve instruction, and promote transformation at RMS.

I. Operational Autonomies RUFSD will grant the following autonomies to RMS:

- **Staffing** The RMS principal will have final decision making on staffing taking an active role in interviewing, recruiting, and retaining teachers while effectively facilitating RMS SLT as they determine how allotted staff will be distributed.
- **School Leadership Team (SLT)** will determine distribution of allotted staff
- **School-Based Budgeting** The principal and SLT as well as the Director of Grants and Funded Programs will collaboratively plan how to most effectively use funding from SIG to meet **STRONG** goals.
- **Use Of Time During And After School** The decision to lengthen the school day is non-negotiable, but how that time is used will be at the discretion of the principal and SLT. Their study of data may indicate the need to move to block scheduling. Summer programs, afterschool interventions, holiday programs and Saturday Academies will be initiated or expanded by the principal and SLT, based on student academic and social-emotional needs.
- **Program Selection** A number of programs that include an intensive math accelerated course, *OnRamp*, and supplemental services from Oasis Children’s Services, to provide enrichment programming and tutoring, have been selected for Year 1 of this grant, but there continuation rests on future outcomes/successes. The principal and SLT will apply data driven decision making as they decide to renew, expand, replace or eliminate any of the programs. Their decisions will be informed by the oversight of the newly formed Advisory Council and may be subject to approval by the Board of Education.
- **Educational Partner Selection** While Pearson has been selected as External Partner, their continuation beyond Year 1 is dependent on initial success. The SLT and Advisory Council will determine renewal or replacement based on data and subject to the approval of the Board of Education. The same is true of services provided by Oasis Children’s Services and Thinking Maps, LLC. RUFSD carefully selected all their partners based upon proven track records that have been supported by independent research. The District’s Grant Writer had created a form very similar to Attachment C Evidence of Partner Effectiveness, where companies that wish to work with the district must fill out. The district then calls these districts to see what outcomes were shown, but also how well they worked with the district and were willing to listen to district needs.

II. & III. Evidence of Support Currently these autonomies rest with the district for all schools with the exception of RHS which is in Year 2 of SIG funding. The signatures of the presidents of the PTA President, Teachers Union and Administrators Union on Attachment A attest to their support and participation as does our approved APPR.

C. District Accountability and Support

I. Senior Leadership The organizational chart at the end of Part C summarizes RUFSD Administrative team.

The Transformation Model will ensure the school will have the leadership capacity necessary to oversee effective implementation of the critical model elements that will lead to improved students results. The school will hire a School Transformation Manager and an Administrative Assistant to the Educational Leaders to coordinate all activities outlined in the SIG plan. The school's participation in the Annual Performance Review Committee to create an "approved Teacher/Principal Evaluation Tool and the hiring of transformation teachers and master teachers will enable the school to recruit and build staff capacity, while holding them accountable for improved student results. Roosevelt plans to hire a two transformation literacy coaches, two math coaches, two ESL teacher assistants to serve as "model" staff. They will facilitate lesson study and be available to be model classrooms. Implementation of the Transformation Model will support the school in using data to identify (Right Reason Technology) and implement an instructional program that is research based and vertically aligned from one grade to the next as well as aligned to the NYS Common Core standards. This will be achieved with the formation of SLT and common planning time.

II. Senior Leadership Coordination & Direction RUFSD will utilize the Office of Curriculum and Instruction as the Transformation Office to manage the school-level implementation of **STRONG** and coordinate with NYSED. Dr. Marilyn Zaretsky, Assistant Superintendent for Secondary Education, will provide oversight and support as RMS and its partners plan, evaluate, reflect, and adapt to become **STRONG**.

Additional district support will be provided by the following:

- Darleen Peterson, Director of Grants, will support matters dealing with the budget, including timely payment to all vendors, timely hiring and procurement of vendors and staff
- Ronald Grotsky, Assistant Superintendent for Personnel and Professional Development will support the timely acquisition of personnel that are selected by the RMS principal.
- Lisette Laboy, Coordinator of ESL/LOTE will assist the principal in recruiting and training Bilingual Aides to push into general education classes, supporting mainstreamed students.
- Dr. Dionne Wynne, Director of PPS will assist the principal in recruiting and training Special Education Teachers and Teacher Aides to push into general and special education classes, supporting mainstreamed Special Education students.

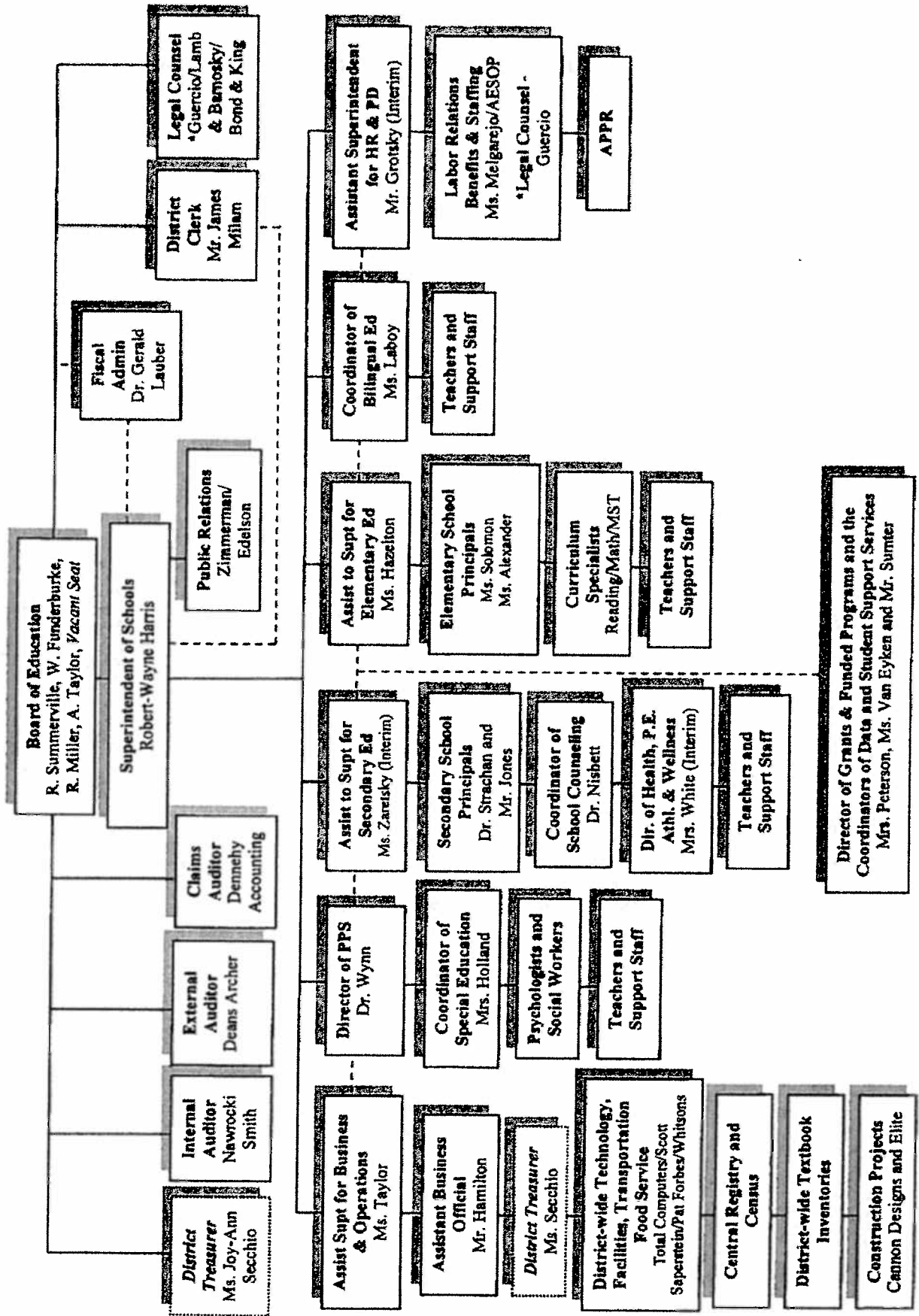
High Quality Accountability & Support Table 1 delineates Action Steps, Responsible Party, and frequency of support between the district office and RMS.

Table 1: District Accountability and Support		
Action Steps	Responsible Party	Frequency

Visits to RMS, observation of hallways and/or classrooms, review of data	Assistant Superintendent (AS) for Secondary Curriculum & Instruction	Weekly
Provide statement of accounts Oversee the timely submission of grant reports	Director of Grants	Weekly Quarterly
Post all personnel positions	AS for Personnel & Professional Development	Upon notification of grant funding
Complete all steps for national search and hiring of new principal upon announcement of funding	AS for Personnel & Professional Development	New principal was placed in February 2012 and new Assistant Principal was hired in January 2013.
Benchmark testing	AS for Secondary Curriculum and Instruction	Quarterly

The district and school will be in constant communication, connected by the weekly visits of the Assistant Superintendent for Secondary Curriculum, Dr. Zaretsky. She will ensure all data and findings are promptly received by the RMS principal for analysis and action by the SLT. Weekly meetings of the SLT will ensure prompt action/analysis/response by RMS through a system of distributed leadership discussed in Section D.

Roosevelt Union Free School District Organizational Chart 2012-13



D. Teacher and Leader Pipeline

I. Recruitment Goals and Strategies Roosevelt's location and the current economic situation equate to a ready supply of high quality educators for all schools, including a high-poverty and high-minority school such as RMS. RUFSD is located in the central portion of Long Island, with proximity to many colleges, universities, and New York City. Finding effective new teachers and other educators is not a problem, as supply is greater than demand in this area. The District is also the recipient of the Teachers of Tomorrow Grant which offers new staff the ability to pursue their Master's Degree while receiving a \$10,000 reimbursement. In addition, teachers who are in a NYSED approved shortage area will also receive a stipend.

After careful consideration and after the abrupt retirement of the RMS' Principal, Mr. Michael Jones was placed into the position in February 2012. In addition, the district has hired an Assistant Principal in January 2013 after an exhaustive interview process. The District advertised these positions in the New York Times, Newsday, OLAS and School Leadership 2.0. Both leaders have worked in the district and are familiar with the needs of the District. In addition, prior to being placed into the Principalship at the Middle School, Mr. Jones was assisting the High School Principal with his efforts in the Transformation of the High School. As a result, Mr. Jones is very familiar with the district expectations as well as the protocols that need to be put into place to create a successful transformation.

II. Hiring Procedures and Timelines RUFSD will act expediently to fill all positions by July 1 so that new hires will receive the extensive professional development and vision setting training that will be offered during the summer months by Pearson and Thinking Maps. This is key to our success, we will not limit our search to our local or regional area, which is typically sufficient. The Human Resources Department will begin an aggressive recruitment program for an effective administrators and teaching staff to lead RMS as it applies the Transformation model upon notification of funding.

Job postings will be placed within major newspapers and publications, including *Education Week*. Incentives will be provided through adjustments in salary and benefits based upon training and experience. Priority will be given to candidates who have a documented record of successfully leading a school to transform its practices.

The Assistant Superintendent for Personnel & Professional Development will paper screen all candidates for appropriate certification and experience. Suitable candidates will be immediately forwarded to the Assistant Superintendent for Secondary Curriculum & Instruction for further screening and ranking of candidates to be completed by April 1.

Phone interviews will be conducted and references checked to inform this ranking. The top 5 candidates will be invited for interviews, drug screening and background check. A group that includes parents, teachers and school and district administrators will conduct the interviews using a common set of questions, rank the candidates, and submit their selection to the Superintendent for further interview and recommendation to the board by May 1. Contract will be extended to the successful candidates by June 1st for a July 1 start. This will not require altering the budget.

III. District-wide Leadership Training RUFSD does not currently have a pipeline for growing new leaders but that is changing. It is important that principals see their role as more than good managers but as Educational Leaders. They will need training from Thinking Maps and Pearson that prepares them to be effective instructional leaders. The NYSED Systemic Support Grant funding is helping to create a leadership pipeline in our 5 schools allowing us to begin the process of building a cadre of effective candidates for administrative advancement at the school and district level. The capacity building will train leaders that will create a culture of excellence.

Leadership Development Goals:

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

To reach these goals, leadership training provided by Pearson will support leaders to effectively employ the operational autonomy that is entrusted to them through the Transformation model. This includes a distributed leadership framework that allows the principal to transform from manager to instructional leader with high expectations for students and staff.

Pearson Learning Teams (LT), our research-based leadership intervention has proven successful in a variety of school environments, including low-achieving schools. Teachers in LT schools express higher expectations for student learning and are more likely to shift attributions of improved student performance toward “specific, teacher-implemented, instructional actions” and away from external factors such as student traits or other non-instructional explanations (McDougall et al., 2007; Gallimore, et al. 2009). An external evaluation of LT schools indicate that teachers assume more academic leadership roles, enjoy more distributed leadership, and experience a heightened sense of professional responsibility (McDougall et al., 2007).

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

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

(2) Leadership Coaching provides onsite support to school leaders and SLT members to strengthen ongoing CCLS implementation initiatives and link leadership efforts to the work being done in instructional planning workgroups. It includes on site visits to each school site to

model and support leaders as together they visit classrooms on focus walks, facilitate discussions with SLT that puts an emphasis on routine and rigorous data analysis, and observe and support the ongoing evaluation of student work from performance tasks. In this way, leadership can take timely action to support classroom practices that are needed to meet CCLS expectations.

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

District-wide Teacher Training The Comprehensive External Review of RMS noted that professional development generally is episodic and initiative-driven training rather comprehensive. In response, Thinking Map training was initiated during the current school year in all district schools. Funding was also sought and acquired to initiate more rigorous instruction that supported the CCLS through the NYSED Systemic Support grant that is bringing both leader and teacher training that will occur from January 2013 through January 2015.

Teacher Goals:

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

All district administrators and teachers are participating in ongoing training using Thinking Maps. Applications for using Thinking Maps include planning, creating data catchers to act as scaffolds for student comprehension, curriculum development organizers, performance assessment builders and more. Thirty sessions of training occurred, or will occur during the 2012-13 school year at RMS and additional training is expected for the 2013-2014 school year.

All district educators will learn to implement the CCLS through capacity building workshops offered by Pearson and funded through our NYSED Systemic Support grant. This training will equip our master teachers to become Teacher-Leaders and equip them with foundational understanding of the CCLS and the rigor required to master these standards.

Training is conducted in grade and content-banded groups of 30 or less using a workshop format. Teacher-Leaders will be identified and trained to facilitate collaborative Teacher Workgroups that will form at all schools that will develop curriculum through the creation of instructional units supporting CCLS. Pearson trainers will visit each school and conduct focus walks with the principal to gather evidence of transfer of learning as they observe indicators of CCLS application. A focus walk is a collaborative opportunity to gather data by observing settings throughout the school while providing rich and relevant teacher feedback to encourage teacher reflection with a goal of continuous, personalized professional development and instructional improvement. It allows the principal to ensure that teachers are effectively transferring professional development to their classrooms.

District Training Events Table 2 & 3 identifies the training RUFSD is currently providing to teachers and leaders in all five of its schools through funding from the New York Systemic Support for District and School Turnaround and Thinking Maps.

Table 2: Roosevelt UFSD Training for District Teachers & Leaders April 1-August 31, 2013			
Training	Rationale	Measurable outcomes	Evaluation of Outcomes
½ day On site Principal Coaching/Data Analysis (Pre Training Survey)	Principals must accurately analyze data to ascertain school needs	Principals will identify major strengths & weaknesses of survey data for their school with 80% accuracy.	Pearson Specialist Summary Report
Leading for Understanding 1 day	Leaders need to identify indicators of classroom application of CCLS training	85% of training participants evidence a positive response to the CCLS training, as measured by “agree” or “strongly agree” responses on post-training survey.	Pearson Post-training survey
Foundational Overview of the CCSS for ELA: 2 Day	Teachers (ELA & Math) must plan for impact of CCLS on content, instruction, & assessment in daily lessons & units.		
Foundational Overview of the CCSS for Math 1 Day			
Training to Deliver Foundational Overview of the CCSS for ELA/Math 1 day each	Teacher-Leaders (ELA & related courses/ Math) need additional training to become trainers	85% of training participants evidence a positive response to the CCLS training, as measured by “agree” or “strongly agree” responses on post-training survey.	Pearson Post-training survey
Measuring Student Understanding Using Performance Tasks: Secondary Math 3 Day	Teachers must effectively employ a variety of authentic assessments to determine student proficiency.		
Training to deliver Measuring Student Understanding Using Performance Tasks Math 1 Day	Teacher-Leaders (ELA & related courses/ Math) need additional training to become trainers		
Developing Curriculum Models for Student Understanding 2 Day	Teachers need to know how to collaboratively plan instruction supporting CCLS	85% of training participants evidence a positive response to the CCLS training, as measured by “agree” or “strongly agree” responses on post-training survey.	Pearson Post-training survey
Training to Deliver Developing Curriculum Models for Student	Teacher-Leaders (ELA & related courses/ Math) need additional training to become		

E. External Partner Recruitment, Screening, and Matching

I. Choosing Our External Partner Our procedure for choosing an external partner included:

1. Researching a number of potential providers
2. Interviewing three potential providers
3. Aligning the needs of Roosevelt Middle to the services of these providers
4. Selecting the partner that best matched RMS needs

Discussions with focus groups of teachers at Roosevelt revealed a common frustration with **initiative overload** as staff has been confronted with change brought about through their priority school status, increasing accountability required by state and federal mandates, multiple committee structures that required time away from classrooms, and sporadic trainings provided by multiple providers with few commonalities or foci. Previous attempts to offer school-led extended learning programs for RMS students have been unsuccessful due to low teacher participation and a lack of active student engagement; teachers have had to spend more time outside of the school day altering lesson plans to account for students' academic need, and programming was not tailored to the students' interests.

The planning group recognized the need to make the Transformation at RMS cohesive, with a unified focus to reduce initiative overload and increase student engagement in extended learning programs. The group acknowledged that selection of 3 providers with a narrow focus and broad impact could help the school and district alleviate its episodic approach to teacher and leader development. Selection of another provider with experience implementing academic-oriented out-of-school time programming (OASIS) could help the school engage students outside of the traditional school day and reinforce school instruction. Thinking Maps and Pearson are currently working in collaboration so professional development will not be overwhelming and time consuming. When appropriate, Pearson and Thinking Maps will hold training sessions together so administrators and teacher leaders limit time away from students.

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

- Key findings of *A Study of Instructional Improvement* reported in a chapter of the American Educational Research Association's *Handbook of Education Policy Research* (Sykes, et al. eds. 2009) concluded that the levels of instructional leadership in America's Choice schools were the highest among three models studied and that the America's Choice approach to literacy accelerated growth in student's literacy achievement in the upper elementary grades.
- Using data from a 5 year prospective, quasi-experimental study funded by the Spencer Foundation, researchers concluded that, Learning Teams schools showed statistically

significant increases in academic achievement on the Stanford 9 compared to demographically similar control schools in the same district (Saunders et al., 2009)

- A Longitudinal Study of the Impact of America's Choice on Student Performance in Rochester, NY, 1998–2003 (May et al. 2006) published in *Education Policy Evaluation and Analysis* found that low achieving student performed well using the America's Choice.

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

We specifically selected Pearson as our Educational Provider for the following reasons:

- Addresses the critical needs of RMS in a comprehensive yet highly personalized manner
- Academic intervention programs are powerful and proven
- Teacher collaboration model has provided significant help to schools like ours, increasing student achievement and improving teacher morale, while building distributed leadership
- Success transforming school culture and bringing schools out of school improvement status
- Currently supports Strand 2 and 3 of the NY Systemic Support Grant by building capacity for effectively implementing instruction supportive of the CCLS
- Trusted relationships at the school and district will provide a head start at transformation
- Progress monitoring is embedded and supported by a variety of data provide information relevant to goal achievement, pinpoint specific issues, and support timely response to keep implementation on course.
- Gradual increase in the responsibility of school personnel for implementation guides the provision of technical support to build sustainability.

Supplemental Services Partner Oasis Children's Services provided the most structured and highly effective out-of-school time programming for student extended learning. Oasis Children's Services, LLC was created in 2000 by a team of professionals with a shared belief that summer plays a critical role in the lives of children. The organization designs and executes summer enrichment programs in partnership with schools and other public agencies. Oasis has been the lead agency on three different 21st Century Community Learning Center (CCLC) grants and a partnering agency on nine other awards. The Oasis summer enrichment program model has been recognized by the Sharing Success Technical Assistance Center among a select group of organizations within NYS for implementing promising practices. Oasis has partnered with 25 different NYC and Long Island schools through a variety of funding sources, including 21st Century Community Learning Centers (CCLC), McKinney-Vento, Supplemental Educational Services (SES), the NYC Fund for Public Schools Summer Learning Initiative, and other NYC Department of Education contracts. Most recently, Oasis was selected by the NYC DOE to operate a three-year summer pilot program offering integrated academic and enrichment programs for Level 1 and Level 2 students, which will include mandated summer school students in the subsequent two years.

Outside evaluators have deemed Oasis programs effective at reducing summer learning loss, achieving program goals, developing critical cognitive, social and emotional skills, and providing a safe haven for children.

- A 2012 study of Oasis' STEM-based programming by the National Summer Learning Association was identified as being highly effective in providing integrated learning for core educational skill development, through the implementation of hands-on, project-based learning that utilized ELA, applied math, science, and technology skills.
- A 2010 external evaluation of Oasis' SES program concluded that the participants experienced a statistically significant gain in mathematics ability as measured by a pre- and post-standardized assessment.
- A 2005 evaluation showed that students who participated at Oasis outperformed the control group on ELA and Math standardized tests: 68% of children who participated in Oasis scored at or above expectancy (Level 3 and 4) on the ELA tests compared to 45% of children in the control group. Math scores showed similar results with 63% of children participating in Oasis scoring at or above expectancy compared to 44% of control group. When compared with their district peers, Oasis participants improved 8 percentage points more.
- A 2003 to 2008 longitudinal evaluation of Oasis 21st CCLC programs indicated substantial increases in ELA and Math proficiency among Oasis participants. Oasis students meeting or exceeding standards in ELA performance increased approximately ten percentage points (from 51% to 60%); while in Math there was a 14% point increase (from 53% to 67%). Most importantly, the longitudinal analysis found that participants who attended *multiple* summers showed even greater ELA gains; children attending one summer improved by 13% points; while those attending two summers increased 19% points.

We specifically selected Oasis as an External Provider for supplemental academic and enrichment student services for the following reasons:

We are impressed with the organization's approach to integrating literacy and STEM curriculum into enrichment-based programs:

- A proven record of maintaining high student attendance and positive response to participation in Oasis programs
- Collaborative curriculum development, increasing student achievement and improving school morale, while building social-emotional health of students and encouraging student ownership of academic learning
- Staffing include teachers, coaches, graduate students, and college students who will be mentors and role models for our students
- Success transforming school culture through year-round out-of-school time programs, which has helped schools improve student learning and move towards Good Standing

Thinking Maps/Thinking Schools International

Overview

Designs for Thinking will work with the Roosevelt MS to implement Thinking Maps, a common, visual language for promoting, developing and deepening the use of cognitive skills by students across all aspects of learning. Thinking Maps, a research-based language of visual tools for

Table 2: Roosevelt UFSD Training for District Teachers & Leaders April 1-August 31, 2013			
Training	Rationale	Measurable outcomes	Evaluation of Outcomes
<i>Understanding Math 1 Day</i>	trainers		
Leadership Network	Leaders need training and ongoing support for continuous school improvement	85% of leaders respond "agree" or "strongly agree" to the training, as measured by post-training survey.	Pearson Post-training survey

Table 3 summarizes District Training for Teachers and Leaders Year 1.

