New York State Education Department
Application Cover Sheet

School Improvement Grant (SIG) 1003[g]

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

District (LEA)				**LEA Beds Code:**
Roosevelt Union Free School District				280208030000
Lead Contact *(First Name, Last Name)*				
Darleen Peterson				
Title	**Telephone**	**Fax Number**	**E-mail Address**	
Director of Grants & Funded Programs	(516)345-7263	(516)345-7321	dpeterson@rooseveltufsd.org	
Legal School Name for the Priority School Identified in this Application				**School Beds Code**
Roosevelt Middle School				280208030009
Grade Levels Served by the Priority School Identified in this Application				**School NCES #**
Grades 7 & 8 Beginning in July 2013				
Total Number of Students Served by the Priority School Identified in this Application				**School Address *(Street, City, Zip Code)***
393				335 E. Clinton Avenue, Roosevelt 11575

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

Turnaround	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 January 25, 2013
Type or print the name and title of the Chief Administrative Officer Mr. Robert-Wayne Harris	
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RECEIVED
JUN 7 2013
CONTRACT ADMINISTRATION
MB

Roosevelt Union Free School District

ADMINISTRATIVE OFFICES 335 E. Clinton Avenue, Roosevelt, NY 11575 (516) 345-7000 Fax: (516) 345-7321 www.rooseveltufsd.com

Board of Education
Robert Summerville, President
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Alfred Taylor, Trustee

Mr. Robert-Wayne Harris
Superintendent of Schools

Darleen Peterson
Director of Grants and
Funded Programs

NYSED School Turnaround Office
89 Washington Avenue
Albany, NY

The Roosevelt Union Free School District will be submitting on June 7, 2013 and application for SIG 2013, Application 4.2 for the Roosevelt Middle School.

Darleen Peterson
Director of Grants and Funded Programs

2013 SIG 4.2 Application Cover Page

Created Friday, June 07, 2013

Page 1

Select District (LEA) Name:

280208030000 ROOSEVELT UFSD

Select School Name:

280208030009 ROOSEVELT MIDDLE SCHOOL

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

Grades 7 & 8

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

393

Enter LEA Administrator's Name:

Robert Wayne Harris

Enter LEA Administrator's Title:

Superintendent of Schools

LEA's Street Address:

335 E. Clinton Avenue

LEA's City:

Roosevelt

Zip Code:

11575

Lead Contact (First Name, Last name):

Darleen Peterson

Phone number:

516-345-7263

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Select the SIG Model for this School Application

Applicants must submit the SIG Model chosen for this particular School Application here. ReviewRoom will direct your application based on the chosen model.

Transformation

I. District-Level Plan

A. District Overview

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

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

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

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

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

- Alignment of the district's curriculum with the NYS Common Core Learning Standards;
- The learning of essential skills and concepts and the development of essential competencies by all students, regardless of classification;
- Positive, orderly, and academic focus in the instructional environment;
- Proficiently provided instruction that aligns content with students' learning needs and encompasses a variety of appropriate teaching strategies and learning experiences;
- Structured, collaborative planning process for continuous school improvement;
- Supervision and evaluation processes (APPR/Kim Marshall Rubric) that actuate teaching and learning;

- Proficient educational leadership; (New assistant principal was hired in January 2013, current principal was informed he would be replaced in 2013-2014 in May 2013, search for new principal began May 2013.)
- A school climate that promotes positive working and learning conditions;
- School community cooperation with and confidence in educational enterprises; and
- Efficient and effective management of school operations and programs.

Recent success through SIG support at RHS has strengthened our resolve to more effectively carry out the district mission at RMS. Although only in its second year of Transformation, RHS graduation rate improvement of more than 20%, increased student attendance, more students on the honor roll, a 20% increase in students taking AP classes, and students are now taking college classes at SUNY Old Westbury through Smart Scholars (some students are graduating with 24 credits) and improvements in many Regents exams has sent a strong message to the district, community and all schools that real change is possible if we commit to a logical and rigorous plan grounded in a commitment to higher expectations and excellent outcomes for students and staff. Work at RHS demonstrates the district's commitment to and capacity for school reform through the adoption of the Transformation model.

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

- Curriculum – The written curriculum is a work in progress. There is inconsistency between the written and taught curriculum. It is not yet fully mapped to the NYSCCLS.
- Lesson Planning – There is a need for improved rigor and student engagement.
- Assessments - There is a need to develop formative and summative assessments. There is limited use of rubrics.
- Equitable Opportunities for Learning - Academic Intervention Services are insufficient to meet the needs of the student population.
- Instructional Strategies – The essential elements of effective instruction are not consistently practiced. There is a greater need for differentiation.
- Supervision and evaluation – The principal and assistant principal need to be rigorous and effective in their classroom observations and hold teachers accountable for implementing strategies and skills acquired through professional development offerings into their instructional practice. As a result of this finding a new AP was hired in January 2013 and the Principal will be replaced for the 2013-2014 school year.
- Use of data- The analysis of data is not consistently used as a tool for driving forward school improvement.
- School Leadership – There is a history of inconsistency in school leadership (six different principals since 2001). The Principal and Assistant Principal placed in the Middle School in 2013-2014 will continue throughout the length of the grant.
- School Climate – There is a need for professional development to focus on school wide positive behavior management of students.
- Expectations – Staff members express low expectations for the academic achievement of students.

RUFSD has taken the following action steps to address these identified weaknesses at RMS:

- Acquired grant funding for district-wide systemic support for school and district turnaround
- Provided formal training in Thinking Maps
- Thinking Map facilitators conducted walk-throughs and coaching on a routine basis
- Provided training using the Kim Marshall Rubric for Teachers and Principals
- Implemented the approved Annual Professional Performance Review (APPR)
- Conducted additional benchmark testing to provide timely data on student performance (Right Reason Technology).
- Expanded student uniform requirement to include middle and high school students.
- Implemented a Grade 6 bell schedule to provide for in-house/self-contained Academic Intervention Services (AIS) from the classroom teachers, all of whom are K-6 generalists
- Re-assigned the current Grade 6 providers of AIS to serve as push-in support to all Grade 7 and 8 ELA and Math classes with students that are eligible for AIS
- Provided facilitated training in implementing the NYS P–12 Common Core Learning Standards for English Language Arts and Literacy and for Mathematics. (Pearson)
- Attended NYSED training on modules in Albany.
- For the 2013-2014 school year, students in 6th grade will remain in the elementary schools.

Since there is a history of inconsistency in strong and competent school leadership resulting in a lack of consistent practices and an established culture of high expectation, the current principal, will be replaced beginning the 2013-2014 school year. In addition, the district hired a new and experienced Assistant Principal, Nateasha McVea, in January 2013. The Wallace Foundation in a review of the role of principal as educational leader identified a set of skills unique to a successful educational leader:

- Shaping a vision of academic success for all students
- Creating a climate hospitable to education
- Cultivating leadership in others
- Improving instruction
- Managing people, Data and processes to foster school improvement.

Roosevelt School District has developed criteria set based heavily on this information.

Education research shows that most school variables, considered separately, have at most small effects on learning. The real payoff comes when individual variables combine to reach critical mass. Creating the conditions under which that can occur is the job of the principal, clearly, school leadership is not a zero-sum game. "Principals and district leaders have the most influence on decisions in all schools; however, they do not lose influence as others gain influence," the authors (Clifford, 2010) write. Indeed, although "higher performing schools awarded greater influence to most stakeholders…little changed in these schools' overall hierarchical structure." Because of the enormous influence a principal has on the success of a school. The entire school community has been engaged in this search process. This is why the Superintendent, Superintendent Cabinet and the Board of Education have decided that new Principal must be put into place. Over the next month, the Principal position will be posted and advertised. All candidates will then be subjected to an initial interview with a team that will

consist of administrators, teachers, PTA representatives, BOE members and community people. The top three to five candidates will then be interviewed by the Assistant Superintendents who will narrow the pool to three candidates to present to the Superintendent. After the Superintendent interviews his candidates he will forward his choice to the BOE who will also interview this candidate as a group. The new principal will be in place by August 1, 2013, The position will be advertised in Newsday, New York Times, OLAS, School Leadership 2.0, .and other trade papers. The current Principal will be moved into a position more suitable to his abilities and to avoid any unnecessary union grievances.

Clifford (2012) outlined a research based approach to the principal search process that takes into consideration not only the vetting, screening and interview phase but the transition piece as well. Best practice dictates that the interview process looks not only for candidates that fit the job at a specific school but also for who educational leadership roles at the district level might be appropriate – principals must be able to play transformative roles both within and outside their building's walls. Therefore, Roosevelt School District has embarked on a search process adapting the NYSED rubric to evaluate potential candidates. The areas of proficiency to be evaluated will include:

- Diagnosis and planning
- Priority Management and Communication
- Curriculum and Data
- Discipline and Family Involvement
- Supervision, Evaluation and Professional Development
- Management and External Relations

Using these domains as a guide allows all stakeholders to carefully evaluate how well a candidate's skill set articulates with a standardized evaluative tool.

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

- Adoption of a new grade level configuration. An analysis of test score data shows plunging scores between grades 5 and 6. Grade 6 students will stay at their elementary schools rather than transitioning to the middle school in the coming school years.
- RMS will seek SIG funding to implement the Transformation model.
- The hiring of a new Assistant Principal (completed January 2013)
- The hiring of a new Principal (In progress)

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

support high expectations for either students or teachers. The building also lacked the infrastructure to support personalized learning that had been available to them before the move.

Construction at the high school is complete and the middle school students will be able to return to their own building for the 2013-2014 school year. This building has a corporate ambiance that will be helpful in transforming the culture at RMS. The new, high-tech building conveys a message of high expectations for both students and staff, coupled with importance and value of rigorous learning, a message of strength. We believe the setting will surely support RUFSD and RMS to be ***STRONG***, by ***Striving To Reach Our Next Generation.***

B. Operational Autonomies

***STRONG* Leadership** More than a decade ago, Elmore (2000[1]) warned that unless public schools dramatically change how they define and practice leadership, they will fail "massively and visibly" in the eyes of the public with respect to broad scale, standards-based school reform. "The way out of this problem," he argued, is through "the large scale improvement on instruction," possible only through "dramatic changes in the way public schools define and practice leadership."

