Utica City School district

2013 SIG Application Cover Page

Page 1

Select District (LEA) Name:

412300010000 UTICA CITY SD

Select School Name:

412300010011 MARTIN LUTHER KING JR ELEM SCH

Grade Levels Served by the Priority School Identified in this Application:

K-6

Total Number of Students Served by the Priority School Identified in this Application:

344

Enter LEA Administrator's Name:

Bruce Karam

Enter LEA Administrator's Title:

Superintendent

LEA's Street Address:

106 Memorial Parkway

LEA's City:

Utica

Zip Code:

13501

Lead Contact (First Name, Last name):

Carla Percia

Phone number:

315-792-2215

Fax number:

315-792-2209

Email address:

cpercia@uticaschools.org

Select the SIG Model for this School Application

Transformation

ORIGINAL

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:
Utica City School District			412300010000
Lead Contact ***(First Name, Last Name)***			
Carla J. Percia			
Title	**Telephone**	**Fax Number**	**E-mail Address**
Director of Grants, Contracts & Compliance	(315) 792-2215	(315) 792-2209	cpercia@uticaschools.org
Legal School Name for the Priority School Identified in this Application			**School Beds Code**
Martin Luther King, Jr. Elementary School			412300010011
Grade Levels Served by the Priority School Identified in this Application			**School NCES #**
K-6			362937003957
Total Number of Students Served by the Priority School Identified in this Application			**School Address** ***(Street, City, Zip Code)***
344			211 Square Street, Utica, NY 13501

School Model Proposed to be Implemented in the Priority School Identified in this Application			
Turnaround ☐	Restart ☐	Transformation ☒	Closure ☐

Certification and Approval

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

CHIEF ADMINISTRATIVE OFFICER	
Signature (in blue ink)	Date 5/28/13
Type or print the name and title of the Chief Administrative Officer Bruce Karam, Superintendent of Schools	RECEIVED JUN 7 2013 CONTRACT ADMINISTRATION NB
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ORIGINAL

A. District Overview ABSTRACT

1. Theory of Action

Martin Luther King Jr. Elementary School (MLK) has been identified as the only priority school within the Utica City School District (UCSD). It is imperative that the school district develop a clear vision, provide appropriate support for students and staff, and hold all stakeholders accountable for turning around this low performing school.

Since 2008-09 there has been a drastic decline in student achievement. Those students proficient at levels 3 or 4 have gone from 88 percent in 2008-2009 down to 19 percent in 2012-2013. MLK was one of the fastest declining schools in student performance among all of UCSD's ten elementary schools and the majority of the priority schools across the state. Martin Luther King, Jr. Elementary has also seen a dramatic increase in disciplinary infractions, from 655 to 1128 from the year 2010 to the current school year. Another contributing factor to MLK's priority status is the Teacher Turnover Rate. It has hovered around 35 percent each year since 2010. These factors have created a highly fragmented culture among staff, students, parents, and community organizations.

Three key goals have been identified in order to promote academic achievement as part of MLK's transformation plan. The first goal is for MLK to implement a rigorous, student-centered curriculum, and effective instructional strategies with fidelity across all grades. The second goal is for MLK to put data systems in place that are timely, cyclical, and student focused to drive instruction. And lastly, MLK will develop a positive school environment that provides the necessary supports to ensure student success. All goals are in line with the UCSD's vision that all students be provided with a sound education to prepare for college and career readiness.

2. District approach

The UCSD's approach to turning around our lowest performing school is to build capacity so that the school leader can earn autonomy. Our priority is to focus on capacity-building among both district and school staff to lead and support school turnaround. We will do this with support provided from New York State Education Department through the Systemic Supports Grant, School Improvement Grant (SIG) funding, and using the Diagnostic Tool for School and District Effectiveness. Another key area of support is the implementation of the Common Core State Standards. UCSD is in the process of adopting the Common Core Domains for K-2, Modules for 3-8 in ELA, and Units of Story for K-8 Math. All contain supplemental units for mathematics and ELA, as well as resources that focus on instructional shifts in English Language Arts. This will support teachers in developing new units and curriculum maps aligned with the Common Core State Standards. We will continue the support training for our Ambassador Teachers, who were trained in Albany, so that they can serve as resources for the other teachers in their schools. Lastly, UCSD will also provide support in the development and the implementation of Student Learning Objectives (SLO) and associated formative assessments that are aligned to the Common Core State Standards.

Through the Strengthening Teacher and Leader Effectiveness Grant a cadre of Highly Effective and Effective teachers were identified and received intense professional development to build leadership capacity in the district. Teachers received training in research-based best practices and overview of the CCLS K-12, CC Shifts in ELA and Mathematics, Differentiated Instruction, Response to Intervention, Data Analysis, *Teaching with Poverty in Mind,* APPR, SLO, *Total Participation Techniques*, and Close Reads. This cadre of master teachers will act as mentors and turn-key trainers to provide support for ineffective and developing teachers.

3. Evidence of Readiness

Utica City School District is well positioned to provide support to its lowest performing school. In 2011-12 the UCSD was awarded a Systemic Supports Grant and hired American Institutes of Research (AIR) as a lead partner to help lead the district in turning around its focus and priority schools. The district's team has already spent time looking at its own practices to promote school turnaround. School and district leaders have been trained in identifying strengths and weaknesses in their own leadership competencies. They received practices and protocols for using appropriate data collection tools to garner relevant data to identify struggling students, inform instruction, and guide learning. School leadership teams were established and created 30-60-90 Day Action Plans, based on individual school's needs. Leadership teams also received professional development on making connections between implementation and outcomes by conducting a reality check mid-year and end-of- year. This allowed for meaningful reflection and discussion and allowed teams to assess progress and realign their goals.

UCSD is in a position to hire a new principal who must possess the unique competencies required for school turnaround, such as those identified by Public Impact's *Turnaround Leaders: Competencies for Success*. The new principal will lead the way to improve student achievement by implementing practices that improve instruction, provide data systems that are timely and focus on driving instruction, and promote a positive school environment in which teacher turnover rate and office discipline referrals declines. The new school leader will help to create a cooperative, collaborative, and dedicated transformation team. MLK will have in place a fully effective and a functioning school leadership team. The transformation plan outlined in this application will provide high quality, ongoing job embedded professional development, rigorous instructional practices and curricula, and common core aligned frequent formative assessments, a data driven culture, and increase family and community engagement.

B. District Operational Autonomies

1. Priority School Autonomies

Staffing: There will be specific and unique expectations of the teaching staff in this school as a result of MLK's status as a priority school implementing a transformation plan. Open teaching positions in this school will be posted with unique requirements of the transformation plan. These position postings and expectations for candidates will thus differ from others across the district.

School-Based Budgeting: The Utica City School District (UCSD) has historically operated from a platform of school-based budgeting. The district has a history of autonomy for school leaders with respect to allocation of budgets and resources. There is collaboration with other district offices, to provide advice and guidance during this process. The district offices that are part of this process are: Human Resources; Curriculum and Instruction K-12; Grants, Contracts, and Compliance; Pupil Services and ELL; and Special Education Services.

The principal of this priority school will have autonomy over the materials for the 2013-2014 school year, resources for parental involvement/engagement activities, extended day programs, and professional development opportunities. This priority school will be able to review and analyze their data, determine and align priorities, and plan for the use of their resources.

Use of Time During and After School: Historically UCSD principals have created a master schedule for allocating time for core content instruction, supplemental instruction, and extended learning time activities. Through UCSD's Systemic Supports Grant all elementary principals in Utica will have the opportunity to work with Mike Rettig of School Scheduling Associates during a planned 3-day workshop taking place on July 9-11, 2013. During this workshop school leadership teams will receive direct hands-on assistance from School Scheduling Associates in revising and improving the school schedule to maximize student learning. This improved schedule will allow for more rigorous instruction for all students including the ELL and SWD populations, during the school day. Also, with additional SIG funding school leaders will be able to expand afterschool academic offerings and increase opportunities for supplemental instruction.

Program Selection: Since instructional programming is fundamental to every school's academic success, the district will retain a lead role in determining the core instructional programs at each school. However, with SIG funding the Martin Luther King Leadership Team will have resources to secure materials for supplemental programs and the Common Core Curriculum in order to realize the ambitious goals that have been set for this school.

Supporting Labor-Management Documentation

None

C. District Accountability and Support

1. Senior Leadership and Management

An organizational chart illustrating district-level management structures is attached as Appendix A

Senior leadership staff providing oversight and support for priority schools within UCSD includes:

- Superintendent of the UCSD, Bruce Karam
- Administrative Director of Curriculum and Instruction K-12, Lori Eccleston
- Director of Grants, Contracts, and Compliance and Internal Liaison Administrator, Carla Percia
- Administrator for Special Education Services, Elizabeth Paul
- Administrator for Pupil Services and ELL, Deborah Wilson-Allam
- Martin Luther King Elementary, Principal

The Internal Liaison will have four major foci to efficiently and effectively coordinate support for this low-performing school. These include:

- Coordinate targeted professional development, oversight, and support to the priority school to ensure their success in meeting targets and building capacity and long-term sustainability.
- Facilitate the connection and alignment of fiscal resources provided by SIG, RTTT, Systemic Supports for District and School Turnaround, and other programs within schools, and coordinate the work of external providers to ensure that schools are leveraging available resources.
- Monitor implementation of SIG and SCEP and link resources accordingly.
- Oversee a system of data collection, analysis, and utilization to drive instruction.

UCSD is basing its cycle of planning, action, evaluation, and feedback on an alignment with the state's framework and requirements of this grant. The UCSD will provide the priority school with opportunities to build their plans with this alignment in mind. In addition, the priority school will seek to build a School Leadership Team (SLT). The team will be comprised of current school based inquiry team members: the principal, AIS facilitator, and primary, intermediate, and ESL teachers with the addition of a social worker and a data specialist for the upcoming 2013-2014 school year. The SLT's purpose is to implement an effective plan and to enhance the capacity of the MLK staff to evaluate school progress and provide meaningful, actionable feedback.

During the first year implementing this grant, American Institutes for Research (AIR) will provide critical support to help the school team build and implement their transformation plan and strengthen administrators' and teachers' capacities to use data to inform instruction. AIR will work to help build the district's capacity to support this school in their turnaround process.

The monitoring plan for district-led school reviews will be based upon the state's Diagnostic Tool for School and District Effectiveness (DTSDE). After the school plan has been finalized during the pre-implementation period, a companion tool for use in conjunction with the DTSDE

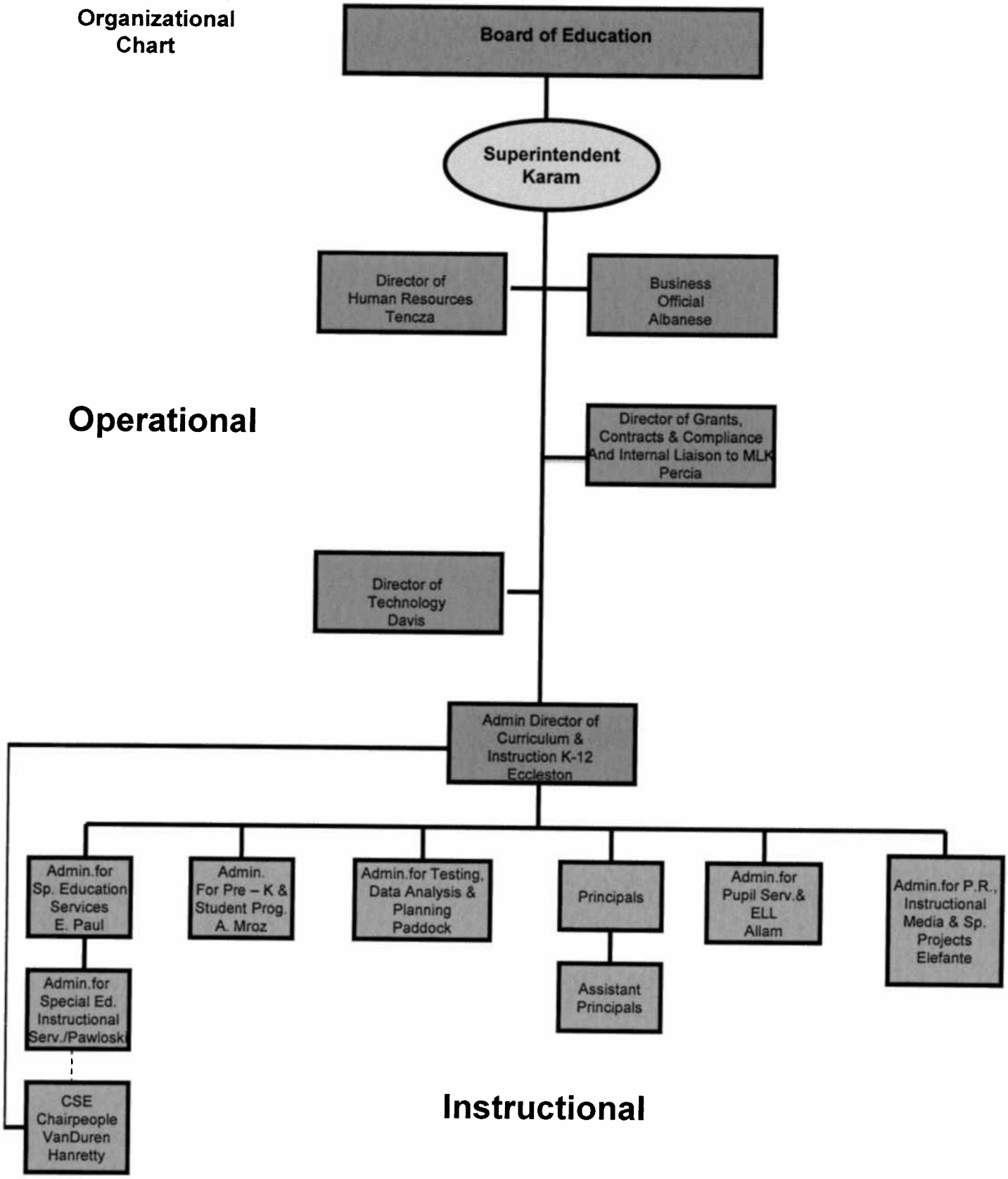
tool will be developed to monitor the quality of implementation. Using the state framework for school reviews, AIR will work with district staff to modify the implementation continuum and to create a monitoring tool to ensure that work is being completed with quality and fidelity. AIR will also build a process for providing feedback on a monthly basis, with more comprehensive reviews supplied at the implementation's mid-point and at the end of its first year. AIR will partner with UCSD as monitoring activities are initiated and will gradually transfer full responsibility to district staff as appropriate training and capacity building occurs. By the end of the first year of implementation, district staff will be expected to assume full responsibility for these monitoring visits and processes. An outline of purposed implementation feedback and monitoring activities is provided in the chart below.

Implementation Monitoring and Feedback Activities

Implementation Planning (Summer 2013)			
Type of Activity	**Frequency/Timing**	**Purpose/Description**	**Personnel**
Planning meetings	July-August	Organization meetings with school's restructuring team to identify roles and responsibilities, map out a timeline for updating the school plan, and finalize the school plan with the school's new restructuring team.	AIR and district staff
2 day Summer Leadership Academy	August	In –depth review of turnaround leadership competencies with the principal, district liaison, and school leadership team, and development of leadership goals for Year 1 implementation.	AIR
2 day Instructional Coaching Intensive	August	Intensive professional development for instructional coaches on conducting purposeful observations, providing focused feedback, and building other skills to improve coaching effectiveness	AIR
Professional Learning Community Facilitator Training	August	First of three training academies for PLC facilitators on how to implement the principles of effective professionals learning community leadership	AIR
Year 1 Implementation (School Year 2013-14)			
School site visits	September (weekly) October–December (biweekly) January–July (monthly)	District liaison will attend school's leadership team meeting and tour school with principal, using observation tool based on state tool. A debrief with the principal will follow. Activity will enable principal to request specific support and liaison to identify feedback.	AIR, district liaison, principal, supervising principal, community superintendent.
Coaching	Monthly 2013–14	Direct coaching with principal and school leadership team.	AIR, supervising principal
Leadership workshops	Quarterly 2013–14	Full-day leadership workshops for leadership teams.	AIR and district staff

Implementation Planning (Summer 2013)			
Type of Activity	**Frequency/Timing**	**Purpose/Description**	**Personnel**
Reality check	January 2014	Mid-year meeting to assess progress and readjust.	AIR, district team, school team
End-of-year check	June 2014	End-of-year meeting to assess progress and finalize Year 2 plan.	AIR, district team, school team

Administrative Organizational Chart



D. Teacher and Leader Pipeline

High-Poverty/High-Minority Schools: Martin Luther King Elementary has similar demographics to the other 9 elementary schools in the UCSD, including its ESL, SWD, and economically disadvantaged populations. Therefore, existing UCSD guidelines/restrictions relative to hiring/transferring staff will ensure equal sub population access to high quality leaders and teachers across the district.

Hiring Procedures: The district's current process for staffing procedures will allow any UCSD staff the opportunity to transfer into Martin Luther King Elementary on June 10, 2013. There will also be another transfer opportunity on June 14, 2013 at which time all teaching positions should be filled. There will be specific and unique expectations of the teaching staff in this school as a result of MLK's status as a priority school implementing a transformation plan. The positions available in this school will be posted with this information. With this time line, school staff for the 2013-2014 school year will be on board before August 1, and ready to help lead Martin Luther King, Jr. Elementary through dramatic transformation changes. This process and time-line is in agreement with the UTA and UAA contracts.

District Wide Leadership Training Programs: The UCSD partners with American Institutes for Research (AIR) to provide leadership training and principal coaching through the Systemic Supports Grant. Using Race to the Top funds additional Principal Mentoring Support was provided through OHM BOCES. Principals were provided the following training: district-wide protocol for Instructional Walks, APPR training as lead teacher evaluators, professional development in the Common Core Shifts funded through Race to the Top; Data Driven Instruction training, SLO training, and leadership book studies. Multiple sources have been used to provide every UCSD school with a trained School-Based Inquiry Team consisting of the principal, Academic Intervention Facilitator, Instructional Support Staff , and Classroom Teachers. The SBIT teams received training that guided the data teams through a process of building a foundation, identifying a student learning problem, verifying causes of student learning problems, generating and monitoring solutions, and achieving results. Through this program, school-based data teams learned how to lead a process of collaborative inquiry and to influence school culture to be one in which data are used continuously, collaboratively, and effectively to improve teaching and learning. During and after completion of the training, school teams are supported by three annual on-site coaching visits from American Institute for Research (AIR).

District Wide Teacher Training Programs: There have been many district wide training programs designed to build the capacity of the teachers in the USCD. The Strengthening Teacher and Leader Effectiveness (STLE) grant has afforded opportunities for 65 highly effective and effective teachers and leaders to attend trainings and workshops in several areas. The STLE teachers were chosen based on the New York State provided growth report. There are two teachers from Martin Luther King that are part of the STLE grant. These two teachers have attended all professional development required from the first year of the STLE grant. The cadre of STLE teachers have attended trainings in the Common Core Curriculum, and Shifts in Math/ELA, Differentiated Instruction, Response to Intervention (RTI), *Teaching with Poverty in Mind*, *Total Participation Techniques*, APPR, and SLO's. RACE to the Top has funded several

professional development opportunities for all teachers in the UCSD. Book studies were offered on current educational issues, topics, and research based strategies. Race to the Top has also funded alignment to the Common Core Curriculum in grades K-12, in all core areas. As a result of the evaluation of the professional development in Common Core Shifts in ELA provided by Chris Grethel, the UCSD Administrative Director of Curriculum Instruction K-12 and Director of Grants, Contracts, and Compliance provided an opportunity for all schools through Race to the Top funds to participate in Chris Grethel's presentation on the Common Core Shifts in ELA. This included the entire faculty and staff of Martin Luther King Elementary. The UCSD also has a teacher mentor program for newly hired teachers. These teachers are mentored by tenured highly effective teachers. Teachers and their mentors are provided a half day per month to collaborate and discuss academic and instructional concerns.