Table 3: RUFSD Teacher Training for Teachers and Leaders Year 1 Training: September 1, 1913-August 31, 2014			
Training	Rationale	Measurable outcomes	Evaluation of Outcomes
½ day On site Principal Coaching/ focus walk Observation using the CC Indicator Tool (baseline data)	Principals must accurately analyze data to ascertain school needs	Principals will identify major strengths & weaknesses of staff for their site with 80% accuracy.	Pearson Specialist Summary Report
Leadership Network (5 times each year)	Leaders need ongoing training and support for continuous school improvement	85% of leaders respond "agree" or "strongly agree" to the training, as measured by post-training survey.	Pearson Post-training survey
<i>Instructional Planning Workgroup Facilitator Training 2 days</i>	Teacher-Leaders need training to effectively facilitate teacher workgroups	85% of facilitators respond "agree" or "strongly agree" to the training, as measured by post-training survey.	Pearson Post-training survey
Curriculum Development (ongoing)	Workgroups need collaboratively planned performance tasks and curriculum units to support CCLS	80% of workgroups develop and use at least 3 collaboratively developed units during the first year	Curriculum Units
Technical Assistance: On site Principal Coaching (1/2 day onsite at each school 3 times a year)	One-on-one support responds to the personalized needs of each principal to analyze data and conduct effective focus walks	100% of principals respond "agree" or "strongly agree" to the training, as measured by post-training survey.	Pearson Post-training survey
<i>Facilitator Networks (5</i>	Teacher-Leaders/facilitators need ongoing training and	85% of Teacher-Leaders respond "agree" or "strongly agree" to	Pearson

Table 3: RUFSD Teacher Training for Teachers and Leaders Year 1 Training: September 1, 1913-August 31, 2014			
Training	Rationale	Measurable outcomes	Evaluation of Outcomes
days each year)	support to effectively support Workgroups to develop curriculum materials	the training, as measured by post-training survey.	Post-training survey
Survey of all teachers & leaders	Teachers' perceptions on professional development correlate to applying new learning	When compared to baseline data, teachers and leaders respond more positively to 80% of items on PD Survey	Pearson PD Survey

F. Enrollment and Retention Policies, Practices, and Strategies

I. Enrollment Issues RMS serves all middle school students in our district. All three elementary schools feed into RMS which prepares students for Roosevelt High School. Because of this, there is no disproportionate distribution of students as all students within our attendance boundaries attend the same middle school, with the exception of severely disabled students who will continue to be served by Nassau County UCP and Rosemarie Kennedy BOCES. Students who are performing below proficiency or are ELLs or SWDs will have the advantage of being serviced during the day with remedial instruction. Also through Pearson's OnRamp and Oasis' Saturday, Holiday, After-School and Summer Programs, these students will be worked with in exciting ways and with the aid of technology to assist them in reaching their academic goals.

II. Policies and Practices for Access Board Policy mandates and our practice affirms:

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

III. Specific Strategies RUFSD has no need for strategies to ensure that RMS does not receive a disproportionately high number of students with disabilities, English language learners, and those performing below proficiency since it is the district's only middle school.

G. District-level labor and management Consultation and Collaboration

RUFSD and the Teachers Union have an amicable relationship that has been tried and tested over the last 18 months through the development of the RUFSD Annual Professional Performance Review (APPR) which was recently accepted by the NYSED. This is Year 2 of this plan for our high school and Year 1 of our plan for the rest of the district.

The high school proved to be the testing ground also for developing SIG plans that would truly impact achievement. Because of the success of the high school SIG, plans for RMS have gone more smoothly.

The Teachers Union president participated in focus groups, collaborated with district leaders, and contributed to the needs assessment gathered through our External Comprehensive Review as both a RMS teacher and as TU president. Her ideas and input were sought and included during planning. She reviewed the initial draft and submitted comments that were addressed in the final draft. Her signature in this proposal indicates her participation and contributions to this plan.

The Administrators Union president is the Assistant Principal at RMS and has also participated in the development of our plan. Their signatures on Attachment A attest to this involvement.

A. School Overview

I. School Overview and Goals The middle school is designed to meet the unique intellectual, social and physical growth needs of a student transitioning from elementary to high school. The educational program at RMS includes four core courses (math, language arts, science, and social studies), physical education, and elective courses (Band, Music, French, Spanish, Family and Consumer Science, Art, and MST). Regent courses *Integrated Algebra* and *Living Environment* support students who have demonstrated academic excellence in Math and Science.

Mission: The Relentless Pursuit of Excellence

Vision: We will become friendly bridge builders between the school district, families, organizations and businesses in our community to ensure that all of our children have the opportunity to be successful.

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

Goal 1: Increase Student Achievement

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

Goal 2: Increase Teacher Effectiveness

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

Goal 3: Increase Leader Effectiveness

All RMS administrators will earn highly effective ratings by 2016..

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

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

Action Goal 2: Strengthen school-based leadership abilities

Action Goal 3: Establish a data-driven school culture

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

Action Goal 5: Create a Sustainable Framework for Continuous Improvement

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

1. Standards-Aligned Curriculum, Instruction, and Assessment Standards-based learning and the alignment of curriculum, instruction, and assessment to the CCLS provides a strong foundation for learning. The SIM model builds within Roosevelt Middle a collective commitment to high-quality instruction for all students by focusing on the core areas of math and ELA, with implementation of instructional practices that support students' development of college and career readiness. Staff professional development is designed to help teachers and leaders understand how the state standards shape daily decisions about curricular inputs and learning assessments. Job embedded training and coaching is designed to model classroom instructional practices that guide students through new content and skills. Effective practices include attention to college and career readiness competencies and classroom emphasis on academic language relevant to the formal schooling environment. Teachers and administrators additionally learn to build instructional learning routines and rituals, including the workshop model of instruction, that empower students to take responsibility for their own learning processes and collaborative activities.

Best practices in curriculum alignment involve continual review and revision of curriculum documents to verify that students are being taught that which is most valuable to learn and understand (Armstrong, Henson, & Savage, 2005). This is accomplished through the creation of Learning Teams (LT), job-alike teacher workgroups that regularly develop and refine collaborative instructional units to support CCLS.

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

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

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

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

Work on student/community engagement for the purpose of improving student achievement centers on the following three areas:

- Connecting a classroom culture of engagement to a school culture of high expectations
- Instituting a Graduation Risk Insight System (GRI) connected to supports for students' social and emotional development. GRI is designed to evaluate risk factors that highlight which students are at risk of dropping out of school.
- Engaging the community in supporting high expectations

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

A data-driven culture will be fostered at RMS by:

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

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

Expanded Student Supports: A Plan for Improvement In addition to the Pearson provided SIM model which provides extensive, school-based staff supports and sustainable school-wide interventions for student and staff improvement, our **STRONG** transformation plan includes attention to specific out-of-school-time student academic and social-emotional interventions. A description of these plans and identified partners/vendors follows:

Partnerships for Extended Learning Time Student success can be fostered by creating partnerships for learning to support students' academic learning and remove social, emotional, and environmental barriers to success (Harris and Wilkes, 2013). Studies indicate that students attending school-based after-school programs offering social-emotional learning can lead to achievement in test scores and school grades, including an 11-point percentile gain in academic achievement (Weissberg and Durlak; et. al, 2011). The goal in a partnership with Oasis to

provide well-designed out-of-school time programming that offers integrated learning and opportunities for social-emotional development in a non-traditional learning environment that will shape students' work ethic, promote pro-social behavior and attitudes, and support academic success. Oasis OST programs will create a successful partnership with RMS students, families and community:

- **Shared Vision of Learning:** Curriculum meetings held during Pre-implementation will ensure that the school's vision for student learning is fully aligned with Oasis OST program activities and appropriate resources are identified to support the programs.
- **Shared Leadership and Governance:** RMS will offer guidance to Oasis in engaging students and addressing family needs prior to the OST programs. Oasis will offer feedback to school leadership on the needs of students and families as observed through the OST programs.
- **Complementary Partnerships:** Comprehensive learning supports for students will be created by aligning OST program with the school curriculum and appropriate units of study. Students will practice ELA and Math skills in real life context through hands-on projects.
- **Effective Communication:** Oasis Site Directors and senior managers will communicate frequently with school leadership to ensure that activities are aligned with school curriculum and maintain positive working relationships with school personnel. Monthly meetings will be held to communicate any concerns or share relevant information.
- **Regular and Consistent Sharing of Information:** Oasis will provide quarterly reports to the school leadership on the status of OST programs. Other program evaluation tools and surveys will be accessible for review by school leadership throughout the year.
- **Family Engagement:** Families will be offered workshops in behavior management, managing student learning at home, and advocating for students' educational rights.
- **Collaborative Staffing Models:** Oasis will recruit RMS teachers to create blended roles for school staff and provide adult support in and out of the school setting.

This framework will provide a model for OST programming that will be evaluated and improved throughout the implementation period.

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

i. Complete the School-level Baseline Data and Target-Setting Chart (Attachment B).

I & II. Student Demographics & Needs

Roosevelt Middle is a rapidly changing school with a highly diverse student body. An analysis of the table below indicates that enrollment at RMS is increasing and that RMS students are almost twice as likely to live in poverty situations then they were four years ago. The proportion of English Language Learners is growing and a larger student body means more students that needs support as they acquire English as their second language.

Since 2008-2009, attendance rates have improved from 91% to 95% of students in daily attendance, but suspension rates indicate that a significant portion of our students are missing school because of poor choices. These data reveal that behavior and classroom management issues may be impacting student learning. A suspension alternative is needed so that educators continue to model the importance of being at school every day and the value of learning.

Roosevelt Middle School Profile & Demographics Over Time				
	2008-09	2009-10	2010-11	2011-2012
Enrollment	554	556	630	651
Free/Reduced Lunch	265 48%	510 92%	582 92%	92%
Limited English Proficient	67 12%	70 13%	84 13%	18%
Black or African American	63%	63%	61%	60%
Hispanic or Latino	37%	37%	38%	41%
Attendance Rate	91%	90%	95%	95%
Student Suspensions	9%	10%	9%	12%

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

English/Language Arts	Roosevelt Union Free School District 2011-2012 Student Performance by Grade Level
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		Elementary Schools			RMS		
		3	4	5	6	7	8
E L A	Level 1	23.7	13.2	16.1	28.2	24.9	17.3
	Level 2	42.2	47.7	43.5	50.0	59.3	57.8
	Level 3	32.7	37.9	39.4	21.8	15.9	24.3
	Level 4	1.4	1.1	1.0	0	0	0.6
	Level 3 or 4 (% proficient)	34.1	39.0	40.4	21.8	15.9	24.9
	2010-2011 % proficient	29	36	35	24	14	17

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

Mathematics		Roosevelt Union Free School District 2011-2012 Student Performance by Grade Level					
		Elementary Schools			RMS		
		3	4	5	6	7	8
M A T H	Level 1	18.3	3.4	7.7	37	35.4	14.7
	Level 2	42.3	33.5	37.4	45.2	43.2	60.5
	Level 3	33.8	46.0	45.1	16.9	19.3	24.3
	Level 4	5.6	17.0	9.7	0.9	2.1	0.6
	Level 3 or 4 (% proficient)	39.4	63.0	54.8	17.8	21.4	24.9
	2010-2011 % proficient	41	55	50	17	14	29

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

Grade	Student	Students Proficient on NY	Students Proficient on NY State
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	Subgroup	State Assessment for English/Language Arts			Assessment for Mathematics		
		2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Grade 6	ALL	34%	25%	17%	11%	17%	12%
	LEP	5%	4%	3%	0%	3%	2%
	IEP	3%	0%	0%	0%	0%	0%
	ECON DISADV	33%	22%	25%	9%	15%	19%
Grade 7	ALL	27%	15%	16%	17%	15%	14%
	LEP	0%	0%	0	10%	4%	4%
	IEP	4%	0%	0	0%	0%	0%
	ECON DISADV	27%	14%	19%	19%	15%	17%
Grade 8	ALL	35%	20%	19%	19%	29%	22%
	LEP	0%	6%	5%	0%	14%	11%
	IEP	6%	0%	0%	0%	4%	3
	ECON DISADV	33%	22%	23%	20%	33%	34%

Our intense data analysis revealed the dire needs of our students with disabilities and second language learners. We see a need for screening assessments to identify those students with misconceptions or gaps in learning and appropriate intervention tools to remediate, and then accelerate their progress. We believe these tools, coupled with intensive teacher training to make content comprehensible for all students with effective instruction and support will allow our scores to return to more respectable levels. This will require double-digit improvements in student proficiency levels during all three years of the grant.

Use of formative assessments coupled with data-driven instruction is part of our plan to reverse the downward spiral by closely monitoring student success, identifying students who need further intervention, and celebrating student success as they demonstrate mastery.

Many of our students come from families that have not benefitted from a college education. We determined that part of the cultural change at RMS needs to include an intentional message to aspire to attend college and to prepare for success at that level by taking responsibility for their own learning and perseverance. Support for college readiness is built into our plan.

III. School Review A Comprehensive School Review: External School Curriculum Audit was conducted in April 2012 at RMS by PLC Associates. This extensive audit culminated with 33 Findings and 33 Recommendations for improved school performance. The entire report is included in Appendix of the hard copy. The findings, in brief, follow:

1. Curriculum

- a. During the External Curriculum Review conduct during the 2011-2012 school year, it was revealed that a written curriculum did not exist in any of the core curriculum areas. Teachers were given pacing guides and told this was curriculum. In addition, the district has not started

professional development in instructing teachers and administrators on NYS Core Curriculum

- b. Curriculum programs do not foster rigorous and engaging instruction.
- c. ELA and Math materials and standards are not sufficiently differentiated to ensure high academic achievement for students.
- d. Classroom visitations and a review of teacher planning documents revealed a lack of content, rigor and student engagement and little use of higher order thinking skills in lessons.
- e. Most lesson plans in observed classrooms include “Do Nows;” however, they were not closely aligned to the lesson being taught. Lesson objectives were unclear.
- f. The current curriculum and resources do not support targeted instruction, accommodations and for extensions for ELL, SWD and gifted and talented students.

2. Teaching and Learning

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

3. School Leadership

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

4. Infrastructure

- a. A number of teachers use a punitive tone in classes and hallways, and this does little to promote a welcoming atmosphere for students and visitors.
- b. School staff expresses low expectations for the academic achievement of students and cites external factors as the root causes of the school’s accountability status.
- c. There is inconsistency in the positive implementation and enforcement of school wide behavior policies.
- d. The school has not effectively established and communicated a clear and effective system for supporting at-risk students for AIS and other intervention services.

- e. The school does not provide sufficient AIS support staff, supplies and materials to meet the varied needs of the student population, including SWD and ELL identified for AIS.
- f. The RTI program as implemented does not adequately meet student needs.
- g. The school has not developed a successful systematic process to involve parents and families.

5. Collection, Analysis, and Utilization of Data

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

This external audit notes that the written curriculum is very textbook based and does not provide student learning objectives, formative assessments, accommodations and extensions, essential questions, big ideas, and authentic performance tasks. Our district is in the process of aligning curriculum to address the CCLS, and will be able to take this work to a much higher level with SIM emphasis on aligned curriculum, instruction, and assessment and LT.

IV. Response to Review In response to these findings, Roosevelt's review team implemented the following changes in fall 2012:

- **Curriculum:** Continuing work on the written curriculum (1.a)
- **Instructional Practice:** Provide Thinking Maps PD (2.a)
- **Leadership:** Retain Interim Principal as Principal to provide consistency (3.a)
- **Infrastructure:** Midyear shift of AIS teacher to support grades 7 & 8 (3.f, 4.d); Expand uniform dress code to middle and high school (4.c);
- **Data Practices:** Expand benchmark testing from 3 to 4 times per year (5.d); Provide Thinking Maps professional development (5.e)

RUFSD sought support and was awarded a 2012 NY Systemic Support for District and School Turnaround grant. Our plan to begin work as outlined in the grant in October was delayed, and we look forward to teacher training and support to increase instructional rigor mandated by the increased expectations of the NYCCLS in February (1.b, c; 2.b, c, e, g; 3.d, e; 4.b; 5.b, e, f).

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

V. Prioritizing Needs The many and diverse needs led us to determine we needed a comprehensive school improvement solution. Pearson's SIM tightly aligns with our needs and will allow us to include all aspects through an across the curriculum approach to school improvement. The alignment between our needs and planned solutions is represented in Table 4.

Table 4: Alignment of Needs and Plans for *STRONG*

	Gaps & Needs	Planned Solution
Curriculum	a. Nonexistent Curriculum	Cycle of continuous development and refinement of curriculum occurs through teacher Workgroups/Learning Teams (LT) is needed. In addition, PD is needed to teach administrators and teachers the NYS Core Curriculum
	b. Lack of Rigor	Facilitated LT will check units for rigor
	c. ELA & Math differentiated materials	Personalized digital support (<i>Reading 180</i> and <i>System 44</i>) will be available again; <i>OnRamp</i> will accelerate math progress for students below grade level
	d. Lack of Content, Rigor, & Student Engagement	Coaching from Pearson Specialists will provide at-elbow support
	e. Poor Lesson Plans	Implement collaborative lesson planning protocols and expectations
	f. Targeted Instruction for ELL, SWD, and gifted & talented	Reinstate ELL Mac lab, Reading 180, System 44 & Extended Learning Time Opportunities
Teaching & Learning	a. Teacher-directed Lessons	Coaching from Pearson Specialists and Foundational Units foster student engagement
	b. Common Language of Instruction	Schoolwide Instructional Focus provides shared approach that crosses content; Foundational units in ELA and math model expectations
	c. Review of Research and Best Practices	Launch Institute brings research and best practice to the attention of all teachers and leaders
	d. Lack of Grouping Using Data	Data module and collaborative planning of instruction
	e. Lack of Rigor in Questioning and Higher Order Thinking	Academic Language, both written and oral, is used to convey complex information (as well as analyze it), express ideas, present arguments, propose solutions, and defend points of view.
	f. Instructional Time Not Maximized	Coaching for teachers, including co-planning and modeling as needed, to support implementation of effective instructional practices

Table 4: Alignment of Needs and Plans for *STRONG*

	Gaps & Needs	Planned Solution
Leadership	g. Poor Student Engagement	Development of an effective school culture that builds student engagement ; Job-embedded professional learning in each content area to support the focus on development of academic language and students as independent learners
	h. Schoolwide Behavior Expectation Lacking	Launch Institute: Overview and Visioning Session identifies shared goals and expectations for both learning and behavior
	a. Inconsistent Practices	a regular cycle of protocol-guided meetings to develop a data-driven culture and guide implementation of the school improvement plan
	b. Lacks Effective School Leadership Team	SLT will be expanded and intensively trained. Specialist will facilitate, coaching and modeling as principal gradually assumes facilitation instilling a regular cycle of protocol-guided meetings to develop a data-driven culture and guide implementation of <i>STRONG</i>
	c. Lacks Effective/Efficient Learning Environment	Move back to middle school building provides facilities and infrastructure to support learning; 110 days of Specialist support will equate to a regular presence who will assist in maximizing the learning environment
	d. Expectations for Common Planning Lacking	All teacher workgroups/LT are expected to meet weekly and provide a record of progress
	e. PD Lacks Focus	Teacher professional development in the LT model arises from within the authentic context of addressing specific student needs
	f. Lack of Required Services for AIS	Scaffolds support learning for ELL and SWD; targeted expert support for: <ul style="list-style-type: none"> • Building effective practices for English learners • Building effective practices for special education students in mainstreamed settings and self-contained settings
	a. Punitive Tone of Teachers Lacks Welcome	Engagement Workgroup participates in PD on student engagement, including what research indicates about the importance of relationships, connections, and supports in sustaining students' commitment to school.
	b. Low Teacher Expectations	Launch Institute: Visioning Session creates a shared vision for teaching & learning to instill culture of high achievement and engagement
Infrastructure	c. Lack of School Wide Behavior Policies	Engagement Workgroup investigates and develops practices that impact quality of relationships, supports, and connections for students
	d. No System for Supporting At-Risk Students	Graduation Risk Insight (GRI) aggregates the most relevant and predictive data points to identify the students mostly likely to drop out
	e. Lacks Sufficient AIS	<i>OnRamp</i> and personalized tools including <i>FastMath</i> , <i>WritingToLearn</i> ,

Table 4: Alignment of Needs and Plans for <i>STRONG</i>		
	Gaps & Needs	Planned Solution
	Support Staff, Supplies and Materials	<i>Systems 44, Reading 180</i> ; Extended Learning Time provides additional opportunities and support for struggling learners
	f. RTI Does Not Meet Student Needs	Use screening instruments and frequent progress monitoring to identify students level of need and collaboratively plan differentiated instruction
	g. Parents lack Involvement	Parent Liaison hired; Parent training; Family celebration of learning; Principal's Book of the Month
Analysis & Use of Data	a. Inconsistent Data Analysis for School Improvement	Data modules include the content, information, techniques, and protocols for effectively using data. Modules are: <ul style="list-style-type: none"> • The Language of Assessment and Data • Investigating Data • Analyzing Student Work • Triangulating and Reframing • Describing Current Practice • Identifying Strategies to Address Problems of Practice • Measuring and Improving
	b. School Culture Lacks High Expectations	Math & Eng focuses on improving the quality and rigor of instruction and lays the foundation for the department's work on aligning curriculum & instruction to the CCSS
	c. Inconsistent Monitoring of Student Progress	Collaborative LT develop performance tasks and study students' work; embedded assessments in <i>OnRamp</i> and <i>WriteToLearn</i>
	d. Few Use Formative Assessment to Plan	Facilitated collaborative planning; Data modules: Analyzing student work, Measuring and Improving
	e. PD Lacks Alignment with Student Needs	LT teachers & leaders collaborate to improve instruction, meet critical student needs, and raise student achievement; LT assess student needs, plan targeted instruction, review and analyze the results of instruction, and cycle through the process again as needed to achieve student results
	f. Teachers Not Accountable for PD Transfer to Classroom	Focus Walks provide teachers with rich and timely feedback to support effective application of PD to classroom practice

C. School Model and Rationale

Rationale for Transformation The Transformation model was chosen because the findings from the RMS needs assessment suggest that the elements of Transformation, if well implemented, will yield improved student outcomes and eventual removal from Priority status.

RMS is poised for Transformation as it returns to its own building with its new grade configuration. The stage is set for transforming RMS creating a ***STRONG*** culture. RUFSD Review Team, with the support and approval of the Superintendent, Board of Education, Teachers Union, and Administrators Union proposes the Transformation Model as most beneficial for RMS for a number of reasons.

- Students will enter this building for the first time in August and receive a visible message of ***STRONG*** expectations through the pristine setting and corporate architecture of the building.
- Teachers will prepare for this Transformation this summer through extensive training to expand their knowledge base and repertoire of instructional strategies to promote student engagement and learning.
- A newly-appointed, experienced principal will lead ***STRONG*** with the support of our effective educational partner.
- Operational flexibility will enable RMS to implement a comprehensive approach to substantially improve student performance and proficiency.
- Extended learning time for students will provide time for ***STRONG*** interventions and opportunities for enrichment.
- Extended learning time for teachers will establish a culture of collaborative planning using data and equip them with tools for instructional innovation.
- Expanded interventions and regular data use will provide focused support, resulting in ***STRONG*** learning for all.

Process for Choosing Transformation Given the success of RHS using the Transformation model and the work of the review teams previously described, the school and district leaders, Teachers Union and Board of Education were unanimous in selecting this path for RMS.

I

D. School Leadership

I. Characteristics and Core Competencies of Principal High quality gains in student learning year after year require an effective principal. This is particularly true for turnaround schools, where studies find no examples of success without strong principal leadership (Berends et al., 2001; Duke, 2004). The RMS principal needs to set direction, help faculty grow professionally and actively participate in redesigning the organization (Leithwood et al., 2004). Without effective leadership, schools and districts are less likely to address school and teacher practices that impact student achievement in a coherent and meaningful way (Marzano et al., 2005). New Leaders for New Schools (2009) highlights the following leadership actions as critical to achieving transformative results:

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

These will be the characteristics we will look for during our national search for a principal.

II. Selected Principal for RMS The principal is not yet known. The current principal has served as Interim Principal and was retained as 2012-13 Principal to provide consistency for students as we search for an instructional leader with the qualifications listed above.

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

These rankings will be presented to the Superintendent who will also interview and extensively check the references of the selected applicant. The Superintendent will make recommendation to the Board of Education in a timely fashion so that the new principal may assume this position by July 1, 2013.

V. Supporting Leadership Positions Leadership at RHS includes a principal and two assistant principals. Assistant Principal Charlene Stroughn also serves as our Administrative Union President. Assistant Principal Gray was recently transferred back to the high school as a

new AP is being hired to better reflect the changing demographics at RMS. Ms. McVie has become the Middle School Assistant Principal.

A **School Transformation Manager** will be hired to support the extended school day, focusing on fidelity of implementation of the interventions courses and expanding community partnerships. This administrator will participate in all teacher and leader training, recruit and supervise teachers for ELT, and facilitate the ordering of all resources needed for ELT and **STRONG** in a timely manner.

Lead Teachers for English Language Arts, Mathematics and Special Education have been identified, provided stipends and given released time to assist with leadership duties. In addition, Literacy and Math Coaches will be hired to provide ongoing support for ELA and math.

Overwhelming numbers of committees and initiatives continue to plague leadership. They expressed a need for further support that we believe will be addressed through the distributed leadership model in SIM. Intensive training will build a School Leadership Team that includes administrators, Teacher-Leaders that facilitate Workgroups and a Parent Liaison. This group will learn to address leadership and instructional issues in a manageable manner with the facilitation and onsite support of a Pearson and Thinking Maps Specialist.

STRONG will provide additional training for all members of the RMS SLT as LT are created to improve instruction through collaborative design. The Teacher-Leaders on the SLT will facilitate job-alike teacher workgroups as they learn to develop curriculum units, authentic performance tasks, and lessons that accommodate all learners in a collaborative manner using tested protocols that have proven effective in similar settings. The LT research base comes from nearly four decades of research and replication studies conducted in the classrooms and schools of low-income urban communities. With research findings published in several peer-reviewed journals, LT is one of the few programs that has been able to scientifically isolate the positive effects of teacher collaboration on student achievement.