Equipping school leadership and building well trained School Leadership Teams (SLT) around a shared goal of improving instruction through collaborative practice has the potential to eliminate this divide, improve instruction, and promote transformation at RMS.

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

- **Staffing** The RMS principal will have final decision making on staffing taking an active role in interviewing, recruiting, and retaining teachers while effectively facilitating RMS SLT as they determine how allotted staff will be distributed. This autonomy is unique for our Priority Schools.

  In addition, the principal will hire a Transformation - School Implementation Manager and Administrative Assistant to manage ***STRONG.*** This duo will be charged with maintaining schedules, facilitating timely acquisition of goods and services, regular filing of quarterly reports, overseeing the afterschool program, monthly communication with state officials and serve as both the watchdogs and cheerleaders as RMS gets ***STRONG.*** While housed on-site at RMS, they will be responsible for monitoring the success of all initiatives and serve as a conduit, reporting daily/weekly to the district Director of Grants-Transformation Office.
- **School Leadership Team (SLT)** will determine distribution of allotted staff. This autonomy is unique for our Priority Schools.
- **School-Based Budgeting** The principal and SLT will collaboratively plan with the assistance of the Director of Grants, how to most effectively use funding from SIG to meet ***STRONG*** goals. This autonomy is unique for our Priority Schools.
- **Use Of Time During And After School** The principal and SLT will determine how time is used both during school hours, Saturdays, summers, holidays and for the afterschool program. Their study of data may indicate the need to move to block scheduling. Summer programs, afterschool interventions, holiday programs and Saturday Academies will be initiated or expanded by the principal and SLT, based on student academic and social-emotional needs. This autonomy is unique for our Priority Schools.
- **Program Selection** A number of programs that include an intensive math accelerated course, *OnRamp*, and supplemental services from Oasis Children's Services, to provide enrichment programming and tutoring, have been selected for Year 1 of this grant, but continuation rests on future outcomes/successes. The principal and SLT will apply data driven decision making as they decide to renew, expand, replace or eliminate any of the

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[1] Elmore, R. (2000). *Building a new structure for school leadership.* Washington, DC: Albert Shanker Institute.

programs. Their decisions will be informed by the oversight of the newly formed Advisory Council and may be subject to approval by the Board of Education. This autonomy is unique for our Priority Schools.

- **Educational Partner Selection** While Pearson has been selected as External Partner, their continuation beyond Year 1 is dependent on initial success. The SLT and Advisory Council will determine renewal or replacement based on data and subject to the approval of the Board of Education. The same is true of services provided by Oasis Children's Services. This autonomy is unique for our Priority Schools.

Currently these autonomies rest with the district for all schools with the exception of RHS which is in Year 2 of SIG funding.

C. District Accountability and Support

I. Senior Leadership Roosevelt Union Free School District has the organizational structures and functions in place at the district-level to provide quality oversight and support for its identified Priority Schools in the implementation of their SIG plans. Currently our high school is in its second year of SIG funding and our experience with showing both accountability and support has been displayed with an over 20% increase in student graduation, 23% increase in the number of students taking AP classes and college classes through Smart Scholars.

The organizational chart at the end of Part C depicts RUFSD Administrative team. RUFSD will utilize the Office of Curriculum and Instruction and the Grants Office as the "Transformation Office" to manage the school-level implementation of ***STRONG*** and coordination needed to work with NYSED. Mr. Robert-Wayne Harris, Superintendent, Dr. Gerald Lauber, State Appointed Fiscal Administrator, Mrs. Marilyn Zaretsky, Assistant Superintendent for Secondary Education, Mr. Ronald Grotsky, Assistant Superintendent for Human Resources, Mrs. Lyne Taylor, Assistant Superintendent of Business and Operations, Dr. Dionne Wynne, Director Of Pupil Personnel Services, Mrs. Lissette Laboy, Coordinator of Bilingual Education, Mrs. Michele Van Eyken, Coordinator of Data, Mr. Sumter, Coordinator of Student Support Services, Dr. Kim Nisbett, Coordinator of School Counseling (Guidance), Mrs. Gwen Holland, Coordinator of Special Education and Mrs. Darleen Peterson, Director of Grants, will provide oversight and support as RMS and its partners plan, evaluate, reflect, and adapt to become ***STRONG***.

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

- Darleen Peterson, Director of Grants, will support matters dealing with the budget, including timely payment to all vendors, timely hiring and procurement of vendors and staff.
- Ronald Grotsky, Assistant Superintendent for Personnel and Professional Development will support recruitment and hiring of personnel that are selected by the RMS principal, ensuring employee evaluations are done timely and in alignment with the District APPR Plan and using the Kim Marshall rubric, the creation of TIPS for those teachers and administrators who have received a rating of ineffective and if necessary beginning the process of implementing expedited 3020 (a)s for those teachers rating ineffective for at least two years.
- Lisette Laboy, Coordinator of ESL/LOTE will assist the principal in recruiting and training Bilingual Aides to push into general education classes, supporting mainstreamed students.
- Dr. Dionne Wynne, Director of PPS will assist the principal in recruiting and training Special Education Teachers and Teacher Aides to push into general and special education classes, supporting mainstreamed Special Education students.
- Mrs. Lyne Taylor, Assistant Superintendent for Business and Operations, will work with the Director of Grants in matters dealing with the budget, including the timely payments to all vendors, timely hiring and procurement of vendors and staff, timely payment to employees hired under this grant.

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

II. Senior Leadership Coordination & Direction The district and RMS will be in constant communication, connected by the weekly visits of Mrs. Marilyn Zaretsky. She will provide rich feedback to the Principal and the Transformation Implementation Manager (TIM) and consult with the RMS principal to ensure timely data analysis and action by the SLT. Weekly meetings of the SLT will ensure prompt action/analysis/response by RMS through a system of distributed leadership discussed in Section D.

Appointing Mrs. Zaretsky was an obvious choice given the importance of curriculum and instruction to the success of ***STRONG.*** Mrs. Zaretsky has not only had years of experience as an Assistant Superintendent for Curriculum, but was hired to create and run a very successful teachers center on Long Island. While on-site she will have an opportunity to see for herself the transfer of recent professional development, the development and growth of the new Principal and Assistant Principal, have constant access to classrooms through regular walk-throughs and be a regular face to support teachers and administrators as they create curriculum maps and common assessments to address the increased expectations of the NYCCLS.

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

Her role as Turnaround Officer will not strain her capacity as Assistant Superintendent for Secondary Education for it is a natural extension of her position, meeting her goals as an instructional leader to support the development of tightly aligned curriculum and promote effective instruction.

High Quality Accountability & Support Since there will be no pre-implementation funding, the Director of Grants and Assistant Superintendent (AS) for Secondary Education have ascertained that Title I funds will be used to fund professional development for all RMS teachers and leaders in order to prepare a unified culture focused on ***STRONG*** achievement as students enter RMS for the first time in September.

A cadre of district administrators will ensure readiness for a ***STRONG*** start up by ensuring all staff is under contract, materials acquired, schedules developed and systems in place supporting continuous improvement.

Both the School Implementation Manager (SIM) and the Principal report directly to the AS for Secondary Curriculum and Instruction. As equals, the Principal and TIM share the responsibility for the day-to-day management of ***STRONG*** while the AS for Curriculum and Instruction is the

district's Turnaround Officer. Her evaluation of these school based administrators will be very well informed from her frequent visits and ready feedback.

Table 1 summarizes Action Steps, Responsible Party, indicators of success and frequency of support between the district office and RMS.

Table 1: District Accountability and Support			
Action Steps	**Responsible Party**	**Indicator of Success**	**Frequency**
Planning Meeting between Partners	Superintendent	Calendar of Events and signed contracts	Start Up
Title I funded Pre-Implementation Professional Development with Pearson and Thinking Maps to develop curriculum and teachers learn common core content	AS for Secondary Curriculum & Instruction	Evaluation Forms	Kickoff July 15-19 August 19-23 *this will be held regardless of funding or lack there of
Visits to RMS, observation of hallways and/or classrooms, review of data	AS for Secondary Curriculum & Instruction	Feedback from AS to Principal	Weekly
-Provide statement of accounts to School Implementation Manager (SIM) -Oversee the timely submission of grant reports and amendments	Director of Grants	-Statement of Accounts -Quarterly Report -Timely payment of vendors - Payroll Certification Reports	-Weekly -Quarterly
-Post all personnel positions -Facilitate hiring and benefits	AS for Human Resources	-All staff in place by August 15, 2013 -Completed contracts in place	Upon notification of grant funding
Benchmark testing	AS for Secondary Curriculum and Instruction	Right Reason Report	Quarterly

[Insert Organizational Chart for District Office]

D. Teacher and Leader Pipeline

I. Recruitment Goals and Strategies Roosevelt's location and the current economic situation equate to a ready supply of high quality educators for all schools, including a high-poverty and high-minority school such as RMS. RUFSD is located in the central portion of Long Island, with proximity to many colleges, universities, and New York City. Finding effective new teachers and other educators is not a problem, as supply is greater than demand in this area. In addition, the district has a policy of posting open positions in the New York Times, Newsday, OLAS and School Leadership 2.0. These are all prominent publications and are the "go to" places for teachers and administrators seeking a position with a district. After the receipt of resumes, the Assistant Superintendent for Human Resources will cull the candidates who obviously do not meet the minimal qualifications such as lack of appropriate certification. Next a panel is set up to review the applications and select those candidates the district is interested in interviewing. This same panel made up of administrators, teachers, Board of Education members, PTA members and community people will then schedule the first round of interviews. At the completion of the first round of interviews three to five candidates will be selected to be interviewed by the Superintendent's cabinet. Upon completion of those interviews, three candidates are sent to the Superintendent for interviews. Upon the recommendation of the Superintendent, his selection and two runner-ups will be sent to the Board of Education for approval. For administrative positions, the Board of Education will also interview the selected candidates. If they disagree, BOE and Superintendent collaborate to come to consensus.