Common Core Learning Standards (CCLS) implementation training occurs through the delivery of turnkey training of the locally developed English Language Arts and mathematics training modules provided by district support teachers who attend the NTI trainings and work with building-level literacy and mathematics specialist teachers and coaches. Any required funding for CCLS work has been provided from a variety of funding sources, including Title I, Title IIa, RTTT, and a SIG 1003(a) grants. In 2012, SIG 1003(a) grants provided opportunities for identified schools to conduct additional summer training, during which teachers were able to participate in a 12-hour CCLS course for implementation of the Common Core Learning Standards for English Language Arts and a 12-hour CCLS course for implementation of the Common Core Learning Standards for Mathematics, along with an eight-hour SBIT/DDI course for implementation of School-Based Inquiry and Data-Driven Instruction teams.

The district partnered with Binghamton University in a Teacher Leader Quality Partnership (TLQP) grant. The program at Binghamton University provides training in mathematics and math pedagogy for teachers in grades 3-8. Participants were recruited primarily from persistently low achieving schools with an expectation that they would provide turn-key training within their schools. A MLK teacher was part of this cohort.

2013-2014 District-wide Professional Development Activities

Event	Person or Group Responsible for Participation	Date
Master Schedule Training	USCD Administration	July 2013
ELA and Math CCLS Module Training	UCSD Administrators and Instructional Staff	Summer 2013
APPR—Student Learning Objectives	UCSD Administrators and Instructional Staff	September 2013
APPR—Teaching Standards and Evidence	UCSD Administrators and Instructional Staff	September 2013
Data Driven Instruction	UCSD Administrators and Instructional Staff and Support Staff	October 2013
Response to Intervention	UCSD Administrators and Instructional Staff and Support Staff	October 2013
Student Engagement—*Total Participation Techniques*	UCSD Administrators and Instructional Staff	October 2013
Differentiated Instruction	UCSD Administrators and Instructional Staff	November 2013
Parental Engagement	UCSD Administrators and Instructional Staff and Support Staff	November 2013
Cultural Awareness	UCSD Administrators and Instructional Staff and Support Staff	December 2013
Teaching with Poverty in Mind	UCSD Administrators and Instructional Staff and Support Staff	December 2013

E. External Partner Recruitment, Screening, and Matching

When presented with the opportunity to apply for this grant, the UCSD needed to choose an external partner who would be able to successfully approach and complete the task. We utilized a rubric as we looked for potential vendors. After researching a number of possible organizations who work with turnaround schools, we choose American Institutes for Research (AIR). They are able to provide the most cost effective quality service.

AIR has a strong track record of performance working with school and districts, including Utica. AIR has conducted both district and school audits in Utica that have led to direct improvements. The district had a recent successful experience with Learning Point Associates (which merged with AIR on August 1, 2010) when they conducted a mandated audit of the district's written, taught, and tested ELA curriculum from 2007 to 2008. Through a Systemic Support Grant, AIR is currently providing building blocks to foster turnaround leadership skills and competencies for district and school leaders that are highly applicable to turnaround and improvement schools. Using a Turnaround Leadership framework, they are working with Utica City School District to build the leadership capacity of the district and school teams, and are working with the district to identify and address the unique and contextual needs and gaps of individual school communities.

During these two experiences, we found the company was well-prepared and efficient, used research-based information, and fostered district independence, not reliance. AIR uses the gradual-release model which assumes that the school and district will continue in the direction that AIR initiates because they provide tools and training that can be used beyond the time of the grant period.

Finally, AIR's transformation partner proposal addresses all components of a SIG program. Their proposal clearly describes key deliverables and is research based. AIR's proposed process uses data to drive instruction, demonstrates a strong knowledge and alignment to the Common Core Standards, and provides intensive on-site support, which is especially important for our priority school.

AIR offers the type of leadership professional development, job-embedded coaching, curriculum and instruction support, and progress monitoring that Martin Luther King, Jr. Elementary School needs. They have conducted similar work successfully in other places. They are proposing a team who will work with the school, consisting of a leadership coach, an on-site coordinator, and content experts in math and English Language Arts (ELA.) They have proposed Loretta Blanks, a former elementary turnaround principal, as the leadership coach for the school. Ms. Blanks has experience working with the Utica City School District and Martin Luther King, Jr. Elementary School through her leadership and coaching work under the Systemic Support Grant. The proposed School Improvement Grant engagement will provide an opportunity to deepen and extend the work she began in 2012-2013 with the School Based Inquiry Team (SBIT) at King School.

At the May 28, 2013 Utica City School District Board of Education Meeting, the Board approved the External Partner and proposed budget, allowing UCSD to enter into a contract with AIR upon approval of our grant application. AIR has also agreed to provide pre-implementation

support during summer 2013, so that UCSD and MLK leadership teams will be able to begin implementation of the grant funding on September 1. The District will use Race to the Top and Strengthening Teacher Leader Effectiveness funds to support preliminary planning and professional development activities for the MLK staff over the summer. Therefore, should the grant proposal be funded, we would be able to start implementation of the program immediately.

Since the new principal has not been hired yet, it was not possible to include them in the selection of external partners. However, the principal will be in place by July 1, 2013, at which point the UCSD liaison and new Martin Luther King principal will be given an opportunity to meet with the AIR team to collaborate and establish a relationship as members of the transformation team. The Director of Grants Contracts, & Compliance, the Administrative Director for K-12 Curriculum & Instruction, the Administrator for Special Education Services, a teacher member of the District Wide Leadership Team, and the Superintendent were involved in the partner selection process. Also, the SBIT members from King School worked very well with AIR Through the Systemic Support grant and have already built a relationship with AIR's proposed leadership coach, Loretta Blanks.

F. Enrollment and Retention

As the chart below illustrates, Martin Luther King's student demographics are proportionately reflective of all other UCSD elementary schools. However, the percentage of all students below proficiency in ELA and math is significantly higher at MLK than other UCSD elementary schools.

UCSD School Enrollment Characteristics

Schools	M L King	Albany	Columbus	Conkling	Gen Herk	Hughes	Jefferson	Jones	Kernan	Watson Williams
Total	344	564	627	548	674	460	550	483	670	645
% SWD	19%	14%	12%	16%	15%	19%	14%	20%	20%	17%
% ELL	18%	11%	20%	24%	11%	18%	17%	8%	13%	16%
Percentage Below Proficiency in ELA	81%	58%	59%	61%	51%	69%	60%	47%	70%	67%
Percentage Below Proficiency in Math	72%	47%	51%	60%	41%	69%	45%	43%	62%	56%

District policies and practices: There is equal opportunity provided through the magnet option, which is a lottery protocol, for all students to have access to diverse and high quality school programs across the district. Parents have chosen to use the magnet process to send their children to other schools in the district with higher quality programs. However through the magnet process there have not been a significant number of applicants wanting to send their children to MLK. Therefore many MLK students live in the immediate neighborhood, which demographically is the most economically disadvantaged in the city, with 99% of the students receiving free or reduced-price lunch.

Specific priority school strategies: As noted at the beginning of this section, the student demographics at MLK are reflective of the UCSD as a whole. While the school does have a disproportionate number of students performing below proficiency, compared to similar schools, those students were not transferred into MLK from other locations-and students wishing to transfer out of their home school are not placed at MLK unless MLK is chosen by the student's family.

G. District-Level Labor and Management Consultation and Collaboration

In September of 2012, district leaders made a presentation to the Martin Luther King faculty and staff to make them aware of their priority school status. At that time Martin Luther King SBIT team created a survey regarding the school climate which resulted in morale boosting activities. Members of the MLK SBIT team participated in the needs assessment process that kicked off preparation of this proposal, and in making key decisions about the proposed education plan for the school. On May 29, 2013, teachers in the building were given the AIR Conditions for Learning Survey and an overview of the changes required as part of the implementation of the proposed transformation plan for 2013-2014. At this meeting, participants were asked to reflect upon the draft plan and contribute their hopes and goals for the school in the coming year, as well as their perceived challenges and concerns. This feedback was used to refine the strategies proposed in the application. The Director of Grants, Contracts, and Compliance met with the president elect of the Utica Teachers' Association to discuss the Transformation Plan and the SIG proposal. The information was also shared with the outgoing president. The president elect also attended the MLK staff information meeting. The entire written proposal was shared with these two UTA representatives, before obtaining the UTA President's signature. A similar procedure occurred with the Utica Administrators' Association (UAA) President. Before obtaining the UAA President's signature, The Director of Grants, Contracts, and Compliance met with the UAA President to discuss the proposal and the implementation of the Transformation Plan.

ORIGINAL

Attachment A
Consultation and Collaboration Documentation Form

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

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

Principals Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)	6/6/13	
Type or print name Henry Frasca	6/6/13	
Teachers Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)		
Type or print name Laurence Custodero	6/7/13	
Parent Group President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)		
Type or print name Dwanda Brooks	6/7/13	

A. School Overview

i. Mission, Vision, and Goals

The mission of Martin Luther King Elementary School (MLK) is to provide a rigorous curriculum, professional development, and unconditional regard that all children can learn. The students at MLK will develop leadership skills necessary for their success for college and career readiness. In partnership with families and community-based organizations, we are committed to creating an educational environment where citizenship, culture, and emotional intelligence lead to creating lifelong learners.

MLK stakeholders envision a high-performing school that provides high-quality, rigorous instruction and motivates students to meet challenges with persistence and excellence. MLK leadership will be responsible for organizing the entire school around a shared vision of high expectations for student learning and creating a school where teachers are supported to ensure success for all students. This grant will provide structure and support to hasten the pace of reform and create lasting change.

In alignment with the needs assessment, the following three goals were identified for MLK's transformation plan:

1. MLK will implement rigorous, student-centered, and effective instructional strategies with fidelity across all grades.
2. MLK will employ an approach to data use that is comprehensive, timely, cyclical, and student focused to drive student achievement results.
3. MLK will develop a positive school environment that provides the necessary supports to ensure student success.

ii. Key Design Elements, Core Strategies, and Key Partnerships

MLK serves a diverse population of at-risk students, and will achieve the above vision, mission, and goals through a school-wide focus on rigorous instruction, data use and promotion of a positive school environment. The following key design elements and core strategies will lead to dramatic improvement in student learning outcomes:

- **An Instructional Program Focused on the Intellectual, Social, and Emotional Development of the Whole Child.** MLK will concentrate on the development of critical thinking skills and work habits necessary for rigorous intellectual productivity. In alignment with Goal 1, there will be an emphasis on embedding literacy and numeracy simultaneously across the curriculum, to ensure that students develop strong comprehension skills in all subject areas. The school will assess student achievement, using multiple measures, to ensure that learning and progress are captured for all students.
- **Strong Team Structures and Job-Embedded Professional Development.** In order for MLK students to succeed, instructional staff must be organized and trained for success. The school will build on the expertise of the current SBIT team to create a fully functioning school leadership team that will oversee implementation of all aspects of the transformation plan. They will be supported by a full-time Data Specialist who will create data tracking and reporting systems within the school, and develop data reports to

promote progress monitoring and data-driven decision-making. All teachers will benefit from engagement in high functioning Professional Learning Communities and grade-level meetings to learn from and coordinate implementation of best practices with their peers. Rigorous classroom instruction will be driven by ongoing instructional coaching for all staff in ELA and mathematics, supported by two full-time school-based instructional coaches.

- **Student Assessment Data.** In alignment with Goal 2, MLK leadership and teachers will use student assessment data on a timely and cyclical basis to further the development of critical thinking skills and the integration of the arts such that all MLK students receive rigorous instruction that is targeted to their learning needs. To ensure success, teachers will engage in regular and timely job-embedded professional development.
- **School Schedule.** In order to ensure the school's ability to operationalize the job-embedded professional development, data review activities and rigorous instruction described above, the school will work over the summer to develop a school schedule that will maximize opportunities provided by the current professional bargaining agreement. This schedule will include parallel block scheduling to allow for maximum hands-on time and differentiated small-group instruction in core subjects, regular opportunities for job-embedded professional development, and a promotion of push-in rather than pull-out support services.

This plan symbolizes the commitment of MLK staff to dramatically transform the culture of teaching and learning to ensure that every student develops the skills of problem solving, critical thinking, and communication necessary to succeed academically, and socially within the community.

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

The School Population

MLK serves 344 students in Grades K-6. A neighborhood school, MLK hosts two classes for each grade. English language learners (ELLs) constitute 18 percent of the student body, and students with disabilities represent 19 percent. Approximately 96 percent of the student body is economically disadvantaged. The racial composition of MLK is 45 percent Black/African American, 23 percent Hispanic, 19 percent Asian, 9 percent Caucasian, 3 percent multi-racial, 1 percent American Indian.

During the 2011–12 school year, 19 percent of MLK students achieved proficiency or above in English language arts, and 28 percent did so in mathematics. In the same year, 2 percent of students with disabilities achieved proficiency or above in English Language Arts, and 6 percent did so in mathematics. Of students with limited English proficiency, 0 percent achieved proficiency or above in English Language Arts, and 7 percent did so in mathematics. Of the economically disadvantaged students, 19 percent achieved proficiency or above in English Language Arts, and 28 percent did so in mathematics. See the summary in Table 1.

Table 1. Summary of Martin Luther King Jr. Student Performance 2011–12 on New York State Testing Program

Student Population (All Grades)	Percentage of Students Who Achieved Proficiency or Above in English Language Arts	Percentage of Students Who Achieved Proficiency or Above in Mathematics
All Students	19	28
Students With Disabilities	2	6
Limited English Proficiency	0	7
Economically Disadvantaged	19	28

MLK's ELL population has grown from 14 percent in 2008–09 to 19 percent in 2012–13. The total number of students receiving ELL services also increased from 41 students in 2008–09 to 72 in 2012–13. In an effort to balance the ELL population across the district, MLK projected ELL enrollment will drop from 18 percent to 10 percent in 2013-2014 school year.

Students with disabilities represent 19 percent of MLK's student body in 2012–13, including 2 self-contained classrooms and 1.5 resource teachers. The Students with Disabilities subgroup has seen a subtle decrease from 15 percent in 2008–09 down to 13 percent in 2011-2012.

The percentage of MLK's students identified as economically disadvantaged has slightly increased from 96 percent in 2008–09 to 98 percent in 2012–13. MLK has traditionally been a high-poverty at-risk population.

Diagnostic School Review Process

The systemic diagnostic school review process for MLK was facilitated by American Institutes for Research (AIR) and included an in-depth review of MLK student achievement and behavior data. Together, representatives from the USCD Management Team (including Directors of ESL, Special Education, K-12 Curriculum and Instruction, and Grants, Contracts and Compliance), the

school's SBIT, and teacher leaders discussed the data and identified areas of existing capacity and systemic gaps and needs.
The review process ensured full participation of all stakeholders in the review of data and related design of MLK's transformation plan. MLK achievement and behavioral data included a variety of sources: NYS School Report cards from 2008 - 2023, i-Ready data sets from 2012, school attendance, teacher and parent survey results, the State Integrated Intervention Team report, and discipline incident data from 2008 - 2012. In addition, AIR's Conditions for Learning survey was implemented across MLK instructional staff expressly for purposes of SIG needs assessment.

During the meetings, district and school participants read the data reports and, through a facilitated and collaborative process, identified existing capacity as well as key strengths and challenges that emerged from the data in each of the core SIG focus areas. These key strengths and challenges had to be systemic to MLLK and, when addressed, would dramatically improve school and student achievement.

Because this facilitated process requires considerable analysis, thought, and discussion, all key stakeholders gained an in-depth understanding of the data and critical strengths, needs, and system gaps that were used to drive the development of this transformation plan and ensure dramatic improvement in student achievement.

Existing School Capacity, Strengths, and Needs as Determined by Diagnostic Review
As a result of the diagnostic school review, the following strengths and existing capacity as well as systemic gaps and needs were identified in each of the following core areas.

Curriculum: MLK has been selected by New York State to pilot K-2 Listening and Learning Domains by Common Core Inc. Grades 3-6 will be adopting the Common Core Modules from Expeditionary Learning. Building on this existing capacity, MLK needs to develop vertical alignment in all subject areas and address repetitions and gaps. Additional training in CCSS and strategies to integrate the standards into the curriculum were also noted. MLK teachers expressed a need for instructional strategies and materials for struggling students, particularly ELLs and students with disabilities.

Effective Instruction and Use of Time: Identified as a priority, a common-set of effective, student-centered instructional strategies is lacking across all subjects and all grades. Instructional time is not currently maximized and weak classroom management practices may contribute to lost time. The design of the master schedule has created a lack of cohesion for ELL and SWD learners. K-2 teachers report having a good working relationship and are using common planning time to collaborate, however these practices do not extend school wide. Extended learning time is only offered to a limited number of students. Enrichment programs are needed.

Data-Driven Instruction/Inquiry: A key to improving instruction is understanding and applying data, and the leadership and staff of MLK have begun to develop capabilities in this area. Training on the use of data has been offered to MLK staff, however job-embedded support is needed to collect and monitor student data on an ongoing basis. Collaborative opportunities are also lacking for teachers to analyze data, develop responsive instructional plans, and ensure ongoing feedback loops. This was identified as a priority area.

Student Support: MLK lacks full time members of a Student Support Team. Currently there is one part-time social worker and one part-time psychologist. The Safe Schools Coordinator position no longer exists due to budget constraints. MLK leaders and teachers need a targeted way to discuss individual learning needs for both low performing and high achieving students.

School Climate and Discipline: MLK does not have a strong sense of community and cohesiveness among its staff. The average teacher turnover rate for MLK teachers from 2010-2013 was 38%, and the high turnover rate reportedly contributes to the lack of a positive school climate. The physical plant itself is in need of improvement to create an environment that fosters learning-and though changes are being made to the building, disruption and debris as a result of this construction have a negative effect on moral and culture. Staff also identified a priority need for structured and consistent policies that address discipline, attendance, and individual student needs so that teachers and students have the supports they need to create a positive school environment. According to MLK's Disposition Summary Report, student discipline reports have steadily increased (Table 2).

Table 2 Selected MLK Dispositions Summary Report Data

School Year	Infractions	Suspensions
2010 – 2011	655	110
2011 – 2012	1056	210
2012 – 2013	1128	178

MLK currently has a PBIS system in place, but needs a more effective implementation strategy. School Climate and Discipline was identified as a priority need.

Parent and Community Engagement: MLK has struggled to encourage consistent parent involvement. While parents will often attend Open House, concerts, and instructional fairs, they rarely show up for parent teacher conferences, Common Core Workshops, or data meetings. Currently, there is no Parent Teacher Organization, nor are there parents who are actively in the Shared Decision Making Team. There is a need for support and training on how to assess parent and community needs, deepen parental engagement, and leverage partnerships with community organization to enhance instruction. Stronger home-school connections were noted as an area for improvement.

Training, Support, and Professional Development: MLK staff expressed the need for dedicated time for professional development. Two MLK teachers are active participants in the Master Teacher/Leader program and have the capacity to assist with professional development on research based topics as well as mentor new and developing teachers. Job-embedded supports are needed to build a continuous feedback cycle between training outcomes and implementation of strategies, including strategies for ELL and SWD, integration of CCSS into the curriculum, classroom management practices, and data-driven instruction.

How the School and Utica City School District Will Prioritize These Needs During Implementation

Through the systematic school review, MLK identified many connections between structural and systems gaps and student achievement and many areas that need to improve. Through a consensus and decision making process, the team identified the priority needs as critical areas for further development. Consensus decision making values the sense of unity that is created through the team's efforts and commitment to come to full agreement. To realize the vision of this transformation plan, MLK must maintain a tight focus on these priority needs and critical development areas that will best accelerate student performance and growth. Although these areas have been prioritized and a comprehensive plan has been developed to address them, it is critical that all members of the school community understand the core development areas and are invested in the change that must occur. The prioritized needs are reflected in the goals for the SIG period.