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

E. Instructional Staff

I. Current RMS Staffing Of the school's total impact on student achievement, principals account for 25% while 33% is attributable to teachers (Marzano, Waters, & McNulty, 2005). However, for teachers to have a continuous impact on student achievement, they must all be effective. That is not currently the case. The new APPR system, extensive job-embedded training and incentives for teacher performance that accompany **STRONG** will assist in the removal of ineffective teachers at RMS.

Teachers unwilling to embrace **STRONG** requirements (Ineffective/Developing HEDI Scores) that include extended learning time for themselves and their students, intensive training, increased expectations for collaborative planning, and more frequent observation will be supported by the requirements of the District's Approved APPR Plan.

II. Characteristics and Core Competencies for RMS Teachers Research is abundant and clear that teacher effectiveness is a strong determinant of differences in student learning, far outweighing the effects of differences in class size and classroom heterogeneity (Darling-Hammond, 1999; Nye et al., 2004). Sanders and Rivers (1996) found that children assigned to three effective teachers in a row scored at the 83rd percentile in math at the end of 5th grade, while children assigned to three ineffective teachers in a row scored at the 29th percentile.

STRONG requires these adult core competencies and characteristics:

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

III. Process for Informing Current RMS Staff Current staff knows we are pursuing the Transformation model and will learn of specific implications during meetings in February. Core characteristics of staff and expectations for faculty will be shared at that time. Staff will be encouraged to either seek retirement or another position if they are unable to meet **STRONG** expectations for RMS and the APPR agreement that will hold them to these standards.

IV. Process and Mechanisms for Screening, Selecting, Retaining, Transferring, and Recruiting RMS Staff

Returning staff will be screened to identify teachers who are not currently meeting the APPR standards to earn the Highly Effective or Effective rating. Discussions with these individuals will encourage them to consider the implications of setting higher standards for themselves and their students. Every effort will be made to provide ineffective or developing teachers with the professional development needed to become effective. In addition, the district will make every effort to find other positions where they may find more success at another school or change teaching assignment to align with their strengths.

Open positions will be posted internally, locally, and regionally through OLAS. Staff will be selected based on alignment to the core competencies listed above, successful experience, and passion for teaching and learning.

Extra pay opportunities, opportunity for career advancement, and financial incentives for meeting targeted goals will be incentives to highly effective teachers to apply or remain at RMS. Teachers and leaders will have the opportunity to earn up to \$1000 per year in financial incentives for reaching targeted goals that include being rated Highly Effective.

Highly effective teachers will be encouraged and supported to acquire Board Certification. Fees for this certification process will be provided through **STRONG**.

Expanded career opportunities provided as Teacher-Leaders and the ensuing leadership pipeline will encourage retention of highly effective teachers.

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

F. Partnerships

I. Partner Identification Pearson SAS, Thinking Maps and Oasis Children's Services will support RMS as it applies the Transformation model as external partners. Pearson will provide year-round support for the transformation in alignment with its mission to help the nation's educators navigate fundamental and dramatic shifts in leadership and classroom practices, enabling states, districts, schools, and teachers to support and sustain the transformation and quality of instruction required for students to achieve college and career readiness in a competitive global economy. The SAS group of Pearson delivers proven education services with lasting results, supported by the strength of the industry's top education thought leaders and authors. Oasis Children's Services will provide out-of-school time extended learning opportunities for RMS students in alignment with its mission to provide students with the opportunity to develop academic, physical, social-emotional skills in an inclusive learning environment that is significantly different from the traditional school setting; after-school program, Saturday academy, and summer enrichment program tailored to the academic needs of our students will be offered in Year 1 of the transformation.

Pearson School-wide Improvement Model Pearson will provide SIM with high intensity tailored to the needs of RMS that includes:

- 160 days of onsite service in Year 1, including face-to-face professional development and technical support. (110 days in Year 2; 40 days in Year 3)
- PD includes face-to-face training for all staff, in addition to focused PD for the SLT, teacher facilitators of professional learning, ELA department, math department, and staff involved in providing student services.

Technical support includes:

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

This will be supplemented with targeted expert support for:

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

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

Oasis Children's Services Out-of-School Time Programming Oasis programs provide students with an interactive academic and enrichment-based curriculum to expand upon CCLS and social-emotional competencies. We have selected Oasis to implement an after-school program, Saturday academy and summer enrichment program for RMS students based on the successful implementation of after-school programs held in Brownsville, Brooklyn, an after-school and Saturday enrichment academy held in Jamaica, Queens, and previous 21st CCLC summer programs held at Alverta B. Gray Schultz Middle School in Hempstead, Long Island.

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

The structure of Oasis programs includes:

- After-school program for 150 students held on Mondays, Wednesdays, and Fridays from 3:00 p.m. to 5:00 p.m. for 30 weeks during the school year. Students will receive tutoring, assistance in homework completion, STEM-based instruction, arts enrichment, and physical recreation.
- Saturday academy for 150 students held twice per month during the school year (18 days). Students will receive STEM-based instruction, arts enrichment, physical recreation, service learning, and character education.
- Summer program for 150 students held Monday – Thursday from 8:00 a.m. to 5:00 p.m. for 5 weeks during the summer. Students will receive tutoring, assistance in homework completion, STEM-based instruction, arts enrichment, physical recreation, service learning, and character education.

The programmatic goals of Oasis Out-of-School Time (OST) Programs are:

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

Technical Support includes:

- Pre-program curriculum development meetings with school leadership and Oasis program staff during the pre-implementation period to link out-of-school time programming to school year curriculum.
- Pre-program planning hours to prepare staff to actively engage students in STEM-based curriculum while also intensively and comprehensively addressing the math and ELA skills imbedded in these projects.

Oasis Site Director, Oasis Senior Programming Manager, and a designated RMS liaison will consider student academic needs throughout the implementation period to link program content and outcomes.

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

III. Partner Accountability

Pearson SIM Comprehensive program evaluation is built into every SIM implementation. During the engagement and implementation process, pre-data are collected on a series of variables including leadership practices, data culture, teacher collaboration, quality of instruction, and student engagement through survey and observation. Post-data on these variables are collected at the end of the year.

Throughout the school year, information and data (including client perception data) on progress towards achievement of SIM goals are accumulated continually using the site-based SIM Progress Monitoring System. Every time a Specialist is at RMS, data will be collected and recorded to reflect meetings attended, classrooms observed, training and coaching delivered, as well as indicators that measure the success of each visit. Data is available to school and district leaders on a 23 hour/7 day basis through *OneView* portal described in Section III.I.iv

An evaluation team, composed of evaluation specialists, content specialists, and field specialists from Pearson's School Achievement Services group, visits a stratified random sample of schools implementing SIM to collect data and validate findings. The team uses both quantitative and qualitative methods, tools, and approaches to gather data on implementation of SIM goals, leadership practices, data culture, teacher collaboration, quality of instruction, student engagement, and perception data.

The evaluation team conducts a multi-level evaluation of SIM in order to examine the efficacy of the model and the quality of site-specific implementations. Actual outcomes are measured against expected outcomes to determine impact across a variety of data (including student achievement, instructional quality, use of data, and student engagement). Implementation reports document implementation strength and fidelity, provide feedback to the schools for the purpose of celebrating successes as well as to improve implementation, and inform SIM planning for the subsequent year. Field Specialists collaborate with school and/or district administrators to analyze the data and to use it to guide further implementation.

Oasis Children's Services OST Programs Oasis OST programs allow for program evaluation through assessments of academic achievement, student engagement, staff performance, site operations, and quarterly reports. Oasis uses *Thrive*, a web-based database by Active Network, to

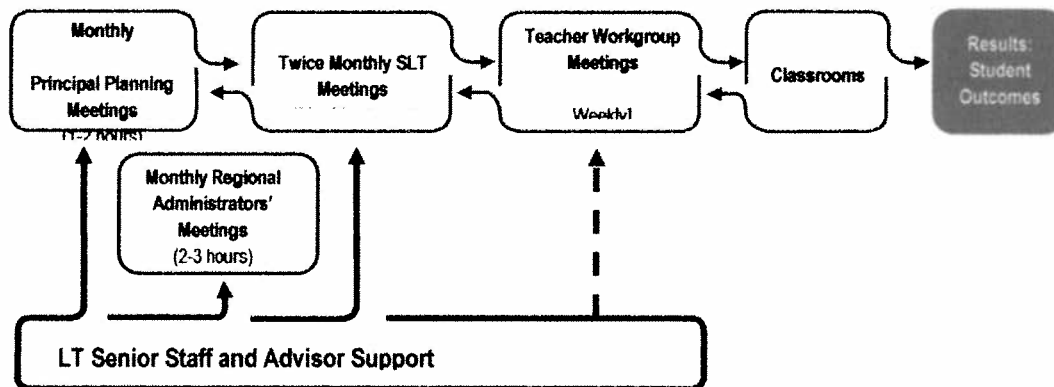
store student and family data, program enrollment, daily attendance and student medical information. Program staff collect, track and report on attendance daily, which will provide feedback on student engagement through consistent attendance. We will track the effectiveness of integrated academic and enrichment activities through two short program-administered pre-program and post-program academic assessments. These assessments will allow staff to determine students' academic needs and adapt the program curriculum to the demonstrated need; post-program assessments will provide an indication through improved scores that students have expanded or maintained their proficiency in ELA and Math. Oasis will conduct formal interviews with program personnel and children to assess student engagement through program satisfaction, and distribute formal surveys for participants and staff to evaluate program satisfaction and effectiveness.

Oasis also uses several formal program evaluation tools to ensure that programs are managed in accordance with Department of Health and RUFSD regulations. Formal Oasis staff evaluations will be completed by Site Directors. These evaluations are used to identify areas in which staff members are demonstrating proficiency and/or need improvement. An Oasis Site Visit Evaluation Checklist and Site Director Accountability Chart are completed by the Oasis Senior Managers after unscheduled monthly visits to the programs. These evaluations serve to identify whether programs are fulfilling Department of Health policies, RUFSD policies, Oasis Policies & Procedures, programming & attendance goals (including measurement of student attendance in-program and in-school and reflecting on the quality of academic and enrichment activities. The evaluations are reviewed by Oasis Headquarters and also reviewed with the Directors to determine the corrective action that may be needed, if any. Oasis Weekly Site Self-Assessments are completed by Site Directors at the end of each week and sent to Oasis Headquarters. In these assessments, Site Directors are asked to provide information/feedback on staff supervision, programming, parent communication, operations/supplies, and other concerns. Oasis Headquarters reviews the reports each week and meets to determine which departments need to provide additional assistance to the after-school programs as relevant to the needs demonstrated. All Oasis evaluations and assessments will be available for review by school leadership personnel. Official quarterly reports will be provided to school leadership by Oasis Senior Managers to share information on student academic achievement and enrichment through OST programs.

G. Organizational Plan

I. Management and Team Structures Initiative overload and multiple committee structures were noted at RMS. **STRONG** seeks to compress, then distribute leadership, using the Learning Teams model. The LT leadership framework is anchored by the SLT, which is led by an LT Advisor and composed of facilitators from all teacher workgroups at the school along with school site administrators and the parent liaison. The SLT takes up the essential work each month of training and preparing the teacher workgroup facilitators to guide the work of their teams effectively, including studying student data and school improvement efforts, planning the workgroup meetings, and providing key collaboration that ensures that workgroup efforts are aligned closely with school, district, and state improvement priorities. Teacher-Leaders then facilitate teacher workgroups to improve instruction through collaborative planning during common planning periods on a weekly basis.

A second monthly meeting of this team addresses other leadership issues. The Pearson Specialist meets with the principal to plan this meeting and co-facilitates the second meeting of the SLT each month. The graphic below depicts the organizations and management proposed for RMS.



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

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

LT collaboratively plan curriculum units that support CCLS and analyze data from a number of sources to refine effectiveness. Typical data sources include quarterly benchmark tests, yearly

state assessment results, regular performance task performance, and individual reports from personalized learning tools (*Read 180, Systems 44*) and interventions (*OnRamp*). Teacher workgroups are expected to meet at least weekly and create summary reports of the LT progress that informs the principal of each team's progress and also provides alerts to issues and concerns.

III. Implementing the Annual Professional Performance Review

On November 30th, 2012, The Roosevelt APPR was approved by NYSED. The district has decided to use the Kim Marshall Rubric for both teachers and Administrators. The Roosevelt High School has already done their first round of APPR teacher and leaders evaluations and all staff at the high school have been given their HEDI scores. The Kim Marshall Rubric requires mini observations as well as formal observations where an evaluator will watch an entire lesson. The Principal, Assistant Principals and the School Implementation Manager will be responsible for scheduling and conducting observations, including pre observation conferences, classroom observations and post observation conferences.

IV. RMS Schedule for APPR for 2013-2014

The Roosevelt Middle School is unable to create a schedule as a result of the 6th grade going back to the elementary schools. The district is giving the teachers a choice as to who will go to the elementary schools as long as they have a proper teaching certification.

H. Educational Plan

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

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

Roosevelt UFSD was just awarded the Systemic Support for Districts and School Turnaround grant to train teachers in CCLS, develop performance tasks that address these higher standards, and train collaborative teacher teams to develop curriculum units to provide clear learning targets for all students. RMS faculty will benefit from this training that is slated to begin in February so that clear targets for learning are aligned to CCLS and widely shared with students, parents, and faculty. This is sorely needed. RMS teachers in focus groups were quick to point out the lack of a common curriculum, verifying comments from external examiners during their April 2012 visit.

A common understanding of curriculum must be followed by a continuous commitment to alignment processes. Deep curriculum alignment has been defined as the congruence of the content, context, and cognitive demands present in the written, taught, and tested curriculum (English & Steffy, 2001). A deep alignment process is one of the more prominent tools used by educators today to ensure content is valid and assessed (Allen, 2002; Downey, 2001).

Along with selected instructional practices, deep curricular alignment ensures that each student, regardless of academic challenges, edges closer to understanding and applying the knowledge base and skills identified by content area standards.

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

The school's selected research-based approach to ensuring a carefully aligned curriculum in math, ELA, and all major content areas will be collaboratively supported by teacher workgroups that evolve into Learning Teams discussed earlier in this proposal. Each subject department within Roosevelt Middle constitutes a workgroup, with groups ranging in an ideal size of 3 to 7 participants. Workgroups will meet a minimum of once a week for collaborative planning. Year 1 work will be facilitated by specialists who will attend teacher workgroups, gradually transferring facilitation to Teacher-Leaders who will continue the practice of collaborative planning, using student work and assessment data to inform instructional development. These

specialists will also come alongside teachers within their classrooms as they present commonly developed units.

Teacher workgroup participants will be trained and mentored to work collaboratively to design units and performance tasks that align to the NY Learning Standards and the CCSS. Teacher-Leaders will become workgroup facilitators to ensure an effective and appropriate use of workgroup sessions. The use of lead workgroup facilitators promotes a distributed leadership model critical to the school transformation process. Facilitators will also monitor workgroup attention to the 12 pedagogical shifts required by the NYCCLS Data usage is an embedded component of teacher workgroup training. Teachers learn how to use varied data sources (including individual student test results and local classroom work) to assess the effectiveness of their instruction. In other words, as they design curricular units supporting CCLS and develop performance tasks to ascertain whether student know and are able to meet the requirements of the CCLS, they gather student success data on these tasks so they may identify students in need of further intervention and to help them refine and expand curriculum to address the needs of all students. These data, therefore, becomes a tool by which teachers and leaders measure student proficiency with selected curricular units and associated skills. No longer will a textbook dictate what is taught. Faculty members will use in-place texts as tools, but then expand information sources with digital tools, the internet, and primary sources.

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

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

Roosevelt's commitment to improved instruction in math and ELA includes a school-wide staff commitment to instructional shifts that ensure the school's curricular and instructional program is fully aligned to the CCSS. The shifts require teachers and leaders to change both practice and possibilities for students, with improved practices ensuring that students go deeper with content and engage in a more relevant acquisition of skills necessary for career and college success. With the support of external partner coaching and classroom based technical assistance, RMS teachers will make the following **Mathematics Shifts**:

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

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

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

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

Shift 5 - Application: RMS students will use math in real world situations. Problem based learning will be encouraged so that students understand the relevance of what they are learning. For example, a music composition and production class will integrate math, music and technology to provide increased student learning through career oriented curricula.

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

The six mathematical instructional shifts recommended by the state of New York require teachers to provide rigorous learning activities transferrable to real-world settings. The shifts additionally emphasize student acquisition of basic facts and skills, including recall or previously learned knowledge, to build and foster new skills and knowledge bases.

Over 35% of our current RMS students scored at Level 1 on last year's NY state assessment for math. These students are woefully unprepared to make these instructional shifts. Students entering grades 7 and 8 who are identified as Level 1 on the NY state assessment for math the previous year, will be required to participate in a six week, three hour a day intervention course during the summer using *OnRamp to Algebra*, or take the *OnRamp* course during the school year during extended learning time. *OnRamp* uses an entry-level evaluation, progress monitoring, and a summative evaluation (cumulative unit tests and a post-test) as key assessment tools. This program is research based and proven effective for accelerating the progress of students well below grade level as it:

- Focuses on building a conceptual foundation of core math needed for algebra and beyond
- Balances skills and problem solving with opportunities to revise misconceptions that impede student success in mathematics

- Fosters student engagement and builds student confidence as mathematicians.

English language learner (ELL) researchers participated fully in the course design, making *OnRamp* highly responsive to ELL's needs. The flexible curriculum and instructional materials can be easily adapted for students with special needs. *OneView* (SIM's progress monitoring system) provides a robust reporting mechanism that offers progress monitoring, instructional direction, and growth analysis for students in *OnRamp* courses. Reports are available immediately after students finish online testing. Reports provide real-time, actionable instructional guidance to RMS teachers and satisfy the requirements of the federally defined criteria for progress monitoring, especially for Response to Intervention (RtI).

English Language Arts/Literacy Shifts

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

Shift 2 – Knowledge in the Disciplines: RMS students will utilize a variety of texts (both informational and literary) to build knowledge about the world around them, therefore reducing their dependence on teacher provided facts. Classroom libraries will be expanded to include leveled text that cross genre.

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

Shift 4 – Text-Based Answers: Roosevelt students must read carefully and extract information to establish well-structured textual conversations. This approach requires teacher emphasis on scaffolded instruction that models how to withdraw important clues from provided texts.

Shift 5 – Writing From Sources: Roosevelt students must similarly read carefully and extract textual information to build a successful argument. *Write to Learn* and *Writing Aviator* (described below) will support RMS students to become effective writers.

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

The ELA/Literacy shifts include attention to complex, informational texts from which students build knowledge about their world, and in turn construct intelligent, complex summaries, opinions, and arguments. These shifts additionally require attention to academic vocabulary; vocabulary that New York's Commissioner of Education describes as “tools” for student success. When students gain core academic terms relevant to varied or highly specific content areas, they gain a foundation of words/tools that improve learning. Teacher training therefore requires attention to successful instructional practices that model the teaching of academic language.

RMS currently uses a number of personalized learning strategies to support these shifts that include *Reading 180* and *System 44*. **STRONG** proposes to embed these tools into the workshop model that is highly supported by another web-based tool, *WriteToLearn* and Writing Aviator,

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

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

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

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

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

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

The alignment of instruction to standards and assessments is further supported by a series of performance tasks. For each grade level, the Performance Tasks ask students to read closely and respond to increasingly complex and demanding material. Rubrics and samples of student work reflecting a range of performance levels relative to the CCLS accompany the Performance Tasks. In addition to helping teachers and students grasp the demands of increasing text complexity, these Performance Tasks provide a range of scaffolding to support students' making responses.

The Performance Tasks are not tied to a specific instructional unit. Rather, they provide models of tasks students might encounter in assessments of their achievement of the CCLS.

They also serve as models that teachers can analyze and use as foundations for creating instructional units that employ in-place texts to align instruction with the demands of the CCLS. As implementation proceeds, this process incorporates yearlong and vertical curriculum planning to achieve effective alignment of curriculum and instruction with the CCLS and its related assessments.

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

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

The workshop begins with whole class instruction, a brief focused lesson during which the teacher focuses attention on a particular reading skill, strategy, or procedure emphasis on information text and complex text structures. Following the focused lesson, students work individually, with partners, or in small groups using the skill or strategy taught as they read. As students work, the teacher holds individual student reading conferences or calls together a small group for guided reading instruction. The workshop closes by calling attention to several students' work. Often, this attention is focused on the skill or strategy introduced in the focused lesson of the opening meeting. The workshop format allows maximum time for RMS students to work on their reading and for RMS teachers to provide targeted instruction based on individual student needs.

Teaching writing and reading comprehension is challenging and critically important. With *WriteToLearn*, teachers can assign students more writing activities. The system scores essays automatically, saving hours on grading. Struggling students receive extra help in the form of built-in language tools, which are designed for struggling readers and English learners, and assignments and scoring can be tailored to each classroom.

Through the PD included with *Writing Aviator*, RMS teachers learn how to organize their writing instruction around a Writers Workshop model and to implement the foundations studies and genre studies effectively so that students become effective, confident writers.

PD will provide training to implement these tools and strategies and then monitor application through on site specialist support. PD is presented in workshops that are conducted over a series of sessions interspersed with periods of time for teachers to work on implementation in their classrooms and interact with their colleagues to build continuing support for their professional learning. Pearson specialists accompany the principal on focus walks to assess the application of

this training, provide feedback to teachers as they begin implementation, and plan future training that reflects current need.

III. Use of Time Extending the school day and/or school year improves student achievement, *provided that the extra time is engaged learning time* (Aronson, Zimmerman & Carlos, 1998). Roosevelt Middle will extend learning by adding 600 hours to the school calendar to support students needing additional time for learning.

A 6 week, 3 hours a day, intensive math intervention class, *OnRamp*, will be offered each summer to ensure students have foundational math skills so they find success in pre algebra and algebra courses. In addition, each school day will be extended by 2 hours, from 3 pm to 5 pm. Saturday Academy will add an additional 6 hours of instruction 18 times during the school year.

Students may also take *OnRamp* during the school year for 2 hours a day, 5 days a week for 15 weeks. Oasis will provide 150 students with an after-school program for 3 days a week from 3:00 p.m. to 5:00 p.m. for 30 weeks; 150 students will be invited to participate in a Saturday academy for 18 weeks during the school year, which will be held from 10:00 a.m. to 4:00 p.m. A summer academic enrichment program for 150 students will be held for 5 weeks from 8:00 a.m. to 5:00 p.m., Monday – Thursday. All Oasis programs will offer structured tutoring, intensive hands-on STEM projects, and enrichment activities with integrated ELA and math skill development. The student populations targeted for these programs include students identified as Level 1 and Level 2 on NYS ELA and Math assessments.

The 498 additional hours for student support will include a variety of engaging learning activities that promote student knowledge in core curricular areas. Planned activities and target populations are summarized in Table 6.

Table 6: Extended Learning Time Activities & Target Populations			
TARGET STUDENT GROUP	ACTIVITY	PURPOSE OF ACTIVITY	FREQUENCY OF ACTIVITY
Students identified as Level 1 on NYS math assessment	<i>OnRamp to Algebra</i> course	Accelerate student math proficiency and remedy foundational misconceptions that hamper mathematics learning	Summer: 6 week for 3 hrs/day or Daily: 2 hrs/day for 1 semester
Students identified as Level 1 and Level 2 on NYS ELA and Math assessments	Oasis OST Programs	Support cognitive development through integrated ELA, Math, and Science enrichment activities; increase opportunities for physical, social-emotional, and	After-school: 2 hrs/days; 3 days per week for 30 weeks or Saturday: 6 hrs/day; 18 weeks or Summer: 5 weeks for 9 hrs

		moral development	per day; 4 days per week
All interested students	Writer's Workshop with <i>WriteToLearn</i>	Support student writing with publication opportunities	2 days/week for 2 hours
All interested students	Homework Help	Provide additional instruction	Daily: 2 hrs/day
All interested students	Community-based Shadowing/Mentoring Experiences	Communicate the relationship between classroom learning and career-based skills	As scheduled
Students interested in music	Music composition and production in Midi Lab	Provide career oriented enrichment	2 days/week for 2 hours
Students interested in video production	Video production	Create videos as performance task	3 days/week
All interested students	Sports	Support physical fitness	2 days/week for 2 hours

Additional digital tools and computers will allow other students to take responsibility for their own learning by allowing them to progress in an individualized manner using digital and web-based tools like *Reading 180*, *Systems 44*, and *WriteToLearn*.