Another recruiting feature is that RUFSD is also the recipient of the Teachers of Tomorrow Grant which offers new staff the ability to pursue their Master's Degree while receiving a $10,000 reimbursement. A feature that encourages retention for teachers who are in a NYSED approved shortage area is an annual stipend of $3,400 for their first three years with the district At the end of the three years, if a teacher has been rated effective or highly effective they will be offered tenure with the district. Once receiving tenure, very few teachers tend to leave a district.

Yet another recruitment feature, RUFSD enjoys a partnership with Adelphi College's Teacher Education Division that regularly places education students in classrooms within our district for an entire school year of closely supervised student teaching. These young educators recognize that their student teaching is also an opportunity to demonstrate their individual skills and teaching talents during this year-long "interview". Currently, four of these student teachers are in place at RMS. Should these student teachers display characteristics of high-quality educators, they are the first to be hired to independently lead instruction in their own classroom in RUFSD. The Director of Grants has also been meeting regularly with SUNY Farmingdale and Touro College to work on creating a relationship similar to the one we have with Adelphi.

II. Hiring Procedures and Timelines RUFSD will act expediently to fill all positions August 1 so that new hires will receive the extensive professional development and vision setting training that will be offered during August by Pearson and Thinking Maps. The only altered hiring procedure will involve hiring the new principal and a School Implementation Manager.

This is key to our success and we will not limit our search to our local or regional area, which is typically sufficient. If necessary as we have done in the past with our High School SIG, a national search for an experienced administrator will begin immediately. The current Assistant Principal will be moved out of the RMS comes the 2013-2014 school year, and has already been informed. The district hired her replacement in January 2013, and has been working with the current Principal and AP, so the transfer of power will be seamless. In addition, the Principal has also been informed that he will be moved out of his position and relocated to a different position within the district, that better matches his strengths and abilities. The Human Resources Department has begun an aggressive recruitment program for an effective change agent to lead RMS as it applies the Transformation model.

Job postings are placed within major newspapers and publications, including New York Times, Newsday, OLAS, School Leadership 2.0 and other publications such as *Education Week*. Incentives through adjustments in salary and benefits based upon training and experience. Priority is given to candidates who have a documented record of successfully leading a school to transform its practices are recruitment features to attract suitable candidates..

The Assistant Superintendent for Human Resources will paper screen all candidates for appropriate certification and experience. Suitable candidates will be immediately forwarded to the Assistant Superintendent for Secondary Education for further screening and ranking of candidates to be completed by July 1.

Phone interviews will be conducted and references checked to inform this ranking. The top candidates will be invited for interviews, drug screening and background check. A group that includes parents, teachers and school and district administrators will conduct the interviews using a common set of questions, rank the candidates, and submit their selection to the Superintendent for further interview and recommendation to the board by July 15. A contract will be extended to the successful candidate by August 1 for an August 1 start. This will not require altering the budget.

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

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

To reach these goals, leadership training provided by Pearson and Thinking Maps (supported through Title I and general funds) will support leaders to effectively employ the operational autonomy that is entrusted to them through the Transformation model. This includes a distributed

leadership framework that allows the principal to transform from manager to instructional leader with high expectations for students and staff.

Pearson Learning Teams (LT), a research-based leadership development model has proven successful in a variety of school environments, including low-achieving schools. Teachers in LT schools express higher expectations for student learning and are more likely to shift attributions of improved student performance toward "specific, teacher-implemented, instructional actions" and away from external factors such as student traits or other non-instructional explanations (McDougall et al., 2007[2]; Gallimore, et al. 2009[3]). An external evaluation of LT schools indicate that teachers assume more academic leadership roles, enjoy more distributed leadership, and experience a heightened sense of professional responsibility (McDougall et al., 2007[4]).

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

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

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

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

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[2] McDougall, D.., Saunders, WM., & Goldenberg, C. (2007). Inside the Black Box of School Reform: Explaining the How and Why of Change at "Getting Results" Schools. *International Journal of Disability, Development and Education*, 54(1), 51-89.

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

[4] Op Cit

planning consultative support. Specialist Support is individually determined to meet the needs of each leader.

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

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

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

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

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

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

Support Grant and Title I Grant for District and School Turnaround through the instruction in Common Core and Thinking Maps.

Table 2: Roosevelt UFSD Training by Pearson for District Teachers & Leaders April 1-August 31, 2013 *see page 16 for detailed 10 days training with Pearson and Thinking Maps			
Training	**Rationale**	**Measurable outcomes**	**Evaluation of Outcomes**
½ day On site Principal Coaching/Data Analysis (Pre Training Survey)	Principals must accurately analyze data to ascertain school needs	Principals will identify major strengths & weaknesses of survey data for their school with 80% accuracy.	Pearson Specialist Summary Report
Leading for Understanding 1 day	Leaders need to identify indicators of application of NYCCLS training	85% of training participants evidence a positive response to the CCLS training, as measured by "agree" or "strongly agree" responses on post-training survey.	Pearson Post-training survey
Foundational Overview of the CCSS for ELA: 2 Day	Teachers (ELA & Math) must plan for impact of CCLS on content, instruction, & assessment in daily lessons & units.		
Foundational Overview of the CCSS for Math 1 Day			
Training to Deliver *Foundational Overview of the CCSS for ELA/Math* 1 day each	Teacher-Leaders (ELA & related courses/ Math) need additional training to become trainers	85% of training participants evidence a positive response to the CCLS training, as measured by "agree" or "strongly agree" responses on post-training survey.	
Measuring Student Understanding Using Performance Tasks: Secondary Math 3 Day	Teachers must effectively employ a variety of authentic assessments to determine student proficiency.		Pearson Post-training survey
Training to deliver *Measuring Student Understanding Using Performance Tasks* Math 1 Day	Teacher-Leaders (ELA & related courses/ Math) need additional training to become trainers		
Developing Curriculum Models for Student Understanding 2 Day	Teachers need to know how to collaboratively plan instruction supporting CCLS	85% of training participants evidence a positive response to the CCLS training, as measured by "agree" or "strongly agree" responses on post-training survey.	Pearson Post-training survey
Training to Deliver *Developing Curriculum Models for Student Understanding* Math 1 Day	Teacher-Leaders (ELA & related courses/ Math) need additional training to become trainers		

Table 2: Roosevelt UFSD Training by Pearson for District Teachers & Leaders April 1-August 31, 2013 *see page 16 for detailed 10 days training with Pearson and Thinking Maps			
Training	**Rationale**	**Measurable outcomes**	**Evaluation of Outcomes**
Leadership Network	Leaders need training and ongoing support for continuous school improvement	85% of leaders respond "agree" or "strongly agree" to the training, as measured by post-training survey.	Pearson Post-training survey

Table 3 summarizes District Training for Teachers and Leaders Year 1-2.

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

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

In addition, during the summer of 2013, the district will offer two weeks of district-wide training by Pearson and Thinking Maps. Teachers will be offered paid professional development during this time. Pearson will be focusing on the common core content , while Thinking Maps will be working with teachers to create curriculum aligned to the common core and create lessons using the common core. Some of the offerings will include the following:

- Using Common Core in a Standards Based Mathematic Classroom Only
- Overview of English Learners in the Common Core Mathematics Classroom
- Increasing Rigor in the Common Core Mathematics Classroom
- Rethinking Algebra: Focus on the Content and Mathematical Practices of the Common Core
- Teaching for Conceptual Understanding: Ratio and Proportional Relationships
- Developing Mathematical Discourse in the Secondary Classroom
- Digging into Reading Standards
- Digging into Writing Standards
- Overview of English Learners in the ELA/Literacy Classroom
- English Language Arts Standards for Science and Technical Subjects
- English Language Arts Standards for History and Social Studies
- Math Institute
- ELA/Science/Social Studies/Technical Subjects Institute

E. External Partner Recruitment, Screening, and Matching

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

Our procedure for choosing an external partner included:

1. Identifying RMS academic and programming needs
2. Notifying previous external partners and researching new providers
3. Reviewing initial program offerings and budget proposals from potential providers
4. Conducting interviews with potential providers to review proposals
5. Aligning the needs of RMS with the services of these potential partners
6. Selecting the partners that best matched RMS needs

Discussions with focus groups of teachers at Roosevelt revealed a common frustration with **initiative overload** as staff has been confronted with change brought about through their priority school status, increasing accountability required by state and federal mandates, multiple committee structures that required time away from classrooms, and sporadic trainings provided by multiple providers with few commonalities or foci. Teachers have increasingly spent more time outside of the school day designing instruction that aligns with CCLS and meets the specific needs of their students. As a result, there has been lower and inconsistent teacher participation in school-led extended learning programs offered for RMS students. Student engagement in the classroom and in extended learning programs has also been challenging as the focus of academic instruction has shifted to align to NYSCCLS.

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

- Experience providing instructional supports for teachers
- Experience providing professional development
- Demonstrated success improving student test scores with under-performing student populations
- Strong organizational infrastructure in student data management and program implementation
- Strong fiscal reporting and monitoring systems
- Successful experience working in diverse communities
- Experience with community and family outreach/education

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

The group acknowledged that selection of two educational providers with a narrow focus and broad impact could help the school and district alleviate its episodic approach to teacher and leader development, and selection of another provider with experience implementing academic-oriented out-of-school time programming could help the school engage students outside of the traditional school day and reinforce school instruction.