Attachment B

School-level Baseline Data and Target-Setting Chart

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	NYS State Average	District Average	Baseline Data	Target for 2013-2014	Target for 2014-2015	Target for 2015-16
I. Leading Indicators							
a. Number of minutes in the school year	min		64,800	64,800	75,000	75,000	75,000
b. Student participation in State ELA assessment	%		99	100	100	100	100
c. Student participation in State Math assessment	%		100	100	100	100	100
d. Drop-out rate	%		N/A	N/A	N/A	N/A	N/A
e. Student average daily attendance	%		93	96	96	97	97
f. Student completion of advanced coursework			N/A	N/A	N/A	N/A	N/A
g. Suspension rate	%		9	10	9	8	7
h. Number of discipline referrals	num		9482	821	740	665	600
i. Truancy rate	%		35.5	4	4	3	3
j. Teacher attendance rate	%		5.6	7.8	6	5	5
k. Teachers rated as "effective" and "highly effective"	%		70.5	16.7	20	40	60
l. Hours of professional development to improve teacher performance	num		225	185	225	200	200
m. Hours of professional development to improve leadership and governance	num		100	117	150	140	140
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num		25	25	40	40	40
II. Academic Indicators							
o. ELA performance index	PI		117	67	77	89	102
p. Math performance index	PI		130	95	105	130	150
q. Student scoring "proficient" or higher on ELA assessment	%		36	19	21	24	28
r. Students scoring "proficient" or higher on Math assessment	%		45	28	31	36	41
s. Average SAT score	score		N/A	N/A	N/A	N/A	N/A
t. Students taking PSAT	num		N/A	N/A	N/A	N/A	N/A
u. Students receiving Regents diploma with advanced designation	%		N/A	N/A	N/A	N/A	N/A
v. High school graduation rate	%		N/A	N/A	N/A	N/A	N/A
w. Ninth graders being retained	%		N/A	N/A	N/A	N/A	N/A
x. High school graduates accepted into two or four year colleges	%		N/A	N/A	N/A	N/A	N/A

C. School Model and Rationale

Rationale for Transformation Model, Key Design Elements, and New School Design

The RAND Corporation's 2007 study of Philadelphia public schools provides insight into the effectiveness of the transformation model. Of the 86 low-performing schools that the city's reform commission identified for major improvements, 21 schools underwent "restructuring," a series of strategies that included intensive professional development and close district oversight, strategies that most resemble the SIG transformation model. RAND found that students in restructured schools performed better in mathematics for three years and in reading for the first year, and that the other SIG models the district adopted had no impact (Gill, Zimmer, Christman, & Blanc, 2007).

In considering the future of MLK, the team sought to identify the improvement strategy that would yield the most immediate and substantial gains in learning and school success for students now attending this school. The district also considered the need to maximize existing resources while still implementing necessary changes.

The selection of the transformation model is suitable for MLK, given past achievement results, past improvement efforts, and community context. As a requirement of the transformation model, the district will replace the current principal with a highly capable school leader with a track record of transformation or clear potential to successfully lead a transformation. Currently the Human Resources department is working with American Institutes for Research (AIR) to implement a rigorous recruitment and selection process for school leaders with critical characteristics and competencies for school improvement. While there is evidence of pockets of strong instructional staff capacity at MLK, the key lever for improvement is the guidance of a strong instructional leader with specific competencies for school transformation.

The theory of action of the transformation model states that the existing configuration of leadership and instructional personnel at MLK has not created a learning environment in which students are succeeding. To dramatically change the environment for the benefit of the children currently enrolled in the school, the adults must change. Under transformation, change entails change of leadership as well as behavioral change by instructional personnel.

In the summer of 2012, UCSD adopted a rigorous transparent APPR process for evaluation of teachers that holds all teachers accountable for high student achievement. All administrators in the district, including principals and assistant principals, have been trained in the evaluation process and will continue to receive additional training and support for the APPR process. Through a Strengthening Teacher and Leader Effectiveness Grant, the district identified highly effective and effective teachers in the district. Those teachers have received intensive training throughout the 2012-2013 school year in a variety of topics such as an overview of the Common Core K-12, Common Core Shifts in ELA and Math, Data Driven Instruction, Differentiated Instruction, Response to Intervention (RtI), Teaching with Poverty in Mind, CLOSE Reads, Student Learning Objectives, and the APPR. The district will be able to leverage the knowledge learned and the expertise of these master teachers as the district provides high quality, ongoing, job-embedded, and differentiated professional development to the MLK staff. Additionally, through a Systemic Supports Grant, the district is partnering with AIR to provide professional development and coaching on turnaround leadership competencies to the district team as well as elementary principals and leadership teams across the district. As part of this series, AIR is bringing Michael Rettig and School Scheduling Associates to Utica for a 3-day hands-on workshop in early July, 2013. At this workshop, School Scheduling Associates will work with the elementary principals and their leadership teams to create effective master

schedules that meet the needs of all students. The MLK leadership team (including the new principal) will be a part of this cohort, and will come away with a revised schedule that extends and maximizes learning time for all students. Their goal is to provide parallel block scheduling in core subjects and an increased focus on literacy across all content areas, minimize the disruption caused by "pullout" support service provision, and to ensure regular opportunities for job-embedded professional development are built into the regular school schedule.

USCD is equally committed to improved school performance and increased student outcomes. The key components of the transformation model clearly align with current team transformation efforts at the district level. Through the current and ongoing activities under the Systemic Supports Grant, the district is redefining its role as a service and technical assistance school support organization; and has created systems and structures that will support the key components of the transformation model:

- Implement a rigorous staff evaluation and development system in order to develop effective teachers and school leaders;
- Institution of comprehensive instructional reform;
- Increased learning time and community-oriented supports; and
- Providing greater operational flexibility and support for the school.

Process by Which Model Was Chosen

The district began its model-selection by establishing a Turnaround/Transformation Team comprised of the Director of K-12 Curriculum and Instruction, the Director of Grants, Contracts, and Compliance, Administrator for Special Education Services, Administrator for Pupil Services and ELL, a building principal with elementary experience, a teacher from the District Leadership Team, a teacher from MLK, an exemplary reading teacher, two teachers who also serve as Common Core Ambassadors, and an instructional coach. The team studied the different models and discussed benefits and challenges. The Superintendent, Executive Management Team, and Board of Education also studied each model and discussed at length the model that would most benefit the MLK school community. All stakeholders decided the Transformation Model was most fitting.

The following questions guided the selection of the intervention model:

1. How will the district select a new leader for MLK and what experience, training, and competencies will the new leader be expected to possess?
2. How will the district enable the new leader to make and sustain strategic staff replacements?
3. What is the district's own capacity to support the transformation, including the implementation of required, recommended, and diagnostically determined strategies?
4. What changes in decision making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the transformation?
5. How will the district support the new leader in determining the changes in operational practice (including classroom instruction) that must accompany the transformation, and how will these changes be brought about and sustained?

MLK has several strengths that will be a foundation for the Transformation Plan. Two teachers are active participants in the Master Teacher/Leader program and have the capacity to assist with professional development on research based topics and act as mentors for new and developing teachers. This transformation plan symbolizes the commitment of MLK staff to dramatically transform the culture of teaching and learning to ensure all students succeed.

D. School Leadership

Characteristics and Core Competencies of the School Principal

To ensure MLK will be transformed into a culture of learning and high student success, UCSD has identified specific leadership competencies for turnaround principals to successfully produce dramatic gains in student achievement. These competencies are outlined in *School Turnaround Leaders: Competencies for Success* (Public Impact, 2008) and address four major categories: driving for results, influencing for results, problem solving, and showing confidence to lead.

The principal selection process for MLK will be rooted in the following competencies, as set forth by Public Impact:

- **Driving for Results Cluster.** This cluster of competencies is concerned with a turnaround leader's strong desire to achieve outstanding results and the task-oriented actions required for success. Competencies in this cluster include the following:
  - Achievement
  - Initiative and persistence
  - Monitoring and directiveness
  - Planning ahead
- **Influencing for Results Cluster.** This cluster of competencies is concerned with motivating others and influencing their thinking and behavior to obtain results. Turnaround leaders cannot accomplish change alone but instead must rely on the work of others. Competencies in this cluster include the following:
  - Impact and influence
  - Team leadership
  - Developing others
- **Problem-Solving Cluster.** This cluster of competencies is concerned with a turnaround leader's thinking applied to organizational goals and challenges. It includes data analysis to inform decisions, making clear logical plans that people can follow, and ensuring a strong connection between school learning goals and classroom activity. Competencies in this cluster include the following:
  - Analytical thinking
  - Conceptual thinking
- **Showing Confidence to Lead.** This competency, essentially the public display of self-confidence, stands alone and is concerned with staying visibly focused, committed, and self-assured despite the barrage of personal and professional attacks common during turnarounds.

School Principal Biography

The new principal has yet to be selected but will be in place no later than July 1, 2013. The principal position for MLK will be posted internally as requested by the Utica Board of

Education. The new leader must possess the Turnaround Leader Competencies that fall under the four clusters: Driving for Results, Influencing for Results, Problem Solving, and Self Confidence to Lead as identified by Public Impact in "School Turnaround Leaders: Competencies for Success." Principal applicants will be asked to submit written responses to the competencies along with their resume and letter of application.

Applicants will be screened and interviewed by a committee consisting of the Director of Human Resources, Administrative Director of K-12 Curriculum and Instruction, Director of Grants, Contracts and Compliance, Utica Administrator Association (UAA) representative, A Utica Teachers Association (UTA) representative, a teacher from MLK School, a principal with elementary experience, and one or two Board of Education members. Candidates will be rated and ranked according to the competency clusters and the best fit for MLK. Top three candidates will be presented to the Superintendent. The Superintendent will interview them and then make a final recommendation to the Board of Education for their approval.

Supporting Leadership Positions—Job Descriptions and Duties

Given the size of MLK student body (344 students in Grades K-6), there is no Assistant Principal position, nor will the school be hiring a School Implementation Manager. As noted in the Needs Assessment and in alignment with Goal 2 of this transformation plan, a Data Specialist will be hired to collect and organize data, set up school data systems as necessary, and produce data reports to support data-driven decision-making, implementation monitoring and continuous improvement activities. The Data Specialist will support the principal and SLT team in the development, implementation, and monitoring of this plan to improve the educational performance of all students, and will provide support to the proposed District Liaison as well regarding data reporting requirements specific to the SIG funding.

Current Supporting Leadership Profile

MLK's SBIT currently comprises the principal, primary and intermediate teacher leaders, reading teachers, and the Academic Intervention Specialist (AIS). This team meets monthly to monitor the SCEP plan and review data to improve instruction.

As a requirement of the transformation model, the district will replace the current principal with a highly capable school leader with a track record of transformation or clear potential to successfully lead a transformation. In anticipation of this change, USCD provided leadership coaching to MLK's SBIT throughout the 2012-13 school year. This team has been instrumental in the design of this transformation plan and will remain in supporting leadership positions on the team. They will become the School Leadership Team (SLT) moving forward and will have expanded responsibilities in the implementation of this transformation plan.

In alignment with the goals of this transformation plan, the SLT will meet weekly in Year 1 and biweekly in Years 2-3. This strategy will ensure greater buy-in from the entire MLK school community and better enable the SBIT/SLT to:

- Monitor the reform, progress and implementation of the school's vision.

- Keep the lines of communication open between all sectors of MLK, including staff, students, families, and the larger community
- Help to disseminate information throughout the building
- Make recommendations to the principal for the major decisions of the school- i.e., culture, curriculum, data development, parental engagement, and professional development

To facilitate continued growth and professional development of MLK leaders, an AIR senior leadership coach will continue to support the transformation efforts through biweekly on-site coaching to the new principal, SLT, and the district liaison. To ensure continuity, the leadership coach will also lead the pre-implementation planning retreat, two Professional development academies for the School Leadership Team focused on data analysis and instructional coaching, and two transformation cohort meetings/webinars with other SIG transformation schools.

In addition, a Data Specialist will also support the principal and SLT team in monitoring the SIG and providing data that is comprehensive, timely, cyclical, and student focused to drive student achievement results. As noted in the Needs Assessment, the lack of data-driven decision-making has been a barrier to improving instructional practices and addressing student academic and social needs.

E. Instructional Staff

Current School Staffing Profile

MLK currently employs a full complement of core teachers in grades K-6. Part-time employees exist in areas of instructional support staff. Part-time AIS and Math facilitators and a part-time reading teacher have difficulty meeting all the needs of this priority school. In addition, as noted in the Needs Assessment, MLK has one part-time social worker and one part-time psychologist. Table # offers a summary of the current staffing (Table 3).

Table 3 Current School Staff Profile of MLK

Total MLK Full-Time Teaching Positions K-6	Total MLK Part-Time Teaching Positions K-6	Certified in ESL	Certified in Special Education	Certified Social Worker	Certified School Psychologist
15	9	1.5	3.5	0.5	0.5

In alignment with Goal 1, MLK seeks to hire two Instructional Coaches in ELA and Math respectively. Both Instructional Coaches will provide ongoing, job-embedded professional development in implementing the Core Curriculum and rigorous, differentiated instruction strategies to improve student achievement. As noted in the Needs Assessment, MLK is lacking a common-set of effective, student-centered instructional strategies across all subjects and all grades. Instructional Coaches are the main vehicle for developing the proficiency of all teachers in a set of high leverage instructional and classroom management skills and supporting and sustaining these skills through focused observations, actionable feedback and differentiated follow-up and support activities such as co-planning and modeling of lessons. Observations made by the instructional coach are aligned to school-wide professional development goals, student learning benchmarks and targets, and school improvement goals. Instructional coaches are also tasked with building capacity such that at the end of the grant period, exemplary teachers will be able to provide peer coaching on an as-needed basis.

These instructional coaches will be hired with SIG funds, then trained and supported by two AIR content experts (one in ELA and one in mathematics) who have extensive experience mentoring instructional coaches to build capacity in low-performing schools. Training will begin in August, 2013 with a two-day coaching retreat focused on conducting purposeful observations, providing focused feedback, and building other skills to improve coaching effectiveness, and will be followed by biweekly instructional coaching training sessions and progress meetings during the school year.

In addition, in alignment with Goal 2, MLK intends to add a Data Specialist who will be tasked with the collecting and organizing data and providing job-embedded professional development on data analysis and data-driven instructional decision-making. This new role will increase the timeliness of data reports used in grade-level meetings and professional learning communities to

drive instructional practices. In the absence of an assistant principal, the Data Specialist will also support the principal and SLT team.

Other quantitative and qualitative changes to MLK's staffing include a full-time social worker. As noted in the Needs Assessment, MLK lacks the full-time staff necessary for a cohesive Student Support Team. A full time social worker would help to alleviate behavioral issues and provide social/emotional support to at risk students to reduce barriers to learning so that MLK students are able to build a solid foundation for their future success. Finally, additional AIS teaching assistants will allow MLK to implement parallel block scheduling with small group instruction to support differentiated instruction within the classroom.

Characteristics and Core Competencies of Key Instructional Staff

Individual teachers have the largest single school effect on student performance. Documented experience also indicates that individual teachers in high-poverty schools can effect rapid and dramatic student learning improvements within their own classrooms. In filling teacher vacancies at MLK, the district will search for and develop teachers with unique characteristics and competencies identified by Public Impact's *School Turnaround Teacher: Competencies for Success* (Public Impact, 2008). The four competency clusters represent a consistent pattern of thinking, feeling, acting, and speaking that are essential to teachers' success in transforming MLK into a high-performing school.

The *Driving for Results* cluster is concerned with the turnaround teacher's strong desire to achieve outstanding student learning results and the task-oriented actions required for success. Major actions include setting high goals for oneself and one's students; making persistent, well-planned efforts to achieve these goals despite barriers and resistance; holding others accountable for doing their part to achieve success; and putting in extra effort to ensure success when others fall short.

The *Influencing for Results* cluster is concerned with motivating others—students, other school staff, and parents—and influencing their thinking and behavior to obtain student learning results. Turnaround teachers cannot accomplish change alone; instead, they must influence the work of others. They use a variety of influencing tactics—such as inspiring students who have become resistant and apathetic from repeated failure, grasping and responding to unspoken student needs and motivations, and simultaneously supporting and prodding colleagues to collaborate on the path to school-wide success—as the situation requires. The relationships teachers form are for the purpose of influencing others to enhance student learning, not for the purpose of personal bonding.

The *Problem Solving* cluster is concerned with a teacher's approach to planning, organizing, and delivering instruction. It includes analyzing data to determine student learning needs and next steps; considering alternatives for materials, methods, and levels of instruction; making clear, logical, step-by-step plans that both the teacher and students can follow; and clarifying the connection between school learning goals and classroom activity.

Finally, the *Personal Effectiveness* cluster is concerned with the turnaround teacher's self-management of emotions and personal beliefs that affect student learning. Major elements

include exhibiting self-control when faced with stressful, uncomfortable, and unfamiliar situations; maintaining confidence in oneself and a willingness to keep improving despite the many small failures that are likely to accompany such a challenging role; actively embracing the constant changes needed to ensure student learning in a high-challenge, high-change situation; and holding and maintaining a strong belief in the human potential for learning and improvement, despite significant pressure to settle for less.

Process for Informing Instructional Staff of SIG Model to Be Implemented

UCSD hosted a meeting for MLK faculty in September of 2012 and explained the school's accountability status and the NYSED Priority School requirements. This meeting provided a detailed overview of the four model options and a review of plans for a visit from NYSED. Teachers asked about requirements for plan implementation and amendments to current curriculum and instructional practices. Representation from the MLK staff and school community then created a comprehensive improvement plan for the 2012-13 school year based on identified areas of concern from the School Quality Review and the Annual School Report Card.

A second meeting was held at MLK on May 29, 2013 to review the Priority School requirements and provide an overview of the transformation model selected for the school. During the meeting, Carla Percia, the Director of Grants, Contracts and Compliance (and proposed SIG district liaison) also shared the draft school plan for feedback. After a lively discussion, all teachers were asked to complete comment sheets detailing their hopes and goals for the school transformation, as well as to document what they perceived as challenges or concerns, based on the plan they had just reviewed. The Utica planning team was then able to take this feedback and use it to refine draft implementation plans.

Process for Hiring and Placing New Staff

Teachers selected as turnaround educators will demonstrate evidence of maintaining a model classroom and will have knowledge and experience in using data to inform instruction, planning instruction aligned with standards, and working with students from diverse backgrounds. The process detailed below is in agreement with the UTA and UAA contracts.

The district's staffing policies allow all staff the opportunity to transfer into MLK on June 10, 2013. A second transfer opportunity will occur on June 14, 2013. MLK's status as a priority school means that there will be specific and unique expectations of the teaching staff in this school as it implements dramatic transformation changes, and positions available in this school will be posted with this information. These position postings and expectations for candidates will thus differ from others across the district. It is anticipated that all new staff will be hired and place by August 1, 2013 for the 2013-14 school year.

F. Partnerships

Implementation Partners and Their Roles

American Institutes for Research (AIR), the External Lead Partner in this initiative, will take an interactive, collaborative role in the transformation of MLK Elementary. AIR has been involved with the design of the MLK Transformation Plan by virtue of facilitating meetings to assess current needs and conditions and to outline priorities for the district and school implementation plans. AIR has demonstrated its commitment to the students of MLK Elementary by providing support in all aspects of the transformation plan.

- **Principal Selection.** AIR staff provided information and guidance on the skills and abilities needed for leading school transformation.
- **Strategy Design.** AIR contributed to the initial strategy design of this plan and will continue to collaborate with district and school personnel during the coming pre-implementation period. AIR staff will continue teaming with the UCSD's internal liaison administrator to identify key indicators of success for each aspect of the transformation plan and to monitor and adjust the district's implementation plans based on these indicators.
- **Content Expertise and Facilitation.** AIR will provide relevant content expertise, training, and/or facilitation in the creation of performance management systems, assistance with school climate and culture, community engagement, extended school programming, assessment and testing, rigorous instructional practices to help students meet the expectations of the Common Core, and leadership development.

To support the transformation of MLK, AIR will employ a team approach to implement deliverables in five categories:

1. **On-site coordinator**. One senior school turnaround consultant will provide on-site support an average of 3 days per week to the building principal and school leadership team in leading school level transformation in all SIG areas.
2. **Leadership coaching and professional development.** In addition to the on-site coordinator, a senior leadership coach will be on-site biweekly to provide more intensive transformation leadership coaching to MLK's principal, the SLT, and the district liaison. The leadership coach will also lead the proposed pre-implementation planning retreat, two Professional development academies for the School Leadership Team focused on data analysis and instructional coaching, and two transformation cohort meetings/webinars with other SIG transformation schools. They will also meet monthly with the district to monitor implementation progress, benchmark assessments, and goals for student achievement.
3. **Curriculum and instruction support and professional development.** Two AIR content experts (one in ELA, one in math) will each provide 4 days per month of on-site support. They will support the instructional coaches and lead aligned professional development sessions for English and mathematics CCSS alignment. They will lead the summer retreat for instructional coaches focused on conducting purposeful observations, providing focused feedback, and building other skills to improve coaching effectiveness as well as monthly instructional coaching training sessions/progress meetings during the

school year. They will also work with the on-site coordinator to provide eighteen days of professional learning community planning, implementation, and monitoring support (including 3 PLC Facilitator trainings and monthly observations of PLC sessions with formative feedback).