IV. Data-Driven Instruction/Inquiry (DDI) Research provides substantial evidence of the importance of an effective data-driven culture and training on how to use data and connect them to practice (Supovitz and Klein, 2003). Having a data-driven culture means that systematic use of data is embedded into the daily functioning of the school. Data use is incorporated into meetings, curriculum planning, professional development, and, most importantly, into daily teaching and learning. Data training requires the involvement of all leaders and instructional staff members, with embedded support for participants as they adopt new data practices. Roosevelt's commitment to an improved school culture and student performance will include an institutional willingness to use data systematically to reveal important patterns and answer questions about policy, methods, and learning outcomes.

Data training and embedded school support help educators identify how to act on knowledge gained from local data analysis, including:

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

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

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

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

Protocols for team collaboration help teachers use data and inquiry to drive instructional improvements. The primary LT protocol, Addressing Common Student Needs, helps teachers do the following:

- Identify common student needs using formative and summative student data
- Find or develop appropriate means to assess student progress toward targeted learning objectives
- Jointly plan, prepare, and deliver lessons
- Use evidence from the classroom to evaluate the commonly planned and delivered lessons
- Reflect on the process to determine effectiveness and next steps

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

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

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

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

USE OF ASSESSMENTS Data training involves attention to school-wide adoption of formative and interim assessments, particularly in math and English Language Arts. To that end, Roosevelt Middle commits to an annual administration of common formative and interim assessments in all math and ELA courses. These assessments are created by *Right Reason Technology* and are performed on a quarterly basis

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

V. Student Support

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

- A Graduation Risk Insight System
- Development of Engagement Workgroups
- Expanded Staff Engagement in Student Support
- Expanded Parental Engagement in Student Support
- Expanded Community Engagement in Student Support

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

The GRI monitors students' progress in relation to motivation, engagement, and capacity to manage themselves as learners. Software aggregates the most relevant and predictive data points from the school's student information system to identify the students most likely to drop out. By

pulling together readily available data contained on the RMS student information system (including, but not limited to, a student's grade point average, discipline history, attendance, and grade level), the program provides a Graduation Risk Value (GRV) for each student. The GRV is calculated by Pearson staff using the GRI statistically-based system.

For the Graduation Risk Insight system to work effectively, school-based teachers and guidance counselors use the GRV to determine where to spend their time most effectively to prevent students from leaving school without a diploma. Reports generated by the GRI are an important source of information for the Engagement Workgroup, since the system's data points link directly to factors impacting student engagement. Pearson statisticians can generate the data for RMS as frequently as needed, provided each school submits student data in the format requested. Schools that implement the GRI system require no additional manpower, once our district data person prepares the student data for Pearson.

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

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

The intervention protocol also focuses attention on addressing the needs of students with multiple risk factors for dropping out of school. Ensuring these students have the intensive support they need to get back on track often involves coordinating community agencies as well as school and district resources.

The intervention protocol serves as a guide for the school's audit of existing supports and identification of supplementary supports required to meet students' needs. It also focuses attention on building a systematic approach to provision of social and emotional supports, one that limits the risk of overlooking some students, seeks to provide support in a timely way, and can survive changes in key personnel and funding programs. As implementation proceeds and a systemic approach is established, the GRI reports provide measures of the system's effectiveness as well as identifying individual students at risk for dropping out of school.

Engagement Workgroups An Engagement Workgroup comprised of the Principal, Assistant Principal, and staff responsible for student services will use data and collaboration to build student engagement and develop community support for high expectations. Primary focus includes instituting the GRI system for dropout prevention and connecting it with supports for students' social and emotional development. The Engagement Workgroup investigates school policies and practices that relate to personalization and student engagement, as well as strategies for building community involvement. It monitors reports of the GRI and proposes strategies for improvement. The Engagement Workgroup meets 12 times during the year.

Broader Staff Engagement Connecting the work on building a classroom culture of engagement to a school culture of high expectations takes into account students' sense of belonging to the school, their connections to teachers and other adults, their friendships with peers, their sense that they are known both as learners and as people, and their belief in their ability to succeed academically.

This is an important aspect of the work of the Engagement Workgroup who participates in professional development on student engagement, including what research indicates about the importance of relationships, connections and supports in building and sustaining a young person's commitment to school.

From this foundation, the Engagement Workgroup embarks on a collaborative process of investigating school policies and practices that relate to cultivating strong connections between home and school in supporting children's engagement in school and learning progress. This may lead to consideration of policies and practices across many aspects of school operations, from procedures for entering the school building to management of the hallways and lunchroom, to policies for handling tardiness, absences, and discipline referrals, to the ways the school communicates with parents and partners with parents in support for students' learning progress and engagement in school.

The Engagement Workgroup's collaborative investigative process mirrors the cyclic approach of the Leadership Team and Teacher Workgroups. The Engagement Workgroup shares its progress and findings with the Leadership Team on a regular basis. The Leadership Team also provides the setting for drawing connections between the Teacher Workgroups' efforts to support students' classroom engagement and the Engagement Workgroup's focus on students' commitment to school overall.

The Principal's Book of the Month contributes to development of a schoolwide culture of high expectations and engagement. Each month the principal introduces the school community to a book selected for its relevance to a theme that is significant to the school's specific community, to the process of growing up, to our nation, or that highlights a universal human experience or value. The goal is to build community through the shared experience of these books. Teachers plan activities that will build on the theme of the book and enable students to respond in age-appropriate ways at all grade levels in the school and to share their responses with the whole school community.

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

In addition, the RMS Advisory Council will ensure that systems of support operate in a timely, effective manner as they provide oversight to data and champion ***STRONG***.

vi. School Climate and Discipline. Describe the strategies the model will employ to develop and sustain a safe and orderly school climate. Explain the school's approach to student

behavior management and discipline for both the general student population and those students with special needs.

VI. School Climate and Discipline RMS is committed to a larger vision than just constant punishment for wrong doing. We believe in making a commitment to supporting positive behaviors that reduce the negative. Positive school culture is linked to a strong sense of school membership which in turn is linked to academic and behavioral outcomes such as fewer incidents of disciplinary referrals and victimization (e.g., DeWitt et al, 2003), and reduced drop out (Christle, Jolivet & Nelson, 2007). Notably, the physical environment of the school is linked to the same outcomes. As we improve instruction, our students become more engaged and there is less time and willingness to act out.

Student aspirations have also been linked to student achievement. QISA¹ researchers have identified 8 conditions as critical in fostering and maintaining student aspirations: 1) *Belonging*; 2) *Heroes*; 3) *Sense of Accomplishment*; 4) *Fun & Excitement*; 5) *Curiosity & Creativity*; 6) *Spirit of Adventure*; 7) *Leadership & Responsibility*; and 8) *Confidence to Take Action*.

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

An important component of the Launch Institute during the pre-implementation period will be to unite and equip our faculty for our school climate change. Important components include:

- **Overview and Visioning Session** for the entire school faculty setting the stage for the school's work and serving as a prelude to **STRONG**. This half day session provides an overview of SIM and how the work on implementation unfolds. It builds on this foundation with an exercise that engages the school in creating a shared vision for teaching and learning in their school and the culture of high achievement and engagement that they will work to create.
- **School-wide Instructional Focus Institute**, 2-day institute for the entire school faculty lays the foundation for the school's work on the School-wide Instructional Focus. It includes:
 - The purpose of having a School-wide Instructional Focus
 - The vital importance of College and Career Readiness for all students
 - School-wide goals for developing students' ability to use Academic Language and their College and Career Readiness Competencies
 - Strategies for supporting all students to use Academic Language and develop College and Career Readiness Competencies across content areas, including strategies that provide scaffold support for English language learners and students with disabilities.

Faculty is assigned to work together by department throughout the Launch Institute, establishing the practices of the Workgroups that will be the primary setting for continued implementation.

VII. Parent and Community Engagement

¹ QISA = The Quaglia Institute for Student Aspirations

Parent Engagement A vital function of the Engagement Workgroup is building parent involvement. To help parents become familiar with the expectations for students' achievement at specific grade levels; and, in particular, with how they can help their own children achieve them, RMS will employ a Home-School Notebook. The Notebook builds regular, positive communication between home and school about academic growth and the development of academic readiness behaviors. It can be maintained in hardcopy or be electronic.

The Engagement Workgroup devises strategies for providing assistance to parents specifically designed to help them nurture development of basic skills in reading, writing, and mathematics. This assistance can take the form of formal communications, as well as practical, hands-on experiences. It may include, for example, offering evening courses for parents on how to help their children's academic achievement, both immediately and in the longer term.

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

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

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

As implementation proceeds, Pearson Field Specialists work with the Engagement Workgroup to explore these and other ways of forging bonds between the school and its community in jointly supporting the goals of high achievement and student engagement. *MyVoice* Surveys will gather perception data from students, staff and parents at the beginning of our engagement and at each year's end providing critical data that will monitor progress and inform continuous improvement of the school culture at RMS through **STRONG**.

I. Training, Support, and Professional Development

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

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

II. Pre-Implementation Period Table 8 summarizes events, outcomes, reporting methods and rationale for meetings/training/events that will occur between April and August 2013. Pearson is the agent/organization responsible for delivery unless noted differently.

Table 8: Pre-Implementation Events			
Event	Measureable Outcome(s)	Reporting Method	Rationale
Planning Meeting	RUFSD and Pearson collaboratively develop an implementation plan with proposed schedule and projected milestones and establish shared accountability.	Legal contract with explicit services identified & signed by district and Pearson	Contract with implementation plan provides shared goals and targets.
Professional Development for <i>OnRamp</i> 2 day	100% of training participants evidence a positive response to the <i>OnRamp</i> training, as measured by "agree" or "strongly agree" responses on post-training survey.	Post-Training Survey	Create a cadre of teachers to teach accelerated math intervention course to
*6 Week Summer <i>OnRamp</i> Course (6 Weeks)	80% of participating students demonstrate at least 1 year's growth as measured by on line assessment.	Comparison of base line and final assessment scores	Prepare students identified as Level 1 & 2 on state assessment for math success
Curriculum Planning for Oasis OST Programs	RUFSD, RMS Principal, School liaison, and Oasis Program Directors collaboratively develop OST programs curricula linked to	Comparison of pre-program and post-program assessment scores; Assessment	Prepare middle school students for NYS ELA and Math assessments to improve test scores and CCLS proficiency

Table 8: Pre-Implementation Events			
Event	Measureable Outcome(s)	Reporting Method	Rationale
	academic curriculum and establish shared accountability.	of Student Work Portfolios	
Professional Development for Oasis Summer Program	100% of training participants indicate a positive response to training, as measured by “agree” or “strongly agree” responses on post-training survey.	Post-Program Staff Survey	Prepare staff to actively engage and deliver STEM and enrichment-based program content
Oasis Summer Program	80% of participating students increase ELA and Math skills as measured by pre- and post-program assessments.	Comparison of pre-program and post-program assessment scores	Prepare students identified as Level 1 & 2 on NYS ELA and Math assessments
Launch Institute Overview and Visioning ½ day	80% of training participants evidence a positive response to the training, as measured by “agree” or “strongly agree” responses on Baseline survey.	Post-Training Survey	Create a shared vision for teaching and learning to promote a culture of high achievement and engagement
Curriculum Planning for Oasis OST Programs	RUFSD, RMS Principal, School liaison, and Oasis Program Directors collaboratively develop OST programs curricula linked to academic curriculum and establish shared accountability.	Comparison of pre-program and post-program assessment scores; Assessment of Student Work Portfolios	Prepare middle school students for NYS ELA and Math assessments to improve test scores and CCLS proficiency
Professional Development for Oasis Summer Program	100% of training participants indicate a positive response to training, as measured by “agree” or “strongly agree” responses on post-training survey.	Post-Program Staff Survey	Prepare staff to actively engage and deliver STEM and enrichment-based program content
Oasis Summer Program	80% of participating students increase ELA and Math skills as measured by pre- and post-program assessments.	Comparison of pre-program and post-program assessment scores	Prepare students identified as Level 1 & 2 on NYS ELA and Math assessments
School Leadership Team (SLT) Institute 1 day	80% of SLT members are observed implementing meeting protocols as described in training during first SLT meeting on meeting summary report.	SLT Summary Meeting Report	Agreed upon protocol maximized meeting time
Workgroup Facilitators Training Session	80% of facilitators practice shared protocols during first Workgroup meeting which is reflected on Workgroup summary report.	Workgroup Summary Report	Agreed upon protocol maximized meeting time

Table 8: Pre-Implementation Events			
Event	Measureable Outcome(s)	Reporting Method	Rationale
Eng Dept Institute 1 day	85% of training participants evidence a positive response to the training, as measured by “agree” or “strongly agree” responses on Baseline survey.	Post-Training Survey	Lay the foundation for the Department’s work on aligning curriculum and instruction to CCLS and related assessments
Math Dept Institute 1 day			

***Responsible party is RMS principal**

During the Pre-Implementation Period a week long Launch Institute will kick off our transformation. The Launch Institute will include a variety of trainings for teachers and leaders that includes the following:

- An **Overview and Visioning** session brings the entire school faculty for a half day, creating a shared vision for teaching and learning to promote a culture of high achievement and engagement.
- A **School-wide Instructional Focus (SIF)** will establish common routines and rituals that contribute to college and career readiness. A two-day institute for the entire school faculty includes:
 - The purpose of having a SIF
 - The vital importance of College and Career Readiness for all students
 - School-wide goals for developing students’ ability to use Academic Language and their College and Career Readiness Competencies
 - Strategies for helping all students to develop the ability to use Academic Language and for helping them develop College and Career Readiness Competencies across content areas, including strategies that provide scaffold support for English language learners and students with disabilities.

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

A one-day institute for the **English Department** focuses on improving the quality and rigor of instruction in ELA and lays the foundation for the English Department’s work on aligning curriculum and instruction to the CCSS English Language Arts standards.

All English faculty receive a Foundation Unit, which provides a model of standards-aligned instruction consistent with the CCSS. Teachers plan for teaching this unit to launch their year’s work on building aligned curriculum and instruction.

Similarly, a one-day institute for the **Math Department** focuses on improving the quality and rigor of instruction in math and lays the foundation for the Math Department’s work on aligning curriculum and instruction to the CCSS Mathematics standards and related assessments. This institute links closely with the content and activities of the School-wide Instructional Focus Institute to provide a coherent approach for math teachers.

The Math Department Institute activities revolve around the Foundation Intro, a short instructional unit that provides a model of standards-aligned instruction consistent with the CCSS. Teachers plan for teaching this unit to launch their year's work on building aligned curriculum and instruction.

Teachers are encouraged to use a workshop approach during instruction that encourages students to think deeply and work collaboratively. Students are encouraged to use literacy skills across the curriculum, as they read, write, think, and speak about topics in all subject matters. Technology support like Interactive Whiteboards and tablet technology motivate students to conduct research and make professional presentations as they share their thinking. Reading and math specialists train and support teachers to create lessons that are student-centered and participatory in nature.

Prior to the Oasis summer program, pre-program curriculum development meetings with school leadership and Oasis program staff will begin in the spring and lead into the summer; Oasis instructional staff will attend the planning meetings to identify the specific summer projects and the core curriculum standards targeted with each project. As a joint planning team, we will carefully consider student academic needs and how they link to program content and outcomes. Oasis will provide 20-30 hours of pre-program professional development to prepare staff to actively engage students in STEM-based projects while also intensively and comprehensively addressing the math and ELA skills imbedded in these projects.

III. Implementation Period Table 9 summarizes the training/PD events, and meetings or activities and associated **measurable outcomes** we have planned with our external providers, Pearson School Achievement Services, Oasis Children's Services and Thinking Maps for Year 1.

Table 9: Year One Implementation Focus, Settings, and Supports				
Setting	Membership/Outcome & Reporting Method	Focus/Rationale	Meetings	Pearson Onsite Support
School Leadership Team	Principal, APs, Workgroup facilitators, ELL coordinator, special education, student services functions, Parent Liaison 85% of participants evidence a positive response to training/meeting, as measured by "agree" or "strongly agree" responses on SIM Baseline survey.	<ul style="list-style-type: none"> Establish and maintain vision of improvement Build the foundation of a data-driven culture Drive and manage implementation Monitor progress and quality of implementation, and redirect activity as needed Nurture collaboration, using a systems approach to engage entire school in shared responsibility and shared learning 	<ul style="list-style-type: none"> 1 meeting / month on development of Data-Driven Culture 2 meetings/ month on Implementation Quarterly 2-hour Progress Monitoring meetings 	<ul style="list-style-type: none"> -Field Specialist (FS) facilitates Data-Driven Culture meeting each month -FS facilitates 1 Implementation meeting each month -FS facilitates quarterly Progress Monitoring meetings

Table 9: Year One Implementation Focus, Settings, and Supports

Setting	Membership/Outcome & Reporting Method	Focus/Rationale	Meetings	Pearson Onsite Support
Administrative Team	Principal, AP(s) Strategic planning results in SLT receiving complete agenda the day before the SLT meeting 90% of the time.	<ul style="list-style-type: none"> Strategic leadership of improvement Distributed leadership Timely intervention to create and sustain improvement momentum Aligned resource management 	<p>Strategic planning sessions with FS at least 3X per month</p> <p>Guided Practice Focus Walks with FS at least 6 X per year</p>	<p>-FS strategically plans w/ Principal [AP as appropriate] at least 3X / month</p> <p>-FS facilitates Guided Practice Focus Walks for monitoring implementation at least 6 X per year</p>
English Department PD	<p>All English teachers plus ESL, special education, and other teachers who support English language arts instruction</p> <p>85% of participants evidence a positive response to training, as measured by “agree” or “strongly agree” responses on SIM Baseline survey.</p>	<ul style="list-style-type: none"> Standards-aligned instruction, strategies and Foundation Units to scaffold instruction consistent with CCSS Independent reading program and monitoring of students’ reading levels Administration of 3 CCSS aligned performance tasks, analysis of student work, and implications for curriculum and instruction 	1 FD plus 1 half-day during school year	FS facilitates PD
Math Department PD	<p>All Math teachers plus ESL, special education, and any other teachers who support instruction in math</p> <p>85% of participants evidence a positive response to training, as measured by “agree” or “strongly agree” responses on SIM Baseline survey.</p>	<ul style="list-style-type: none"> Standards-aligned instruction, strategies and Foundation Intros and Foundation Units to scaffold instruction practice consistent with CCSS Administration of tasks based on the CCSS in conjunction with Foundation Units, analysis of student work, and implications for curriculum and instruction 	1 FD plus 1-half day PD during school year	FS facilitates PD

Table 9: Year One Implementation Focus, Settings, and Supports

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

Table 9: Year One Implementation Focus, Settings, and Supports				
Setting	Membership/Outcome & Reporting Method	Focus/Rationale	Meetings	Pearson Onsite Support
Engagement Workgroup	Principal, staff responsible for student services and related functions (e.g., dean(s), counselor(s), community outreach coordinator, social worker(s), psychologist(s) Staff response indicates 10% overall improvement, as measured by “agree” or “strongly agree” responses on Teacher Collaborative Practices survey.	<ul style="list-style-type: none"> Study research on student engagement and practices that support engagement Investigate school policies and practices that relate to student engagement and personalization and recommend changes as needed Institute Graduation Risk Insight (GRI) system and monitor system reports Communicate importance of strategies for supporting student engagement to school community 	2 half-day PD sessions scheduled to suit school schedule, usually after Launch Institute 12 Workgroup meetings in the course of the year	-FS facilitates PD -FS attends Engagement Workgroup meetings (at least 6 meetings per month) and/or provide feedback and planning assistance to Workgroup facilitator(s)

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

Table 10 summarizes activities for Year 1 provided by OASIS Children’s Services.

Table 10: OASIS Children’s Services Events			
Event	Measureable Outcome(s)	Reporting Method	Rationale
Curriculum Planning for Oasis OST Programs	RUFSD, RMS Principal, School liaison, and Oasis Program Directors collaboratively develop OST programs curricula linked to academic curriculum and establish shared accountability.	Comparison of pre-program and post-program assessment scores; Assessment of Student Work Portfolios	Prepare middle school students for NYS ELA and Math assessments to improve test scores and CCLS proficiency
Professional Development for Oasis OST Programs	100% of training participants indicate a positive response to training, as measured by “agree” or “strongly agree” responses on post-training survey.	Post-Program Staff Survey	Prepare staff to actively engage and deliver STEM and enrichment-based program content
Oasis After-School Program	80% of participating students increase ELA and Math skills as measured by pre- and post- program assessments.	Comparison of pre-program and post-program assessment scores	Prepare middle school students for NYS ELA and Math assessments to improve test scores and CCLS proficiency

Oasis Saturday Program	80% of participating students increase ELA and Math skills as measured by pre- and post- program assessments.	Comparison of pre-program and post-program assessment scores	Prepare students identified as Level 1 & 2 on NYS ELA and Math assessments
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Prior to the Oasis OST programs, curriculum development meetings with school leadership and Oasis program staff will be held in early September to finalize the curricula. Oasis instructional staff will attend planning meetings to identify specific projects and the core curriculum standards targeted with each project, as well as identify tools for program evaluation and accountability. Student academic needs will be linked to program content and outcomes and appropriate student assessments will be designated. Oasis will 15-20 hours of pre-program PD to prepare staff to actively engage students in STEM-based projects while also intensively and comprehensively addressing the math and ELA skills imbedded in these projects, which exceeds the SACC requirement of 15 hours.

ADD THINKING MAPS

IV. Schedule and Plan for Evaluation Throughout the school year, information and data on progress towards achievement of SIM goals are accumulated in *OneView*, the SIM Progress Monitoring System. Pearson Specialists use a number of tools to collect a variety of data to inform progress toward goals. These tools are not intended to be used for evaluating teachers. Observation data, for instance, are not linked to individual teachers through the *OneView* portal. Specialists collect data to improve their work and fine-tune implementation, with data functioning like classroom formative assessment. Rather, these rich data provide quantitative evidence of teachers changing instructional practice and implementing strategies introduced through professional development or classrooms that have become more effective learning environments with students engaged in their learning. Best of all, our SLT will **continuously** have a current and accurate picture of implementation so our school and district leaders can quickly address needs and move toward achieving program goals. Data are available to us through this portal 24 hours after the Specialist's visit.

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

- Multiple surveys to gather perception data from students, parents and teachers that can be compared on a yearly basis
- Classroom observation data that is focused to target areas for further improvement
- Quarterly benchmark assessments in English Language Arts and Mathematics to determine student achievement growth
- Screening and embedded assessments in personalized learning tools and intervention courses

- An early alert system that aggregates student information (attendance, GPA, discipline incidents, etc.) to identify students at risk of dropping out
- Annual state assessment data

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

During the Pre-implementation and early in Year 1, baseline data are collected on leadership practices, data culture, teacher collaboration, quality of instruction, and student engagement. Post-data on these variables are collected at the end of each year.

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

The trained Specialists access and provide input through Implementation Support Tools while at RMS using iPads. The tools have protocols that describe how frequently they should be administered but more data is often gathered for improved monitoring or to address specific areas of concern. Reports are available to the school and Pearson through the *OneView* portal, updated within 24 hours after a field specialist completes a new data collection event or when a survey window closes. Data is **always available** to school leaders.

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

Table 11 summarizes the schedule and plan for monitoring **STRONG**.

Table 11: Progress Monitoring Schedule		
	Tool	Dimensions of Data Gathered
Pre Implementation & End of Year	*Baseline Survey	Self-report on leadership practices, teacher collaboration, instruction and structures; extent to which participants found launch training useful, well organized, challenging
	Student Engagement Survey	Non-cognitive factors—effort, aspiration, perseverance, relevance, dynamics between students and staff
	Teacher Engagement Survey	Non-cognitive factors—environment, dynamics between students and staff
	Teacher Collaboration Survey	Frequency and quality of collaboration

Table 11: Progress Monitoring Schedule		
	Tool	Dimensions of Data Gathered
	Baseline Survey	Client perceptions about the SIM components and support and improvement in knowledge/skills
	MyVoice Survey	Perception and aspirations data collected from parents
Ongoing During Implementation using Implementation Support Tools via iPad	Classroom Engagement	Educational climate, teacher/student dynamics, high expectations, use of school environment data
	Schoolwide Engagement	Educational climate, hallway culture, high expectations, use of school environment data
	School Leadership Team	Structure, stability, frequency of meetings; capacity; quality of different meetings (data-driven culture, progress monitoring, implementation)
	Instruction	Building capacity for independent learning, collaboration, academic language, physical space, effective instructional practices, ELA, and math
	Workgroups	Structure, stability, frequency of meetings; purposeful focus and accountability
	Graduation Risk Insight Report	Monthly reports that identify students at risk of dropping out. Indicators include data on attendance, GPA, course failures, and discipline
	Quarterly Progress Monitoring Meetings	SLT examine data to identify strengths, weaknesses and conduct action planning adjustments

* Data gathered only at start up

Pearson also conducts evaluation on SIM. A nation-wide stratified random sample of schools implementing SIM will be used to evaluate the efficacy of SIM. Should RMS be selected, an evaluation team, composed of evaluation specialists, content specialists, and field specialists from Pearson's School Achievement Services group, visits the schools in the sample to collect data and validate findings. The team uses both quantitative and qualitative methods, tools, and approaches to gather data on implementation of SIM goals, leadership practices, data culture, teacher collaboration, quality of instruction, student engagement, and perception data.