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

- Key findings of *A Study of Instructional Improvement* reported in a chapter of the American Educational Research Association's *Handbook of Education Policy Research* (Sykes, et al. eds. 2009[5]) concluded that the levels of instructional leadership in America's Choice schools were the highest among three models studied and that the America's Choice approach to literacy accelerated growth in student's literacy achievement in the upper elementary grades.
- Using data from a 5 year prospective, quasi-experimental study funded by the Spencer Foundation, researchers concluded that, Learning Teams schools showed statistically significant increases in academic achievement on the Stanford 9 compared to demographically similar control schools in the same district (Saunders et al., 2009[6])
- A Longitudinal Study of the Impact of America's Choice on Student Performance in Rochester, NY, 1998–2003 (May et al. 2006[7]) published in *Education Policy Evaluation and Analysis* found that low achieving student performed well using the America's Choice.

Pearson School Achievement Services delivers proven education services with lasting results, supported by the strength of the industry's top education thought leaders and authors. For more than 20 years they have provided a deep portfolio of professional services that includes leadership support services and intensive school- and system-wide instructional transformation services. These services meet the demand for rigor, accountability, and efficacy, and will support the ***STRONG*** Transformation of Roosevelt Middle School. Pearson and Thinking Maps are currently working in collaboration to offer professional development. Joint training sessions limit

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[5] Rowan, B. R., Correnti, R. J. Miller, & E. M. Camburn (2009). School Improvement by Design: Lessons from a Study of Comprehensive School Reform Programs. *Handbook of Education Policy Research* (G. Sykes et al. eds.) New York: Routledge.

[6] Saunders, W.M., Goldenberg, C.N., & Gallimore, R. (2009) Increasing achievement by focusing grade level teams on improving classroom learning: A Prospective, Quasi-experimental Study of Title 1 Schools. *American Educational Research Journal*, 46, 4, 1006-1033.

[7] May, H., J. A. Supovitz, and D. Perda. (2006). Capturing the Cumulative effects of School Reform: An Eleven-Year Study of the Impacts of America's Choice on Student Achievement. *Educational Policy Evaluation and Analysis*. 28(3), 231-257.

the amount of time that administrators and teacher leaders are required to be away from the school building. In addition, during the summer of 2013, all teachers will be offered two weeks of paid professional development with Pearson and Thinking Maps, working with them on Common Core Content and its application in the classroom.

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

- We are impressed with the company's approach to addressing the critical needs of RMS in a comprehensive yet highly personalized manner
- Pearson academic intervention programs are powerful and proven
- The teacher collaboration model embedded in this program has provided significant help to schools like ours, increasing student achievement and improving teacher morale, while building distributed leadership within the school
- Pearson has success transforming school culture and bringing schools out of school improvement status
- Pearson currently supports Strand 2 and 3 of the NYS Systemic Support Grant by building capacity for effectively implementing instruction supportive of the CCLS
- Trusted relationships have been built at the school and district level that we believe will give us a head start at transformation

A robust progress monitoring system provides reports that are generated on demand and available to the principal and other stakeholders on demand. This information will keep us focused on goal achievement, pinpoint specific issues and support timely response to keep implementation on course. Gradual increase in the responsibility of school personnel over the course of the grant fosters sustainability.

A continued relationship with Thinking Maps was chosen to ensure consistency. Beginning in August 2012, Thinking Maps has spent a significant amount of time training our teachers, working within the classroom, shoulder to shoulder with our teachers to improve the way they teach their students. During the 2012-2013, we have received positive feedback from students, parents, teachers, administrators and even members of the community with regards to the student improvement that has been exhibited. The District has recently made an additional commitment to work with Thinking Maps during the 2013-2014, with a focus on improving students writing in the classroom.

Supplemental Services Partner Oasis Children's Services provided the most structured and highly effective out-of-school time programming for student extended learning with years of experience designing and executing student enrichment programs in partnership with school and other public agencies.. Oasis Children's Services, LLC was created in 2000 by a team of professionals with a shared belief that out-of-school time programming plays a critical role in the lives of children. During the past thirteen years, Oasis has operated up to 20 summer programs and yearly after-school and holiday OST programs serving over 3,000 children in NYC and surrounding areas. Oasis has been the lead agency on three different 21st Century Community Learning Center (CCLC) grants and a partnering agency on nine other awards. Oasis has partnered with 25 different NYC and Long Island schools through a variety of funding sources, including 21st Century Community Learning Centers, McKinney-Vento, Supplemental Educational Services, the NYC Fund for Public Schools Summer Learning Initiative, and other

NYC Department of Education contracts. The Oasis summer enrichment program model has been recognized by the Sharing Success Technical Assistance Center among a select group of organizations within NYS for implementing promising practices. Most recently, Oasis was selected by the NYC DOE to operate a three-year summer pilot program offering integrated academic and enrichment programs for Level 1 and Level 2 students, which will include mandated summer school students in the subsequent two years.

Outside evaluators have deemed Oasis programs effective at reducing summer learning loss, achieving program goals, developing critical cognitive, social and emotional skills, and providing a safe haven for children. A sampling of research gained through external evaluations of Oasis programs include:

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

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

- We are impressed with the organization's approach to integrating literacy and STEM curriculum into enrichment-based programs:
- Oasis has a proven record of maintaining high student attendance and positive response to participation in Oasis programs
- The collaboration in curriculum development for all OST programs has provided significant help to schools like ours, increasing student achievement and improving school morale, while building social-emotional health of students and encouraging student ownership of academic learning
- Oasis program staff include teachers, coaches, graduate students, and college students who will be mentors and role models for our students

- Oasis has success transforming school culture through year-round out-of-school time programs, which has helped schools improve student learning and move towards Good Standing

Oasis' technical support and program evaluation system includes surveys and reports that are generated systematically and shared with school leadership, families, community members, and stakeholders. These tools are used to indicate student engagement, program satisfaction among students and key stakeholders, program effectiveness and quality of instruction, and demonstrate growth in students' social-emotional learning. The implementation of OST programs by an experienced provider like Oasis during our Transformation will create sustainable OST programs that can continue as contracted services after the 3-year implementation period ob led by the school using the Oasis program model.

Thinking Maps/Thinking Schools International Designs for Thinking will work with RMS to implement Thinking Maps, a common, visual language for promoting, developing and deepening the use of cognitive skills by students across all aspects of learning. Thinking Maps, a research-based language of visual tools for teaching, learning, leading and assessment is the animating center of a proven implementation design for delivering high quality visual tools to students through professional development for teacher, supervisors, and administrators. This process explicitly links instruction, learning leadership and technology with the development of higher order thinking skills for students and for all members of the school community. A Thinking School is an educational community in which all members share a common commitment to giving regular, careful thought to everything that takes place. Like many school systems across the country RUFSD is comprised of a varied and shifting student population. The demographics continue to change as students and families with unique needs, backgrounds, languages and cultures form the identity of the schools. What unites all members of these diverse and dynamic school communities is a desire to see students succeed at the highest levels and become contributing members of their families, communities and our country.

At the end of the first year of Implementation, we expect the following outcomes for RMS:

1. Students will become fluent in the language of Thinking Maps and apply them confidently and skillfully across all content areas
2. English language Learners, students with learning disabilities and other struggling students will show gains as a direct result of using Thinking Maps
3. All students will show improvements in achievement, engagement, confidence and enjoyment
4. Teacher expectation for student achievement will increase
5. Instruction will be purposeful, intentional and highly engaging
6. Units of study and lessons will align with the NYSCCLS
7. Instructional leadership will improve
8. Highly collaborative decision-making and problem solving processes will be developed
9. Leadership teams will effectively use data for instructional decision making
10. RMS will build capacity to sustain the use of Thinking Maps
11. School and district staff will extend the use of Thinking Maps to other district schools
12. Parents will actively and effectively support and promote their child's learning
13. Parents will be welcomed and engaged as partners in learning

14. Parents will share a common language for learning will all members of the RMS school community

Thinking Maps is an integrated language for learning comprised of 8 cognitive skills activated, respectively, by 8 dynamic visual tools. Each Thinking Map is based on a fundamental thinking process and directly linked to essential organizing questions grounded in cognitive skills. This model is non-hierarchical, integrated set of third generation visual tools integrating the creative form of mind mapping with the analytical structure of graphic organizers into a dynamic 21st century language for teaching, learning, leading and assessing. The core outcomes of Thinking Maps implementation are grounded in research while focusing on students and staff becoming independent, fluent users of these cognitive tools. These outcomes include:

- An explicit focus on cognition, student learning and higher-order thinking--including ELL and special education populations
- Support of whole schools and districts in sustaining research on cognition and learning through standards-based curriculum design
- Whole school implementations of practical, cognitive tools across diverse learning communities and for collaborative decision-making by leadership teams

The use of Thinking Maps as a common visual language throughout a school and system for developing, applying and transferring cognitive skills across all aspects of learning, over multiple years, provides continuous cognitive development for every student while simultaneously improving content learning. Over the past fifty years, the very foundation for learning—our definition of intelligence—has changed. Our society has moved in its history from the very few receiving an education to a belief based in democratic principles and constitutional rights that every child shall be granted equal access to educational resources. And we have moved from a belief that only a small percentage of all children can learn to think and improve their given talents to a new vision: **all children have the capacities to learn how to learn and improve their thinking abilities... for lifelong learning**. The belief is also reflected in the new national Common Core State Standards that place greater emphasis on developing students' abilities to think about content and achieve deeper understanding of knowledge than previous models. Learning is now understood as much more complex than in past generations and not just because life seems more complicated. As the cognitive science researchers, Gopnik, Meltzoff and Kuhl (2001, p. 13) have stated, "(The) historical consensus about children was just plain wrong. Children are not blank tablets or unbridled appetites or even intuitive seers. Babies and young children think, observe, and reason. They consider evidence, dreaw conclusions, do experiments, solve problems, and search for the truth."