4. **Family and Community Engagement**. A senior consultant with a strong history of working with schools to promote effective family and community engagement will provide training and support for the proposed school-family liaison, help to develop and support teacher and leader outreach activities to expand and enrich family involvement, and on-site facilitation and advisement in the development of the external communication plan.
5. **Progress monitoring**. AIR will lead development of a progress monitoring system at MLK, and track implementation through monthly meetings with the SIG Leadership Team, including key district and school leaders, to assess progress. Midyear and year-end Reality Check meetings will be led by a team of 3-4 AIR turnaround consultants, where school and district staff will examine formative data and leading indicators, and make plans for course corrections accordingly. AIR will also use data gathered through these processes to provide technical assistance in planning and preparing Year 2 and Year 3 SIG applications.

This regular and frequent collaboration will enable the lead partner and the district to share accountability for the success of the transformation plan. (As part of this shared accountability, AIR will participate with UCSD and MLK Elementary in any sanctions or additional requirements in the event that outcomes are not met. For example, if the school or the district is required to complete additional reporting, reduce funding, or implement specific requirements, AIR will fully support the district and school as lead partner.)

Evidence of Partner Effectiveness

Please see Attachment C for the Evidence of Partner Effectiveness chart.

How External Partners Will Be Held Accountable for Performance

Partner accountability is crucial to the successful implementation of any school improvement plan. The school will work with closely with AIR to ensure that its contractual agreements will serve as effective vehicles to purchase and anchor partner services and commitments and to detail the specific roles, responsibilities, and time commitments needed to implement the plan during the academic year. AIR, the school principal, and district office will determine reasonable academic or other performance targets that are specific to the contractual services and will institute a system of quarterly meetings to review data that illustrates the level of service implementation throughout the course of the contract so that midcourse corrections are possible. AIR must meet the agreed upon targets to continue its contract in the following year; however, our system of quarterly conversations and regular data reviews will ensure that there are no surprises. In addition, some targets are subject to negotiation based on circumstance. Ongoing evaluation, as well as ongoing communication regarding this evaluation, is vital to ensuring that implementation and outcomes are kept on track. Thus, AIR will be required to submit quarterly written reports regarding the implementation of their services in the district.

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.)
American Institutes For Research 1000 Thomas Jefferson St NW Washington, DC 20007 Jessica Johnson External Lead Partner services This is a highly collaborative approach in partnering with school leadership to assess, prioritize, and implement current and proposed school improvement priorities around six main areas: Leadership that Drives Change, Educator Effectiveness, Comprehensive Diagnostics, Coherent Instructional Guidance System, Student-Centered Climate, and Family/Community Engagement .	1. Jefferson Houston PreK-8 School, Alexandria VA	1.Rosalyn Rice- Harris, Principal, **Jefferson-Houston PreK-8 School**, 1501 Cameron Street, Alexandria, Virginia 22314 703-706-4400, rosalyn.rice-harris@acps.k12.va.us
	2. East St Louis High School, East St Louis, IL	2.Dorland Norris Deputy Superintendent of Curriculum and Administration East St. Louis School District 186 1005 State Street,East St. Louis, IL 62201 628-646-3010, Dorland.norris@estl189.com
	3. Eisenhower High School, Decatur IL	3.Bobbi Williams, Director of Special Programs 101 W. Cerro Gordo Street, Decatur, IL 62523 217-424-3200, bwilliams@dps61.org
	4. East Middle School, Hazelwood Missouri	4. Dr. Ty McNichols, Assistant Superintendent, Accountability and Office of School Turnaround 15955 New Halls Ferry Road, Florissant, MO 63031 314-953-5032, tmcnchls@hazelwoodschools.org
	5. Romulus Junior High School, Romulus Michigan	5.Jason Salhaney, Principal 37300 Wick Road, Romulus, MI 48174 734-532-1700, jpsalhaney@romulus.k12.mi.us

Additional trend-summary data regarding implementation effectiveness:

Client	Years	Results
Eisenhower High School, Decatur, Illinois	8/2011—current	**Freshman cohort: Freshman-Senior Math Intervention Program** Of the 14 freshman students receiving mathematics intervention from an upper class student, 12 are now passing mathematics with a 65 or higher; this is an increase of 74 percent. Approximately 81 percent of ninth graders are on track to transition to the 10th grade; to the figures were 68 percent in 2011 and 75 percent in 2012. **Improvement of Instruction:** The percentage of ninth graders scoring at or above proficiency standards on the Discovery Education Assessment increased by 15 percent in English from Test A to Test B; 14 percent in reading from Test A to Test B. The percentage of 10th graders scoring at or above proficiency standards on the Discovery Education Assessment increased by 20 percent in English from Test A to Test B; 9 percent in reading from Test A to Test B.
Lanphier High School, Springfield, Illinois	7/1/2011—6/30/2012	Approximately a 10 percent increase on Prairie State Achievement Test scores from 2011 to 2012.
East St. Louis High School, East St. Louis, Illinois	6/18/2012—6/30/2013	Ninth grade students increased in all four areas of NWEA mathematics assessments from fall to winter 2013. 10th grade students increased in three of four areas on NWEA mathematics assessments from fall to winter 2013.
East Middle Schools, Hazelwood, Missouri	8/16/2010—6/1/2013	For our first year of work, district benchmark assessment data indicated a 22 percent average increase in the number of Grade 6 students meeting or exceeding state standards in mathematics. After starting the year as the lowest performing middle school in the district, Hazelwood East Middle ended the year outperforming the other five middle schools in the district as determined by district benchmark assessments. For the second year, Scholastic Reading Inventory results indicate significant improvement in reading lexile levels, from 47 percent of students reading on grade level in August 2011 to 67 percent of students reading on grade level in May 2012.

Client	Years	Results
Romulus Junior High, Romulus, Michigan	8/30/2010—8/31/2013	District benchmark assessment data indicated higher percentages (11 percent to 22 percent) of students in Grades 6–8 meeting or exceeding state standards in reading and mathematics. Office referrals are down significantly from last year, as are out-of-school suspensions.

G. Organizational Plan

Management and Team Structures

Please see attached School-Level Organizational Chart.

Day-to-Day Operations

The immediate task of school improvement is given to the USCD Superintendent. The superintendent will retain direct oversight of the principal and the Internal Liaison, both of whom maintain a direct line of communication with the superintendent. The Internal Liaison will rigorously monitor the quality, effectiveness, and fidelity to the school improvement process and will identify areas of progress and challenge, align district resources to better meet those needs, and provide regular communication to the board and relevant stakeholders. In return, the principal will retain operational control of the teaching, and support staff and services.

In the day-to-day operations of MLK, the principal serves as the instructional leader, overseeing all aspects of the school's instructional program and school improvement efforts. The Data Specialist will set, monitor, and communicate progress toward SIG goals and initiatives. The Data Specialist will meet weekly with the principal to review their use of time as instructional leaders, discuss classroom observations, and analyze quarterly data from leading indicators.

Because all adults are vital to the academic, personal, and social growth of students at MLK, all voices should be heard; decisions about policy and practice are most effectively implemented when they are reached by consensus rather than by authority, compromise, or a traditional win–lose voting system. At the same time, it is not efficient for all staff members to discuss every issue. For this reason, governance at school is delegated and distributed. Smaller groups are responsible for different aspects of school operations and improvement.

School Leadership Team: The school leadership team leads the development, implementation, and monitoring of the school improvement plan to improve the educational performance of all students through collaborative participation in decision making. Formerly called the SBIT, the team responsibilities include:

- Monitor the reform, progress, and implementation of the school vision.
- Keep the lines of communication open between all sectors of MLK, including staff, students, families, the school-based management team, and the larger community.
- Help to disseminate information throughout the building.
- Make recommendations to the principal regarding the major decisions of the school (i.e., culture, curriculum, data development, parental engagement, and professional development).

Team Meeting: Weekly (see Table 4)

Table 4 School Leadership Team Meeting

In Attendance	Meeting Goals	Data Used
• Principal • Data Specialist • Primary and Intermediate teacher leaders • Student Support staff • Additional Staff (as selected)	• Monitor the reform, progress, and implementation of the school's SIG plan	• Leading and lagging indicators • Indicators of implementation identified in the project plan

Grade-Level Teams and PLCs: Teachers of the same subject area or grade team work together with Instructional coaches to ensure instructional strategies meet all student needs. The PLC process is pivotal in analyzing student performance data, including quarterly benchmark assessments and common formative assessments, and for instructional planning and pedagogy. Team responsibilities include:

- Use protocols for discussion and peer observations.
- Problem solve regarding specific student issues that affect the success of the students in the grade
- Engage in lesson planning and lesson study, and map school curriculum within the content areas.
- Identify best practices within the content area.
- Ensure instructional practices are aligned and driven by assessment data and student learning needs are targeted through intervention or enrichment

Team Meeting: Weekly during common preparation periods (see Table 5)

Table 5 Grade-Level Teams and PLC Meetings

In Attendance	Meeting Goals	Data Used
• All Teachers • Instructional Coaches • Building Reading Teacher • Teaching Assistants	• Develop curriculum within content area from grade to grade • Identify best practices • Look at student work • Look at teacher work	• Common Formative Assessments • District benchmark data • Student Work

Student Support Team: The student support team includes the principal, social worker, school psychologist, and other staff members who work to establish a more cohesive and supportive school community. Community partners, teachers, and other staff may join on an ad hoc basis. Team responsibilities include:

- Provide families the appropriate services when students encounter academic, personal, and social dilemmas.
- Reduce attendances issues and truancy.
- Increase positive behavior and student engagement to support academic achievement.
- Oversee the referral process for special education, including individualized education programs and compliance.
- Provide professional development to faculty that addresses the needs of the special education population.

Team Meeting: Weekly

Table 6 Student Support Team Meeting

In Attendance	Meeting Goals	Data Used
• Social Worker • Psychologist • Instructional Coaches • Building Reading Teacher	• Develop and plan social-emotional curriculum • Analyze student progress, and create intervention plans to meet students' academic and social-emotional needs	• Functional behavioral assessment • Individualized education programs • Behavior and discipline data • RTI progress-monitoring data

Instructional Coaches: Instructional coaches support the implementation of highly effective instructional strategies based on student need. The instructional coaches observe and coach targeted groups of teachers. Each week the instructional coaches meet with the principal to debrief and share ideas about how best to coach individual teachers. Together they look for patterns across the observations to help determine what would be useful to address in professional development sessions.

Team Meeting: Weekly

Table 7 Instructional Coach Team Meeting

In Attendance	Meeting Goals	Data Used
• Instructional Coaches • Building Reading Teacher(s) • Principal	• Plan professional development and teacher and student support throughout the year	• Classroom observations • Coaching data

APPR Plan

Under Education Law 3012-c all probationary and contract teachers will be observed by the principal who has been certified as a lead evaluator. Each teacher will be observed a minimum of twice during the year, consisting of one unannounced and one announced observation with a pre and post conference. In addition, there are eight instructional walks to be performed by the principal for each teacher. An observation plan and calendar will be developed to make sure all

teachers are receiving the right proportion of teacher observations and supports according to their needs.

The system also provides opportunities for the principal to track action steps more systematically to be able to hold teachers accountable to implement recommendations. Sixty percent of a teacher's evaluation is based on multiple measures of effective teaching practice, aligned with the state teaching standards; twenty percent on student growth on State Assessment grades 4-6 or i-Ready K-3; and twenty percent on a local measure of achievement. ELA and Math committees developed these exams to determine the local measure of achievement.

Specific goals for teacher success will be set, and progress toward the goal will be tracked. This will allow the principal to see trends in teacher strengths, challenges, and recommendations throughout the year.

Calendar of Events to Support APPR Implementation

See Appendix X

Calendar of Events to Support APPR Implementation –Appendix X

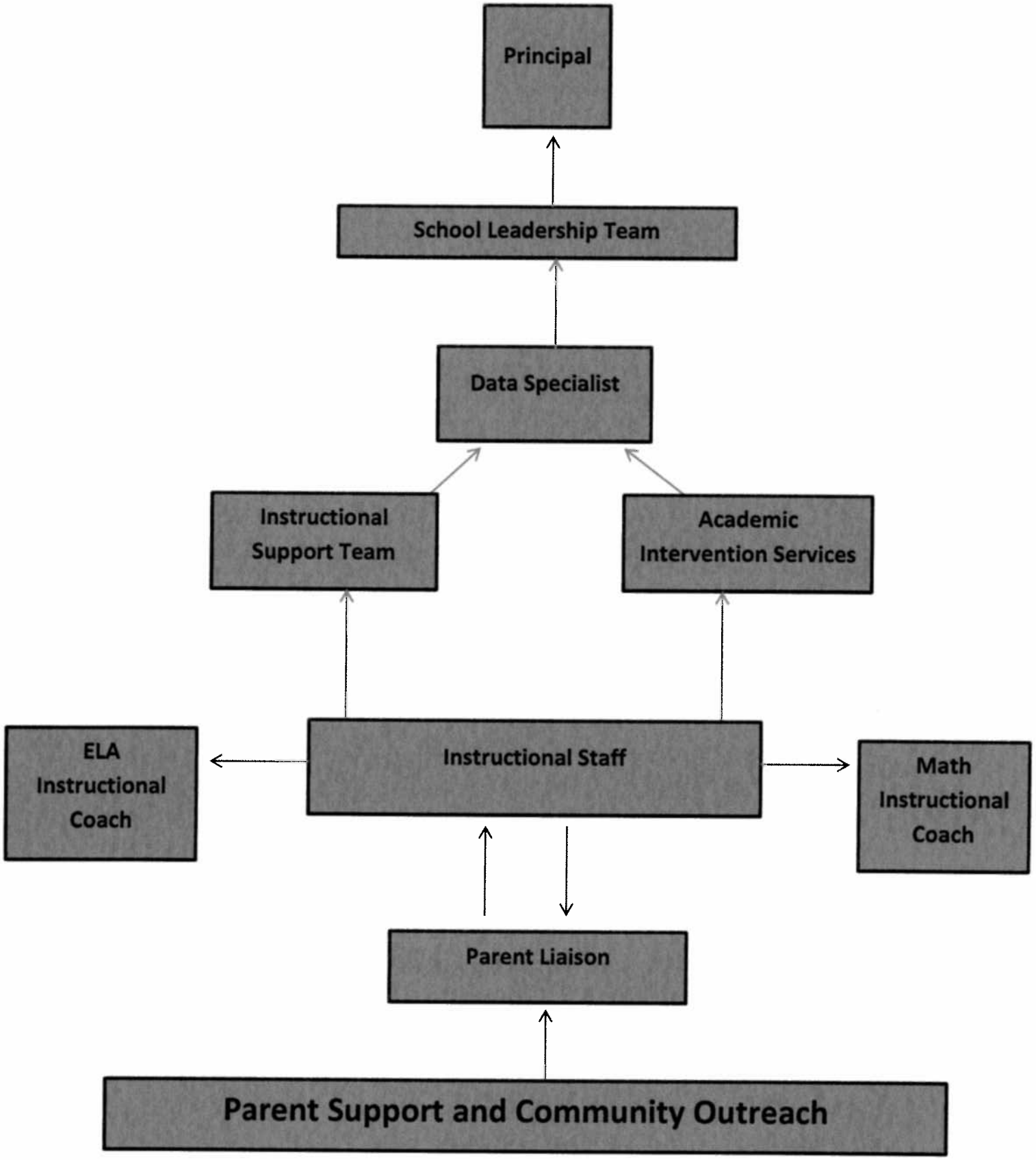
Action	Forms	Participants	Person Responsible	Timeframe	
1. Self-Reflection	Self-Reflection Form *(Required)*	Teacher	Teacher	By September 30	
2. Develop Lesson Plan	Lesson Plan Template *(Required)*	Teacher	Teacher	By September 30	
3. Multiple Measures: Analysis of Teaching Artifacts / Pre-Conference	Pre-Conference Agenda & Meeting Notes	Evaluator, Teacher	Evaluator, Teacher	Prior to Pre-Conference (Sept./Oct.)	
	Pre-Conference Overview	Evaluator, Teacher	Evaluator, Teacher	Sept./Oct.	
	Analysis of Teacher Practice Evidence Collection *(Required)*	Evaluator, Teacher	Evaluator	Sept./Oct.	
4. Multiple Measures: Observation	Observation Overview	Teacher, Evaluator	Teacher, Evaluator	Prior to Observation	
	Observation Evidence Collection *(Required)*	Teacher, Evaluator	Evaluator	<u>Probationary Teachers</u> 3x per year, at least 1 unannounced Completed by April 1	<u>Tenured Teachers</u> 2x per year, at least 1 unannounced Completed by May 15
5. Multiple Measures: Reflection Questions	Review of Student Work/ Post Conference Reflection Questions	Teacher	Teacher	After observation but prior to post-conference	
6. Multiple Measures: Post-Conference	Post-Conference Overview	Teacher, Evaluator	Teacher, Evaluator	After the observation	
	Post-Conference Agenda & Meeting Notes *(Required)*	Teacher, Evaluator	Evaluator	After the observation	
	Post-Conference Review of Student Work	Teacher, Evaluator	Evaluator	Within 5 school days after the date of the observation	

Action	Forms	Participants	Person Responsible	Timeframe
	Evidence Collection *(Required)*			
7. Summative Evaluation	Summative Evaluation Conference to Inform Goal Setting and the Professional Learning Plan Form	Teacher, Evaluator	Evaluator	April / May
8. Multiple Measures: Goal Setting	Multiple Measures: Goal Setting Form	Teacher	Teacher	May / June (after the summative evaluation)
9. Professional Learning Plan (PLP)	PLP Form	Teacher	Teacher	May / June (after summative conference) No later than June 30
	PLP/APPR Choice Form	Teacher	Teacher	May / June (after summative conference) No later than June 30
	PLP Quarterly Review / Progress Checkpoint *(Required)*	Teacher, Evaluator	Teacher, Evaluator	Quarterly (i.e., 11/1, 2/1, 4/1, 6/1)
	PLP Evaluation & Progress Report *(Required)*	Teacher, Evaluator	Teacher, Evaluator	Completed in the Spring
10. Planning Professional Responsibilities/ Collaboration and Growth	Planning Professional Responsibilities/ Collaboration and Growth: Overview and Meeting Notes *(Required)*	Teacher, Evaluator	Teacher, Evaluator	Based on PLP timeframe, before additional evidence collection
	Evidence Collection Sheets: Standard 6 Professional Responsibilities & Collaboration and Standard 7	Teacher, Evaluator	Teacher, Evaluator	Based on PLP timeframe

Action	Forms	Participants	Person Responsible	Timeframe
	Professional Growth			
11. Calculating the Score of Professional Practice and Composite Score of Teacher Effectiveness	Converting Evidence/ Notes to a Standard Score – Calculating the Score of Professional Practice	Teacher, Evaluator	Evaluator	After summative conference
	Composite Score of Teacher Effectiveness Form	Teacher, Evaluator	Evaluator	After the summative conference
12. Teacher Improvement Plan (TIP)	Teacher Improvement Plan (TIP) Form	Teacher, Evaluator, Union Rep. at Teacher request	Teacher, Evaluator	Upon receiving a rating of "developing" or "ineffective," no later than 10 days after the date on which teachers are required to report prior to the opening of classes for the school year. Review of TIP based on scheduled identified within the plan.
13. Termination and Tenure Decisions for Probationary Teachers	Teacher Improvement Plan (TIP) Form	Teacher, Evaluator, Appropriate Administrator (if different than the Evaluator), Union President or his/her designee at Teacher request	Teacher, Evaluator	<u>Probationary Teachers</u> *Appointed at beginning of school year*: - If not being recommended for continued employment, must be notified by March 1st. - If eligible for tenure, must be notified of status no later than the end of the first semester of the year he/she becomes eligible. - Informed of final action of the BOE on granting/denial of tenure by May 1st of the final

Action	Forms	Participants	Person Responsible	Timeframe
				probationary year. *Appointed after the opening of school year:* - Notice of Superintendent tenure decision provided to teacher by first day of the month four months prior to the end of the final probationary year. - Informed of BOE action on tenure decision a minimum of 60 days prior to the end of the final probationary year.
14. Appeals Procedures	Informal Appeal Meeting	Teacher, Evaluator	Teacher Evaluator	- Within 5 school days of receipt of APPR. - If unable to resolve, Administrative Director for Curriculum & Instruction K-12 ("Director") must be notified by the teacher within 5 school days of the decision rendered by the supervising administrator at the informal stage. - A meeting will commence with the Director within 5 school days of Director notification. The meeting may be waived by the teacher. - Director will render decision in writing no later than 10 school days after the meeting with the teacher. - If dissatisfied, teacher may file formal appeal to

Action	Forms	Participants	Person Responsible	Timeframe
				the Superintendent within 5 school days of receipt of Director decision.
	Formal Appeal			- Filed in writing to the Superintendent or his/her designee within 10 school days after the teacher has received the APPR. -Written decision shall be rendered no later than 30 school days from the date teacher filed the written appeal. Superintendent decision shall be final.