The evaluation team uses the rich and multifaceted information to conduct a multi-level evaluation of SIM in order to examine a) the efficacy of the model itself as well as b) the quality of site-specific implementations. Actual outcomes are measured against expected outcomes to determine impact across a variety of data (including student achievement, instructional quality, use of data, and student engagement). Implementation reports will document implementation strength and fidelity, provide feedback to the schools for the purpose of celebrating successes as well as to improve implementation, and inform SIM planning for the subsequent year. Field Specialists collaborate with school and/or district administrators to analyze the data and to use it

to guide further implementation. Pearson is *Always Learning* and RMS will be better supported because of their continuous improvement process.

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

J. Communication and Stakeholder Involvement/Engagement

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

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

As implementation proceeds, the Engagement Workgroup and the Principal for ELT explores these and other ways of forging bonds between the school and its community in jointly supporting the goals of high achievement and student engagement.

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

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

Our Pearson partner will co-facilitate these meetings Year 1 to assist with data training and establishing meeting protocol. Their role will diminish as the Principal gradually takes on this role. These quarterly meetings will occur at the end of each quarter and follow benchmark testing that provides progress data to share with students and their parents through our Parent Portal. Analyses of these data will culminate in summary announcements that will be delivered to all student's homes through ConnectED and on our web site. They will be invited to join in the learning through parent workshops and our principal's Book of the Month program. Families will be invited to join in this celebration at Ice Cream Socials and Year End Picnics our efforts may merit.

People passing by our building will watch us grow ***STRONG*** through signs and symbols that celebrate student progress designed by our students and updated to show growth.

K. Project Plan and Timeline

I & II. Table 12 summarizes the **Pre-Implementation goals, strategies, activities, and persons responsible.**

Table 12: Pre-Implementation Project Plan and Timeline			
GOAL	STRATEGIES	ACTIVITIES	PERSON(S) RESPONSIBLE
1. Review and establish project timeline	1. Widely share timeline	<ul style="list-style-type: none"> March: Meet with External Partner, sign contract April: Meet w/ staff at RMS May: Disseminate final revised timeline & outcomes to stakeholders, including web-based posting 	Transformation Manager (Asst Supt for C & I) & Grant Director & External Partner
2. Review and revise project outcomes	2. Widely share outcomes		
3. Review and establish pre-implementation budget	3. Identify district/school finance staff to manage grant budget	<ul style="list-style-type: none"> April: Meet w/finance staff managing grant budget and grant project director April: Identify grant budget codes and input codes to school/district fiscal tracking system Monthly: Run/print monthly fiscal reports showing revenue and expenditures to date 	District Finance Officer
4. Identify all project resources and supports (personnel, partnerships, programs)	4a. Establish a recruitment plan for "to be hired" project and/or revise current personnel job descriptions 4b. Establish a recruitment plan to identify community partners who support project outcomes	<ul style="list-style-type: none"> March: National search for principal April: Review & rank principal candidates; begin phone interviews w/qualified candidates May: Assemble interview team of RMS stakeholders; conduct candidate interviews May: Rank candidates for recommendation to Supt & Bd of Ed June: Complete hiring requirements for principal April: List, complete and publish the recruitment strategies for "to be hired" project personnel April: Revise current personnel job descriptions, meet w/staff to review new expectations/duties, and obtain signatures on newly revised descriptions. June: Complete hiring process for all staff August: Meet with community for- and non-profit partners to enlist supports: funding, expertise, community based programs for students/families 	Asst Supt for Personnel

5. Effectively communicate project goals and outcomes to all stakeholders	5. Create a multimedia communications plan	<ul style="list-style-type: none"> • June: Create tv and radio ads • June: Establish a project update page on the RMS website and update monthly • July: Identify PTO dates for the dissemination of information to parents/community members • Ongoing: Include project updates in school newsletters • Ongoing: Superintendent regularly updates the Board of Education members 	Director of Technology, Turnaround Officer & New Principal
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III & VI. Year 1: Goals and Key Strategies As stated in section II.A.i, our focal project goals are 1) Increase Student Achievement, 2) Improve Teacher Effectiveness and 3) Increase Leader Effectiveness. Pre-implementation goals and strategies are focused on preparing and establishing solid frameworks for successful project completion. But in years 1, 2, and 3, the goals and strategies shift to focus on desired outcomes and real-world changes for student and staff behaviors. The five project action goals remain unchanged for the 3-year implementation schedule. Each goal carries its own set of strategies, activities and outcomes. Success in reaching project goals and desired student/adult outcomes will be determined through an analysis of quantitative and qualitative data sources.

ACTION GOALS:

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

Action Goal 2: Strengthen school-based leadership abilities

Action Goal 3: Establish a data-driven school culture

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

Action Goal 5: Create a Sustainable Framework for Continuous Improvement

Table 13 summarizes annual strategies. Year 2 and Year 3 goals remain the same. Year 2 and Year 3 strategies differ only slightly from year 1 strategies, as the project is designed to expand and grow strategies annually. For that reason, Year 2 and Year 3 strategies are also detailed in Table 13.

Table 13: School Improvement Project – Roosevelt Middle School Strategy Information By Year			
GOALS	Year One (2013-2014)	Year Two (2014-2015)	Year Three (2015-2016)

**Table 13: School Improvement Project – Roosevelt Middle School
Strategy Information By Year**

GOALS	Year One (2013-2014)	Year Two (2014-2015)	Year Three (2015-2016)
Goal 1: Implement a standards-aligned curricular, instructional, and assessment framework	<p>Implement strategies that support students' ability to use talking to learn, including:</p> <ul style="list-style-type: none"> ▪ Developing academic language in the context of content area instruction ▪ Using content area language structures for reasoning and justifying ▪ Collaborating for learning ▪ Working independent of constant teacher direction ▪ Studying related instructional artifacts and student work 	<p>Continue to use the strategies established in Year 1 to build students' Academic Language and College and Career Readiness Competencies and incorporate strategies that support students' reading and writing to learn. Strategies include:</p> <ul style="list-style-type: none"> ▪ Close reading in content areas ▪ Matching writing types to purposes and audiences ▪ Planning and organizing work projects and assignments ▪ Taking responsibility for self assessing and revising work products ▪ Develop knowledge and skills in using data, including instructional artifacts and student work, to drive instructional decisions 	<p>Continue to use the strategies established in Years 1 & 2 to build students' Academic Language and College and Career Readiness Competencies and incorporate strategies that support students' use of research to support self-directed learning:</p> <ul style="list-style-type: none"> ▪ Critiquing information sources ▪ Using technology to identify, analyze, and present information ▪ Setting work priorities ▪ Reflecting on work practices and setting goals for learning ▪ Make systematic use of data, including instructional artifacts and student work, to drive instructional decisions
	Strategies specific to English Language Arts Curriculum, Instruction, and Assessment		

**Table 13: School Improvement Project – Roosevelt Middle School
Strategy Information By Year**

GOALS	Year One (2013-2014)	Year Two (2014-2015)	Year Three (2015-2016)
Goal 1: Implement a standards-aligned curricular, instructional, & Assessment Framework	<ul style="list-style-type: none"> ▪ Teach model of standards-aligned instruction and study use of practices ▪ Incorporate SIF strategies into instruction and study related artifacts and student work ▪ Implement independent reading program ▪ Investigate CCSS demands of text complexity and their implications for curriculum and instruction ▪ Use CCSS-related performance tasks to build knowledge of CCSS demands and expected levels of performance and consider implications for curriculum and instruction 	<ul style="list-style-type: none"> ▪ Continue to build knowledge and skills related to CCSS-aligned instruction to plan instruction using own curriculum materials ▪ Incorporate SIF strategies into instruction ▪ Enhance independent reading program ▪ Develop close reading of informational and literary texts ▪ Develop argument as a text type ▪ Use CCSS-related performance tasks to build knowledge of CCSS demands and expected levels of performance and consider implications for curriculum and instruction ▪ Develop knowledge and skills in use of data, including instructional artifacts and student work, to drive instructional decisions 	<ul style="list-style-type: none"> ▪ Continue to build knowledge and skills related to CCSS-aligned instruction to plan yearlong and vertical curriculum using own curriculum materials ▪ Incorporate SIF strategies into instruction ▪ Incorporate research and research products into instruction ▪ Enhance independent reading program ▪ Use CCSS-related performance tasks to build knowledge of CCSS demands and expected levels of performance and refine curriculum and instruction ▪ Make systematic use of data, including instructional artifacts and student work, to drive instructional decisions
Strategies Specific to Mathematics Curriculum, Instruction, and Assessment			

**Table 13: School Improvement Project – Roosevelt Middle School
Strategy Information By Year**

GOALS	Year One (2013-2014)	Year Two (2014-2015)	Year Three (2015-2016)
Goal 1: Implement a standards-aligned curricular, instructional, and assessment framework	<ul style="list-style-type: none"> Teach model of standards-aligned instruction and study use of practices Incorporate SIF strategies into instruction and study related artifacts and student work Investigate the CCSS Standards for Mathematical Practice and their implications for curriculum and instruction Use CCSS-related tasks and consider implications for curriculum and instruction 	<ul style="list-style-type: none"> Conte to build knowledge and skills related to CCSS-aligned instruction to plan instruction using own curriculum materials Incorporate SIF strategies into instruction Use CCSS-related performance tasks to build knowledge of CCSS demands and expected levels of performance and consider implications for curriculum and instruction Develop knowledge and skills in use of data, including instructional artifacts and student work, to drive instructional decisions 	<ul style="list-style-type: none"> Continue to build knowledge and skills related to CCSS-aligned instruction to plan yearlong and vertical curriculum using own curriculum materials Incorporate SIF strategies into instruction Build opportunities for students to read and comprehend situations and model them mathematically Use CCSS-related performance tasks to build knowledge of CCSS demands and expected levels of performance and refine curriculum and instruction Make systematic use of data, including instructional artifacts and student work, to drive instructional decisions
<ul style="list-style-type: none"> Goal 2: Strengthen school-based leadership abilities 	<p>With Pearson Field Specialist facilitation:</p> <ul style="list-style-type: none"> Establish and maintain vision of improvement Build the foundation of a data-driven culture Drive and manage implementation with a focus on staying on track and making sure resources and attention are focused on quality implementation Monitor progress and quality of implementation, and redirect activity as needed Develop and nurture collaboration, using a systems approach to engage entire school in shared responsibility and shared learning 	<p>With Pearson Field Specialist co-facilitation and technical support:</p> <ul style="list-style-type: none"> Maintain vision of improvement Provide the anchor for development of a data-driven culture and nurture use of data among Workgroups Drive and manage implementation with a focus on staying on track and making sure resources and attention are focused on quality implementation Monitor progress and quality of implementation and redirect activity as needed Develop and nurture collaboration using a systems approach to engage entire school in shared responsibility and shared learning 	<p>With Pearson Field Specialist technical support, as needed:</p> <ul style="list-style-type: none"> Maintain vision of improvement Serve as primary driver of school's data-driven culture and continue to nurture Workgroups' use of data to inform decisions Drive and manage implementation with a focus on staying on track and making sure resources and attention are focused on quality implementation Monitor progress and quality of implementation and redirect activity as needed Develop and nurture collaboration using a systems approach to engage entire school in shared responsibility and shared learning

**Table 13: School Improvement Project – Roosevelt Middle School
Strategy Information By Year**

GOALS	Year One (2013-2014)	Year Two (2014-2015)	Year Three (2015-2016)
Goal 3: Establish a Data-Driven Culture	Establish foundation of knowledge and practice to support development of a data-driven culture through the work of Leadership Team and the practices of the Principal and Assistant Principal(s)/Administrative Team	Expand foundation of knowledge and practice for data-driven culture to grade level or job alike teacher workgroups (LEARNING TEAMS) focused on curricular, instructional and assessment data-driven decisions. Deepen the data-driven practices of the Leadership Team and Principal and Assistant Principal(s)/Administrative Team	Data-driven culture serves as primary driver of Leadership Team and Learning Teams activities, which reflect strong linkages among settings for school improvement
Goal 4: Improve family and community engagement for High Achievement	<ul style="list-style-type: none"> Establish an "Engagement Workgroup" to direct improvements around community engagement Investigate and develop practices that impact quality of relationships, supports, and connections for students Establish a Graduation Risk Insight System (GRI) system for dropout prevention and monitor critical indicators of students' progress toward college and career readiness Communicate importance of and strategies for supporting student engagement to community 	<ul style="list-style-type: none"> Continue and expand the work of the Engagement Workgroup Connect social and emotional supports to GRI system for dropout prevention and monitor critical indicators of students' progress toward college and career readiness Engage community organizations in provision of supports for student engagement and in providing students timely access to supports Communicate importance of and strategies for supporting high expectations for student achievement to the community 	<ul style="list-style-type: none"> Continue work of Engagement Workgroup Expand community connections in support of student engagement and high expectations for student achievement Monitor effectiveness of system of social and emotional supports for students and connect data to GRI system for dropout prevention monitoring critical indicators of students' progress toward college and career readiness
Goal 5: Sustainable Framework for Continuous Improvement	<ul style="list-style-type: none"> Establish stable settings for focusing on the work needed to achieve school improvement Establish strong linkages among settings for school improvement Establish foundation for data-driven culture 	<ul style="list-style-type: none"> Maintain stable settings for focusing on the work needed to achieve school improvement with limited need for Field Specialist support for maintaining stability Further strengthen linkages among settings for school improvement Expand foundation for data-driven culture to Workgroups 	<ul style="list-style-type: none"> Maintain stable settings for focusing on the work needed to achieve school improvement with little or no need for Field Specialist support to maintain stability Data-driven culture serves as primary driver of Leadership Team and Workgroup activity, which reflect strong linkages among settings for school improvement

Table 13: School Improvement Project – Roosevelt Middle School Strategy Information By Year			
GOALS	Year One (2013-2014)	Year Two (2014-2015)	Year Three (2015-2016)
<p align="center">Improved Student Achievement</p> <p>Successful implementation of Goals 1-5 through their related strategies will result in improved student achievement. STRONG will support Roosevelt Middle to be true to its mission: <i>A Relentless Pursuit of Excellence</i>.</p>			

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

- **MATH ACHIEVEMENT:** Struggling (Level 1 & 2) 7th or 8th grade students completing a summer 2013 6-week *OnRamp* mathematics program evidence a minimum of one year’s mathematics growth.
- **ENGLISH LANGUAGE ARTS:** Struggling (Level 1 & 2) 7th or 8th grade student demonstrate progressively advancing literacy skills as measured by increased text complexity, lexile growth, and length of writing responses using embedded assessments in *WritingToLearn* web-based tool
- First quarter benchmark testing in ELA and Math indicate a gain of 5% over last year’s performance
- **STUDENT BEHAVIOR/DISCIPLINE:** The number of discipline incidents during the 1st quarter (Fall 2013) decline from prior year 1st quarter data.
- **STAFF BEHAVIOR/PROFESSIONALISM:** Teachers evidence regular attendance patterns during the implementation of school-wide Learning Teams in year 2 of the grant (2014-2015)

V. MEASURABLE OUTCOMES/ INDICATORS OF SUCCESS & DATA COLLECTION
Table 14 summarizes Quarterly Measures of Success

Table 14: Quarterly Measures of Success			
Data Indicator	How collected	By Whom	Analyzed and Reported To Whom
Student attendance	State mandated records	RMS Office under direction of Principal	SLT analyzes & reports to Advisory Council
Teacher attendance	State mandated records	RMS Office under	SLT analyzes & reports to

		direction of Principal	Advisory Council
ELA benchmark testing	Quarterly Assessments	Asst Supt for Curriculum & Instruction	SLT analyzes & reports to Advisory Council
Math benchmark testing	Quarterly Assessments	Asst Supt for Curriculum & Instruction	SLT analyzes & reports to Advisory Council
OnRamp student assessment report	Online Assessment	Teacher	SLT analyzes & reports to Advisory Council
WriteToLearn student assessment report	Online Assessment	Teacher	SLT analyzes & reports to Advisory Council
Teacher & Leader Training	Post Training Survey	Pearson Specialist	SLT analyzes & reports to Advisory Council
PD Training Participation	Training Rosters/ Attendance records	Pearson Trainer	SLT analyzes & reports to Advisory Council
Discipline Incidents resulting in Office Referral	State mandated records	RMS Office under direction of Principal	SLT analyzes & reports to Advisory Council
Suspensions from School	State mandated records	RMS Office under direction of Principal	SLT analyzes & reports to Advisory Council

Annual Measures of Success (also known as Project Outcomes)

Action Goal 1 Outcomes:

- 100% of RMS certified staff and leaders complete a minimum of 2 Common Core State Standards professional development courses, as measured by course registration and sign-in rosters.
- A minimum of 95% of staff completing CCSS Foundational courses provide positive responses to questions about content knowledge and quality, as measured by responses on post-training surveys.
- RMS evidences an annual 5% improvement in the number of certified teachers earning effective or highly effective ratings on summative evaluations. Data collected from Roosevelt Middle Teacher Evaluation records in July of each school year. Data retrieved electronically by school administration and/or the district Human Resources department

Action Goal 2 Outcomes:

- RMS administrators complete a series of data-specific learning modules or courses, as measured by training completion documentation and/or training rosters.

- All RMS administrators (Principal and Assistant Principals) will earn highly effective ratings on the district principal evaluation instrument by 2016 Data collected electronically by the district Human Resources department.

Action Goal 3 Outcomes:

- RMS identifies Teacher-Leaders or facilitators to complete LT training, as evidenced by training course sign-in rosters.
- Roosevelt Middle certified teachers are assigned to LT, as measured by the school-wide LT roster.
- RMS staff attend a minimum of 90% of LT meetings, as measured by LT rosters and attendance logs.

Action Goal 4 Outcomes:

- RMS establishes an Engagement Workgroup, as evidenced by the workgroup roster.
- Engagement Workgroup meets 1x per month from September-May, as measured by meeting calendar and meeting sign-in rosters
- Engagement Workgroup maintain the “Graduation Risk Insight System” data on an annual basis, producing rosters of student at risk of failing to graduate.
- Engagement Workgroup establishes a community outreach plan designed to address student needs around dropout factors, as evidenced by the completion of a community outreach plan.

Action Goal 5 Outcomes:

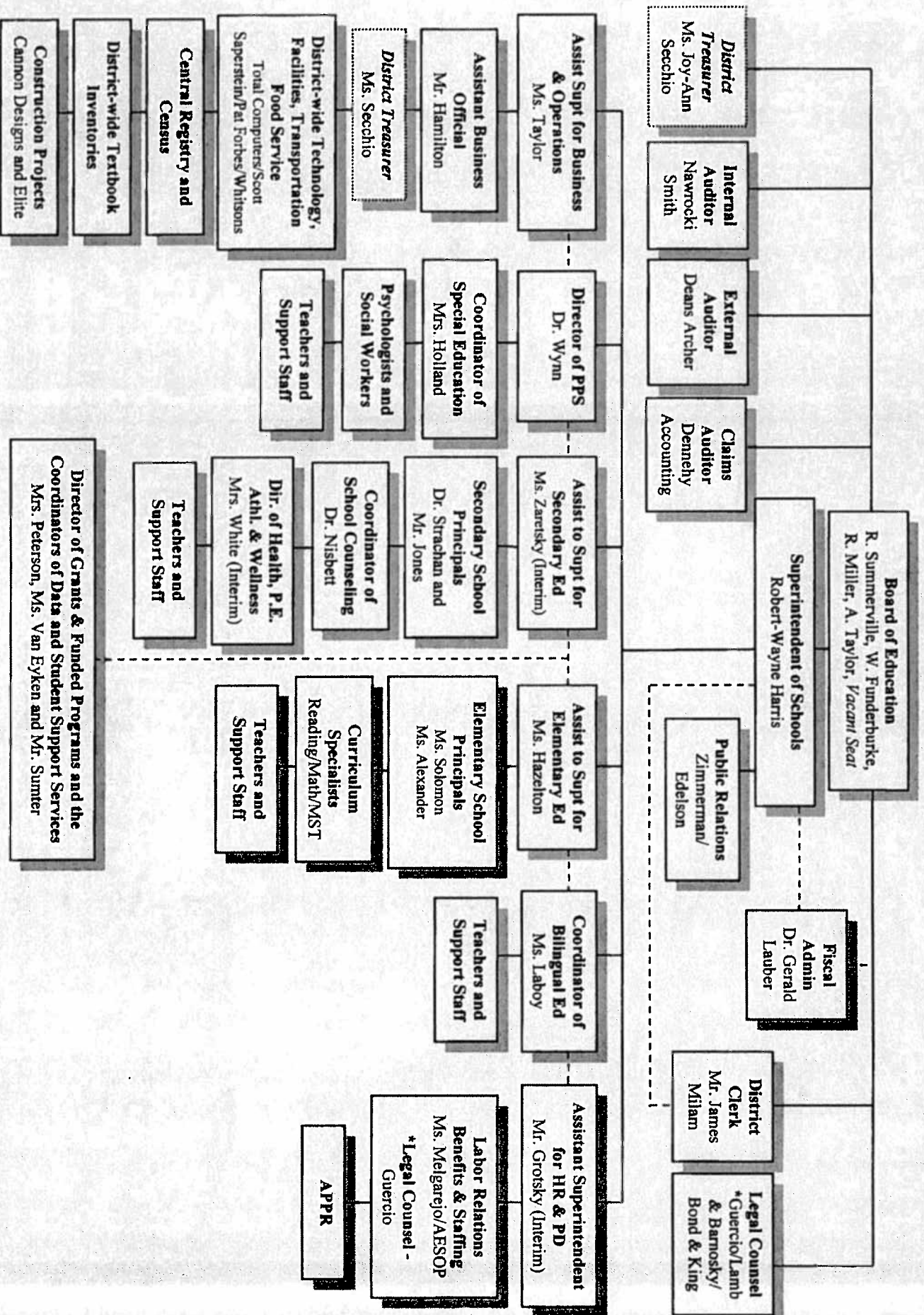
- RMS SLT and Advisory Committee creates a “Sustainability Plan” in Year 2 of the three-year grant cycle to ensure that frameworks, structures, and funding plans are in place to maintain all grant specific improvement strategies. Evidence of success is provided by the completed Sustainability Plan.

IMPROVED STUDENT ACHIEVEMENT:

- RMS partners with vendors or local community partners to provide a menu of extended learning time academic support interventions for 7th and 8th grade students struggling below grade level proficiency in math or ELA, as measured by intervention menu and participant rosters.
- RMS 7th and 8th grade student proficiency levels on state assessments for English/language arts and mathematics will increase by at least 30% by 2017. Data collected annually by district testing office and school administrators and compared to prior year performance.

VI. Goals and key strategies for year-two and year-three of implementation are previously detailed in Table 13.

Roosevelt Union Free School District Organizational Chart 2012-13



I. Training, Support, and Professional Development

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

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

II. Pre-Implementation Period Table 8 summarizes events, outcomes, reporting methods and rationale for meetings/training/events that will occur between April and August 2013. Pearson is the agent/organization responsible for delivery unless noted differently.