Learning is now about how people think through problems... and he improvement of these cognitive abilities within cooperative settings—whether within the family or classroom or in the dynamic, global workplace. So the change in education is, at the very core, a redefinition of what learning is all about. It is about meaningful memory, not rote repetition of information for low-level competency. It is about how to decide—and who decides—what subject area knowledge is important at the crossroads of mass media, global technologies, and a increasing diverse and mobile population. Reading, writing and arithmetic and all the subject areas remain the core curriculum. However, these core requirements now need to be taught through the use of ongoing, explicit thinking skills instruction, problem-solving strategies, technology and cooperative

learning processes. The scope of the work included within this proposal is designed to empower students as confident, skillful, self-directed thinkers and learners in a system that promotes high academic achievement and depth of thinking and understanding through a sustained, coherent and carefully monitored instructional framework.

Budget Timeline RUFSD, Pearson, Thinking Maps, and Oasis have committed to participating in program planning meetings upon notification of SIG funding approval. During the months of July and August 2013, each partner will assume the costs associated with staff attendance at planning meetings and trainings related to program implementation. At the start of the implementation period, all of the partners will receive a disbursement of funds from RUFSD for service delivery through the first quarter of the school year. Disbursement of funds each quarter will depend upon partners submitting quarterly reports as required by the district.

Budget Processes A timely, prepared start up, begins with the following events:

- **Requirement Conference:** A focused consultation between Pearson SAS, Thinking Maps and Oasis Children's Services and school and district leaders will identify the school's needs and goals and determine the set of services and programs that offers the most effective match to the school's requirements. This Requirements Conference, to be held in the last week of July 2013, sets the stage for development of a plan and contractual agreement. Implementation proceeds once an agreement is in place and begins with a Planning Conference.
- **Planning Conference:** A full day Planning Conference with the RMS principal, the School Implementation Manager, the AS for Secondary Curriculum and Instruction, Pearson's Field Specialist and leaders from Thinking Maps and Oasis Children's Services will take place following completion of their contracts in August 2013. The purpose of the meeting is to develop a detailed implementation plan, set a schedule of cooperative activities, determine project milestones, and establish shared accountability.
- Preparation for School Culture Change: Ten days of professional development will take place in July and August to **Launch *STRONG***. These meetings with teachers will equip and acquaint them with a shared vision for teaching and learning to promote a culture of high achievement and engagement. This professional development will be funded through Title I.

Sustainability RUFSD has discussed issues concerning program sustainability with Pearson and Oasis. The majority of Pearson's support in the transformation of RMS will occur during Year 1; the numbers of days of on-site instructional support are reduced for Year 2 and Year 3. The Pearson SIM model is designed as a capacity building model, which will only require sustainability through the encouragement of continued improvement and collaborative practices by RMS.

Since Oasis will be the primary provider of extended learning programs during the implementation period, RMS and RUFSD will need to identify the method by which extended learning programs will continue to be funded and offered for RMS students. RUFSD has several possible options for program sustainability of extended learning programs, including

- Option 1: Sub-contract program implementation to Oasis or another qualified CBO if Oasis does not meet program goals

- Option 2: RMS may implement extended learning programs using the Oasis model developed over the grant period, hiring program leadership staff to train and supervise the program staff
- Option 3: RMS will implement extended learning programs using the Oasis model and hire Oasis as a consultant to assist with hiring and training the program staff

In collaboration with RUFSD, RMS will decide which program sustainability option they will pursue following completion of Year 3 of the grant. The decision to continue a partnership with OASIS will depend upon meeting program goals and the demonstrated success of OASIS programs at RMS over the three year grant period. RMS will allocate funds needed to purchase extended learning services or implement school-led extended learning programs through the annual school budget. Funding for all aspects of ***STRONG*** before and beyond the funded period may be funded through Title I or other diverse grants.

District and School Roles for Selecting Partner RUFSD conducted extensive needs assessments and external review of conditions at RMS that included committee meetings and focus groups with students, leaders, and teachers to determine the best external partner to lead a ***STRONG*** RMS Transformation. Analyses of school and community data resulted in the selection of our external partners: Pearson SAS, Thinking Maps and Oasis Children's Services.

External partner selection decision making moves to the school for Year 2 and 3. Roosevelt Middle Advisory Council (RMAC) composed of the new principal, SIM, teachers, parents and community members will meet quarterly to review the progress of the initiatives for ***STRONG***. Their role will be to oversee progress of ***STRONG***, identify potential barriers to implementation and generate solutions that remove those barriers. Together with the School Leadership Team, it will be their determination whether to continue with Pearson, Thinking Maps and/or Oasis as a supplemental services partner.

Oasis Personnel

SCOTT TESSLER, PSY.D.

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LICENSURE

March 2013 **New Jersey State Psychology License**

August 2010 **New York State Psychology License**

CERTIFICATION

February 2008 **New York State School Psychology Certification**

EDUCATION

August 2004- June 2009 **Yeshiva University, Ferkauf Graduate School of Psychology**
Bronx, NY

Combined School-Clinical Child Psychology Psy.D. Program

- Doctor of Psychology, Clinical Psychology/School Psychology, May 2009; GPA: 3.9
- Master of Science, School Psychology, May 2006

August 1998- May 2002 **University of Wisconsin**
Madison, WI

- Bachelor of Arts, Film

PROFESSIONAL EXPERIENCE

September 2012- Present **Kessler Institute for Rehabilitation**
West Orange, NJ

Postdoctoral Neuropsychology Fellow

- Conduct neuropsychological evaluations of patients on inpatient and outpatient units
- Consult with other professionals within and outside of Kessler regarding cognitive and behavioral functioning of patients

September 2010- Present **Family Health Associates**
White Plains, NY; New York, NY

Psychologist

- Provide individual and group therapy with children, adolescents, and families
- Work with parents on behavioral and other interventions for their children
- Consult with schools and other professionals to ensure comprehensive treatment of patients

September 2010- August 2012 **New York City Department of Education**
New York, NY

Psychologist

- Worked with four high schools, one specialized middle school for children with autism, and one kindergarten through eighth grade school
- Conducted psychoeducational assessments for initial evaluations and reevaluations
- Facilitated CSE and Team Meetings in six public schools

- Created Individualized Education Plans for all students in special education
- Performed Functional Behavior Assessments and created Behavioral Intervention Plans
- Consulted with teachers, principals, other school staff, and parents
- Conducted counseling sessions and crisis intervention services as needed
- Supervised psychology and social work interns

September 2009- September 2010 **Cooke Center for Learning and Development/ Harlem Children's Zone**

New York, NY

Psychologist

- Conducted psychological evaluations of 2- to 5-year-olds
- Administered assessments of early academic skills of preschool students
- Provided individual and group therapy to students
- Developed Individualized Education Plans for students
- Consulted with teachers and other professionals in six schools
- Conducted workshops and seminars for parents, teachers, and other professionals on various mental health and behavioral topics

January 2009- June 2009 **Manhasset Public School District**

Manhasset, NY

Psychological Evaluator

- Administered psychological and psychoeducational evaluations for the CSE and CPSE
- Presented and explained findings and provided recommendations at CSE/CPSE meetings

July 2008- August 2008 **Dutch Lane School, Pre-Kindergarten Summer Program**

Hicksville, NY

Psychologist

- Conducted psychological evaluations of 3- to 5-year-olds
- Consulted with teachers on overall classroom management and behavioral interventions
- Performed Functional Behavior Assessments and created Behavioral Intervention Plans

INTERNSHIP

September 2008- June 2009 **Munsey Park Elementary School**

Manhasset, NY

Psychology Intern

- Conducted psychoeducational evaluations of 5- to 12-year-olds
- Provided individual and group counseling
- Performed Functional Behavior Assessments and created Behavioral Intervention Plans
- Consulted with teachers on classroom management and individual children's needs

EXTERNSHIPS

September 2007- June 2008 **Children's Evaluation and Rehabilitation Center**

Bronx, NY

- Provided individual and group therapy with adolescents
- Performed psychological and psychoeducational assessments
- Presented assessment results at team meetings to assist in determining diagnoses and recommendations for services

September 2006- June 2007 **The Henry Ittleson Center**

Bronx, NY

- Provided individual and group therapy with children and adolescents from day treatment and residential treatment programs
- Performed psychological and psychoeducational assessments
- Presentations of research, theory, cases, and results of evaluations at grand rounds
- Consulted with school staff and facilitated behavioral interventions in classrooms

September 2005- June 2006 **White Plains Public Schools**

White Plains, NY

- Administered initial psychoeducational assessments and reevaluations
- Provided individual and group counseling of children ages 5-14
- Participated in team, CSE, and CPSE meetings

TEACHING EXPERIENCE

January 2008- May 2008 Neuropsychological Assessment

- Teaching Assistant for Dr. Joyce Weil

September 2006- May 2007 Child Assessment with Practicum I & II

- Teaching Assistant for Dr. Lillian Zach and Dr. Karen Hazel

January 2006- May 2006 Appraisal of Personality

- Teaching Assistant for Dr. Barry Ritzler

PROFESSIONAL INVOLVEMENT

American Psychological Association; New York State Psychological Association; National Association of School Psychologists

RELATED PROFESSIONAL EXPERIENCE

May 2009- Present **Oasis Children's Services**

Brooklyn, NY; Manhattan, NY

Consultant; Course Instructor

- Develop training manuals and lead training of mental health counselors
- Consult with site staff on behavioral and social/emotional issues
- Instructed college credit course for staff members

June 2003- August 2004; May 2005- August 2005 **Oasis Children's Services**

Brooklyn, NY; Manhattan, NY

Program Coordinator; Staff Supervisor

- Supervised staff and children in summer enrichment and after-school programs
- Developed Operational Manuals for all summer and after-school program sites

Oasis Personnel

MICHAEL DAVID SCHLANK
Michael.Schlank@gmail.com

CERTIFICATION

New York State Initial Certification, Grades 1—6, February 2005, Tenure: June 2008
New York State Professional Certification, Grades 1-6, January 2010.
New York State School Building Leader—February 2011
New York State School District Leader- February 2011

TRAINING

Developmental Disabilities Institute: Applied Behavior Analysis--Discrete trials, Collection of ABC data, Systems Crisis Intervention and Prevention. **Three Village CSD:** Literacy Collaborative, Workshop Series Differentiated Instruction: Judy Dodge. **Eastern Suffolk BOCES:** Peer Mediator Train the Trainer, 6th Grade New York State Math and ELA Preparation/Assessment/ Scoring. Understanding By Design, Grant Wiggins, PhD. **C.W. Post:** Autism Workshop for Administrators. Aspergers Syndrome Practical Strategies, Teresa Bollock, PhD.