Principal
School Leadership Team
Data Specialist
Instructional Support Team
Academic Intervention Services
ELA Instructional Coach
Instructional Staff
Math Instructional Coach
Parent Liaison
Parent Support and Community Outreach

Training, Support, and Professional Development events	Timeline for Delivery	Agent/Organization Responsible for Delivery	Desired Measurable Outcomes	Analysis and Reporting of Outcomes
Instructional Coaching	**September – May 2013**	**American Institutes for Research**	• Positive perception of coaching activities • Improved instructional knowledge and skills among teachers • Application of instructional shifts and best practice in instruction as measured by instructional observations • Increased student achievement	Data analysis and reporting will happen during AIR facilitation quarterly meetings with Instructional Coaches. Using the Coaching Tracking Tool, Coaches will analyze and respond to the questions below to determine outcomes and plan interventions: *Based on completed observation protocols, how many participants could be rated as proficient in applying new instructional strategies in their classrooms? Do observational data suggest gaps in application?*
Professional Learning Communities	**October 2013 (start date) – June 2013**	**Instructional Coaches and American Institutes for Research**	• Time for collaboration built into the school day and calendar • Team norms to guide collaboration • 8-10 essential common outcomes per semester by course/content area • Common assessments • Grade-level/content-based improvement strategies	Data analysis and report will happen during weekly meetings with the instructional leadership team. Instructional leaders will focus evaluation of PLCs on how well the team works, completion of its actions, and the outcomes of its actions. Formative evaluations will include a survey to individual members to evaluate their own involvement in the PLC; then aggregating the ratings into a single mean score, identifying the range of scores, and the most frequent response will help team members know how the team is doing overall. Summative evaluations will help determine if the team has achieved its goal(s)- whether students perform at the expected levels- as determined by district common formative assessments and state assessments.

Training, Support, and Professional Development events	Timeline for Delivery	Agent/Organization Responsible for Delivery	Desired Measurable Outcomes	Analysis and Reporting of Outcomes
Intensive Positive Behavioral Interventions and Support/ Safe and Civil Schools Coaching	**September 2013 – June 2014**	**PBIS consultant through Safe Schools**	• Reduced suspension rate • Reduced behavior referrals • Increase in positive behavior • Improved classroom management as measured by classroom observations • More time on instructional tasks • Increased Student engagement	Data analysis and report will happen during weekly meetings with the school leadership team and members of the Student Support Team. Student discipline data will be analyzed on a weekly basis and will include the high incident behaviors, high incidence locations, students with high levels of behavior referrals, and classrooms with a high incidence of behavior and discipline referrals. Results of this analysis will be disseminated through school-wide faculty meetings, grade-level meetings, and meetings with individual teachers with high incidents.
Parent and Community Engagement: Infrastructure and Capacity Building	**September, 2013 – April, 2014**	**AIR**	• Increased student and parental engagement • Aligned afterschool and summer programs • Increased CBO engagement at the school	Data analysis and reporting will happen during quarterly meetings with the school leadership team and members of the Student Support Team. Results of this analysis will be disseminated through school-wide faculty meetings.
Data Driven Instruction	**3 days (6 hour/day); October –December 2013**	**UCSD—outside educational expert, Chris Grethel**	• Improved instructional knowledge and skills among teachers • Application of best practice in instruction as measured by instructional observations • Increased student achievement	Data analysis and reporting will take place during school leadership team meetings and instructional team meetings. The principal, Assistant Principal and Instructional Coach will be responsible for collecting data. Data collection and analysis will focus on ELA and Math assessments

Training, Support, and Professional Development events	Timeline for Delivery	Agent/Organization Responsible for Delivery	Desired Measurable Outcomes	Analysis and Reporting of Outcomes
Differentiated Instruction	**September – May 2013**	**OHM BOCES— Nancy Sommer**	• Improved instructional knowledge and skills among teachers • Application of best practice in instruction as measured by instructional observations • Increased student achievement	Data analysis and reporting will happen during AIR facilitated quarterly meetings with Instructional Coaches. Using the Coaching Tracking Tool, Coaches will analyze and respond to the questions below to determine outcomes and plan interventions: *Based on completed observation protocols, how many participants could be rated as proficient in applying new instructional strategies in their classrooms? Do observational data suggest gaps in application?*
Common Core Learning Standards and Module Training	**September – May 2013**	**Common Core Ambassadors**	• Improved instructional knowledge and skills among teachers • Application of best practice in instruction as measured by instructional observations • Increased student achievement	Data analysis and reporting will happen during AIR facilitated quarterly meetings with Instructional Coaches. Using the Coaching Tracking Tool, Coaches will analyze and respond to the questions below to determine outcomes and plan interventions: *Based on completed observation protocols, how many participants could be rated as proficient in applying new instructional strategies in their classrooms? Do observational data suggest gaps in application?*

Training, Support, and Professional Development events	Timeline for Delivery	Agent/Organization Responsible for Delivery	Desired Measurable Outcomes	Analysis and Reporting of Outcomes
Response to Intervention	**2 days (6hour/day); October—November 2013**	**UCSD—Outside Educational Consultant- Stephanie Pelcher**	• Reduced suspension rate • Reduced behavior referrals • Improved classroom management as measured by classroom observations • More time on instructional tasks • Increased Student engagement	Data analysis and report will happen during weekly meetings with the school leadership team and members of the Student Support Team. Student discipline data will be analyzed on a weekly basis and will include the high incident behaviors, high incidence locations, students with high levels of behavior referrals, and classrooms with a high incidence of behavior and discipline referrals. Results of this analysis will be disseminated through school-wide faculty meetings, grade-level meetings, and meetings with individual teachers with high incidents.
Data Driven Instruction	**3 days (6 hour/day); October –December 2013**	**UCSD—outside educational expert, Chris Grethel**	• Improved instructional knowledge and skills among teachers • Application of best practice in instruction as measured by instructional observations • Increased student achievement	Data analysis and reporting will take place during school leadership team meetings and instructional team meetings. The principal, Assistant Principal and Instructional Coach will be responsible for collecting data. Data collection and analysis will focus on ELA and Math assessments?

H. Educational Plan

Curriculum

MLK is committed to providing a highly engaging and rigorous curriculum that challenges every student and increases instructional learning opportunities. As noted in the Needs Assessment, MLK is well poised to build on its existing capacity in this core area. MLK is currently a pilot school for the Common Core Listening and Learning Modules in grades K-2. UCSD adopted the state's Common Core curricula and all teachers at MLK (Grades K-6) will be using the ELA and Math Common Core Modules. MLK teachers have received initial training in CCSS.

While these modules are provided by the district, it is understood that MLK's school leaders and teachers will be engaged in ongoing planning at a more granular level, addressing the needs of the students in front of them. Knowing that Tier I core instruction must be rigorous and aligned to the Common Core Learning Standards, teachers will consider how to scaffold instruction following a gradual release of responsibility model. Likewise, teachers will differentiate during core instruction, targeting identified skills with flexible groups of students. Similarly, in response to the Needs Assessment, teachers will embed best practices in ESL into the standards-aligned curricular maps, pacing guides, and units of study and include supplemental instructional resources and materials to support students' English language acquisition.

In alignment with SIG implementation period goals, MLK will take the following steps to ensure that all students have access to a rigorous curriculum and learning experiences that will adequately prepare them for academic success:

- Provide time and support (i.e., materials, training, and guidance) for teachers to engage in unit and lesson development this summer.
- Determine a common format for guiding curricular documents.
- Ensure alignment to interventions within the RTI framework.
- Provide ongoing professional development for teachers to inform their planning. This professional development will include training on how to implement the instructional shifts for literacy, such as how to plan for close reading of text, how to write text-based questions, how to teach writing effectively, how to effectively train students to access complex text through grammatical and syntactical analysis, and how to address academic vocabulary. As a priority school, MLK will continue to receive training and support from the district teams as well as the support provided by the AIR content experts assigned to the school.

This development process will increase the availability of a consistent curriculum and associated instructional programs and will provide MLK teachers with a standards-based curriculum and aligned instructional program that will develop students' skills, concepts, and abilities across all grades.

Instruction

In alignment with Goal 1 of this transformation plan, MLK will implement rigorous, student-centered, and effective instructional strategies with fidelity across all grades and all subjects.

Effective instructional strategies increase opportunities for higher order thinking, analysis and problem solving, and deeper content understanding across core courses and common-branch subjects.

Instructional Strategies: The Common Core State Standards require an increased emphasis on discourse and argument in both literacy and mathematics, which has significant implications for the ways teachers engage students in discussion and the kinds of questions they ask students. As teachers pose more challenging questions to students, engage in text-based discussions, and invite students to critique the reasoning of others, students will become effective with questioning and discussion techniques. Focus on this competency also ensures that student voice becomes an integral part of every lesson, which directly aligns with MLK's first goal for transformation. Common instructional strategies are needed to provide rigorous learning opportunities, engage students in meaningful and relevant learning, and offer the ELL population multiple avenues to communicate their understanding and interpretation. MLK will develop, implement, and refine a shared and common set of instructional strategies that support the need for instructional discourse, which may include the following: Socratic Seminars, Dense Questioning, Conversations Across Time, and Question-Answer Relationships.

The instructional shifts required for both literacy and mathematics will be strategically incorporated and supported in all common-branch subjects and elective courses in the following ways:

- Incorporate logical reasoning and problem-solving opportunities daily, as they relate to the content areas.
- Provide resources for students, such as calculators, rulers, scale models, graphic organizers, charts, graphs, statistical data, and other resources to enable students to experience mathematical connections to various topics across the curriculum.
- Use informational text and close reads of content-area reading material.
- Partner classroom teachers with teachers "specials" to develop lesson plans in those subject areas that use numeracy, quantitative literacy, and reading comprehension strategies.

Teachers will purposefully incorporate these strategies into daily lesson plans, receiving timely and actionable feedback from instructional leaders to optimize usage. Teachers also will be supported in this endeavor by instructional coaches.

Co-curricular Activities and Extracurricular Activities: Co-curricular activities and extracurricular activities will be developed and organized to support the school's mission, vision, and school improvement goals. All activities will be driven by grade-level and subject-area curriculum and will support literacy and mathematics skills while allowing flexibility for exploration in areas that will ensure that students are highly prepared for secondary school and become well-rounded citizens. Grade level teams will identify and develop co-curricular activities that serve as applied learning electives. For example, in support of the social studies curriculum, the school may offer a civics or urban development unit; in addition to science, students may have a Project Green or astronomy activity offered after school; in addition to the English language arts block, the school may offer journalism or theater as a rotating "special". In physical education, students might study the game of lacrosse while they learn about Native

American cultures. In this way, all courses will support student achievement and social well-being.

Acceleration of Learning: With many students one grade or more behind in reading or mathematics, it is critical to accelerate learning to catch them up. Traditionally, a model of remediation has been used to reteach curriculum concepts and skills that a student has not mastered. Although this approach can provide a student with a repeat of former strategies to learn the same concept and skill, usually this remediation occurs at a slower pace in much more discreet or smaller chunks of knowledge. To accelerate student learning, MLK will ensure that all student learning is accelerated in the following ways:

- MLK will implement the CCSS-aligned curriculum across all subjects and all grades.
- Job-embedded professional development provided to all MLK teachers through Instructional Coaches in ELA and Math. Key to increasing student achievement is providing teachers with classroom-based support to increase teachers' content knowledge and capacity to accelerate their students. The underlying assumption is the belief that a centerpiece for improved student learning is excellent teaching.
- MLK will use increased time as a catalyst to enable student achievement: increased amount of time in core subjects with comprehensive and coordinated student supports that allow students "catch-up" during daily intervention periods.

Use of Time

Current use of time

- **Utica School Calendar** – September 4, 2013 – June 21, 2014 (185 days)
- **Student Daily Hours** – 9:05 a.m. – 3:05 p.m. (6 hours and 25 minutes)
- **Teacher Daily Hours** – 8:35-3:45 (7 hours 10 minutes)
- **Core Courses** – 120 minutes ELA; 90 minutes mathematics
- **Afterschool/Enrichment** – 60 minutes

The data above illustrate the parameters for use of time across the UCSD. During the school needs assessment process, it emerged that MLK's current school schedule is driven by scheduling for "specials" (art, music, gym) and does not allow for job-embedded professional development, parallel block scheduling, nor push-in academic support services.

Scheduling has been a challenge for schools across the district, and in response AIR – through their work with the district that is funded through the Systemic Supports grant – is bringing in School Scheduling Associates to work with Utica elementary schools in July, 2013. Through During a 3-day workshop they will receive direct hands-on assistance from School Scheduling Associates in revising and improving the school schedule to maximize student learning. This improved schedule will allow for parallel block scheduling, job-embedded professional development, and more rigorous instruction for all students, including the ELL and SWD populations, during the school day.

Thus use of time will be balanced among four priorities at MLK: making every minute of the school day count, providing more time for teachers to collaborate to improve instruction and address student learning needs, individualized learning time and instruction focused on specific student needs, and academic and global enrichment programming before and after school.

Making Every Minute Count: To successfully increase time for high-quality academic instruction, MLK will maximize time for learning and eliminate unproductive time in the schedule. In response to the Needs Assessment, MLK teachers and administrators will develop and teach routines and assigned roles aimed at minimizing transition and non-instructional time such as transitions between classes, and lengthy dismissal procedures. All teachers will develop classroom management plans that articulate the routines and procedures they will implement to ensure that time is used productively. These classroom management plans will detail procedures for passing out and collecting papers, dividing into groups, entering and exiting the classroom, asking questions, and other procedures intended to create a classroom environment conducive to learning while ensuring students remain on task. This will directly impact Goal 2 of the transformation plan.

In addition, as noted in the needs assessment, the design of the master schedule has created a lack of cohesion for ELL and SWD learners. Through the Systemic Supports Grant, the SLT will work with Mike Rettig of School Scheduling Associates in July 2012. During this three-day workshop, the SLT will review best practice research on daily and course schedules that directly extend the length of the school day and increase the number of instructional minutes students receive in ELA and Math. The SLT will receive direct hands-on assistance in revising and improving the school schedule to maximize student learning. This new and improved schedule will allow for more rigorous instruction for all students, especially ELL and SWD populations, during the school day. The new schedule will be implemented in the 2013-14 school year.

More Time for Teachers to Collaborate to Improve Instruction and Address Student Learning Needs: Building teacher skills takes time; the hard work of refining lesson plans, analyzing student data to identify areas of need, and sharing instructional strategies requires that teachers and instructional leaders have sufficient time to meet and work together. As noted in the Needs Assessment, K-2 teachers report having a good working relationship and use common planning time to collaborate, but these practices do not extend school wide. MLK schedules will be reorganized to provide teachers with regular time for collaboration within and across grade levels, subject areas, and with instructional support staff (e.g., special education, bilingual and ESL teachers, social workers, and guidance counselors).

In addition, Instructional Coaches will facilitate the work of the grade level teams and PLCs. The PLC process is pivotal in analyzing student performance data, including quarterly benchmark assessments and common formative assessments, and for instructional planning and pedagogy. By leading this work, Instructional Coaches will ensure all MLK teachers work collaboratively to:

- Engage in lesson planning and lesson study, and map school curriculum within the content areas.
- Review weekly formative, summative, and benchmark assessment data to identify students who need additional support.
- Implement instructional practices are responsive to student assessment data.

- Work with intervention staff to solve problems regarding how to support struggling students, strengthen and tailor instruction to student needs, plan small-group lessons, or assign afterschool supports. and student learning needs are targeted through intervention or enrichment.
- Problem solve regarding specific student issues that affect the success of the students in the grade.
- Identify best practices within the content area.

Individualized Learning Time and Instruction Focused on Specific Student Needs: The time allocated to core academic courses will be increased (English language arts will be, at minimum, two hours, and mathematics will be at least one and one half hours). The remaining time will be allocated to social studies, science, elective courses, and interventions. Small-group English language arts and mathematics classes will be added to the weekly schedule. These classes will target specific skills for which students need additional support, and students will be grouped with peers who have similar needs based on formative, summative, and benchmark assessments. This strategic schedule enables teachers to move students into or out of academic support classes easily, based on how students perform at any time during the year. Students excelling in English language arts or mathematics may take on more enrichment courses in place of small-group classes.

Academic and Global Enrichment Programming Before and After School: In addition to increased time during the instructional day, students also will have opportunities for academic and co-curricular activities after school and during the summer to develop creative thinking and problem-solving skills that come from a well-rounded education.

As noted in the Needs Assessment, extended learning time is only offered to a limited number of students and enrichment programs are needed. Working together, the ELA and Math Instructional Coaches and Data Specialist will coordinate all extended learning time for struggling students in Grades K-6. Students will be identified by formative and summative assessments and a curriculum aligned to the CCSS will be followed for both small-group interventions and enrichment programming. Student progress will be tracked, and data will be analyzed and discussed in professional learning communities to create targeted interventions for specific high-need students and also to evaluate the effectiveness of the afterschool program. Particular attention will be paid to ELLs, students with individualized education programs, and high-achieving students.

Extended learning time and remediation will be focused on a core group of persistently struggling students in the tested grades (3 – 6). However, enrichment activities will be offered to all students, in order to deepen student engagement and promote positive home-school relationships. SIG funding will provide for transportation outside of normal school bus schedules so that even students who travel to school by bus will be able to take advantage of extended day offerings.

Data-Driven Instruction and Inquiry

A major change to MLK's instructional program will be the establishment of systems to monitor student achievement. The school leadership team is committed to employing an approach to data

use that is comprehensive, timely, cyclical, and student centered. In response to the needs assessment and in line with the goal for the SIG period, MLK will move beyond the current practice of collecting data to using data to drive a process of continuous improvement in all programs and structures. This process of continuous improvement will be accomplished in the following ways:

1. Following assessment administration, teachers will have one half day to one full day to conduct data analysis and action planning. (We anticipate one full day for the first event, with half-days thereafter as the work becomes more routine and systematized.) Data analysis days will be built into MLK's school wide calendar. The district or school will provide data reports to each teacher that are succinct and contain an item analysis, standard-level analysis, and bottom-line results. All MLK teachers will use a common written template and structured protocol for deep analysis.
2. This process requires reflection and action planning at the following levels: individual teacher, grade level, subject area, and school wide. Through the analysis of assessment results, MLK teachers will identify strengths, weaknesses, and gaps by standard and skill. Deep analysis will require that teachers identify not only what students did not learn but why they did not learn it.
3. Through data analysis, MLK teachers will create a plan for addressing the standards and skills not mastered by the whole class, groups of students, and individual students. This plan will delineate the standards and skills that must be re-taught to the whole class, the skills that will be addressed through small-group instruction, and the individual students who require placement in intervention programs, as outlined in the school wide RTI framework.
4. At the grade level, teams will address performance trends and then use an action-results meeting protocol to identify best practices and key actions that everyone will implement to address assessment results. Additional time will be spent developing concrete elements of lesson plans that will be used to address needs and gaps in specific skills and standards.
5. Ongoing job-embedded training, support, and professional development will be aligned with the assessment calendar but will be adaptable to student learning needs. The AIR on-site coordinator and the Data Specialist will facilitate teacher data-analysis meetings after each interim assessment and maintain focus on the process throughout the year. Instructional leaders will review and provide feedback on lesson and unit plans, conduct classroom observations, and give feedback driven by action plans and student needs. In addition, instructional leaders will identify, share, and disseminate best practices, resources, and strategies from high-achieving teachers and other schools, and they will facilitate classroom inter-visitation.