Table 8: Pre-Implementation Events			
Event	Measureable Outcome(s)	Reporting Method	Rationale
Planning Meeting	RUFSD and Pearson collaboratively develop an implementation plan with proposed schedule and projected milestones and establish shared accountability.	Legal contract with explicit services identified & signed by district and Pearson	Contract with implementation plan provides shared goals and targets.
Professional Development for <i>OnRamp</i> 2 day	100% of training participants evidence a positive response to the <i>OnRamp</i> training, as measured by "agree" or "strongly agree" responses on post-training survey.	Post-Training Survey	Create a cadre of teachers to teach accelerated math intervention course to
*6 Week Summer <i>OnRamp</i> Course (6 Weeks)	80% of participating students demonstrate at least 1 year's growth as measured by on line assessment.	Comparison of base line and final assessment scores	Prepare students identified as Level 1 & 2 on state assessment for math success
Curriculum Planning for Oasis OST Programs	RUFSD, RMS Principal, School liaison, and Oasis Program Directors collaboratively develop OST programs curricula linked to	Comparison of pre-program and post-program assessment scores; Assessment	Prepare middle school students for NYS ELA and Math assessments to improve test scores and CCLS proficiency

Table 8: Pre-Implementation Events			
Event	Measureable Outcome(s)	Reporting Method	Rationale
	academic curriculum and establish shared accountability.	of Student Work Portfolios	
Professional Development for Oasis Summer Program	100% of training participants indicate a positive response to training, as measured by “agree” or “strongly agree” responses on post-training survey.	Post-Program Staff Survey	Prepare staff to actively engage and deliver STEM and enrichment-based program content
Oasis Summer Program	80% of participating students increase ELA and Math skills as measured by pre- and post-program assessments.	Comparison of pre-program and post-program assessment scores	Prepare students identified as Level 1 & 2 on NYS ELA and Math assessments
Launch Institute Overview and Visioning ½ day	80% of training participants evidence a positive response to the training, as measured by “agree” or “strongly agree” responses on Baseline survey.	Post-Training Survey	Create a shared vision for teaching and learning to promote a culture of high achievement and engagement
Curriculum Planning for Oasis OST Programs	RUFSD, RMS Principal, School liaison, and Oasis Program Directors collaboratively develop OST programs curricula linked to academic curriculum and establish shared accountability.	Comparison of pre-program and post-program assessment scores; Assessment of Student Work Portfolios	Prepare middle school students for NYS ELA and Math assessments to improve test scores and CCLS proficiency
Professional Development for Oasis Summer Program	100% of training participants indicate a positive response to training, as measured by “agree” or “strongly agree” responses on post-training survey.	Post-Program Staff Survey	Prepare staff to actively engage and deliver STEM and enrichment-based program content
Oasis Summer Program	80% of participating students increase ELA and Math skills as measured by pre- and post-program assessments.	Comparison of pre-program and post-program assessment scores	Prepare students identified as Level 1 & 2 on NYS ELA and Math assessments
School Leadership Team (SLT) Institute 1 day	80% of SLT members are observed implementing meeting protocols as described in training during first SLT meeting on meeting summary report.	SLT Summary Meeting Report	Agreed upon protocol maximized meeting time
Workgroup Facilitators Training Session	80% of facilitators practice shared protocols during first Workgroup meeting which is reflected on Workgroup summary report.	Workgroup Summary Report	Agreed upon protocol maximized meeting time

Table 8: Pre-Implementation Events			
Event	Measureable Outcome(s)	Reporting Method	Rationale
Eng Dept Institute 1 day	85% of training participants evidence a positive response to the training, as measured by “agree” or “strongly agree” responses on Baseline survey.	Post-Training Survey	Lay the foundation for the Department’s work on aligning curriculum and instruction to CCLS and related assessments
Math Dept Institute 1 day			

***Responsible party is RMS principal**

During the Pre-Implementation Period a week long Launch Institute will kick off our transformation. The Launch Institute will include a variety of trainings for teachers and leaders that includes the following:

- An **Overview and Visioning** session brings the entire school faculty for a half day, creating a shared vision for teaching and learning to promote a culture of high achievement and engagement.
- A **School-wide Instructional Focus (SIF)** will establish common routines and rituals that contribute to college and career readiness. A two-day institute for the entire school faculty includes:
 - The purpose of having a SIF
 - The vital importance of College and Career Readiness for all students
 - School-wide goals for developing students’ ability to use Academic Language and their College and Career Readiness Competencies
 - Strategies for helping all students to develop the ability to use Academic Language and for helping them develop College and Career Readiness Competencies across content areas, including strategies that provide scaffold support for English language learners and students with disabilities.

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

A one-day institute for the **English Department** focuses on improving the quality and rigor of instruction in ELA and lays the foundation for the English Department’s work on aligning curriculum and instruction to the CCSS English Language Arts standards.

All English faculty receive a Foundation Unit, which provides a model of standards-aligned instruction consistent with the CCSS. Teachers plan for teaching this unit to launch their year’s work on building aligned curriculum and instruction.

Similarly, a one-day institute for the **Math Department** focuses on improving the quality and rigor of instruction in math and lays the foundation for the Math Department’s work on aligning curriculum and instruction to the CCSS Mathematics standards and related assessments. This institute links closely with the content and activities of the School-wide Instructional Focus Institute to provide a coherent approach for math teachers.

The Math Department Institute activities revolve around the Foundation Intro, a short instructional unit that provides a model of standards-aligned instruction consistent with the CCSS. Teachers plan for teaching this unit to launch their year's work on building aligned curriculum and instruction.

Teachers are encouraged to use a workshop approach during instruction that encourages students to think deeply and work collaboratively. Students are encouraged to use literacy skills across the curriculum, as they read, write, think, and speak about topics in all subject matters. Technology support like Interactive Whiteboards and tablet technology motivate students to conduct research and make professional presentations as they share their thinking. Reading and math specialists train and support teachers to create lessons that are student-centered and participatory in nature.

Prior to the Oasis summer program, pre-program curriculum development meetings with school leadership and Oasis program staff will begin in the spring and lead into the summer; Oasis instructional staff will attend the planning meetings to identify the specific summer projects and the core curriculum standards targeted with each project. As a joint planning team, we will carefully consider student academic needs and how they link to program content and outcomes. Oasis will provide 20-30 hours of pre-program professional development to prepare staff to actively engage students in STEM-based projects while also intensively and comprehensively addressing the math and ELA skills imbedded in these projects.

III. Implementation Period Table 9 summarizes the training/PD events, and meetings or activities and associated **measurable outcomes** we have planned with our external providers, Pearson School Achievement Services, Oasis Children's Services and Thinking Maps for Year 1.

Table 9: Year One Implementation Focus, Settings, and Supports				
Setting	Membership/Outcome & Reporting Method	Focus/Rationale	Meetings	Pearson Onsite Support
School Leadership Team	Principal, APs, Workgroup facilitators, ELL coordinator, special education, student services functions, Parent Liaison 85% of participants evidence a positive response to training/meeting, as measured by "agree" or "strongly agree" responses on SIM Baseline survey.	<ul style="list-style-type: none"> Establish and maintain vision of improvement Build the foundation of a data-driven culture Drive and manage implementation Monitor progress and quality of implementation, and redirect activity as needed Nurture collaboration, using a systems approach to engage entire school in shared responsibility and shared learning 	<ul style="list-style-type: none"> 1 meeting / month on development of Data-Driven Culture 2 meetings/ month on Implementation Quarterly 2-hour Progress Monitoring meetings 	<ul style="list-style-type: none"> -Field Specialist (FS) facilitates Data-Driven Culture meeting each month -FS facilitates 1 Implementation meeting each month -FS facilitates quarterly Progress Monitoring meetings

Table 9: Year One Implementation Focus, Settings, and Supports

Setting	Membership/Outcome & Reporting Method	Focus/Rationale	Meetings	Pearson Onsite Support
Administrative Team	Principal, AP(s) Strategic planning results in SLT receiving complete agenda the day before the SLT meeting 90% of the time.	<ul style="list-style-type: none"> Strategic leadership of improvement Distributed leadership Timely intervention to create and sustain improvement momentum Aligned resource management 	<p>Strategic planning sessions with FS at least 3X per month</p> <p>Guided Practice Focus Walks with FS at least 6 X per year</p>	<p>-FS strategically plans w/ Principal [AP as appropriate] at least 3X / month</p> <p>-FS facilitates Guided Practice Focus Walks for monitoring implementation at least 6 X per year</p>
English Department PD	<p>All English teachers plus ESL, special education, and other teachers who support English language arts instruction</p> <p>85% of participants evidence a positive response to training, as measured by “agree” or “strongly agree” responses on SIM Baseline survey.</p>	<ul style="list-style-type: none"> Standards-aligned instruction, strategies and Foundation Units to scaffold instruction consistent with CCSS Independent reading program and monitoring of students' reading levels Administration of 3 CCSS aligned performance tasks, analysis of student work, and implications for curriculum and instruction 	1 FD plus 1 half-day during school year	FS facilitates PD
Math Department PD	<p>All Math teachers plus ESL, special education, and any other teachers who support instruction in math</p> <p>85% of participants evidence a positive response to training, as measured by “agree” or “strongly agree” responses on SIM Baseline survey.</p>	<ul style="list-style-type: none"> Standards-aligned instruction, strategies and Foundation Intros and Foundation Units to scaffold instruction practice consistent with CCSS Administration of tasks based on the CCSS in conjunction with Foundation Units, analysis of student work, and implications for curriculum and instruction 	1 FD plus 1-half day PD during school year	FS facilitates PD

Table 9: Year One Implementation Focus, Settings, and Supports

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

Table 9: Year One Implementation Focus, Settings, and Supports

Setting	Membership/Outcome & Reporting Method	Focus/Rationale	Meetings	Pearson Onsite Support
Engagement Workgroup	<p>Principal, staff responsible for student services and related functions (e.g., dean(s), counselor(s), community outreach coordinator, social worker(s), psychologist(s))</p> <p>Staff response indicates 10% overall improvement, as measured by “agree” or “strongly agree” responses on Teacher Collaborative Practices survey.</p>	<ul style="list-style-type: none"> Study research on student engagement and practices that support engagement Investigate school policies and practices that relate to student engagement and personalization and recommend changes as needed Institute Graduation Risk Insight (GRI) system and monitor system reports Communicate importance of strategies for supporting student engagement to school community 	2 half-day PD sessions scheduled to suit school schedule, usually after Launch Institute 12 Workgroup meetings in the course of the year	<p>-FS facilitates PD</p> <p>-FS attends Engagement Workgroup meetings (at least 6 meetings per month) and/or provide feedback and planning assistance to Workgroup facilitator(s)</p>

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

Table 10 summarizes activities for Year 1 provided by OASIS Children’s Services.

Table 10: OASIS Children’s Services Events

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

Oasis Saturday Program	80% of participating students increase ELA and Math skills as measured by pre- and post- program assessments.	Comparison of pre-program and post-program assessment scores	Prepare students identified as Level 1 & 2 on NYS ELA and Math assessments
------------------------	---------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------	----------------------------------------------------------------------------

Prior to the Oasis OST programs, curriculum development meetings with school leadership and Oasis program staff will be held in early September to finalize the curricula. Oasis instructional staff will attend planning meetings to identify specific projects and the core curriculum standards targeted with each project, as well as identify tools for program evaluation and accountability. Student academic needs will be linked to program content and outcomes and appropriate student assessments will be designated. Oasis will 15-20 hours of pre-program PD to prepare staff to actively engage students in STEM-based projects while also intensively and comprehensively addressing the math and ELA skills imbedded in these projects, which exceeds the SACC requirement of 15 hours.

ADD THINKING MAPS

IV. Schedule and Plan for Evaluation Throughout the school year, information and data on progress towards achievement of SIM goals are accumulated in *OneView*, the SIM Progress Monitoring System. Pearson Specialists use a number of tools to collect a variety of data to inform progress toward goals. These tools are not intended to be used for evaluating teachers. Observation data, for instance, are not linked to individual teachers through the *OneView* portal. Specialists collect data to improve their work and fine-tune implementation, with data functioning like classroom formative assessment. Rather, these rich data provide quantitative evidence of teachers changing instructional practice and implementing strategies introduced through professional development or classrooms that have become more effective learning environments with students engaged in their learning. Best of all, our SLT will **continuously** have a current and accurate picture of implementation so our school and district leaders can quickly address needs and move toward achieving program goals. Data are available to us through this portal 24 hours after the Specialist's visit.

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

- Multiple surveys to gather perception data from students, parents and teachers that can be compared on a yearly basis
- Classroom observation data that is focused to target areas for further improvement
- Quarterly benchmark assessments in English Language Arts and Mathematics to determine student achievement growth
- Screening and embedded assessments in personalized learning tools and intervention courses

- An early alert system that aggregates student information (attendance, GPA, discipline incidents, etc.) to identify students at risk of dropping out
- Annual state assessment data

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

During the Pre-implementation and early in Year 1, baseline data are collected on leadership practices, data culture, teacher collaboration, quality of instruction, and student engagement. Post-data on these variables are collected at the end of each year.

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

The trained Specialists access and provide input through Implementation Support Tools while at RMS using iPads. The tools have protocols that describe how frequently they should be administered but more data is often gathered for improved monitoring or to address specific areas of concern. Reports are available to the school and Pearson through the *OneView* portal, updated within 24 hours after a field specialist completes a new data collection event or when a survey window closes. Data is **always available** to school leaders.

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

Table 11 summarizes the schedule and plan for monitoring **STRONG**.

Table 11: Progress Monitoring Schedule		
	Tool	Dimensions of Data Gathered
Pre Implementation & End of Year	*Baseline Survey	Self-report on leadership practices, teacher collaboration, instruction and structures; extent to which participants found launch training useful, well organized, challenging
	Student Engagement Survey	Non-cognitive factors—effort, aspiration, perseverance, relevance, dynamics between students and staff
	Teacher Engagement Survey	Non-cognitive factors—environment, dynamics between students and staff
	Teacher Collaboration Survey	Frequency and quality of collaboration

Table 11: Progress Monitoring Schedule		
	Tool	Dimensions of Data Gathered
	Baseline Survey	Client perceptions about the SIM components and support and improvement in knowledge/skills
	MyVoice Survey	Perception and aspirations data collected from parents
Ongoing During Implementation using Implementation Support Tools via iPad	Classroom Engagement	Educational climate, teacher/student dynamics, high expectations, use of school environment data
	Schoolwide Engagement	Educational climate, hallway culture, high expectations, use of school environment data
	School Leadership Team	Structure, stability, frequency of meetings; capacity; quality of different meetings (data-driven culture, progress monitoring, implementation)
	Instruction	Building capacity for independent learning, collaboration, academic language, physical space, effective instructional practices, ELA, and math
	Workgroups	Structure, stability, frequency of meetings; purposeful focus and accountability
	Graduation Risk Insight Report	Monthly reports that identify students at risk of dropping out. Indicators include data on attendance, GPA, course failures, and discipline
	Quarterly Progress Monitoring Meetings	SLT examine data to identify strengths, weaknesses and conduct action planning adjustments

* Data gathered only at start up

Pearson also conducts evaluation on SIM. A nation-wide stratified random sample of schools implementing SIM will be used to evaluate the efficacy of SIM. Should RMS be selected, an evaluation team, composed of evaluation specialists, content specialists, and field specialists from Pearson's School Achievement Services group, visits the schools in the sample to collect data and validate findings. The team uses both quantitative and qualitative methods, tools, and approaches to gather data on implementation of SIM goals, leadership practices, data culture, teacher collaboration, quality of instruction, student engagement, and perception data.

The evaluation team uses the rich and multifaceted information to conduct a multi-level evaluation of SIM in order to examine a) the efficacy of the model itself as well as b) the quality of site-specific implementations. Actual outcomes are measured against expected outcomes to determine impact across a variety of data (including student achievement, instructional quality, use of data, and student engagement). Implementation reports will document implementation strength and fidelity, provide feedback to the schools for the purpose of celebrating successes as well as to improve implementation, and inform SIM planning for the subsequent year. Field Specialists collaborate with school and/or district administrators to analyze the data and to use it

to guide further implementation. Pearson is *Always Learning* and RMS will be better supported because of their continuous improvement process.

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

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
Signature (in blue ink) <i>[Signature]</i> Type or print name Barbara Strachan	1/24/13	If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Teachers Union President / Lead Date		
Signature (in blue ink) <i>[Signature]</i> Type or print name Daphne Adeleye	1/25/13	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Parent Group President / Lead Date		
Signature (in blue ink) <i>[Signature]</i> Type or print name Rose Gietschier		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.

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			670920	70920	84600	84600	84600
a. Number of minutes in the school year	min						
b. Student participation in State ELA assessment	%		91	82	87	92	97
c. Student participation in State Math assessment	%		92	71	81	91	97
d. Drop-out rate	%		25	25	22	19	16
e. Student average daily attendance	%		94	90	92	94	96
f. Student completion of advanced coursework	%		9.4	4	6	8	10
g. Suspension rate	%		8	6	5	4	3
h. Number of discipline referrals	num		49	63	59	54	49
i. Truancy rate	%		8	6	5	4	3
j. Teacher attendance rate	%		78	82	87	90	94
k. Teachers rated as "effective" and "highly effective"	%			N/A	70	75	80
l. Hours of professional development to improve teacher performance	num		40	40	50	60	70
m. Hours of professional development to improve leadership and governance	num		40	40	50	60	70
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num		10	10	12	14	16
II. Academic Indicators							
o. ELA performance index	PI			652	657	663	668
p. Math performance index	PI			649	654	659	664
q. Student scoring "proficient" or higher on ELA assessment	%			14	50	60	70
r. Students scoring "proficient" or higher on Math assessment	%			14	50	60	70
s. Average SAT score	score			900	920	940	950
t. Students taking PSAT	num			488	495	500	505
u. Students receiving Regents diploma with advanced designation	%			4	6	8	10
v. High school graduation rate	%			64	69	74	79
w. Ninth graders being retained	%			5	4	3	2
x. High school graduates accepted into two or four year colleges	%			70	75	80	85

Teacher evaluations for Roosevelt Middle School does not start until 2012-2013 ²⁹

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NATEASHA MCVEA

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

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

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

Certification of Qualification, New York State
TESOL (Professional)

Wilson Reading Systems Instructional Certification

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

Jan. 2010-June 2010
Assistant Principal

The Roosevelt Middle School, Roosevelt, New York

- Attended/participated in: CSE, CST, IST, and ESL meetings
- Conducted classroom walkthroughs/conducted pre- and post-observation conferences/ Evaluated Lessons
- Evaluated building staff
- Disaggregated Data
- Conducted action research
- Provided/Organized Professional Development
- Mentored teacher
- Monitored instruction: curriculum, alignment, delivery; support staff
- Facilitated/assessed department/building meetings
- Communicated with all stakeholders via phone, notification, email and web-based systems
- Assisted in the development/revision of plans for building security, fire drills, bus safety drills and emergency preparedness
- Assisted in the development of the master schedule
- Participated with shared decision making team
- Addressed concerns of parents, students, and staff
- Enforced/monitored student discipline
- Ordered, inventoried, and distributed textbooks and educational materials/property

July 2010-August 2010
BOCES Roosevelt Summer School Coordinator

The Roosevelt Middle School, Roosevelt, New York

Sept. 2008-Jan. 2010

The Roosevelt Middle School, Roosevelt, New York

Sept. 2010-Sept.2011

Discipline Teacher

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

Sept. 2002-2008

Ulysses Byas Elementary School Roosevelt, New York

Sept.2011-Present

Washington Rose Elementary School, Roosevelt, New York

Tenured General Education Teacher K-6

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)
Oasis Children's Services Contact: Jeffrey Horne Tel: (646) 213-4213 Email: jeff@oasischildren.com Type of Service: OST Extended Learning Programs (After-School, Summer, and SES programs)	1. 09X313 Intermediate School	1. Principal: Lauren Wilkins lwilkin2@schools.nyc.gov (718) 583-1736
	2. 07X162 Intermediate School	2. Principal: Maryann Manzolillo mmanzol@schools.nyc.gov (718)
	3. Alverta G. Schultz Middle School	3. Executive Director for Funded Programs: Dr. Nichelle Rivers nrivers@hempsteadschools.org (516) 292-7111
	4. 21K228 David Boody Intermediate School	4. Principal: Dominick D'Angelo ddangelo3@schools.nyc.gov (718) 375-7635
	5. 23K156 Waverly Elementary School	5. Principal: Beverly Logan Blogan2@schools.nyc.gov (718) 498-2811
	6. 23K284 Lew Wallace Elementary School	6. Principal: Keva Pitts-Girard kpitts2@schools.nyc.gov (718) 495-7791
	7. 18K272 Curtis Estabrook Elementary	7. Principal: Dakota Keyes dkeyes@schools.nyc.gov (718) 241-1300
	8. 21K226 Alfred De B. Mason Elementary	8. Principal: Sherry Tannenbaum stannen2@schools.nyc.gov (718) 837-5471
	9. 16K25 Eubie Blake Elementary	9. Principal: Anita Coley Acoley2@schools.nyc.gov (718) 574-2336
	10. 16K335 Granville T Woods Elementary School	10. Principal: Dr. Laverne Nimmons lnimmon@schools.nyc.gov (718) 493-7736

Attachment C
Evidence of Partner Effectiveness Chart

Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contacts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Pearson 1919 M Street NW Suite 600 Washington, DC 20036 Lisa M. Hathaway Phone: (202) 713-7274	1. 79 th Street Elementary	1. Dr. Carol Gold, Administrator for Curriculum and Instruction, Niagara Falls City School District 716-286-4207, cgold@nfschools.net
Pearson provided whole school reform at all Niagara Falls City School District elementary (K-6) and preparatory schools (7-8) from 1998-2009. Since 2008, Pearson has provided targeted literacy and math support at Niagara Falls High School and continues to do so. Pearson also began providing K-12 professional development and in-class support in 2010 around implementing the Common Core State Standards in ELA/literacy, math, social studies, and science and that work continues.	2. Harry F. Abate Elementary	2. See No. 1 above
	3. Cataract Elementary	3. See No. 1 above
	4. Hyde Park Elementary	4. See No. 1 above
	5. Henry J. Kalfas Elementary	5. See No. 1 above
	6. Geraldine J. Mann Elementary	6. See No. 1 above
	7. Maple Avenue Elementary	7. See No. 1 above
	8. Niagara Street Elementary	8. See No. 1 above
	9. Gaskill Preparatory School	9. See No. 1 above
	10. LaSalle Preparatory School	10. See No. 1 above
	11. Niagara Falls High School	11. See No. 1 above
Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contacts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)

<p>Pearson 1919 M Street NW Suite 600 Washington, DC 20036 Lisa M. Hathaway Phone: (202) 713-7274</p> <p>In the Poughkeepsie City School District in New York, Pearson provided whole school reform at Poughkeepsie Middle School from 2005–2008 and at Poughkeepsie High School from 2006–2010. From 2008–2011, Pearson provided professional development on co-teaching for Poughkeepsie K–12 teachers. In 2013 Pearson is providing professional development for Poughkeepsie leaders on implementing the Common Core State Standards.</p>	<p>1. Poughkeepsie Middle School</p> <p>2. Poughkeepsie High School</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p> <p>7.</p> <p>8.</p> <p>9.</p> <p>10.</p>	<p>1. Jose Carrion, Assistant Superintendent Poughkeepsie City School District 845-451-4950 jcarrion@poughkeepsieschools.org</p> <p>2. See No. 1 above.</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p> <p>7.</p> <p>8.</p> <p>9.</p> <p>10.</p>	<p>References / Contacts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)</p> <p>1. Patricia Pernin, Coordinator, Learning Teams Los Angeles Unified School District 213-241-2097 patricia.pernin@lausd.net</p> <p>2. See No. 1 above.</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p> <p>7.</p>
<p>Partner Organization Name and Contact Information and description of type of service provided.</p> <p>Pearson 1919 M Street NW Suite 600 Washington, DC 20036 Lisa M. Hathaway Phone: (202) 713-7274</p> <p>Pearson worked with the Los Angeles Unified School District in California to implement the Learning Teams model in secondary and elementary schools.</p>	<p>Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.</p> <p>1. 184 secondary schools</p> <p>2. 13 elementary schools</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p> <p>7.</p>		

	8.		8.
	9.		9.
	10.		10.
Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contacts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)	
Pearson 1919 M Street NW Suite 600 Washington, DC 20036	1. 22 elementary schools	1. Dr. Jane Ennis, Principal Adelphi Elementary School Prince George's County Public Schools 301-431-6250 jane.ennis@pgcps.org	
Lisa M. Hathaway Phone: (202) 713-7274	2. 17 middle schools	2. See No. 1 above.	
Pearson provided school improvement services, professional development, and intervention programs for elementary, middle and high schools in the Prince George's County Public Schools in Maryland.	3. 16 high schools	3. See No. 1 above.	
	4.	4.	
	5.	5.	
	6.	6.	
	7.	7.	
	8.	8.	
	9.	9.	
	10.	10.	

Attachment C
Evidence of Partner Effectiveness Chart

Designs for Thinking, LLC/
Thinking Maps, Inc.

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)
The Designs for Thinking Consulting groups represents Thinking Maps, Inc. in the Northeast. We conduct high quality, comprehensive professional development supporting school and system-wide transformation with a focus on cognitive skills development. Our unique work with entire school communities creates a culture where skillful thinking is wholly integrated and developed across all content areas and contexts of the school. We work with all learners and within all content areas of the curriculum with a direct link to the common core state standards through a common, visual language for thinking.	1. City School District of New Rochelle, N.Y.	1. Jeff Korostoff, Assistant Superintendent 914-576-4300, jkorostoff@nrcd.org
	2. Columbus Elementary School	Sonia Maniez, Principal 914-576-4401, smaniez@nrcd.org
	3. CFN 2.05, NYC	2. Mary JD Pissacano, Network Leader 718-281-7622, MPissac@schools.nyc.gov
	4. CFN 407, NYC	3. Debra Lamb, Deputy Network Leader dlamb@schools.nyc.gov
	5.	
	6.	
	7.	
	8.	
	9.	
	10.	