EDUCATION

STATE UNIVERSITY OF NEW YORK AT STONY BROOK, Stony Brook, NY
Educational Leadership Studies/Certificate of Advance Study
School Building/School District Leader — *January 2011*

C.W. POST, LONG ISLAND UNIVERSITY, Brookville, NY
Master of Science in Education — *January 2005*
Tuition Scholarship for Academic Excellence

HOFSTRA UNIVERSITY, Hempstead, NY
Master of Arts, with a concentration in Health Administration — *May 1997*
Tuition Scholarship for Academic Excellence
New York City Department of Health, Health Research Fellow
Conference Paper –Mayoral Honorable Mention

STATE UNIVERSITY OF NEW YORK AT ALBANY, Albany, NY
Bachelor of Arts in Psychology — *May 1994*
UJA-International Studies Summer Educational Scholarship
Challenging Behavior Project (Autism), Dr. Mark V. Durand

TEACHING AND RELATED EXPERIENCE

Three Village Central School District
Mount Elementary School — *Sept. 2005-Present*
Teacher, Grade 6

Three Village Central School District
Learn and Serve America District Coordinator K-12 — *January 2008-March 2011*
Coordinate and promote district-wide Social Emotional learning initiatives. Encourage and support Social Emotional Learning through training, collaboration, and resource development. Work with building faculty coordinators (High School, Jr High, and Elementary) to develop social emotional learning opportunities for students. Maintain and develop collaborations with community agencies. Serve as a resource to district staff. Chair meetings of Learn and Serve advisory board.

Curriculum Development
Developed and implemented curriculum for WRITE (NYS ELA remediation/preparation) program MITE (NYS Math Assessment remediation/preparation) program. Member of: 6th grade Report Card Committee, K-6 District

Michael David Schlank

Mathematics Curriculum Committee (Core Common Standards). District Wide Social Studies Curriculum Development Committee. University of Virginia Center for Politics. Youth Leadership Curricula Reviewer.

Co Curricular: Cooperating Teacher—Student Teachers. Faculty Chair WS Mount *Career Lab*. Interview Committee for District Wide Literacy Coordinator. Mestract Ambassador. Learn and Serve Grant Coordinator. Peer Mediator Supervisor. School Based Team Committee on Grants. Character Education Committee. and TVTA 6th Grade Scholarship Committee.

Presentations and Awards: Faculty Chair: Application committee --*US DEPARTMENT OF EDUCATION BLUE RIBBON Schools* -Awarded Fall 2009. **Professional Development Instructor**: *Infusing Literacy Practice with Cutting Edge Technology* U (2010). **Three Village Education Foundation Grant Recipient** (Poetry Pod casting-2007/8 and Social Emotional Learning Teacher Center-2010). **Presentation**: Three Village Board of Education Technology Night 2006 (Global Warming a Multimedia Approach). 2007 (Poetry Podcasts). **Presentation**: Poetry Podcasts: Technology in Education Conference 2007. State University of New York at Stony Brook University/Eastern Suffolk BOCES.

Oasis Children's Services, LLC
Regional Director *December 2004—Present*
Oversee *Century 21 Grant* partnerships program reporting. and quality assurance (Hempstead Central School District). Liaison to NYC Department of Education for *Students in Temporary Housing* Summer Program. Responsible for the oversight of marketing. operations. and programming staff for 3 parent paid camps (500ampers. 100 staff). Supervise Camp Directors. Create and implement training for staff in challenging behaviors e.g. ADHD and ASD

PROFESSIONAL EXPERIENCE

INDEPENDENT CONSULTANT *August 1997-June 2005*
Policy. media strategy. campaign management. proposal/grant writing. and research: specialize in: government. educational. and academic medical projects.

NEW YORK STATE OFFICE OF THE COMPTROLLER
Executive Staff. Division of Intergovernmental Affairs *February 2003—August 2003*

NEW YORK STATE ASSEMBLY
MEMBER—Jeffrey Klein. *Chair* Committee on Government Oversight Analysis and Investigation
Deputy Chief of Staff/Press Secretary *April 2000—January 2003*

OFFICE OF DEVELOPMENT
Jewish Council for Public Affairs. New York. NY
Director of Resource Development *June 1999—April 2000*

OFFICE OF INSTITUTIONAL STUDIES
Jewish Theological Seminary of America. New York. NY
Director of Institutional Studies *June 1997—June 1999*

F. Enrollment and Retention Policies, Practices, and Strategies

I. Enrollment Issues RMS serves all middle school students in our district. All three elementary schools feed into RMS which prepares students for Roosevelt High School. Because of this, there is no disproportionate distribution of students as all students within our attendance boundaries attend the same middle school, with the exception of severely disabled students who will continue to be served by UCP of Nassau Kennedy and Rosemary Kennedy at BOCES. Our goal is that all SWD, ELL students and students performing below proficiency are placed within classrooms and given the supplemental coaching and learning opportunities to allow them to reach academic success. Our current scores summarized in Table 4 (below) indicate that this is an that require improvements. Through the help of Oasis, Pearson and Thinking Maps these students should begin to thrive over the next three years. Oasis will be providing after-school, holiday programs, summer programs and Saturday programs that will allow these children to receive intensive help in not only their academics but with social/emotional needs also..

The academic success for all students, English Language Learners, Students with Disabilities and students identified for free or reduced lunch indicate a large population of struggling learners in need of intensive Tier II and Tier III intervention tools. Next year only grades 7 and 8 students will be attending RMS, lessoning transition needs as all current 6th and 7th graders have been part of our student body. Along with the rest of the students and staff, transitions are being developed in concert with our partners to help them successfully matriculate in a new environment focused on achievement and learning for all. Assisting with these transitions will be shared expectations, common routines and rituals for learning, and personalized opportunities for learning, accompanied by Extended Learning Opportunities specifically designed to accelerate student progress that are described more fully in the School Model and Rationale section. Student proficiency scores are summarized in the following table.

Table 4: Proficiency Scores for Specific Student Subgroups

Grade	Student Subgroup	Students Proficient on NY State Assessment for English/Language Arts			Students Proficient on NY State Assessment for Mathematics		
		2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Grade 6	**ALL**	**34%**	**25%**	**23%**	**11%**	**17%**	**18%**
	ELL	**5%**	4%	6%	0%	3%	5%
	SWD	3%	0%	7%	0%	0%	0
	ECON DISADV	33%	22%	24%	9%	15%	15%
Grade 7	**ALL**	**27%**	**15%**	**16%**	**17%**	**15%**	**21%**
	ELL	0%	0%	0	10%	4%	9%
	SWD	4%	0%	3%	0%	0%	3%
	ECON DISADV	27%	14%	14%	19%	15%	17%
Grade 8	**ALL**	**35%**	**20%**	**25%**	**19%**	**29%**	**25%**
	ELL	0%	6%	4%	0%	14%	15%
	SWD	6%	0%	0	0%	4%	160
	ECON DISADV	33%	22%	27%	20%	33%	25%

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

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

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

G. District-level labor and management Consultation and Collaboration

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

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

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

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

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

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

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Roosevelt Union Free School District Organizational Chart
2012-13