Student Support

As detailed in the Needs Assessment, MLK leaders and teachers need a targeted way to discuss individual learning needs for both low performing and high achieving students. A school wide framework for providing academic, social-emotional, and student support to the whole school population must include the following components:

- The use of a school wide (universal) screening assessment to identify students at risk for poor learning outcomes

- A multi-tiered intervention program and strategies that increase in levels of intensity
- Frequent and ongoing progress monitoring to determine student progress and program efficacy
- A team structure to organize and analyze student performance using progress-monitoring data

Student support teams and grade-level professional learning community teams serve as the major systems for the identification of students at risk for academic failure, disengagement or dropout, and health issues. Grade-level teams will meet following common benchmark assessments, as described in the functional cycle of data-driven instruction and inquiry. During this time, teachers will analyze data and identify groups of students and individual students who are not meeting benchmark goals. Students are placed into intervention programs designed to address skill deficits. Following district-developed progress-monitoring protocol, students will be moved into other intervention programs to address additional skills, remain in interventions for additional cycles, or be moved out of the intervention, following the district's newly implemented RTI model of support and programming.

With the addition of a full-time social worker, MLK's Student Support Team will be better able to establish a more cohesive and supportive school community and provide MLK students and families the appropriate services when students encounter academic, personal, and social challenges. Comprised of the principal, social worker, school psychologist and other staff whose core responsibilities focus on attendance, truancy, and discipline, the SST will meet weekly to reduce attendance issues and truancy, increase positive behavior and student engagement, design targeted interventions for struggling students, and oversee the referral process for special education. The SST will also communicate directly with students and their families and work collaboratively with the Parent Facilitator.

School Climate and Discipline

MLK is committed to ensuring a safe and supportive learning environment. As described in the Needs Assessment, and in alignment with Goal 3 of this transformation plan, school climate and culture is a priority area. While MLK currently has a PBIS system in place, the Dispositions Summary Report data reveal that discipline reports have been increasing steadily from 655 infractions in 2010-11 to 1128 infractions in 2012-13. These data include 60 unduplicated student suspensions. MLK is committed to developing a positive school environment that provides the necessary supports to ensure student success, and that includes an emphasis on consistent positive behavior supports.

To do so, MLK teachers and leaders understand that building a supportive learning environment is not only about disciplining students but is also about building relationships with and setting high expectations for them and taking fair and consistent action. To that end, MLK will refine the current school wide positive behavior program and discipline system with clearly established expectations for safety, discipline, and respect. The policies and related system will include concise, school wide behavior expectations common for all students and a continuum of supports, interventions, incentives or rewards, and consequences—including a clear delineation of which activities and programs students are entitled to and which are privileges. In addition, the school wide behavior policy will identify which behaviors are to be handled by teachers, behavior support staff, and school leaders.

School wide positive behavior and intervention programs will include the following:

- An instructional component for teaching students self-control and social-skill strategies
- Links between individual classroom management strategies and the school wide behavioral support system
- Regular and systematic collection and use of data regarding discipline and school climate to guide decision making
- Deliberate professional development that builds adult capacity to facilitate learning experiences and manage classrooms in a way that results in a safe and healthy environment conducive to learning

Students with disabilities will be held to the same universal behavior expectations. Too often, schools lower standards and expectations for students rather than applying individualized and tiered supports designed to address behaviors that may be a manifestation of a student's disability. Students who do not respond to universal programs and supports will receive a functional behavioral assessment to identify the antecedent, behavior, and consequences that may impede response to expectations. Individualized behavior plans will be developed as needed. Teachers will first use effective universal classroom management practices for all students, and then they will determine which students need additional support and more individualized interventions that incorporate strategies, modifications, and needs identified in a student's individualized education program.

Parent and Community Engagement

MLK will develop a consistent and unified approach to family involvement through an organized and deliberate effort to reach all parents and families and to encourage them to engage with the school in ways that meet their needs. Many opportunities for parents to engage with the school can help parents become more knowledgeable about how to support their children's academic achievement. The school will employ the following formal mechanisms and information strategies to increase parental and community engagement:

- Develop a family/school compact that will delineate how parents and teachers will share the responsibility to build and develop a partnership to help students meet high standards. The compact will serve to engage parents, in collaboration with staff and students, around strategies for increasing student achievement.
- Survey parents at the beginning of the school year to determine the best way to disseminate information to them, receive their feedback, and determine how the school can assist them so that they can better support their children. Receiving information directly from parents will inform the school's next steps regarding parents' needs, programs, and protocols for reaching and appropriately engaging parents and families. A parent survey administered at the end of the year will provide feedback about the effectiveness of the strategies employed and will inform planning for Years 2 and 3.
- Use varied forms of communication, including increasing the use of technology to keep parents and families informed about the school community and their children's progress. Family communication will flow in both directions. In keeping with the increased use of technology, the school will explore and implement opportunities for communication that include automated calls, e-mail, better use of the school website, newsletters, and regular phone outreach.

- Provide staff or services that can communicate with parents in other languages that may be spoken by parents at the school, and provide written communication in major languages. Parents cannot engage with teachers and school personnel if they don't understand what is being said or written. In order to increase the number of parents who participate in school activities, it is critical that parents feel comfortable and that the school communicates effectively.
- Host activities that meet the needs of students, parents and families, and the community at large. This may include academic or social celebrations, literacy or mathematics events, or training for parents and community members by a partner organization (e.g., parenting classes, extracurricular activities, or job and skills training). MLK's goal is to open the school to families one evening a month for fun, educational enrichment activities. Food and beverages will be provided and children will be welcomed along with parents, with a range of age-appropriate education enrichment offerings for their enjoyment. While these activities will initially be funded by the SIG, the school plans to engage local businesses and community partner organizations who will become sponsors for future MLK family nights.

I. Training, Support, and Professional Development

School Leadership/Staff Involvement in Development of Plan: The school-level plan was developed by a collaborative team that included representatives from the USCD Management Team (including Directors of ESL, Special Education, K-12 Curriculum and Instruction, and Grants, Contracts and Compliance), and teacher leaders who also sit on the school's SBIT. Professional development supports both the district and school's effort to increase student achievement through an ongoing, high quality, comprehensive system of professional development for instructional and support staff. Professional development is based on the theory of action that quality professional development will improve knowledge and skills, enhance instructional practice, and result in increased student achievement. The collaborative needs assessment identified areas in which instructional staff and support staff need training and support to achieve the mission, vision, and goals of school improvement grant period.

During the Implementation period, the school leadership team, in collaboration with school and district leadership, will develop and continually refine a professional development plan aligned with the professional learning activities outlined in the School Improvement Grant (SIG) application.

Implementation Period: MLK's vision for professional development is a data driven plan focused on improvement student achievement outcomes. Everyone on staff will be supported in their effort to improve their practice using the needs of the students as a guide. Professional development will be-for the most part- generated, planned, and implemented by the instructional leaders at the school, including two dedicated instructional coaches, and supported by the AIR on-site transformation coordinator, leadership coach, and content experts. Professional development will occur in regularly scheduled meetings, through individual and team coaching, and consistent assessment and analysis of student work and progress towards learning objectives and targets; and school improvement goals.

UCSD will support the school in the implementation of its school improvement plan. A part of this support will be a variety of district level professional learning opportunities offered to Instructional Coaches, Building Reading Teachers, and other instructional leadership staff. These staff will provide turnkey training to their school instructional staff during regularly scheduled content area and grade-level team meetings. The UCSD district team will provide continuous follow-up and support to instructional leaders. The goal is to build a school's internal capacity to deliver job-embedded professional development, and to grow instructional leaders who can serve as peer coaches for their colleagues after the SIG funding comes to an end.

The diagnostic needs assessment identified major areas of need for the students and teachers which are reflected in the identified goals for the SIG implementation period. Professional development during Year 1 of the SIG implementation will support the goals of the transformation plan.

Instructional Coaching: Instructional Coaching at the school will be the main vehicle for developing the proficiency of all teachers in a set of high leverage instructional and classroom management skills and supporting and sustaining these skills through focused observations, actionable feedback and differentiated follow-up and support activities such as co-planning and modeling of lessons.

Observations made by the instructional coach are aligned to school-wide professional development goals, student learning benchmarks and targets, and school improvement goals. Coaches will help plan professional development sessions around school-wide instructional goals, and work with individual teachers and teams of teacher in defined areas of focus, including but not limited to: establishing classroom rules and procedures, defusing disruptive behavior, embedding student-involved assessment practices and instructional shifts in lesson and unit planning. The Coach's observations will help to determine the professional development needs of the staff. The Coach in collaboration with the Instructional leadership team also analyzes curriculum to help determine critical content and skills to "pre-load" with staff.

PLCs: A PLC is a collegial group of educators that is united in a commitment to student learning. MLK currently has a PLC structure in place, though the needs assessment process revealed that there are neither clear goals in place for PLC implementation, nor a consistent focus for the meetings. Teachers do not consistently feel the current structure is a support to their professional growth and learning. During implementation of the transformation plan, PLCs will meet regularly to examine teaching practices, analyze student performance, and address achievement gaps. Learning takes place in the classroom in the interactions between teachers and students; to improve student learning, it is necessary to focus on improving the quality of instruction in classrooms. PLCs are an important structure that supports instructional improvement, systematic data use, and a school culture focused on continuous improvement. By focusing on student learning, in addition to having benefits for students, PLCs positively affect the culture of a school.

In team meetings, teachers will look at the student work in a particular discipline. Staff will use structures and protocols for looking at and talking about student work; focusing and reflecting on important questions about teaching and learning. The practice of reading, grading, and sharing teacher assignments and student work helps to build inter-rater reliability among the staff, as well as develop a common understanding of rigorous course work and high expectations.

Major Professional Development Partners

American Institutes for Research: AIR, as the school's transformation lead partner, will be the primary external professional development provider at MLK.

Building an Instructional Coaching Program will begin with a two-day intensive training for instructional coaches in August, 2013. This training will include preparing for coaching with professional teaching standards, clarifying the role of the coach in teacher professional development, aligning coaching with other professional learning, understanding trust as a coaching "norm," and understanding a coach's roles in school and teacher development. During the first year, we will introduce the coaches and identified district support staff to the model and tools that the school will utilize for coaching teachers during the transformation including the online Coaching Tracking Tool (CTT) that will be used to track and monitor coaching progress.

Effective Turnaround Leadership Coaching will begin with an intensive 2-day leadership retreat for the principal, SLT and district liaison prior to school opening. The leadership retreat will focus on developing transformation leadership skills, setting goals for leading the school transformation and SIG plan along with defining roles and responsibilities. This same group will participate in transformation cohort meetings/webinars (twice per year) with leaders from other

AIR transformation and turnaround districts and schools. During the transformation cohort meetings, the district and/or school leadership team will work with other transformation schools in a collaborative learning environment focused on developing transformation leadership expertise and sharing successful strategies. They will also meet with other Utica principals and SBIT teams at two turnaround leadership workshops implemented in 2013 supported by the Systemic Supports grant. Five days of monthly on-site leadership coaching from AIR will also be provided in the various areas of school transformation including data use, formative assessments, quick wins, communication, outreach, and other areas of the implementation

Common Core Implementation. In addition to supporting the instructional coaches, AIR will work with the school and district staff to support the planning and implementation of Common Core State Standards (CCSS) for English and mathematics. Curriculum and instruction supports from the AIR content area coaches will include meeting with teachers and administrators to provide support in such areas as reviewing curriculum alignment to the CCSS, planning and implementing rigorous and engaging lessons, writing and analyzing data from common assessments.

Intensive *Professional Learning Community Training* will be provided by AIR in Year 1: Three PLC facilitator trainings will be provided (in August, November, and March), accompanied by eighteen days of PLC planning, implementation, and monitoring support, as well as monthly PLC observations and formative feedback

Professional development in *Effective Family and Community Engagement* will be provided by a senior consultant with extensive experience facilitating the building of effective relationships between families, schools and community organizations serving at-risk youth. She will work with the school providing training and support for the school family liaison. She will also provide on-site facilitation and advisement in the development of the external communication plan, and help develop and support teacher and leader outreach activities to expand and enrich family involvement, focusing on activities leading to strong partnerships that will outlive the SIG funding term.

Oneida Herkimer Madison County BOCES: BOCES provides supplemental professional development as part of the purchased services contract between UCSD and OHM BOCES.

Professional development in *Differentiated Instruction* will be provided by a NYS certified trainer. She provides training and support in the five modules of DI. She provides on-site coaching for eight days to support instructional staff on implementing effective differentiated instructional strategies in the classroom.

BOCES also coordinates *The Common Core Ambassador Program* for New York State. These Ambassadors receive training and support for the ELA and Math curriculum modules and provide turn-key training to UCSD instructional staff. They attend professional development training sessions in Albany, NY during the summer, and again in the fall and spring of each school year. Training is provided in ELA on Common Core, Inc.'s K-2 Listening and Learning Domains and Expeditionary Learning's 3-8 Common Core Modules, and in Math on Common Core Inc.'s Story of Units for K-5, and 6-8.

Science Kit/Curriculum Training will also be provided by the OHM BOCES Science Center. As the NYS Science content is aligned with the K-2 and 3-6 ELA curriculum modules, OHM BOCES is providing professional development and support for the implementation of newly designed Science Kits that will align with the CCLS Modules.

Outside Educational Consultants: UCSD will contract with outside consultants to provide professional development in Data Driven Instruction, Common Core Shifts, Rigorous Assessment Development, and Response to Intervention, and Parent Engagement.

Chris Grethel, a Data Specialist, from Mexico Central School District will provide three days of professional development in the areas of Data Driven Instruction, Common Core Shifts, and Rigorous Assessment development.

Stephanie Pelcher, Syracuse City School District's Teacher Center Director, and RtI Coordinator will provide two days of professional development in the implementation of Response to Intervention at Martin Luther King, Jr. Elementary School. She will continue as a liaison to MLK for support of the RtI program.

Evaluation Plan: Evaluation planning will be an integral part of professional development planning. In collaboration with UCSD staff, and AIR, the principal will ensure that professional development, training, and support are closely aligned to the school improvement goals and strategies. Specific professional learning outcomes and related indicators, along with the expected outcomes in student learning and related indicators, will be identified prior to each professional learning activity. Interim outcomes, indicators, and benchmarks include the following: teacher perception, new knowledge and skills, changes in school organization and culture, and changes in student learning. Evaluations of training, support, and professional development will focus on the following three questions:

- Did the professional development take place as planned?
- What were teachers' perceptions of the professional development?
- Did the professional development achieve the intended outcomes?

The AIR *Reality Check* will serve as the major venue for analyzing PD outcome data, reflecting on implementation fidelity, and determining necessary midcourse corrections to ensure that professional development is on track to supporting identified school improvement goals. The Reality Check is a facilitated process of reflecting on the SIG plan goals and objectives alongside relevant, up-to-date school data at the conclusion of the first semester or midway through Year 1 of a turnaround. The purpose of the meeting is to identify the depth of implementation of initiatives in the SIG plan; begin to identify which initiatives should be continued, adjusted, or stopped; and Identify and prioritize next steps for deepening implementation and effectiveness.

Rigorous, ongoing evaluations will help refine training, support, and professional development programs in several ways:

- **Formative evaluations (monthly)** will gauge teacher satisfaction with professional learning activities, whether the activities took place as planned, and whether teachers mastered new knowledge and skills. Formative evaluations will help professional

development providers determine whether activities are on track or whether some midcourse changes are necessary to achieve the intended outcomes.

- **Ongoing evaluations (quarterly)** will yield information about changes in school organization and culture that may result from teacher training, support, and professional development.
- **Summative evaluations (annually)** will focus on whether the professional development achieved the intended outcomes as reflected in changes in teachers' practice and changes in student learning.

In order to adequately assess the effectiveness of planned training, support, and professional development, data collected on professional learning implementation will include careful record keeping and the following quantitative and qualitative data sources:

- Sign-in sheets to track teacher participation
- Activity logs to track follow-up support for individual teachers and groups of teachers
- Activity logs noting the frequency and the duration of weekly observations and feedback on the classroom application of new instructional strategies, as well as their substantive focus
- Surveys and evaluation forms to gauge teacher perception and whether teachers are likely to apply new knowledge and skills in their professional practice
- An analysis of benchmark assessments, common formative assessments, daily formative assessments, and student work.

Training, Support, and Professional Development events	Timeline for Delivery	Agent/Organization Responsible for Delivery	Desired Measurable Outcomes	Analysis and Reporting of Outcomes
Instructional Coaching	**September – May 2013**	**American Institutes for Research**	• Positive perception of coaching activities • Improved instructional knowledge and skills among teachers • Application of instructional shifts and best practice in instruction as measured by instructional observations • Increased student achievement	Data analysis and reporting will happen during AIR facilitated quarterly meetings with Instructional Coaches. Using the Coaching Tracking Tool, Coaches will analyze and respond to the questions below to determine outcomes and plan interventions: *Based on completed observation protocols, how many participants could be rated as proficient in applying new instructional strategies in their classrooms? Do observational data suggest gaps in application?*
Professional Learning Communities	**October 2013 (start date) – June 2013**	**Instructional Coaches and American Institutes for Research**	• Time for collaboration built into the school day and calendar • Team norms to guide collaboration • 8-10 essential common outcomes per semester by course/content area • Common assessments • Grade-level/content-based improvement strategies	Data analysis and report will happen during weekly meetings with the instructional leadership team. Instructional leaders will focus evaluation of PLCs on how well the team works, completion of its actions, and the outcomes of its actions. Formative evaluations will include a survey to individual members to evaluate their own involvement in the PLC; then aggregating the ratings into a single mean score, identifying the range of scores, and the most frequent response will help team members know how the team is doing overall. Summative evaluations will help determine if the team has achieved its goal(s)- whether students perform at the expected levels- as determined by district common formative assessments and state assessments.

Training, Support, and Professional Development events	Timeline for Delivery	Agent/Organization Responsible for Delivery	Desired Measurable Outcomes	Analysis and Reporting of Outcomes
Intensive Positive Behavioral Interventions and Support/ Safe and Civil Schools Coaching	**September 2013 – June 2014**	**PBIS consultant through Safe Schools**	• Reduced suspension rate • Reduced behavior referrals • Increase in positive behavior • Improved classroom management as measured by classroom observations • More time on instructional tasks • Increased Student engagement	Data analysis and report will happen during weekly meetings with the school leadership team and members of the Student Support Team. Student discipline data will be analyzed on a weekly basis and will include the high incident behaviors, high incidence locations, students with high levels of behavior referrals, and classrooms with a high incidence of behavior and discipline referrals. Results of this analysis will be disseminated through school-wide faculty meetings, grade-level meetings, and meetings with individual teachers with high incidents.
Parent and Community Engagement: Infrastructure and Capacity Building	**September, 2013 – April, 2014**	**AIR**	• Increased student and parental engagement • Aligned afterschool and summer programs • Increased CBO engagement at the school	Data analysis and reporting will happen during quarterly meetings with the school leadership team and members of the Student Support Team. Results of this analysis will be disseminated through school-wide faculty meetings.
Data Driven Instruction	**3 days (6 hour/day); October –December 2013**	**UCSD—outside educational expert, Chris Grethel**	• Improved instructional knowledge and skills among teachers • Application of best practice in instruction as measured by instructional observations • Increased student achievement	Data analysis and reporting will take place during school leadership team meetings and instructional team meetings. The principal, Assistant Principal and Instructional Coach will be responsible for collecting data. Data collection and analysis will focus on ELA and Math assessments

Training, Support, and Professional Development events	Timeline for Delivery	Agent/Organization Responsible for Delivery	Desired Measurable Outcomes	Analysis and Reporting of Outcomes
Differentiated Instruction	**September – May 2013**	**OHM BOCES— Nancy Sommer**	• Improved instructional knowledge and skills among teachers • Application of best practice in instruction as measured by instructional observations • Increased student achievement	Data analysis and reporting will happen during AIR facilitated quarterly meetings with Instructional Coaches. Using the Coaching Tracking Tool, Coaches will analyze and respond to the questions below to determine outcomes and plan interventions: *Based on completed observation protocols, how many participants could be rated as proficient in applying new instructional strategies in their classrooms? Do observational data suggest gaps in application?*
Common Core Learning Standards and Module Training	**September – May 2013**	**Common Core Ambassadors**	• Improved instructional knowledge and skills among teachers • Application of best practice in instruction as measured by instructional observations • Increased student achievement	Data analysis and reporting will happen during AIR facilitated quarterly meetings with Instructional Coaches. Using the Coaching Tracking Tool, Coaches will analyze and respond to the questions below to determine outcomes and plan interventions: *Based on completed observation protocols, how many participants could be rated as proficient in applying new instructional strategies in their classrooms? Do observational data suggest gaps in application?*

Training, Support, and Professional Development events	Timeline for Delivery	Agent/Organization Responsible for Delivery	Desired Measurable Outcomes	Analysis and Reporting of Outcomes
Response to Intervention	**2 days (6hour/day); October—November 2013**	**UCSD—Outside Educational Consultant- Stephanie Pelcher**	• Reduced suspension rate • Reduced behavior referrals • Improved classroom management as measured by classroom observations • More time on instructional tasks • Increased Student engagement	Data analysis and report will happen during weekly meetings with the school leadership team and members of the Student Support Team. Student discipline data will be analyzed on a weekly basis and will include the high incident behaviors, high incidence locations, students with high levels of behavior referrals, and classrooms with a high incidence of behavior and discipline referrals. Results of this analysis will be disseminated through school-wide faculty meetings, grade-level meetings, and meetings with individual teachers with high incidents.
Data Driven Instruction	**3 days (6 hour/day); October –December 2013**	**UCSD—outside educational expert, Chris Grethel**	• Improved instructional knowledge and skills among teachers • Application of best practice in instruction as measured by instructional observations • Increased student achievement	Data analysis and reporting will take place during school leadership team meetings and instructional team meetings. The principal, Assistant Principal and Instructional Coach will be responsible for collecting data. Data collection and analysis will focus on ELA and Math assessments?