- Research related to Thinking Maps is available at:
www.thinkingfoundation.org/research/research.html
- Specific research conducted in the
City School District of New Rochelle by
Dr. Ettee Lopez is available at:
www.thinkingfoundation.org/research/esl/esl.html

Attachment D - (1003g) Budget Summary Chart

Agency Code	2	8	0	0	2	0	8	0	3	0	0	9
Agency Name	Roosevelt UFSD											
Pre-implementation Period (April 1, 2013 - August, 31, 2013)												
es	Code	Costs										
Professional Salaries	15	30,000										
Staff Salaries	16											
Services	40	187,500										
nd Materials	45	84,000										
enses	46											
Benefits	80											
st (IC)	90											
vice	49											
odeling	30											
t	20											
Total		301,500										
Year 1 Implementation Period (September 1, 2013 - August 31, 2014)												
Categories	Code	Costs										
Professional Salaries	15	345,000										
Support Staff Salaries	16	175,000										
Purchased Services	40	857,926										
Supplies and Materials	45	294,700										
Travel Expenses	46											
Employee Benefits	80	25,875										
Indirect Cost (IC)	90											
BOCES Service	49											
Minor Remodeling	30											
Equipment	20											
Total		1,698,500										
Year 2 Implementation Period (September 1, 2014 - August 31, 2015 - for Turnaround, Restart, and Transformation models only)												
Categories	Code	Costs										
Professional Salaries	15	346,000										
Support Staff Salaries	16	175,000										
Purchased Services	40	863,000										
Supplies and Materials	45	117,000										
Travel Expenses	46											
Employee Benefits	80											
Indirect Cost (IC)	90											
BOCES Service	49											
Minor Remodeling	30											
Equipment	20											
Total		1,500,000										

Year 3 Implementation Period (September 1, 2015 - August 31, 2016 – for Turnaround, Restart, and Transformation models only)		
es	Code	Costs
Professional Salaries	15	345,000
Support Staff Salaries	16	519,500
Purchased Services	40	519,500
Supplies and Materials	45	100,000
Travel Expenses	46	
Employee Benefits	80	35,500
Indirect Cost (IC)	90	
BOCES Service	49	
Minor Remodeling	30	
Equipment	20	
Total		1,000,000

Total Project Period (April 1, 2013 - August 31, 2016 for Turnaround, Restart, and Transformation OR April 1, 2013 – August 31, 2014 for Closure models)		
Categories	Code	Costs
Professional Salaries	15	406,500
Support Staff Salaries	16	350,000
Purchased Services	40	2,427,926
Supplies and Materials	45	595,700
Travel Expenses	46	
Employee Benefits	80	613,75
Indirect Cost (IC)	90	
BOCES Service	49	
Minor Remodeling	30	
Equipment	20	
Total Project Budget		4,500,000

I. Training, Support, and Professional Development

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

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

II. Pre-Implementation Period Table 8 summarizes events, outcomes, reporting methods and rationale for meetings/training/events that will occur between April and August 2013. Pearson is the agent/organization responsible for delivery unless noted differently.

Table 8: Pre-Implementation Events			
Event	Measureable Outcome(s)	Reporting Method	Rationale
Planning Meeting	RUFSD and Pearson collaboratively develop an implementation plan with proposed schedule and projected milestones and establish shared accountability.	Legal contract with explicit services identified & signed by district and Pearson	Contract with implementation plan provides shared goals and targets.
Professional Development for <i>OnRamp</i> 2 day	100% of training participants evidence a positive response to the <i>OnRamp</i> training, as measured by "agree" or "strongly agree" responses on post-training survey.	Post-Training Survey	Create a cadre of teachers to teach accelerated math intervention course to
*6 Week Summer <i>OnRamp</i> Course (6 Weeks)	80% of participating students demonstrate at least 1 year's growth as measured by on line assessment.	Comparison of base line and final assessment scores	Prepare students identified as Level 1 & 2 on state assessment for math success
Curriculum Planning for Oasis OST Programs	RUFSD, RMS Principal, School liaison, and Oasis Program Directors collaboratively develop OST programs curricula linked to	Comparison of pre-program and post-program assessment scores; Assessment	Prepare middle school students for NYS ELA and Math assessments to improve test scores and CCLS proficiency

Table 8: Pre-Implementation Events			
Event	Measureable Outcome(s)	Reporting Method	Rationale
	academic curriculum and establish shared accountability.	of Student Work Portfolios	
Professional Development for Oasis Summer Program	100% of training participants indicate a positive response to training, as measured by “agree” or “strongly agree” responses on post-training survey.	Post-Program Staff Survey	Prepare staff to actively engage and deliver STEM and enrichment-based program content
Oasis Summer Program	80% of participating students increase ELA and Math skills as measured by pre- and post-program assessments.	Comparison of pre-program and post-program assessment scores	Prepare students identified as Level 1 & 2 on NYS ELA and Math assessments
Launch Institute Overview and Visioning ½ day	80% of training participants evidence a positive response to the training, as measured by “agree” or “strongly agree” responses on Baseline survey.	Post-Training Survey	Create a shared vision for teaching and learning to promote a culture of high achievement and engagement
Curriculum Planning for Oasis OST Programs	RUFSD, RMS Principal, School liaison, and Oasis Program Directors collaboratively develop OST programs curricula linked to academic curriculum and establish shared accountability.	Comparison of pre-program and post-program assessment scores; Assessment of Student Work Portfolios	Prepare middle school students for NYS ELA and Math assessments to improve test scores and CCLS proficiency
Professional Development for Oasis Summer Program	100% of training participants indicate a positive response to training, as measured by “agree” or “strongly agree” responses on post-training survey.	Post-Program Staff Survey	Prepare staff to actively engage and deliver STEM and enrichment-based program content
Oasis Summer Program	80% of participating students increase ELA and Math skills as measured by pre- and post-program assessments.	Comparison of pre-program and post-program assessment scores	Prepare students identified as Level 1 & 2 on NYS ELA and Math assessments
School Leadership Team (SLT) Institute 1 day	80% of SLT members are observed implementing meeting protocols as described in training during first SLT meeting on meeting summary report.	SLT Summary Meeting Report	Agreed upon protocol maximized meeting time
Workgroup Facilitators Training Session	80% of facilitators practice shared protocols during first Workgroup meeting which is reflected on Workgroup summary report.	Workgroup Summary Report	Agreed upon protocol maximized meeting time

Table 8: Pre-Implementation Events			
Event	Measureable Outcome(s)	Reporting Method	Rationale
Eng Dept Institute 1 day	85% of training participants evidence a positive response to the training, as measured by “agree” or “strongly agree” responses on Baseline survey.	Post-Training Survey	Lay the foundation for the Department’s work on aligning curriculum and instruction to CCLS and related assessments
Math Dept Institute 1 day			

***Responsible party is RMS principal**

During the Pre-Implementation Period a week long Launch Institute will kick off our transformation. The Launch Institute will include a variety of trainings for teachers and leaders that includes the following:

- An **Overview and Visioning** session brings the entire school faculty for a half day, creating a shared vision for teaching and learning to promote a culture of high achievement and engagement.
- A **School-wide Instructional Focus (SIF)** will establish common routines and rituals that contribute to college and career readiness. A two-day institute for the entire school faculty includes:
 - The purpose of having a SIF
 - The vital importance of College and Career Readiness for all students
 - School-wide goals for developing students’ ability to use Academic Language and their College and Career Readiness Competencies
 - Strategies for helping all students to develop the ability to use Academic Language and for helping them develop College and Career Readiness Competencies across content areas, including strategies that provide scaffold support for English language learners and students with disabilities.

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

A one-day institute for the **English Department** focuses on improving the quality and rigor of instruction in ELA and lays the foundation for the English Department’s work on aligning curriculum and instruction to the CCSS English Language Arts standards.

All English faculty receive a Foundation Unit, which provides a model of standards-aligned instruction consistent with the CCSS. Teachers plan for teaching this unit to launch their year’s work on building aligned curriculum and instruction.

Similarly, a one-day institute for the **Math Department** focuses on improving the quality and rigor of instruction in math and lays the foundation for the Math Department’s work on aligning curriculum and instruction to the CCSS Mathematics standards and related assessments. This institute links closely with the content and activities of the School-wide Instructional Focus Institute to provide a coherent approach for math teachers.

The Math Department Institute activities revolve around the Foundation Intro, a short instructional unit that provides a model of standards-aligned instruction consistent with the CCSS. Teachers plan for teaching this unit to launch their year's work on building aligned curriculum and instruction.

Teachers are encouraged to use a workshop approach during instruction that encourages students to think deeply and work collaboratively. Students are encouraged to use literacy skills across the curriculum, as they read, write, think, and speak about topics in all subject matters. Technology support like Interactive Whiteboards and tablet technology motivate students to conduct research and make professional presentations as they share their thinking. Reading and math specialists train and support teachers to create lessons that are student-centered and participatory in nature.

Prior to the Oasis summer program, pre-program curriculum development meetings with school leadership and Oasis program staff will begin in the spring and lead into the summer; Oasis instructional staff will attend the planning meetings to identify the specific summer projects and the core curriculum standards targeted with each project. As a joint planning team, we will carefully consider student academic needs and how they link to program content and outcomes. Oasis will provide 20-30 hours of pre-program professional development to prepare staff to actively engage students in STEM-based projects while also intensively and comprehensively addressing the math and ELA skills imbedded in these projects.

III. Implementation Period Table 9 summarizes the training/PD events, and meetings or activities and associated **measurable outcomes** we have planned with our external providers, Pearson School Achievement Services, Oasis Children's Services and Thinking Maps for Year 1.

Table 9: Year One Implementation Focus, Settings, and Supports				
Setting	Membership/Outcome & Reporting Method	Focus/Rationale	Meetings	Pearson Onsite Support
School Leadership Team	Principal, APs, Workgroup facilitators, ELL coordinator, special education, student services functions, Parent Liaison 85% of participants evidence a positive response to training/meeting, as measured by "agree" or "strongly agree" responses on SIM Baseline survey.	<ul style="list-style-type: none"> Establish and maintain vision of improvement Build the foundation of a data-driven culture Drive and manage implementation Monitor progress and quality of implementation, and redirect activity as needed Nurture collaboration, using a systems approach to engage entire school in shared responsibility and shared learning 	<ul style="list-style-type: none"> 1 meeting / month on development of Data-Driven Culture 2 meetings/ month on Implementation Quarterly 2-hour Progress Monitoring meetings 	<ul style="list-style-type: none"> -Field Specialist (FS) facilitates Data-Driven Culture meeting each month -FS facilitates 1 Implementation meeting each month -FS facilitates quarterly Progress Monitoring meetings

Table 9: Year One Implementation Focus, Settings, and Supports

Setting	Membership/Outcome & Reporting Method	Focus/Rationale	Meetings	Pearson Onsite Support
Administrative Team	Principal, AP(s) Strategic planning results in SLT receiving complete agenda the day before the SLT meeting 90% of the time.	<ul style="list-style-type: none"> Strategic leadership of improvement Distributed leadership Timely intervention to create and sustain improvement momentum Aligned resource management 	<p>Strategic planning sessions with FS at least 3X per month</p> <p>Guided Practice Focus Walks with FS at least 6 X per year</p>	<p>-FS strategically plans w/ Principal [AP as appropriate] at least 3X / month</p> <p>-FS facilitates Guided Practice Focus Walks for monitoring implementation at least 6 X per year</p>
English Department PD	<p>All English teachers plus ESL, special education, and other teachers who support English language arts instruction</p> <p>85% of participants evidence a positive response to training, as measured by “agree” or “strongly agree” responses on SIM Baseline survey.</p>	<ul style="list-style-type: none"> Standards-aligned instruction, strategies and Foundation Units to scaffold instruction consistent with CCSS Independent reading program and monitoring of students' reading levels Administration of 3 CCSS aligned performance tasks, analysis of student work, and implications for curriculum and instruction 	1 FD plus 1 half-day during school year	FS facilitates PD
Math Department PD	<p>All Math teachers plus ESL, special education, and any other teachers who support instruction in math</p> <p>85% of participants evidence a positive response to training, as measured by “agree” or “strongly agree” responses on SIM Baseline survey.</p>	<ul style="list-style-type: none"> Standards-aligned instruction, strategies and Foundation Intros and Foundation Units to scaffold instruction practice consistent with CCSS Administration of tasks based on the CCSS in conjunction with Foundation Units, analysis of student work, and implications for curriculum and instruction 	1 FD plus 1-half day PD during school year	FS facilitates PD

Table 9: Year One Implementation Focus, Settings, and Supports

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

Table 9: Year One Implementation Focus, Settings, and Supports				
Setting	Membership/Outcome & Reporting Method	Focus/Rationale	Meetings	Pearson Onsite Support
Engagement Workgroup	Principal, staff responsible for student services and related functions (e.g., dean(s), counselor(s), community outreach coordinator, social worker(s), psychologist(s) Staff response indicates 10% overall improvement, as measured by “agree” or “strongly agree” responses on Teacher Collaborative Practices survey.	<ul style="list-style-type: none"> Study research on student engagement and practices that support engagement Investigate school policies and practices that relate to student engagement and personalization and recommend changes as needed Institute Graduation Risk Insight (GRI) system and monitor system reports Communicate importance of strategies for supporting student engagement to school community 	2 half-day PD sessions scheduled to suit school schedule, usually after Launch Institute 12 Workgroup meetings in the course of the year	-FS facilitates PD -FS attends Engagement Workgroup meetings (at least 6 meetings per month) and/or provide feedback and planning assistance to Workgroup facilitator(s)

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

Table 10 summarizes activities for Year 1 provided by OASIS Children’s Services.

Table 10: OASIS Children’s Services Events			
Event	Measureable Outcome(s)	Reporting Method	Rationale
Curriculum Planning for Oasis OST Programs	RUFSD, RMS Principal, School liaison, and Oasis Program Directors collaboratively develop OST programs curricula linked to academic curriculum and establish shared accountability.	Comparison of pre-program and post-program assessment scores; Assessment of Student Work Portfolios	Prepare middle school students for NYS ELA and Math assessments to improve test scores and CCLS proficiency
Professional Development for Oasis OST Programs	100% of training participants indicate a positive response to training, as measured by “agree” or “strongly agree” responses on post-training survey.	Post-Program Staff Survey	Prepare staff to actively engage and deliver STEM and enrichment-based program content
Oasis After-School Program	80% of participating students increase ELA and Math skills as measured by pre- and post- program assessments.	Comparison of pre-program and post-program assessment scores	Prepare middle school students for NYS ELA and Math assessments to improve test scores and CCLS proficiency

Oasis Saturday Program	80% of participating students increase ELA and Math skills as measured by pre- and post- program assessments.	Comparison of pre-program and post-program assessment scores	Prepare students identified as Level 1 & 2 on NYS ELA and Math assessments
------------------------	---------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------	----------------------------------------------------------------------------

Prior to the Oasis OST programs, curriculum development meetings with school leadership and Oasis program staff will be held in early September to finalize the curricula. Oasis instructional staff will attend planning meetings to identify specific projects and the core curriculum standards targeted with each project, as well as identify tools for program evaluation and accountability. Student academic needs will be linked to program content and outcomes and appropriate student assessments will be designated. Oasis will 15-20 hours of pre-program PD to prepare staff to actively engage students in STEM-based projects while also intensively and comprehensively addressing the math and ELA skills imbedded in these projects, which exceeds the SACC requirement of 15 hours.

ADD THINKING MAPS

IV. Schedule and Plan for Evaluation Throughout the school year, information and data on progress towards achievement of SIM goals are accumulated in *OneView*, the SIM Progress Monitoring System. Pearson Specialists use a number of tools to collect a variety of data to inform progress toward goals. These tools are not intended to be used for evaluating teachers. Observation data, for instance, are not linked to individual teachers through the *OneView* portal. Specialists collect data to improve their work and fine-tune implementation, with data functioning like classroom formative assessment. Rather, these rich data provide quantitative evidence of teachers changing instructional practice and implementing strategies introduced through professional development or classrooms that have become more effective learning environments with students engaged in their learning. Best of all, our SLT will **continuously** have a current and accurate picture of implementation so our school and district leaders can quickly address needs and move toward achieving program goals. Data are available to us through this portal 24 hours after the Specialist's visit.

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

- Multiple surveys to gather perception data from students, parents and teachers that can be compared on a yearly basis
- Classroom observation data that is focused to target areas for further improvement
- Quarterly benchmark assessments in English Language Arts and Mathematics to determine student achievement growth
- Screening and embedded assessments in personalized learning tools and intervention courses

- An early alert system that aggregates student information (attendance, GPA, discipline incidents, etc.) to identify students at risk of dropping out
- Annual state assessment data

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

During the Pre-implementation and early in Year 1, baseline data are collected on leadership practices, data culture, teacher collaboration, quality of instruction, and student engagement. Post-data on these variables are collected at the end of each year.

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

The trained Specialists access and provide input through Implementation Support Tools while at RMS using iPads. The tools have protocols that describe how frequently they should be administered but more data is often gathered for improved monitoring or to address specific areas of concern. Reports are available to the school and Pearson through the *OneView* portal, updated within 24 hours after a field specialist completes a new data collection event or when a survey window closes. Data is **always available** to school leaders.

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

Table 11 summarizes the schedule and plan for monitoring **STRONG**.

Table 11: Progress Monitoring Schedule		
	Tool	Dimensions of Data Gathered
Pre Implementation & End of Year	*Baseline Survey	Self-report on leadership practices, teacher collaboration, instruction and structures; extent to which participants found launch training useful, well organized, challenging
	Student Engagement Survey	Non-cognitive factors—effort, aspiration, perseverance, relevance, dynamics between students and staff
	Teacher Engagement Survey	Non-cognitive factors—environment, dynamics between students and staff
	Teacher Collaboration Survey	Frequency and quality of collaboration

Table 11: Progress Monitoring Schedule		
	Tool	Dimensions of Data Gathered
	Baseline Survey	Client perceptions about the SIM components and support and improvement in knowledge/skills
	MyVoice Survey	Perception and aspirations data collected from parents
Ongoing During Implementation using Implementation Support Tools via iPad	Classroom Engagement	Educational climate, teacher/student dynamics, high expectations, use of school environment data
	Schoolwide Engagement	Educational climate, hallway culture, high expectations, use of school environment data
	School Leadership Team	Structure, stability, frequency of meetings; capacity; quality of different meetings (data-driven culture, progress monitoring, implementation)
	Instruction	Building capacity for independent learning, collaboration, academic language, physical space, effective instructional practices, ELA, and math
	Workgroups	Structure, stability, frequency of meetings; purposeful focus and accountability
	Graduation Risk Insight Report	Monthly reports that identify students at risk of dropping out. Indicators include data on attendance, GPA, course failures, and discipline
	Quarterly Progress Monitoring Meetings	SLT examine data to identify strengths, weaknesses and conduct action planning adjustments

* Data gathered only at start up

Pearson also conducts evaluation on SIM. A nation-wide stratified random sample of schools implementing SIM will be used to evaluate the efficacy of SIM. Should RMS be selected, an evaluation team, composed of evaluation specialists, content specialists, and field specialists from Pearson's School Achievement Services group, visits the schools in the sample to collect data and validate findings. The team uses both quantitative and qualitative methods, tools, and approaches to gather data on implementation of SIM goals, leadership practices, data culture, teacher collaboration, quality of instruction, student engagement, and perception data.

The evaluation team uses the rich and multifaceted information to conduct a multi-level evaluation of SIM in order to examine a) the efficacy of the model itself as well as b) the quality of site-specific implementations. Actual outcomes are measured against expected outcomes to determine impact across a variety of data (including student achievement, instructional quality, use of data, and student engagement). Implementation reports will document implementation strength and fidelity, provide feedback to the schools for the purpose of celebrating successes as well as to improve implementation, and inform SIM planning for the subsequent year. Field Specialists collaborate with school and/or district administrators to analyze the data and to use it

to guide further implementation. Pearson is *Always Learning* and RMS will be better supported because of their continuous improvement process.

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

A. Budget Narrative and Budget Forms

IV. Budget Narrative Pre-Implementation

Pre-implementation Pre-implementation will a time for RMS teachers and students to become **STRONG**. District-wide, teachers and leaders will be attending CCLS training provided through our NYS Systemic Support grant. Teacher stipends for attending this training will be funded through Title 1. The district will be moving the high school into their new building and returning RMS to its home building. Costs associated with the move will be assumed through the general fund.

The major activities to be funded through School Improvement Grant (SIG) funds during Pre-implementation includes hiring a School Transformation Manager (Goal 3: Increase Administrator Effectiveness), conducting an *OnRamp to Algebra* math acceleration course for students (Goal 1: Increase Student Achievement), and a Launch Institute for teachers and leaders (Goal 2: Increase Teacher Effectiveness and Goal 3: Increase Administrator Effectiveness).

Code 15 – Professional Salaries - \$30,000 teacher stipends

- **Summer *OnRamp*** To prepare for the increased expectations as teachers implement CCLS in math, students entering 7th or 8th grade scoring at Level 1 & 2 for math will have a choice of taking *OnRamp* during a 6 week summer session format or as part of extended learning time. This will require a cadre of teachers to be trained to effectively deliver this blended instruction. The **cost of the professional development (PD)** for 2 days of training is **\$7,000**.
 - **Instructional materials** to accommodate 150 learners in the *OnRamp* course are priced at **\$24,000** to acquire all start up materials.
 - **Technology** needed to support the blended learning in this class will require 100 laptops at an estimated cost \$600 per unit for a total cost of **\$60,000**.
 - **Teacher stipends** of \$6,000 will be provided to *OnRamp* teachers for time spent in PD, planning, and teaching of this 6 week, 3 hour per day, summer session. Total cost of **\$30,000**.

Code 40 Purchased Services - \$187,500

- **Summer *OnRamp*** To prepare for the increased expectations as teachers implement CCLS in math, students entering 7th or 8th grade scoring at Level 1 & 2 for math will have a choice of taking *OnRamp* during a 6 week summer session format or as part of extended learning time. This will require a cadre of teachers to be trained to effectively deliver this blended instruction. The **cost of the professional development (PD)** for 2 days of training is **\$7,000**.
 - **Instructional materials** to accommodate 150 learners in the *OnRamp* course are priced at **\$24,000** to acquire all start up materials.
 - **Technology** needed to support the blended learning in this class will require 100 laptops at an estimated cost \$600 per unit for a total cost of **\$60,000**.
 - **Teacher stipends** of \$6,000 will be provided to *OnRamp* teachers for time spent in PD, planning, and teaching of this 6 week, 3 hour per day, summer session. Total cost of **\$30,000**.

- Costs associated for services from our external partners include comprehensive service vital to **STRONG** that includes intensive training for teachers and leaders, collaborative planning with site and district leaders, progress monitoring and specialist support that will instill a cycle of continuous improvement..
Pearson Schoolwide Improvement Model-A high intensity SIM will include 160 days of onsite specialist support Year 1 (in addition to \$38,000 for Pre-Implementation) for a cost of \$400,000. Year 2 SIM will expand services to provide Learning Teams training while reducing onsite support to 110 days and cost to \$290,000. Year 3 reduces support to 40 days as RMS capacity increases with a reduction in price to \$150,000. SIM is designed to build capacity through systems that are **self sustaining** through continuous improvement through collaborative practices.
- **Oasis Children's Services** will provide a Summer Program which will contain remedial and enrichment classes, in addition to fun and interesting crafts, sports and other games. Students requiring more intensive remediation in math and ela will spend more time in the academic part of the program. Remediation will consist of READ 180, System 44, OnRamp etc. In addition, one on one and small group instruction will also be utilized. **The summer program will run 4 days per week and will service 150 students from 8:00 AM to 5:00 PM at a cost of \$950 per child for a total expense of \$142,500.**

Code 45 – Supplies and Materials - \$84,000

- **OnRamp For Algebra Professional Development for Teachers - Summer OnRamp** To prepare for the increased expectations as teachers implement CCLS in math, students entering 7th or 8th grade scoring at Level 1 & 2 for math will have a choice of taking *OnRamp* during a 6 week summer session format or as part of extended learning time. This will require a cadre of teachers to be trained to effectively deliver this blended instruction. **The cost of the professional development (PD) for 2 days of training is \$7,000.**
 - **Instructional materials to accommodate 150 learners in the *OnRamp* course are priced at \$24,000 to acquire all start up materials.**
 - **Technology** needed to support the blended learning in this class will require 100 laptops at an estimated cost \$600 per unit for a total cost of **\$60,000.**
 - **Teacher stipends** of \$6,000 will be provided to *OnRamp* teachers for time spent in PD, planning, and teaching of this 6 week, 3 hour per day, summer session. Total cost of **\$30,000.**
- **Laptops – 100 laptops @ \$600 per laptop** – The laptops are need to use computer programs such as OnRamp from Pearson, Scholastics Read 180, Fast Math (already owned) and System 44 (already owned). The district does not have enough computers in the building to run a full classroom. Not only will they be used for these programs, but will be used by students to research and write ELA assignments.