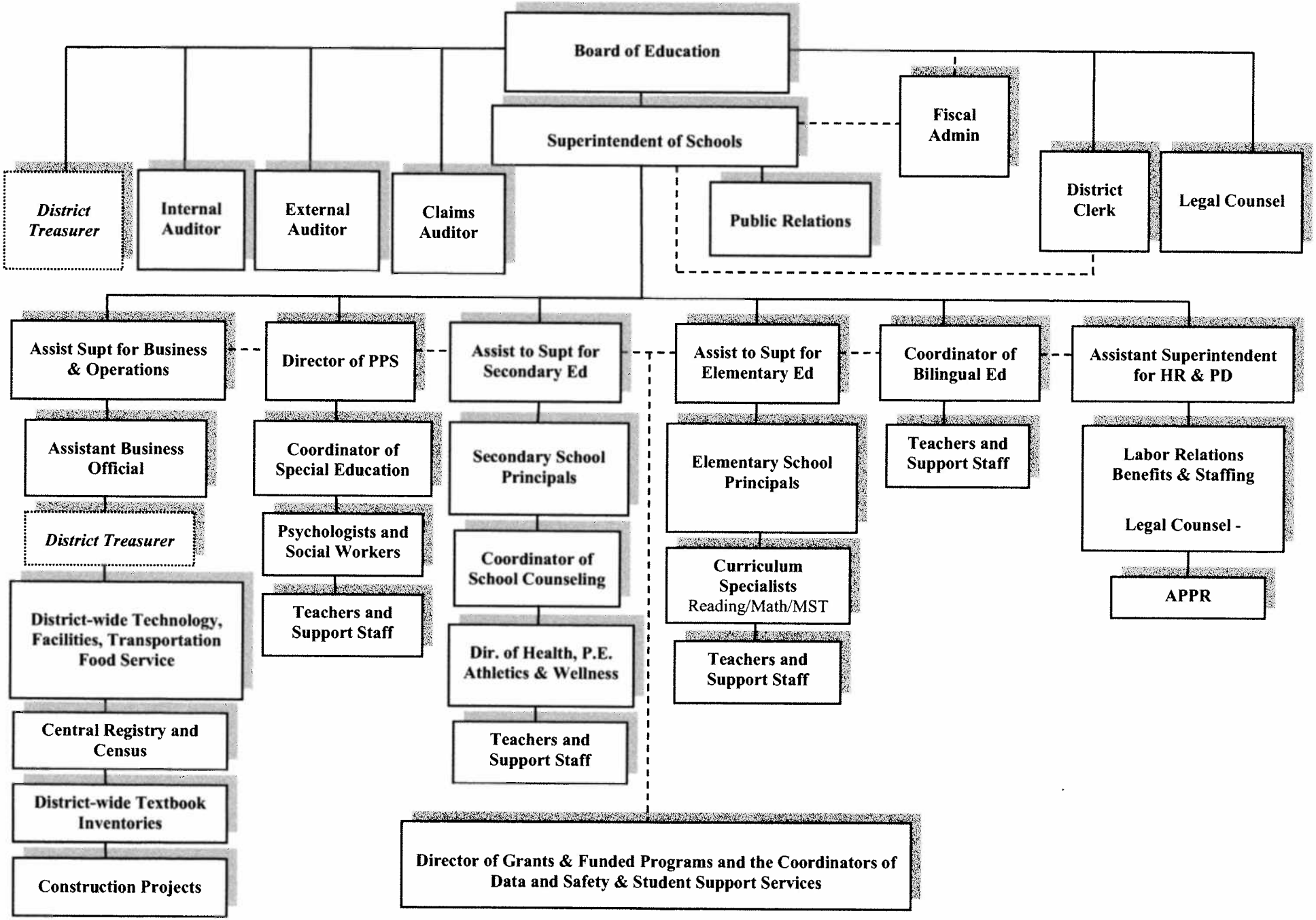


Table 2: Roosevelt UFSD Training by Pearson for District Teachers & Leaders
April 1-August 31, 2013
***see page 16 for detailed 10 days training with Pearson and Thinking Maps**

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

Table 2: Roosevelt UFSD Training by Pearson for District Teachers & Leaders April 1-August 31, 2013 *see page 16 for detailed 10 days training with Pearson and Thinking Maps			
Training	**Rationale**	**Measurable outcomes**	**Evaluation of Outcomes**
Leadership Network	Leaders need training and ongoing support for continuous school improvement	85% of leaders respond "agree" or "strongly agree" to the training, as measured by post-training survey.	Pearson Post-training survey

Table 3 summarizes District Training for Teachers and Leaders Year 1-2.

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

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

In addition, during the summer of 2013, the district will offer two weeks of district-wide training by Pearson and Thinking Maps. Teachers will be offered paid professional development during this time. Pearson will be focusing on the common core content , while Thinking Maps will be working with teachers to create curriculum aligned to the common core and create lessons using the common core. Some of the offerings will include the following:

- Using Common Core in a Standards Based Mathematic Classroom Only
- Overview of English Learners in the Common Core Mathematics Classroom
- Increasing Rigor in the Common Core Mathematics Classroom
- Rethinking Algebra: Focus on the Content and Mathematical Practices of the Common Core
- Teaching for Conceptual Understanding: Ratio and Proportional Relationships
- Developing Mathematical Discourse in the Secondary Classroom
- Digging into Reading Standards
- Digging into Writing Standards
- Overview of English Learners in the ELA/Literacy Classroom
- English Language Arts Standards for Science and Technical Subjects
- English Language Arts Standards for History and Social Studies
- Math Institute
- ELA/Science/Social Studies/Technical Subjects Institute

I. Training, Support, and Professional Development

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

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

II. Pre-Implementation Period Table 13 summarizes events, outcomes, reporting methods and rationale for meetings/training/events that will occur between July and August 2013. Pearson is the agent/organization responsible for delivery unless noted differently. Funding is from other sources.

Table 13:	**Pre-Implementation Events**		
Event	**Measureable Outcome(s)**	**Reporting Method**	**Rationale**
Planning Meeting	RUFSD and Pearson collaboratively develop an implementation plan with proposed schedule and projected milestones and establish shared accountability.	Legal contract with explicit services identified & signed by district and Pearson	Contract with implementation plan provides shared goals and targets.
Professional Development for *OnRamp* 2 day	100% of training participants evidence a positive response to the *OnRamp* training, as measured by "agree" or "strongly agree" responses on post-training survey.	Post-Training Survey	Create a cadre of teachers to teach accelerated math intervention course to students scoring Level 1 on NYS Math
Curriculum Planning for Oasis OST Programs	RUFSD, RMS Principal, TIM, and Oasis Program Directors collaboratively develop OST programs curricula linked to academic curriculum and establish shared accountability.	Comparison of pre-program and post-program assessment scores; Assessment of Student Work Portfolios	Prepare middle school students for NYS ELA and Math assessments to improve test scores and CCLS proficiency
Launch	80% of training participants	Post-Training	Create a shared vision for

Table 13:	Pre-Implementation Events		
Event	**Measureable Outcome(s)**	**Reporting Method**	**Rationale**
Institute Overview and Visioning ½ day	evidence a positive response to the training, as measured by "agree" or "strongly agree" responses on Baseline survey.	Survey	teaching and learning to promote a culture of high achievement and engagement
School Leadership Team (SLT) Institute 1 day	80% of SLT members are observed implementing meeting protocols as described in training during first SLT meeting on meeting summary report.	SLT Summary Meeting Report	Agreed upon protocol maximized meeting time
Workgroup Facilitators Training Session	80% of facilitators practice shared protocols during first Workgroup meeting which is reflected on Workgroup summary report.	Workgroup Summary Report	Agreed upon protocol maximized meeting time
Eng Dept Institute 1 day	85% of training participants evidence a positive response to the training, as measured by "agree" or "strongly agree" responses on Baseline survey.	Post-Training Survey	Lay the foundation for the Department's work on aligning curriculum and instruction to CCLS and related assessments
Math Dept Institute 1 day			

***Responsible party is RMS principal**

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

A four day Launch Institute at the end of August will kick off our transformation. The Launch Institute will include a variety of trainings for teachers and leaders that includes the following:

- An **Overview and Visioning** session brings the entire school faculty for a half day, creating a shared vision for teaching and learning to promote a culture of high achievement and engagement.
- A **School-wide Instructional Focus (SIF)** will establish common routines and rituals that contribute to college and career readiness. A two-day institute for the entire school faculty includes:
    - The purpose of having a SIF
    - The vital importance of College and Career Readiness for all students
    - School-wide goals for developing students' ability to use Academic Language and their College and Career Readiness Competencies

- Strategies for helping all students to develop the ability to use Academic Language and for helping them develop College and Career Readiness Competencies across content areas, including strategies that provide scaffold support for English language learners and students with disabilities.

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

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

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

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

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

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

III. Implementation Period Table 14 summarizes the **mandatory** training/PD events, and meetings or activities and associated **measurable outcomes** we have planned with our external providers, Pearson School Achievement Services, Oasis Children's Services and Thinking Maps for Year 1.

Table 14:	Year One Implementation Focus, Settings, and Supports			
Setting	**Membership/Outcome & Reporting Method**	**Focus/Rationale**	**Meetings**	**Pearson Onsite Support**

Table 14:	Year One Implementation Focus, Settings, and Supports			
Setting	**Membership/Outcome & Reporting Method**	**Focus/Rationale**	**Meetings**	**Pearson Onsite Support**
School Leadership Team	Principal, APs, Workgroup facilitators, ELL coordinator, special education, student services functions, Parent Liaison **85% of participants evidence a positive response to training/meeting, as measured by "agree" or "strongly agree" responses on SIM Baseline survey.**	▪ Establish and maintain vision of improvement ▪ Build the foundation of a data-driven culture ▪ Drive and manage implementation ▪ Monitor progress and quality of implementation, and redirect activity as needed ▪ Nurture collaboration, using a systems approach to engage entire school in shared responsibility and shared learning	▪ 1 meeting / month on developmen t of Data-Driven Culture ▪ 2 meetings/ month on Implementat ion ▪ Quarterly 2-hour Progress Monitoring meetings	-Field Specialist (FS) facilitates Data-Driven Culture meeting each month -FS facilitates 1 Implementation meeting each month -FS facilitates quarterly Progress Monitoring meetings
Administrative Team	Principal, AP(s) **Strategic planning results in SLT receiving complete agenda the day before the SLT meeting 90% of the time.**	▪ Strategic leadership of improvement ▪ Distributed leadership ▪ Timely intervention to create and sustain improvement momentum ▪ Aligned resource management	Strategic planning sessions with FS at least 3X per month Guided Practice Focus Walks with FS at least 6 X per year	-FS strategically plans w/ Principal [AP as appropriate] at least 3X / month -FS facilitates Guided Practice Focus Walks for monitoring implementation at least 6 X per year
English Department PD	All English teachers plus ESL, special education, and other teachers who support English language arts instruction **85% of participants evidence a positive response to training, as measured by "agree" or "strongly agree" responses on SIM Baseline survey.**	▪ Standards-aligned instruction, strategies and Foundation Units to scaffold instruction consistent with CCSS ▪ Independent reading program and monitoring of students' reading levels ▪ Administration of 3 CCSS aligned performance tasks, analysis of student work, and implications for curriculum and instruction	1 FD plus 1 half-day during school year	FS facilitates PD
Math Department PD	All Math teachers plus ESL, special education, and any other teachers who support instruction in math **85% of participants evidence a positive response to training, as measured by "agree" or "strongly agree" responses on SIM Baseline survey.**	▪ Standards-aligned instruction, strategies and Foundation Intros and Foundation Units to scaffold instruction practice consistent with CCSS ▪ Administration of tasks based on the CCSS in conjunction with Foundation Units, analysis of student work, and implications for curriculum and instruction	1 FD plus 1-half day PD during school year	FS facilitates PD