J. Communication and Stakeholder Involvement/Engagement

Regular and Systematic Updates to Stakeholders

One of the core beliefs driving the transformation plan is the district- and school-wide understanding that school staff, parents, and community members are partners in the change process. *The School Turnaround Field Guide*, a 2010 social impact report sponsored by the Wallace Foundation, identifies three critical gaps in parent, community, and stakeholder engagement that must be addressed to ensure successful school turnaround. These include:

- Building awareness of the need for change among students, parents, educators, policy makers, and communities.
- Engaging and mobilizing stakeholders and building public demand to advocate for needed changes.
- Establishing laws and policies that support those making difficult decisions.

Together, the district and school are committed to implementing regular and systematic actions to address these gaps and to ensure that all parents, community members, and other stakeholders are well informed regarding implementation of the School Improvement Grants (SIG) plan.

To that end, a number of meetings were convened as part of the transformation plan development process:

1. UCSD hosted a meeting for MLK school community in September 2012 and explained the school's accountability status and the NYSED Priority School requirements. This meeting provided a detailed overview of the four model options and a review of plans for a visit from NYSED.
2. A second meeting was held at MLK on May 29, 2013 to review the Priority School requirements and provide an overview of the transformation model selected for the school. During the meeting, Carla Percia, the Director of Grants, Contracts and Compliance (and proposed SIG district liaison) also shared the draft school plan for feedback.
3. A third Board Presentation will be held on June 11 to review how MLK came to be a Priority School, the requirements by law, the Transformation Model, and plans for next year. A letter will also be mailed to each parent/guardian at MLK. This meeting will be taped and aired on the Public Education Access Channel. A summary letter will also be sent out to key stakeholders.
4. During the summer before school commences, the district will hold a meeting on site for the MLK parents and community to introduce the new principal, discuss the vision, expectations and goals for the school, and discuss plans for increasing parent engagement and involvement. We will encourage and garner parent input and feedback.

Moving forward, the district and MLK will utilize the following core strategies for regular and systemic communication with all stakeholders:

1. Develop a school-wide communication plan that incorporates multiple media and provides user-friendly data and information.
2. Establish a school leadership team.

3. Provide direct outreach to families and communities through a school-level parent liaison.

Communications Plan: The SLT and new principal will create a plan to work and communicate with stakeholders prior to and during implementing the transformation. This plan will clarify lines of communication between the district and the community and to ensure that all parents, families, and community members are kept abreast of the initiatives and progress of school transformation. Multiple forms of media and user-friendly data will be used to reach all stakeholders and to build community-wide support for dramatic school change. This plan will ensure that:

- A compelling case and sense of urgency for success for all students is communicated.
- A clear and consistent message is received across the school community.
- A primary point of contact for each grade level and/or subject is identified and used to ensure a consistent message.
- An environment of high expectations is communicated and created.
- Improve employee support and morale.

The on-site lead partner will also report monthly to the Internal Liaison and the Superintendent on the progress of the reform initiatives. Quarterly meetings with the teachers' union and quarterly meetings with lead partners and other SIG support vendor partners will also provide status updates on progress and will strengthen collaboration. The Internal Liaison will also play a leading role in communicating the implementation of Martin Luther King's school turnaround process is important to parents, families, and the community. There will be a review every six weeks, a reality check right after the second semester, and then a year-end review.

School Leadership Team: The SLT will monitor the progress of the SIG, determine necessary course corrections, and ensure that all stakeholders are regularly informed. Comprised of primary, intermediate, special education, and ESL teachers, social worker, AIS facilitator, Data Specialist, instructional coaches, and parent liaison; the team will communicate regular progress to teachers, parents, and community members.

Parent and Community Involvement: The SLT will take the leading role in providing regular updates to parents and families about the school plans and implementation of the SIG plan. Several modes of communication will be used, including:

- Surveying families and students on ways the school can effectively engage with them and assess satisfaction with school services
- Publishing weekly newsletters and providing parent calendars to improve communication and strengthen links between home and school
- Hosting regular public meetings to review school performance and school improvement plans
- Providing multiple and varied opportunities to engage parents in school and learning activities
- Welcoming and supporting new families with support from the school's instructional support team and school staff

K. Project Plan and Timeline

i. Year One Implementation Period—Goals and Key Strategies

Table # outlines the specific, measurable, and time-phased actions on the part of district leadership, MLK school leadership, the lead partner, and other stakeholders to support the key strategies in the Year One Implementation Period.

Implementation Period Actions and Timeline

Goal 1: MLK will implement rigorous, student-centered, and effective instructional strategies with fidelity across all grades.				
Focus Area	**Strategies**	**Indicators of Success**	**Time Lines**	**Responsibility**
Curriculum and Instruction	Hiring Instructional Coaches in ELA/Math	Change in teacher practice	August	UCSD
	Training ELA/Math Instructional Coaches	Change in teacher practice	August 2013-June2014	Instructional Coaches
	Deliver Job embedded Instructional Coaching	Change in teacher practice	September 2013-June 2014	Instructional Coaches
	Infusion of literacy strategies Common Core modules with science and social studies	Students engaged in Close Reads in science/social studies	September 2013-June 2014	Instructional Coaches and staff
	Parallel block scheduling using teacher assistants to provide differentiated instruction	Target small group instruction	September 2013-June 2014	School Leadership Team
	Training in differentiated instruction	Targeted small group instruction	January 2014	BOCES
	Extended Learning Time	Increase student proficiency	September 2013-July 2014	Principal and instructional staff
	Vertical Alignment	Articulating pacing guides	September 2013-June 2014	Instructional Staff

	Instructional strategies for ELL's and SWD's	Increase student achievement in i-Ready and Benchmark assessments	September 2013-June 2014	Administrator, ELL and Pupil Services, Administrator for Special Education Services, and Administrator for
	Optimize implementation of RTI	Pro		

Goal 2: MLK will employ an approach to data use that is comprehensive, timely, cyclical, and student centered.

Focus Area	Strategies	Indicators of Success	Time Lines	Responsibility
Data Use	PLCs- collaborative opportunities for teachers to analyze data develop responsive instructional plans and ensure ongoing feedback loops.	Teachers use data to adapt instruction	September 2013-June 2014	Designated PLC Facilitator
	Hiring a data specialist to support principal and school leadership team	Data Specialist will have a system in place and by the end of the first quarter data systems will be in place to track all leading indicators	August	Director of Human Resources
	Monthly Progress Monitoring Meetings with SLT and Quarterly Meetings involving the SLT , District , and the Lead Partner	Making course corrections and implementation feedback	September 2013-June 2014	Principal and Internal Liaison
	Use of teacher release time for collaborative analysis of student performance	Teachers to modify instruction based on what they are learning immediately following the release of the data and Regular adjustment of AIS students	Quarterly	Internal Liaison and principal
	Vertical/Horizontal	Analyze and adapt	September	Instructional Staff

	Team Meetings	instruction to meet students needs	2013-June 2014	
Goal 3: MLK will develop a positive school environment that provides the necessary supports to ensure student success.				
Focus Area	**Strategies**	**Indicators of Success**	**Time Lines**	**Responsibility**
School Climate	Hiring a social worker to boost student support	Reduction of discipline referrals	September 2013-June 2014	Director of Human Resources
	Implement PBIS with consistency and fidelity	Reduction of discipline referrals	September 2013 – June 2014	PBIS core team
	Re-train PBIS members	Cohesive and consistent implementation of PBIS	August 2013	PBIS consultant and IST
	Professional development on classroom management and behavior expectations	Reduction of discipline referrals and more time on task	Fall 2013	Principal, Social worker, and IST
	Teaching students self-control and social skills strategies	Reduction of discipline referrals and more time on task	September 2013-June 2014	Principal, Social worker, and IST

ii. Quick Wins

According to Kowal and Ableidinger (2011), successful turnaround leaders identify a few high-priority goals that will yield visible results and serve to motivate and engage all stakeholders in the change process. These early wins must be targeted, based on a review of data, and directly impact student learning outcomes. The early wins for MLK include the following:

- Enact a school schedule that maximizes instructional time and provides consistent opportunities for job-embedded professional development
- Hire and train full-time instructional coaches in ELA and math
- Decrease the number of discipline referrals as measured by Positive Behavioral Interventions and Supports (PBIS).

The leading indicators for the success of early wins, as outlined by the Public Impact report, are as follows:

- Existence of a plan, including turnaround success actions
- Level of clarity and detail in all goals, steps, and timing for all staff
- Ratings of timeliness of actions to implement plan steps

- Existence of systems to regularly collect, analyze, and use data

Given the detailed SIG plan outlined in this application and the high levels of district and school commitment to change, MLK is on the right track for the earliest phase of school transformation.

iii. Leading Indicators

Based on Kowal and Ableidinger (2011), the table below identifies the leading indicators that will be reviewed on a quarterly basis as well as how the data will be collected, who will analyze the data, and to whom the data will be reported. As noted by Kowal and Ableidinger, successful turnaround leaders are "fearless data hounds" (p. 10) and report data frequently in open-air sessions to ensure that the focus is on problem solving, not excuse making. MLK is committed to open-air data analysis and reporting, as outlined in Table x.

Table x. Leading Indicators for Turnaround Success and Data Reporting

Success Factor	Leading Indicator Reviewed Quarterly	Method of Data Collection	Data Analysis Conducted By	Data Reported To/In
Leaders take turnaround success actions.	Ratings on the way in which the leader engages in each action	Leadership rubric (synthesis of observations)	UCSD district representative, BOCES mentor	District liaison, lead partner at monthly principal meetings
	Teacher turnover rate		Office of Human Resources	District liaison, lead partner, at Reality Check meetings
School achieves preconditions for learning gains.	Teacher and student tardiness	PBIS	MLK's administrative staff	District liaison SLT, parents, lead partner, at quarterly meetings and year-end review
	Truants	PBIS	SST	PLCs, SST, SLT, parents, lead partner at SST meetings, quarterly meetings and year-end review
	Discipline incidents	PBIS	SST	PLCs, SST, SLT, parents, lead partner, at SST meetings, quarterly meetings and year-end review
	Student, teacher, and parent satisfaction	Survey	District liaison and parent facilitator	District liaison SLT, parents, lead partner, at first quarterly meeting and year-end review
School achieves early wins.	Instructional Coaching affects teacher practice	Walkthroughs, CLASS observations, peer observation	Principal, external partner, instructional staff	PLCs, SLT, District liaison, and quarterly meetings
	Increased parent participation in Open School night	SLT	SLT	District liaison SLT, parents, lead partner, at
	Indicators based on school-specific goals	Quarterly benchmark assessments, PBIS, and	Teachers, SST, principal, and Data Specialist	PLCs, SST, SLT, parents, District Liaison, lead partner, at quarterly meetings

Success Factor	Leading Indicator Reviewed Quarterly	Method of Data Collection	Data Analysis Conducted By	Data Reported To/In
		classroom rubric (synthesis of weekly observations)		

iv. Years 2 and 3—Goals and Key Strategies

The overarching goal for the Year 2 and Year 3 Implementation Periods is to continually monitor data and program effectiveness to ensure that the SIG transformation evolves to fit targeted school needs. Data from leading indicators will be reviewed quarterly (and annually where appropriate) to address implementation issues, ensure data-driven decision-making processes, and determine timely course corrections. In addition, as outlined in Kowal and Ableidinger (2011), district and school leaders will be able to examine the correlations between student outcome data and leading indicators in Years 2–3 and then target the leading indicators that are the most connected to student learning outcomes and turnaround success.

Reference

Kowal, J., & Ableidinger, J. (2011). *Leading indicators of school turnaround: How can you know if a turnaround is on track?* Chapel Hill, NC: Public Impact. Retrieved from http://www.schoolturnarounds.org/index.php?option=com_content&view=article&id=28&Itemid=29

Public Impact. (2008, June). *School turnaround leaders: Competencies for success* (a report for the Chicago Public Education Fund). Chapel Hill, NC: Author. Retrieved from http://www.publicimpact.com/publications/Turnaround_Leader_Competencies.pdf

ORIGINAL

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
(see instructions for mailing address)

PROPOSED BUDGET FOR A
FEDERAL OR STATE PROJECT
FS-10 (01/05)

Local Agency Information

Funding Source: Title I SIG - 1003g – Transformation Grant for ML King School

Report Prepared By: Carla J. Percia

Agency Name: Utica City School District

Mailing Address: 106 Memorial Parkway
Street

Utica (City) | New York` (State) | 13501 (Zip Code)

Telephone #: 315-792-2215 County: Oneida

E-Mail Address: cpercia@uticaschools.org

Project Operation Dates: 09 / 01 / 13 (Start) 08 / 31 / 14 (End)

INSTRUCTIONS

- **Submit the original 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 the Grants Finance.
- Enter whole dollar amounts only.
- Prior approval by means of an approved budget (FS-10) or budget amendment (FS-10-A) is required for:
  - Personnel positions, number and type
  - Beginning with the 2005-06 budgets, equipment items having a unit value of $5,000 or more, number and type
  - Budgets for 2004-05 and earlier years equipment items having a unit value of $1,000 or more, number and type
  - Minor remodeling
  - Any increase in a budget subtotal (professional salaries, purchased services, travel, etc.) by more than 10 percent or $1,000, whichever is greater
  - Any increase in the total budget amount.
- Certification on page 8 must be signed by Chief Administrative Officer or designee.
- High quality computer generated reproductions of this form may be used.
- For changes in agency or payee address contact the State Education Department office indicated on the application instructions for the grant program for which you are applying.
- For further information on budgeting, please refer to the Fiscal Guidelines for Federal and State Aided Grants which may be accessed at www.oms.nysed.gov/cafe/ or call Grants Finance at (518) 474-4815.

ATTACHMENT CODE: 15				
Specific Position Title	**School**	**FTE**	**Annualized Rate of Pay**	**Project Salary**
Instructional Coach	King	1	$84,847	$84,847
Instructional Coach	King	1	$84,847	$84,847
Data Specialist	King	1	$77,148	$77,148
Social Worker	King	1	$86,888	$86,888
Summer hours for Social Worker	King	4 wks x 5 days x 3.5 hrs	$28.00/hr	$1,960
Internal Liaison Administrator	King	0.2	$121,817	$24,363
Principal - summer	King	4 wks x 5 days x 3.5 hrs	$28.00/hr	$1,960
Teacher for Parent Nights	King	9 days x 2 hrs x 20 tchrs	$28.00/hr	$10,080
Teacher Prep for Parent Nights	King	5 events x 3 hrs x 2 tchrs	$28.00/hr	$840
Teacher Hours for Extended Learning Time during the school year	King	30 wks x 3 hrs x 16 tchrs	$28.00/hr	$40,320
Teacher Hours for Extended Learning Time during the summer	King	4 wks x 5 days x 4.5 hrs x 10	$28.00/hr	$25,200
AIS Teacher Assistant	King	1	$15,800	$15,800
AIS Teacher Assistant	King	1	$15,800	$15,800
AIS Teacher Assistant for summer sch	King	4 wks x 5 days x 3.5 hrs x 3 TAs	$13.00/hr	$2,730
Professional Development for TAs	King	8 hrs x 2 TAs	$13.00/hr	$208
Professional Develop for TAs-summer	King	6 hrs x 2 Tas	$13.00/hr	$156
TEACHER STAFF DEVELOPMENT				
Teachers during the year	King	12 mos x 4 hrs x 20 tchrs	$28.00/hr	$26,880
Summer Academy	King	2 days x 6 hrs x 20 tchrs	$28.00/hr	$6,720
CC Modules, Infustion of Science & Social Studies	King	24 hrs x 20 tchrs	$28.00/hr	$13,440
Instructional Coach Training	King	2 days x 6 hrs x 2 tchr	$28.00/hr	$672
PLC Meetings	King	36 wks x 1 hrs x 20 tchrs	$28.00/hr	$20,160
Planning for principal, coaches, SBIT, leadership	King	5 days x 6 hrs x 8 tchrs	$28.00/hr	$6,720
Conditions for Learning Survey	King	1 hrs x 20 tchrs	$28.00/hr	$560
RtI Planning	King	20 hrs x 10 tchrs	$28.00/hr	$5,600
PBIS Planning	King	4 hrs x 10 mo	$28.00/hr	$6,720
PBIS Planning - summer	King	10 hrs	$28.00/hr	$1,680
SUBSTITUTES				
Curriculum Work	King	100 days	$80.00/day	$8,000
Training for PLC Facilitators	King	6 days x 3 tchrs	$80.00/day	$1,440

ATTACHMENT CODE: 15				Pg 2 of 2
Specific Position Title	**School**	**FTE**	**Annualized Rate of Pay**	**Project Salary**
Subs for Data Analysis	King	6 days x 3 tchrs	$80.00/day	$1,440
Curriculum Alignment w/ELA modules & science	King	4 days x 7	$80.00/day	$2,240
RtI Training	King	2 days x 10	$80.00/day	$1,600
PBIS refresher training	King	1 day x 6	$80.00/day	$480
			TOTAL:	**577,499**

ATTACHMENT CODE: 16				
Specific Position Title	**School**	**FTE**	**Annualized Rate of Pay**	**Project Salary**
Translators -	King	9 evnts x 2 hrs x3 interpreters	$20.00/hr	$1,080
SECURITY				
Parent Nights	King	9 evnts x 3 hrs	$32.00/hr	$864
Summer	King	4 wks x 5 days x 3.5 hrs	$32.00/hr	$2,240
SCHOOL NURSE				
Summer of 2014	King	4 wks x 5 days x 3.5 hrs	$29.00/hr	$2,030
			TOTAL:	**6,214**

PURCHASED SERVICES: Code 40

Include consultants (indicate per diem rate), rentals, tuition, and other contractual services. Copies of contracts may be requested by the State Education Department. Purchased Services from a BOCES, if other than applicant agency, should be budgeted under Purchased Services with BOCES, Code 49.

Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Please See attachment			
		Subtotal - Code 40	732,334

SUPPLIES AND MATERIALS: Code 45

Beginning with the 2005-06 year include computer software, library books and equipment items under $5,000 per unit.

For earlier years include computer software, library books and equipment items under 1,000 per unit.