YEAR 1 Budget Narrative

Code 15 Professional Salaries – \$345,000

- **School Transformation Manager (ELT)**-A full time administrative staff member will be added to oversee the implementation of **STRONG**, ensuring fidelity and cohesion at an

estimated cost of \$105,000. Primary responsibilities include recruiting and scheduling ELT staff, supervising ELT, expanding community partners, creating purchase orders, drafting reports, organizing files, and interfacing with all partners. Flexible scheduling will allow this person to be on site during ELT at no additional expense to the grant beyond an estimated salary of \$105,000. Having this person in place in time to oversee the Summer *OnRamp*, Oasis Summer Program, the Launch Institute and acquisition of resources for Year 1 is imperative. As instructional leader during this session, this person will conduct daily focus walks in all classrooms to ensure fidelity of *OnRamp* instruction.

- **Literacy & Math Coaches**—4 certified teachers with specialist credentials will provide on site job embedded coaching (2 Literacy Coaches and 2 Math Coaches) to build capacity of staff and support differentiated learning through data driven instructional planning and curriculum development. They will support literacy and math skills for all students in all content areas at an anticipated cost of \$ 60,000 per teacher for a total of \$240,000.

Code 16 Support Staff Salaries - \$175,000

Administrative Assistant to the Educational Leaders This position will be a lower level person who will assist all educational leaders in the building with a focus on working with the STM. This person will help with putting programs into place, assist in any tasks requested by management.

- **Parent Liaison**—A full time non-certified staff member will be added to bring the parent perspective to the SLT and serve as a bridge to the community, conducting parent training, identifying community partners, and addressing issues identified through parent survey at an expected cost of \$40 000.
- **ESL Aides**—2 bilingual teacher aides will push into general education classes to support mainstreamed ESL students for successful learning experiences at an estimated cost of \$70,000

Code 40 Purchased Services - \$857,925

- **Summer *OnRamp*** To prepare for the increased expectations as teachers implement CCLS in math, students entering 7th or 8th grade scoring at Level 1 & 2 for math will have a choice of taking *OnRamp* during a 6 week summer session format or as part of extended learning time. This will require a cadre of teachers to be trained to effectively deliver this blended instruction. The **cost of the professional development (PD)** for 2 days of training is \$7,000.
- **Pearson Schoolwide Improvement Model**—A high intensity SIM will include 160 days of onsite specialist support Year 1 (in addition to \$38,000 for Pre-Implementation) for a cost of \$400,000. Year 2 SIM will expand services to provide Learning Teams training while reducing onsite support to 110 days and cost to \$290,000. Year 3 reduces support to 40 days as RMS capacity increases with a reduction in price to \$150,000. SIM is designed to build capacity through systems that are **self sustaining** through continuous improvement through collaborative practices.
- **Oasis Children's Services** will provide a Summer Program which will contain remedial and enrichment classes, in addition to fun and interesting crafts, sports and other games.

Students requiring more intensive remediation in math and ela will spend more time in the academic part of the program. Remediation will consist of READ 180, System 44, OnRamp etc. In addition, one on one and small group instruction will also be utilized. The summer program will run 4 days per week and will service 150 students from 8:00 AM to 5:00 PM at a cost of \$950 per child for a total expense of \$142,500. In addition, Oasis will provide the District with an After-School Program creating an academic enrichment environment from 3:00 – 5:00 PM. This program will run for 30 weeks, 3x a week for 150 students at a cost of approximately \$52 per week per child.

- Writing Aviator provides 5 days of training for ELA, ESL and special education teachers. Pricing also includes all teacher and student materials for a cost of \$50,000 for Year 1 and \$25,000 for Year 2 and 3. It is expected that effective models and mentors for using these tools will have the capacity to support and **sustain** future implementation.
- **Smart Board training by TEQ Equipment** – As a result of the Roosevelt UFSD renovating the High School, all Middle School students were required to be moved into an existing elementary school which did not have Smart Board. In July 2013, the High School will be completed and the Middle School staff and students will return to the newly renovated Middle School. The Middle School is equipped with SmartBoards in almost every classroom. The Middle School teachers have not been able to use them for the last year and a half. As a result, a refresher will be needed so that teachers can create interesting lessons while increasing the rigor and relevance. Training will be in small groups and coaching within classrooms will also be done.
- **Thinking Maps** - Designs for Thinking will work with the Roosevelt UFSD to implement Thinking Maps, a common, visual language for promoting, developing and deepening the use of cognitive skills by students across all aspects of learning. Thinking Maps, a research-based language of visual tools for teaching, learning, leading and assessment, is the animating center of a proven implementation design for delivering high quality visual tools to students through professional development for teachers, supervisors, and administrators. This process explicitly links instruction, learning, leadership and technology with the development of higher order thinking skills for students and for all members of the school community. A Thinking School is an educational community in which all members share a common commitment to giving regular, careful thought to everything that takes place.

Code 45 Materials and Supplies

- **Laptops – 200 laptops @ \$600 per laptop** – The laptops are need to use computer programs such as OnRamp from Pearson, Scholastics Read 180, Fast Math (already owned) and System 44 (already owned). The district does not have enough computers in the building to run a full classroom. Not only will they be used for these programs, but will be used by students to research and write ELA assignments. Laptops technology tools are needed to support the various personalized instructional tools needed for students. Teachers need these tools to access assessment data from digital tools and to support instructional presentation.
- **OnRamp for Algebra** course materials will accelerate learning for struggling math students, providing a foundation for future math success though intensive blended instruction twice each year, during summer and again during the school year. Consumable materials are anticipated to cost \$7,000 Year 1; \$14,000 for Year 2, and \$14,000 for Year 3.

- ***WriteToLearn*** will provide teachers with a tool for assessing student writing, encouraging them to write more often in all subject areas. Licensing for this online tool is priced at approximately \$20 per student for an estimated annual cost of \$8,600.
- **Principal's Book of the Month** will require 450 copies of a selected text to be purchased ten times each year, providing modeling and motivation for reading a variety of genre for all students and staff while building a culture of learning for all. The estimated cost of books for each year is (450 X 10 months X \$10) \$45,000.
- **Classroom Libraries** will support student interest and exploration into leveled text while supporting the instructional shifts teachers need to make to meet CCLS recommendations. Funding is expected to support 45 classrooms (ELA, ESL, special education) @ \$500 per classroom.
- **Read 180 Licenses** – will be used in Summer and afterschool programs, as well as during the regular school day to assist students that are Level 1 and 2.

Attachment D - (1003g) Budget Summary Chart

Agency Code	280000009									
Agency Name	Roosevelt UFSD									
Pre-Implementation Period (April 1, 2013 - August, 31, 2013)										
es	Code	Costs	Year 1 Implementation Period (September 1, 2013 - August 31, 2014)							
al Salaries	15	30,000	Professional Salaries	15	345,000	Professional Salaries	15	345,000	Professional Salaries	15
aff Salaries	16		Support Staff Salaries	16	175,000	Support Staff Salaries	16	175,000	Support Staff Salaries	16
Services	40	187,500	Purchased Services	40	857,925	Purchased Services	40	863,000	Purchased Services	40
nd Materials	45	84,000	Supplies and Materials	45	294,700	Supplies and Materials	45	117,000	Supplies and Materials	45
enses	46		Travel Expenses	46		Travel Expenses	46		Travel Expenses	46
Benefits	80		Employee Benefits	80	25,875	Employee Benefits	80		Employee Benefits	80
st (IC)	90		Indirect Cost (IC)	90		Indirect Cost (IC)	90		Indirect Cost (IC)	90
vice	49		BOCES Service	49		BOCES Service	49		BOCES Service	49
odeling	30		Minor Remodeling	30		Minor Remodeling	30		Minor Remodeling	30
t	20		Equipment	20		Equipment	20		Equipment	20
Total		361,500	Total		1,698,500	Total		1,500,000	Total	
Year 3 Implementation Period (September 1, 2015 - August 31, 2016 - for Turnaround, Restart, and Transformation models only)										
es	Code	Costs	Year 2 Implementation Period (September 1, 2014 - August 31, 2015 - for Turnaround, Restart, and Transformation models only)							
al Salaries	15	345,000	Professional Salaries	15	406,500	Professional Salaries	15	406,500	Professional Salaries	15
aff Salaries	16	187,500 0	Support Staff Salaries	16	350,000	Support Staff Salaries	16	350,000	Support Staff Salaries	16
Services	40	519,500	Purchased Services	40	2,427,925	Purchased Services	40	2,427,925	Purchased Services	40
nd Materials	45	100,000	Supplies and Materials	45	595,700	Supplies and Materials	45	595,700	Supplies and Materials	45
enses	46		Travel Expenses	46		Travel Expenses	46		Travel Expenses	46
Benefits	80	35,500	Employee Benefits	80	613,75	Employee Benefits	80	613,75	Employee Benefits	80
st (IC)	90		Indirect Cost (IC)	90		Indirect Cost (IC)	90		Indirect Cost (IC)	90
vice	49		BOCES Service	49		BOCES Service	49		BOCES Service	49
odeling	30		Minor Remodeling	30		Minor Remodeling	30		Minor Remodeling	30
t	20		Equipment	20		Equipment	20		Equipment	20
Total		1,600,000	Total Project Budget		4,500,000	Total Project Budget		4,500,000	Total Project Budget	

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

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

☐ = Required Field

Local Agency Information

Funding Source:	NYSED 1003(g) School Improvement Grant	
Report Prepared By:	Darleen Peterson	
Agency Name:	Roosevelt UFSD	
Mailing Address:	3335 E. Clinton Avenue	
	Street	
	Roosevelt	NY 11575
	City	State Zip Code
Telephone # of Report Preparer:	516 345-7293	County: Nassau
E-mail Address:	dpeterson@roosevelt ufsd.org	
Project Funding Dates:	4/1/2013	8/31/2013
	Start	End

INSTRUCTIONS

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

SALARIES FOR PROFESSIONAL STAFF			
Subtotal - Code 15			\$30,000
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Teacher Stipends -PD, planning and teaching of 6 week, 3 hours per day, summer session (5 teachers @ \$6000) for summer OnRamp		5 X \$6,000=\$30,000	\$30,000

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

PURCHASED SERVICES			
Subtotal - Code 40			\$187,500
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
OnRamp for Algebra - PD for teachers	Pearson	2 days X \$3.500	\$7,000
High Intensity SIM Learning Teams - Comprehensive Solutions Inc., 160/110/40 days of onsite service	Pearson		\$38,000
Summer School Program for 150 students, 4 days per week from 8:00 5:00pm, 5 weeks	OASIS Children's Services	\$950 X 150 students	\$142,500

SUPPLIES AND MATERIALS			
Subtotal - Code 45			\$84,000
Description of Item	Quantity	Unit Cost	Proposed Expenditure
OnRamp Materials for Students	150		\$24,000
Laptops, Laptop Carts, maintenance/repair/insurance to be used for OnRamp, Read 180, Right Reason Technology and future PARCC assessments	100	600 per laptop	\$60,000

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

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

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

For your information, maximum direct cost base = \$301,500.00

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	\$30,000
Support Staff Salaries	16	
Purchased Services	40	\$187,500
Supplies and Materials	45	\$84,000
Travel Expenses	46	
Employee Benefits	80	
Indirect Cost	90	
BOCES Services	49	
Minor Remodeling	30	
Equipment	20	
Grand Total		\$301,500

Agency Code: **28020803000**

Project #: _____

Contract #: _____

Agency Name: **Roosevelt UFSD****FOR DEPARTMENT USE ONLY**Funding Dates: _____
From _____ To _____

Program Approval: _____ Date: _____

CHIEF ADMINISTRATOR'S CERTIFICATION

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

1/25/13
Date

Signature

Mr. Robert-Wayne Harris, Superintendent
Name and Title of Chief Administrative Officer

Fiscal YearFirst PaymentLine #

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Voucher # _____

First Payment _____

Finance: Logged _____ Approved _____ MIR _____

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

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

☐ = Required Field

Local Agency Information		
Funding Source:	NYSED 1003(g) School Improvement Grant	
Report Prepared By:	Darleen Peterson	
Agency Name:	Roosevelt UFSD	
Mailing Address:	3335 E. Clinton Avenue	
	Street	
	Roosevelt	NY 11575
	City	State Zip Code
Telephone # of Report Preparer:	516 345-7293	County: Nassau
E-mail Address:	dpeterson@roosevelt ufsd.org	
Project Funding Dates:	9/1/2013	8/31/2014
	Start	End

INSTRUCTIONS

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

SALARIES FOR PROFESSIONAL STAFF			
Subtotal - Code 15			\$345,000
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
School Transformation Manager	1.00	\$105,000	\$105,000
Literacy Coaches	2.00	\$60,000	\$120,000
Math Coaches	2.00	\$60,000	\$120,000

SALARIES FOR SUPPORT STAFF			
Subtotal - Code 16			\$175,000
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Administrative Assistant to the Educational Leaders	1.00	\$65,000.00	\$65,000
Community Parent Liaison	1.00	\$40,000.00	\$40,000
ESL Teaching Assistants	2.00	\$35,000.00	\$70,000

PURCHASED SERVICES			
Subtotal - Code 40			\$857,925
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
OnRamp for Algebra - PD for teachers	Pearson	2 days X \$3,500	\$7,000
High Intensity SIM Learning Teams - Comprehensive Solutions Inc., 160/110/40 days of onsite service	Pearson		\$300,000
After-School Program - 30 weeks, 3X per week for 150 students from 3:00 - 5:00pm	OASIS Children's Services	30 weeks X \$7,875 per week	\$236,250
Writing Aviator for ESL, SPED. ELA - 5 days of training and materials	Pearson	\$10,000 per day	\$50,000
Summer Program - 4 days per week for 150 students, 5 weeks, 8:00 am - 5:00 pm	OASIS Children's Services	\$950 per child X 150 students	\$142,500
"Focus on Implementing the Common Core" and the "Use of Thinking Maps in the Classroom"	Thinking Maps	30 days X \$3,000	\$90,000
Smart Board training Teaching Across the Content Areas in Alignment with the Common Core -	Teq Equipment	1 day a week X 18 weeks = \$1,650 X 18	\$32,175

SUPPLIES AND MATERIALS			
Subtotal - Code 45			\$294,700
Description of Item	Quantity	Unit Cost	Proposed Expenditure
OnRamp Materials for Students	150		\$7,000
Laptops, Laptop Carts, maintenance/repair/insurance	200	600 per laptop	\$120,000
Macintosh Computers to support video production and fine arts instruction (will also be available for school newspaper, ELA classes, etc.)	30.00	\$1,000 per computer	\$30,000
MIDI Interfaces and cables - connect MACS with in place electronic pianos (already purchased)			\$3,200
Furniture for MAC Lab			\$5,000
Book of the Month Program - selected text for each month to be read aloud /read by every student and will be used across all content areas	10 months X 430 students X \$10	10 X 430 X \$10	\$43,000
Classroom Leveled Libraries - content area supplies such as videos, posters and other supplemental materials		45 classrooms X \$500	\$22,500
READ 180 60 licenses	8.00	\$8,000.00	\$64,000

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

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

For your information, maximum direct cost base = \$1,698,500.00

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.

Employee Benefits		
Subtotal - Code 80		\$25,875
Benefit		Proposed Expenditure
Social Security		\$25,875
Retirement	New York State Teachers	
	New York State Employees	
	Other - Pension	
Health Insurance		
Worker's Compensation		
Unemployment Insurance		
Other(Identify)		

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

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$345,000
Support Staff Salaries	16	\$175,000
Purchased Services	40	\$857,925
Supplies and Materials	45	\$294,700
Travel Expenses	46	
Employee Benefits	80	\$25,875
Indirect Cost	90	
BOCES Services	49	
Minor Remodeling	30	
Equipment	20	
Grand Total		\$1,698,500

Agency Code:	<input type="text"/>
Project #:	<input type="text"/>
Contract #:	<input type="text"/>
Agency Name:	<input type="text" value="Roosevelt UFSD"/>

<u>FOR DEPARTMENT USE ONLY</u>		
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.

15/13 
Date Signature

Mr. Robert-Wayne Harris, Superintendent
Name and Title of Chief Administrative Officer

Assurances and Waivers for Federal Discretionary Program Funds

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

Federal Assurances and Certifications, General

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

Federal Assurances and Certifications, NCLB (if appropriate)

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

- NCLB Assurances
- School Prayer Certification

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

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

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

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

ASSURANCES – NON-CONSTRUCTION PROGRAMS

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

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

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C §§ 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) "§§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§" 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328), which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§ 276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §§874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.), which prohibits the use of lead-based paint in construction or rehabilitation of residence structure.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

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

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

**CERTIFICATIONS REGARDING LOBBYING;
DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS**

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

1. LOBBYING

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

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

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

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

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

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

A. The applicant certifies that it and its principals:

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

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

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

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

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

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

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

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

Instructions for Certification

1. By signing the Application Cover Page, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.

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

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

Certification

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

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

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

**New York State Education Department
General Education Provisions Act Assurances**

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

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

- (1) that the local educational agency will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;
- (2) that the control of funds provided to the local educational agency under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
- (3) that the local educational agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;
- (4) that the local educational agency will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 1232f of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties;
- (5) that the local educational agency will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program;
- (6) that any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;
- (7) that in the case of any project involving construction –
 - (A) the project is not inconsistent with overall State plans for the construction of school facilities, and
 - (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 794 of title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
- (8) that the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
- (9) that none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

**New York State Education Department
No Child Left Behind Act Assurances**

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

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

- (1) each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
- (2) (A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and
(B) the public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
- (3) the applicant will adopt and use proper methods of administering each such program, including—
(A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
(B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
- (4) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
- (5) the applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
- (6) the applicant will—
(A) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and
(B) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties;
- (7) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment;
- (8) the applicant has consulted with teachers, school administrators, parents, nonpublic school representatives and others in the development of the application to the extent required for the applicant under the program pursuant to the applicable provisions of the No Child Left Behind Act;

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

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

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

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

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

Section 1.02

Article II. School Prayer Certification

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

APPENDIX A

STANDARD CLAUSES FOR NYS CONTRACTS

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

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

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

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

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

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

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

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

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

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

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

practices including, in cases of set-off pursuant to an audit, the finalization of such audit by the State agency, its representatives, or the State Comptroller.

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

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

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

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

12. EQUAL EMPLOYMENT OPPORTUNITIES FOR MINORITIES AND WOMEN.

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

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

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

New York State Education Department:

Local Education Agency (LEA) 1003(g) School Improvement Grant Application
Under 1003(g) of the Elementary and Secondary Education Act of 1965
cooperate in the implementation of the contractor's obligations herein; and

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

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

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

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

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

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

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

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

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

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

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

Information on the availability of New York State subcontractors and suppliers is available from:
NYS Department of Economic Development
Division for Small Business
30 South Pearl St -- 7th Floor

New York State Education Department:

Local Education Agency (LEA) 1003(g) School Improvement Grant Application
Under 1003(g) of the Elementary and Secondary Education Act of 1965
Albany, New York 12245

Telephone: 518-292-5220

Fax: 518-292-5884

<http://www.empire.state.ny.us>

A directory of certified minority and women-owned business enterprises is available from:

NYS Department of Economic Development

Division of Minority and Women's Business Development

30 South Pearl St -- 2nd Floor

Albany, New York 12245

Telephone: 518-292-5250

Fax: 518-292-5803

<http://www.empire.state.ny.us>

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

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

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

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

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

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

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

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

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

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

25. CERTIFICATION OF REGISTRATION TO COLLECT SALES AND COMPENSATING USE TAX BY CERTAIN STATE CONTRACTORS, AFFILIATES AND SUBCONTRACTORS.

To the extent this agreement is a contract as defined by Tax Law Section 5-a, if the contractor fails to make the certification required by Tax Law Section 5-a or if during the term of the contract, the Department of Taxation and Finance or the covered agency, as defined by Tax Law 5-a, discovers that the certification, made under penalty of perjury, is false, then such failure to file or false certification shall be a material breach of this contract and this contract may be terminated, by providing written notification to the Contractor in accordance with the terms of the agreement, if the covered agency determines that such action is in the best interest of the State.

November, 2010

APPENDIX A-1 G

General

- A. In the event that the Contractor shall receive, from any source whatsoever, sums the payment of which is in consideration for the same costs and services provided to the State, the monetary obligation of the State hereunder shall be reduced by an equivalent amount provided, however, that nothing contained herein shall require such reimbursement where additional similar services are provided and no duplicative payments are received.
- B. This agreement is subject to applicable Federal and State Laws and regulations and the policies and procedures stipulated in the NYS Education Department Fiscal Guidelines found at <http://www.nysed.gov/cafe/>.
- C. For each individual for whom costs are claimed under this agreement, the contractor warrants that the individual has been classified as an employee or as an independent contractor in accordance with 2 NYCRR 315 and all applicable laws including, but not limited to, the Internal Revenue Code, the New York Retirement and Social Security Law, the New York Education Law, the New York Labor Law, and the New York Tax Law. Furthermore, the contractor warrants that all project funds allocated to the proposed budget for Employee Benefits, represent costs for employees of the contractor only and that such funds will not be expended on any individual classified as an independent contractor.
- D. Any modification to this Agreement that will result in a transfer of funds among program activities or budget cost categories, but does not affect the amount, consideration, scope or other terms of this Agreement must be approved by the Commissioner of Education and the Office of the State Comptroller when:
 - a. The amount of the modification is equal to or greater than ten percent of the total value of the contract for contracts of less than five million dollars; or
 - b. The amount of the modification is equal to or greater than five percent of the total value of the contract for contracts of more than five million dollars.
- E. Funds provided by this contract may not be used to pay any expenses of the State Education Department or any of its employees.

Terminations

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

Safeguards for Services and Confidentiality

- A. Any copyrightable work produced pursuant to said agreement shall be the sole and exclusive property of the New York State Education Department. The material prepared under the terms of this agreement by the Contractor shall be prepared by the Contractor in a form so that it will be ready for copyright in the name of the New York State Education Department. Should the Contractor use the services of consultants or other organizations or individuals who are not regular employees of the Contractor, the Contractor and such organization or individual shall, prior to the performance of any work pursuant to this agreement, enter into a written agreement, duly executed, which shall set forth the services to be provided by such organization or individual and the consideration therefor. Such agreement shall provide that any copyrightable work produced pursuant to said agreement shall be the sole and exclusive property of the New York State Education Department and that such work shall be prepared in a form ready for copyright by the New York State Education Department. A copy of such agreement shall be provided to the State.
- B. All reports of research, studies, publications, workshops, announcements, and other activities funded as a result of this proposal will acknowledge the support provided by the State of New York.
- C. This agreement cannot be modified, amended, or otherwise changed except by a written agreement signed by all parties to this contract.
- D. No failure to assert any rights or remedies available to the State under this agreement shall be considered a waiver of such right or remedy or any other right or remedy unless such waiver is contained in a writing signed by the party alleged to have waived its right or remedy.

- E. Expenses for travel, lodging, and subsistence shall be reimbursed in accordance with the policies stipulated in the aforementioned Fiscal guidelines.
- F. No fees shall be charged by the Contractor for training provided under this agreement.
- G. Nothing herein shall require the State to adopt the curriculum developed pursuant to this agreement.
- H. All inquiries, requests, and notifications regarding this agreement shall be directed to the Program Contact or Fiscal Contact shown on the Grant Award included as part of this agreement.
- I. This agreement, including all appendices, is, upon signature of the parties and the approval of the Attorney General and the State Comptroller, a legally enforceable contract. Therefore, a signature on behalf of the Contractor will bind the Contractor to all the terms and conditions stated therein.
- J. The parties to this agreement intend the foregoing writing to be the final, complete, and exclusive expression of all the terms of their agreement.

Appendix A-2

American Recovery and Reinvestment Act of 2009 (ARRA) **ADDITIONAL CONTRACT RECORD KEEPING REQUIREMENTS**

This contract, is funded, in whole or in part, by the American Recovery and Reinvestment Act of 2009 (ARRA). The United States Office of Management and Budget (OMB) has released, "Implementing Guidance for Reports on Use of Funds Pursuant to the American Recovery and Reinvestment Act of 2009." (M-09-21) This guidance provides detailed information on reporting requirements included in Section 1512 of the Recovery Act.

Recipient vendors receiving ARRA funding will be required to submit quarterly information which will include at a minimum the following information:

- Vendor name and zip code of Vendor headquarters;
- Expenditures (per quarter and cumulative);
- Expenditure description; and
- Estimates on jobs created or retained via the expenditure of these funds by the Vendor.

Additional data may be required from vendors as a result of guidance issued by OMB.

Vendors will be required to submit the ARRA data in a form and format to be determined by the New York State Education Department (NYSED). NYSED anticipates that the reporting information will be provided to Vendors no later than August 30th. There will be no additional compensation for this reporting activity and it is anticipated that the Quarterly Reporting forms will be required in both paper and electronic formats.

An employee of any non-federal employer receiving ARRA funds may not be discharged, demoted, otherwise discriminated against as a reprisal for disclosing to law enforcement and other officials information that the employee reasonably believes is evidence of:

- Gross mismanagement;
- Gross waste of covered funds;
- A danger to public health and safety;
- An abuse of authority; or
- A violation of law.