Description of Item	Quantity	Unit Cost	Proposed Expenditure
As per attached			
		Subtotal - Code 45	34,512

ATTACHMENT CODE: 40				PG 1 OF 2
Description of Item	**Building**	**Provider of Services**	**Calculation of Cost**	**Proposed Expenditure**
Translations by outside agencies	King	MAMI, etc	18 hrs x $35/hr	630
Printing of parent communication post cards, brochures, etc.	King	Local Printing Agency with lowest quote	344 students x 3 mailings x $9.50	9,804
CONSULTANTS				
Featured Speakers for PD	King	TBD	3 x $3000/ea	9,000
Parenting Speakers	King	TBD	4 x $1500/ea	6,000
RtI	King	Stephanie Pelcher	2 days x $1200	2,400
Common Core Shifts, Data Driven Instruction, Rigorous Assessment Development	King	Christopher Grethel	3 days x $800	2,400
PBIS Consultant - Refresher	King	TBD	1 day x $2100	2,100
AMERICAN INSTITUTES for RESEARCH				
On-Site School Transformation Consultant	King	American Institutes for Research	One senior school turnaround consultant for 144 days	242,000
District & School Leadership Professional Development and Coaching	King	American Institutes for Research	2 day summer leadership planning retreat. Professional development academinies for School Leadership Team focused on data analysis and instructional coaching. 2 transformation cohort meetings/webinars with oither SIG transformation school. 96 days of leadership coaching for District, Principal and SBIT team, with an average of 5 days/month dedicated on site	160,000
Curriculum & Instruction Support & Professional Development	King	American Institutes for Research	96 days of support from AIR cuurculum and instruction experts that includes planning support, classroom observations and aligned professional development sessions for English & Math CCSS. Monthly instructional coaching training sessions/progress meetings during the school year. 18 day of PLC planning, implementation & monitoring. 3 PLC observations and formative feedback. Access ot AIR research regarding effective instructional frameworks.	194,000
Family & Community Engagement	King	American Institutes for Research	On-site facilitation and advisement in the development of the exteral communication plan. Development and support of teacher and leader outreach activiities to expand and enrich family involvement. Training and support for school Family Coordinator	47,500

ATTACHMENT CODE: 40

Description of Item	Building	Provider of Services	Calculation of Cost	Proposed Expenditure
Progress Monitoring	King	American Institutes for Research	Development of progress monitoring system at ML King. Monthly meetings with the SIG Leadership Team, including key district and school leaders to assess progress. Midyear and year-end Reality Check meetings led by a team of 3-4 AIR turnaround consultants.	56,500
			TOTAL:	**732,334**

ATTACHMENT CODE:45				
Description of Item	**Buidling**	**Quantity**	**Unit Cost**	**Proposed Expenditure**
PLC Supplies	King	24 teachers	$270.84	6,500.00
SIG goals, charts and banners	King	24 teachers	$104.17	2,500.00
Supplies for summer	King	10 classrooms	$200.00	2,000.00
Bookd for Barnes & Noble summer field trip	King	150	$15.00	2,250.00
PD Supplies (books, subscriptions, etc.)	King	24 teachers	$166.67	4,000.00
PARENTING SUPPLIES				
Parent Night materials	King	9 events	$200.00	1,800.00
Refreshments for parents	King	9 events	$600.00	5,400.00
Parent Communication supplies for brochures, post cards, newsletters, videos	King	344 students x 3 communications	$9.75	10,062.00
			TOTAL:	**34,512.00**

INDIRECT COST: Code 90

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)		$ 905,751	(A)
B. Approved Restricted Indirect Cost Rate		1.6 %	(B)
C. (A) x (B) = Total Indirect Cost	Subtotal – Code 90	$ 14,492	

PURCHASED SERVICES WITH BOCES: Code 49

Description of Services	Name of BOCES	Calculation of Cost	Proposed Expenditure
Differentiated Instruction Training	Oneida-Herkimer-Madison	8 days x 3 instructors x $800	19,200
		Subtotal – Code 49	19,200

MINOR REMODELING: Code 30

Allowable costs include salaries, associated employee benefits, purchased services, and supplies and materials related to alterations to existing sites.

Description of Work To be Performed	Calculation of Cost	Proposed Expenditure
	Subtotal – Code 30	

HELPFUL REMINDERS

- Check for the required number of copies to be submitted, including the number of original signature copies. The number of copies may vary from program to program. If unsure, contact the State Education Department office responsible for the program for which you are applying.

- An approved copy of the FS-10 will be returned to the contact person at the address completed on page 1. A window envelope will be used for the return mailing; please make sure that the contact information is accurate, legible, and confined to the address field.

- Be sure to check your math and carry all subtotals forward to the Summary on Page 8. Simple mathematical errors often require Grants Finance to contact both the local agency and other State Education Department offices, resulting in unnecessary delays in program approval. And remember, use whole dollars only.

- School districts and BOCES should use the restricted indirect cost rate that has been approved for the school year in which the grant will operate. Most other agencies are subject to a fixed maximum rate depending on the grant program and type of agency. Contact Grants Finance at (518) 474-4815 if you have any questions regarding indirect costs.

- The modified direct cost used in the calculation of indirect cost must exclude equipment, minor remodeling, the portion of each subcontract exceeding $25,000 and any flow through funds.

- Be sure to complete the Agency Code on Page 8 as well as the Project #, if pre-assigned.

- For Special Legislative projects and Grant Contracts, please enter the Contract #.

- For ease of data entry at the State Education Department, please make sure that Page 8 faces out

- Submit forms to the State Education Department as follows:

Application, FS-10, FS-10-A – Program Office

FS-25, FS-10-F for **Special Legislative Projects** –
Special Legislative Projects Coordinating Team
New York State Education Department
Room 132 Education Building
Albany, New York 12234

FS-25, FS-10-F for other projects –
Grants Finance
New York State Education Department
Room 510W Education Building
Albany, New York 12234

Attachment D - (1003g) Budget Summary Chart

Agency Code	4	1	2	3	0	0	0	1	0	0	0	0
Agency Name	**Utica City School District**											

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

Categories	Code	Costs
Professional Salaries	15	**577,499**
Support Staff Salaries	16	**6,214**
Purchased Services	40	**732,334**
Supplies and Materials	45	**34,512**
Travel Expenses	46	**26,742**
Employee Benefits	80	**203,450**
Indirect Cost (IC)	90	**14,492**
BOCES Service	49	**19,200**
Minor Remodeling	30	**0**
	Total	**1,614,443**

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

Categories	Code	Costs
Professional Salaries	15	**582,321**
Support Staff Salaries	16	**6,214**
Purchased Services	40	**526,630**
Supplies and Materials	45	**30,312**
Travel Expenses	46	**27,332**
Employee Benefits	80	**207,964**
Indirect Cost (IC)	90	**14,236**
BOCES Service	49	**0**
Minor Remodeling	30	
	Total	**1,395,009**

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

Categories	Code	Costs
Professional Salaries	15	**493,119**
Support Staff Salaries	16	**6,214**
Purchased Services	40	**276,630**
Supplies and Materials	45	**10,542**
Travel Expenses	46	**14,976**
Employee Benefits	80	**186,724**
Indirect Cost (IC)	90	**11,795**
BOCES Service	49	**0**
Minor Remodeling	30	**0**
	Total	**1,000,000**

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

Categories	Code	Costs
Professional Salaries	15	**1,652,939**
Support Staff Salaries	16	**18,642**
Purchased Services	40	**1,535,594**
Supplies and Materials	45	**75,366**
Travel Expenses	46	**69,050**
Employee Benefits	80	**598,138**
Indirect Cost (IC)	90	**40,523**
BOCES Service	49	**19,200**
Minor Remodeling	30	**0**
	Total Project Budget	**4,009,452**

Budget Narrative: Utica City School District- Martin Luther King Jr. Year 1

Project Activity	Cost	Funding Source	Explanation/Justification	Strategy for Sustaining
Proposal Narrative Category: Professional Salaries				
Name of activity: Hiring professional staff				
Hire Internal Liaison	32,359	SIG	To provide progress monitoring and support between the school and the district	School leadership teams will continue to provide support to instructional staff and continue to report progress back to the district leaders
Hire/train 2 instructional coaches	242,293		Model and provide support to classroom teachers in rigorous ELA/Math instruction	Embedded training to build capacity
Hire Data Specialist	111,135	SIG	Provide support to principal and internal liaison by collecting and analyzing data	Embedded training to build capacity
Social Worker	123,270	SIG	Reduction of discipline referrals and student support	Improve school climate through PBIS team
Teacher Assistants	43,231	SIG	To reduce class size for academic instruction during ELA	Students will use differentiated strategies to increase academic success
Proposal Narrative Category: Staff Development				
Name of activity: Teacher Training		SIG		
Horizontal/Vertical Planning	33,492	SIG	Articulate the pacing guides	Pacing guides will continue to be monitored and updated
Curriculum Work	8,668	SIG	Improve instructional	A rigorous curriculum and instruction

			knowledge and imply instructional shifts	will continue
Data Analysis	1,560	SIG	To collect, analyze, and adapt instruction	Teachers will continue to utilize data and modify instruction
Curriculum Alignment with ELA modules and science	19,173	SIG	Promote rigorous instruction in ELA/Math	A rigorous curriculum and instruction will continue
RTI Training	8,710	SIG	Implementation of school wide plan	To continue support for high risk students
PBIS Training	10,987	SIG	To train teachers and students in positive behavioral expectations to decrease the number of discipline referrals	To improve school climate
PLCS	26,679	SIG	Time for collaboration for vertical/horizontal teams	To build improve instructional strategies
Planning hrs. for principals, coaches, and school leadership team	8,373	SIG	To provide a timeline, events schedule, to implement the transformation plan	To build capacity to increase academic improvement
Summer Academy	9,071	SIG	Planning the implementation of the transformation plan with AIR	Develop a timeline for implementation
Differentiated Instruction Purchase services with BOCES	19,200	SIG	To incorporate best practices in daily lessons	Best practices can be utilized through daily lesson plans

Proposal Narrative Category: Extended Learning Time				
Name of activity: ELT during the school year				
Teachers	50,238	SIG	To provide academic support to increase student proficiency for all students	Increase student achievement and to decrease the amount of at risk students that will need ELT
ELT Transportation during the school year	14,400	SIG		
Summer ELT teachers/Principal	33,842	SIG	To provide academic support to increase student proficiency for all students	Increase student achievement to decrease the amount of at risk students that will need ELT
ELT Summer Transportation	12,000	SIG		
Summer Field Trip Transportation	342	SIG	To provide academic support to increase student proficiency for all students	Increase student achievement and to decrease the amount of at risk students that will need ELT
Summer Social Worker	2,443	SIG		
Summer Nurse	2,623	SIG		
Summer Security	2,895	SIG		

Proposal Narrative Category: Parent Involvement				
Name of activity:				
Teachers for parent night	**12, 560**	**SIG**	**Increase parental involvement and engagement**	**Parents will be able to provide support for their children at home**
Teacher prep	**1,047**	**SIG**		
Translations for parent events (academic coaches) **Outside agency translations**	**1,397** **630**	**SIG**		
Printing for Parent events	**9,804**	**SIG**		
Security for parent events	**1,117**	**SIG**		
Parenting Supplies (parent communications, refreshments, materials for parent nights)	**17,262**	**SIG**		

Proposal Narrative Category: Consultants				
American Institutes for Research		**SIG**	**Provide MLK with more effective teachers and leaders**	**Provide job embedded professional development to build capacity to**

			Implementation of coherent discipline approach Improved use of data to inform program decisions Improvement parent/Community engagement	continue academic improvement
On site school transformation consultant	242,000	SIG		
School and district leadership PD and coaching	160,000	SIG		
Curriculum and instruction support in PD	194,000	SIG		
Family and community engagement	47,500	SIG		
Progress Monitoring	56,500	SIG		

Proposal Narrative Category: Outside Consultants				
Name of activity:				
3 featured speakers for PD	9, 000	SIG	To provide research based professional development to support school turnaround	Staff will turnkey train embedded professional development
Parenting speakers	6,000	SIG		
Stephanie Pelcher -RTI	2,400	SIG		
Chris Grethel-Common Core	2,400	SIG		
PBIS-consultant	2,100	SIG		

Proposal Narrative Category: Supplies				
Name of activity:				
PLCS	**6,500**	**SIG**	**To provide materials for professional development and student support to implement school turnaround**	**Staff will use materials to turnkey train embedded professional development**
SIG goals, charts, and banners	**2,500**	**SIG**		
Summer supplies	**2,000**	**SIG**		
Books for Barnes and Noble field trip	**2,250**	**SIG**		
PD supplies (books, subscriptions, etc.)	**4,000**	**SIG**		
Proposal Narrative Category: Indirect Cost				
1.6 % of $905,751	**19,200**	**SIG**		

.Budget Narrative: Utica City School District- Martin Luther King Jr. Year 2

Project Activity	Cost	Funding Source	Explanation/Justification	Strategy for Sustaining
Proposal Narrative Category: Professional Salaries				
Name of activity: Hiring professional staff				
Hire Internal Liaison	32, 975	SIG	To provide progress monitoring and support between the school and the district	School leadership teams will continue to provide support to instructional staff and continue to report progress back to the district leaders
Hire/train 2 instructional coaches	247, 385		Model and provide support to classroom teachers in rigorous ELA/Math instruction	Embedded training to build capacity
Hire Data Specialist	113, 519	SIG	Provide support to principal and internal liaison by collecting and analyzing data	Embedded training to build capacity
Social Worker	125,861	SIG	Reduction of discipline referrals and student support	Improve school climate through PBIS team
Teacher Assistants	43,444	SIG	To reduce class size for academic instruction during ELA	Students will use differentiated strategies to increase academic success
Proposal Narrative Category: Staff Development				
Name of activity: Teacher Training		SIG		
Horizontal/Vertical Planning	33,492	SIG	Articulate the pacing guides	Pacing guides will continue to be monitored and updated
Curriculum Work	8,668	SIG	Improve instructional knowledge and imply instructional shifts	A rigorous curriculum and instruction will continue
Data Analysis	1,560	SIG	To collect, analyze, and adapt instruction	Teachers will continue to utilize data and modify instruction

Curriculum Alignment with ELA modules and science	**19, 173**	**SIG**	**Promote rigorous instruction in ELA/Math**	**A rigorous curriculum and instruction will continue**
RTI Training	**8,710**	**SIG**	**Implementation of school wide plan**	**To continue support for high risk students**
PBIS Training	**10,987**	**SIG**	**To train teachers and students in positive behavioral expectations to decrease the number of discipline referrals**	**To improve school climate**
PLCS	**25, 119**	**SIG**	**Time for collaboration for vertical/horizontal teams**	**To build improve instructional strategies**
Planning hrs. for principals, coaches, and school leadership team	**8,373**	**SIG**	**To provide a timeline, events schedule, to implement the transformation plan**	**To build capacity to increase academic improvement**
Summer Academy **And conditions for learning survey**	**8,373** **698**	**SIG**	**Planning the implementation of the transformation plan with AIR**	**Develop a timeline for implementation**

Proposal Narrative Category: Extended Learning Time				
Name of activity: ELT during the school year				
Teachers	50, 238	SIG	To provide academic support to increase student proficiency for all students	Increase student achievement and to decrease the amount of at risk students that will need ELT
ELT Transportation during the school year	14, 976	SIG		
Summer ELT teachers/Principal	33, 842	SIG	To provide academic support to increase student proficiency for all students	Increase student achievement to decrease the amount of at risk students that will need ELT
ELT Summer Transportation	12,000	SIG		
Summer Field Trip Transportation	356	SIG	To provide academic support to increase student proficiency for all students	Increase student achievement and to decrease the amount of at risk students that will need ELT
Summer Social Worker	2,443	SIG		
Summer Nurse	2,623	SIG		
Summer Security	2,895	SIG		

Proposal Narrative Category: Parent Involvement				
Name of activity:				
Teachers for parent night	12, 560	SIG	Increase parental involvement and engagement	Parents will be able to provide support for their children at home
Teacher prep	1, 047	SIG		
Translations for parent events (academic coaches) Outside agency translations	1,397 630	SIG		
Security for parent events	1, 117	SIG		
Parenting Supplies (parent communications, refreshments, materials for parent nights)	17, 262	SIG		

Proposal Narrative Category: Consultants				
American Institutes for Research		SIG	Provide MLK with more effective teachers and leaders Implementation of coherent discipline approach Improved use of data to inform program decisions Improvement parent/Community engagement	Provide job embedded professional development to build capacity to continue academic improvement
On site school transformation consultant	194,000	SIG		
School and district leadership PD and	146,000	SIG		

coaching				
Curriculum and instruction support in PD	104,000	SIG		
Family and community engagement	24,000	SIG		
Progress Monitoring	48,000	SIG		

Proposal Narrative Category: Outside Consultants				
Name of activity:				
3 featured speakers for PD	1, 000	SIG	To provide research based professional development to support school turnaround	Staff will turnkey train embedded professional development
Parenting speakers	4,500	SIG		
Chris Grethel-Common Core	2,400	SIG		
PBIS-consultant	2,100	SIG		

Proposal Narrative Category: Supplies				
Name of activity:				
PLCS	2,400	SIG	To provide materials for professional development and student support to implement school turnaround	Staff will use materials to turnkey train embedded professional development
SIG goals, charts, and banners	2,400	SIG		
Summer supplies	2,000	SIG		
Books for Barnes and Noble field trip	2,250	SIG		

PD supplies (books, subscriptions, etc.)	**4,000**	**SIG**		
Proposal Narrative Category: Indirect				
1.6% of $889,773	**14,236**	**SIG**		

Budget Narrative: Utica City School District- Martin Luther King Jr. Year 3

Project Activity	Cost	Funding Source	Explanation/Justification	Strategy for Sustaining
Proposal Narrative Category: Professional Salaries				
Name of activity: Hiring professional staff				
Hire Internal Liaison	32, 975	SIG	To provide progress monitoring and support between the school and the district	School leadership teams will continue to provide support to instructional staff and continue to report progress back to the district leaders
Hire/train 2 instructional coaches	246, 548		Model and provide support to classroom teachers in rigorous ELA/Math instruction	Embedded training to build capacity
Hire Data Specialist	113, 519	SIG	Provide support to principal and internal liaison by collecting and analyzing data	Embedded training to build capacity
Social Worker	125,861	SIG	Reduction of discipline referrals and student support	Improve school climate through PBIS team
Teacher Assistants	40,042	SIG	To reduce class size for academic instruction during ELA	Students will use differentiated strategies to increase academic success
Proposal Narrative Category: Staff Development				
Name of activity: Teacher Training		SIG		
Horizontal/Vertical Planning	23, 026	SIG	Articulate the pacing guides	Pacing guides will continue to be monitored and updated

Curriculum Work	**8,668**	**SIG**	**Improve instructional knowledge and imply instructional shifts**	**A rigorous curriculum and instruction will continue**
Data Analysis	**1,560**	**SIG**	**To collect, analyze, and adapt instruction**	**Teachers will continue to utilize data and modify instruction**
PBIS Training	**10,467**	**SIG**	**To train teachers and students in positive behavioral expectations to decrease the number of discipline referrals**	**To improve school climate**
Planning hrs. for principals, coaches, and school leadership team	**8,373**	**SIG**	**To provide a timeline, events schedule, to implement the transformation plan**	**To build capacity to increase academic improvement**
conditions for learning survey	**698**	**SIG**	**Planning the implementation of the transformation plan with AIR**	**Develop a timeline for implementation**

Proposal Narrative Category: Extended Learning Time				
Name of activity: ELT during the school year				
Teachers	50, 238	SIG	To provide academic support to increase student proficiency for all students	Increase student achievement and to decrease the amount of at risk students that will need ELT
ELT Transportation during the school year	14, 976	SIG		
Extended Learning Time (Staff)	7,961	SIG		

Proposal Narrative Category: Parent Involvement				
Name of activity:				
Teachers for parent night	12, 560	SIG	Increase parental involvement and engagement	Parents will be able to provide support for their children at home
Teacher prep	1, 047	SIG		
Translations for parent events (academic coaches) Outside agency translations	1,397 630	SIG		
Security for parent events	1, 117	SIG		
Parenting Supplies (parent communications, refreshments, materials for parent nights)	10, 542	SIG		

Proposal Narrative Category: Consultants				
American Institutes for Research		SIG	Provide MLK with more effective teachers and leaders Implementation of coherent discipline approach Improved use of data to inform program decisions Improvement parent/Community engagement	Provide job embedded professional development to build capacity to continue academic improvement
On site school transformation consultant	81, 000	SIG		
School and district leadership PD and coaching	105, 000	SIG		
Curriculum and instruction support in PD	54,000	SIG		
Progress Monitoring	36,000	SIG		
Proposal Narrative Category: Indirect Cost				
1.6% of $737205	11,795	SIG		