Table 14:	Year One Implementation Focus, Settings, and Supports			
Setting	**Membership/Outcome & Reporting Method**	**Focus/Rationale**	**Meetings**	**Pearson Onsite Support**
Department Workgroups (other than English and Math)	All teaching faculty (other than English and math) organized into job-alike groups that provide stable settings for focusing on development of practice **Staff response indicates 10% overall improvement, as measured by "agree" or "strongly agree" responses on Teacher Collaborative Practices survey.**	Collaboration on incorporating SIF strategies into teaching and learning through cycles of planning, practice, and reflection on practice	12 Workgroup meetings per Department Workgroup in the course of the year	-FS attends at least 6 Workgroup meetings per month and/or provides feedback and planning assistance to Workgroup facilitator(s) -FS provides in-class coaching/co-planning support/feedback (as appropriate) for at least 6 teachers per month
English Workgroup	All English teachers plus ESL, special education, and any other teachers who support ELA **Staff response indicates 10% overall improvement, as measured by "agree" or "strongly agree" responses on Teacher Collaborative Practices survey.**	Collaboration on developing standards-aligned instruction aligned to the CCSS, incorporating SIF strategies and building on content-focused PD, through cycles of planning, practice, and reflection on practice	12 Workgroup meetings in the course of the year	
Math Workgroup	All math teachers plus ESL, special education, and other teachers who support math **Staff response indicates 10% overall improvement, as measured by "agree" or "strongly agree" responses on Teacher Collaborative Practices survey.**	Collaboration on developing standards-aligned instruction aligned to the CCSS, incorporating SIF strategies and building on content-focused PD, through cycles of planning, practice, and reflection on practice	12 Workgroup meetings in the course of the year	

Table 14:	Year One Implementation Focus, Settings, and Supports			
Setting	**Membership/Outcome & Reporting Method**	**Focus/Rationale**	**Meetings**	**Pearson Onsite Support**
Engagement Workgroup	Principal, staff responsible for student services and related functions (e.g., dean(s), counselor(s), community outreach coordinator, social worker(s), psychologist(s) **Staff response indicates 10% overall improvement, as measured by "agree" or "strongly agree" responses on Teacher Collaborative Practices survey.**	▪ Study research on student engagement and practices that support engagement ▪ Investigate school policies and practices that relate to student engagement and personalization and recommend changes as needed ▪ Institute Graduation Risk Insight (GRI) system and monitor system reports ▪ Communicate importance of strategies for supporting student engagement to school community	2 half-day PD sessions scheduled to suit school schedule, usually after Launch Institute 12 Workgroup meetings in the course of the year	-FS facilitates PD -FS attends Engagement Workgroup meetings (at least 6 meetings per month) and/or provide feedback and planning assistance to Workgroup facilitator(s)

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

Table 15 summarizes activities for Year 1 provided by OASIS Children's Services.

Table 15:	**OASIS Children's Services Events**		
Event	**Measureable Outcome(s)**	**Reporting Method**	**Rationale**
Curriculum Planning for Oasis OST Programs	RUFSD, RMS Principal, TIM, and Oasis Program Directors collaboratively develop OST programs curricula linked to academic curriculum and establish shared accountability.	Comparison of pre-program and post-program assessment scores; Assessment of Student Work Portfolios	Prepare middle school students for NYS ELA and Math assessments to improve test scores and CCLS proficiency
Professional Development for Oasis OST Programs	100% of training participants indicate a positive response to training, as measured by "agree" or "strongly agree" responses on post-training survey.	Post-Program Staff Survey	Prepare staff to actively engage and deliver STEM and enrichment-based program content
Oasis After-School Program	80% of participating students increase ELA and Math skills as measured by pre- and post- program	Comparison of pre-program and post-program assessment scores	Prepare middle school students for NYS ELA and Math assessments to improve test scores and CCLS proficiency

Table 15:	OASIS Children's Services Events		
	assessments.		
Oasis Saturday Program	80% of participating students increase ELA and Math skills as measured by pre- and post- program assessments.	Comparison of pre-program and post-program assessment scores	Prepare students identified as Level 1 & 2 on NYS ELA and Math assessments

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

In addition, Thinking Maps and Pearson will be holding ten days of training in July and August. Topics will include common core content, curriculum writing and lesson planning.

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

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

- Multiple surveys to gather perception data from students, parents and teachers that can be compared on a yearly basis
- Classroom observation data that is focused to target areas for further improvement

- Quarterly benchmark assessments in English Language Arts and Mathematics to determine student achievement growth
- Screening and embedded assessments in personalized learning tools and intervention courses
- An early alert system that aggregates student information (attendance, GPA, discipline incidents, etc.) to identify students at risk of dropping out
- Annual state assessment data

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

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

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

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

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

Table 16 summarizes the schedule and plan for monitoring ***STRONG***.

Table 16: Progress Monitoring Schedule

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

Table 16:	Progress Monitoring Schedule	
	Tool	**Dimensions of Data Gathered**
		students and staff
	Teacher Collaboration Survey	Frequency and quality of collaboration
	SIM Perception Survey	Client perceptions about the SIM components and support and improvement in knowledge/skills
	MyVoice Survey	Perception and aspirations data collected from parents
Ongoing During Implementation using Implementation Support Tools via iPad	Classroom Engagement	Educational climate, teacher/student dynamics, high expectations, use of school environment data
	Schoolwide Engagement	Educational climate, hallway culture, high expectations, use of school environment data
	School Leadership Team	Structure, stability, frequency of meetings; capacity; quality of different meetings (data-driven culture, progress monitoring, implementation)
	Instruction	Building capacity for independent learning, collaboration, academic language, physical space, effective instructional practices, ELA, and math
	Workgroups	Structure, stability, frequency of meetings; purposeful focus and accountability
	Graduation Risk Insight Report	Monthly reports that identify students at risk of dropping out. Indicators include data on attendance, GPA, course failures, and discipline
Quarterly Progress Monitoring Meetings		SLT examine data to identify strengths, weaknesses and conduct action planning adjustments

* Data gathered only at start up

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

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

well as to improve implementation, and inform SIM planning for the subsequent year. Field Specialists collaborate with school and/or district administrators to analyze the data and to use it to guide further implementation. Pearson is ***Always Learning*** and RMS will be better supported because of their continuous improvement process.

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

J. Communication and Stakeholder Involvement/Engagement

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

I. Consultation, Collaboration and Communication Parents and the community were notified of Roosevelt Middle School's Priority Status and collaborated on the development of this plan in the following manner:

- Our Superintendent posted an information letter on the district website.
- Letters went home to the parents of RMS students
- Parent meeting invited discussion and collaboration
- Parents survey will be completed shortly
- Board meetings heard comments and stimulated discussion with community members on proposal to shift grade 6 students to elementary buildings

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

As implementation proceeds, the Engagement Workgroup, Parent Liaison and the Transformation Integration Manager explores these and other ways of forging bonds between the school and its community in jointly supporting the goals of high achievement and student engagement.

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

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

partnership will benefit the students at RMS, we may decide as a committee to move the location of our meeting.

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

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

K. Project Plan and Timeline

I & II. Table 17 summarizes the **Pre-Implementation goals, strategies, activities, and persons responsible.** These events will be funded by other sources

Table 17: Pre-Implementation Project Plan and Timeline

GOAL	STRATEGIES	ACTIVITIES	PERSON(S) RESPONSIBLE
1.Review and establish project timeline	1. Widely share timeline	• July: Meet with External Partner, sign contract • August: Meet w/ staff at RMS • Sept: Disseminate final revised timeline & outcomes to stakeholders, including web-based posting	**Turnaround Officer (Asst Supt for C & I), Grant Director, Principal, SIM and External Partner**
2.Review and revise project outcomes	2. Widely share outcomes		
3.Review and establish pre-implementation budget	3. Identify district/school finance staff to manage grant budget	• July: Meet w/finance staff managing grant budget and grant director • July 1: Identify grant budget codes and input codes to school/district fiscal tracking system • Monthly: Run/print monthly fiscal reports showing revenue and expenditures to date	**Asst Supt for Business, Director of Grants**
4. Identify all project resources and supports (personnel, partnerships, programs)	4a. Establish a recruitment plan for "to be hired" project and/or revise current personnel job descriptions	• June: National search for TIM • June: Review & rank candidates; begin phone interviews w/qualified candidates • July: Assemble interview team of RMS stakeholders; conduct candidate interviews • July: Rank candidates for recommendation to Supt & Bd of Ed • Aug 1: Complete hiring requirements for TIM	**Asst Supt for Personnel**

	4b. Establish a recruitment plan to identify community partners who support project outcomes	• June: List, complete and publish the recruitment strategies for "to be hired" project personnel • June: Revise current personnel job descriptions, meet w/staff to review new expectations/duties, and obtain signatures on newly revised descriptions. • July: Complete hiring process for all staff • August: Meet with community for- and non-profit partners to enlist supports: funding, expertise, community based programs for students/families	
5.Effectively communicate project goals and outcomes to all stakeholders	5. Create a multimedia communications plan	• July: Create tv and radio ads • July: Establish a project update page on the RMS website and update monthly • July: Identify PTA dates for the dissemination of information to parents/community members • Ongoing: Include project updates in school newsletters • Ongoing: Superintendent regularly updates the Board of Education members	**Director of Technology, Turnaround Officer, Principal & SIM**

III & VI. Year 1: Goals and Key Strategies As stated in section II.A.i, our focal project goals are 1) Increase Student Achievement, 2) Improve Teacher Effectiveness and 3) Increase Leader Effectiveness. Pre-implementation goals and strategies are focused on preparing and establishing solid frameworks for successful project completion. But in years 1, 2, and 3, the goals and strategies shift to focus on desired outcomes and real-world changes for student and staff behaviors. The five project action goals remain unchanged for the 3-year implementation schedule. Each goal carries its own set of strategies, activities and outcomes. Success in reaching project goals and desired student/adult outcomes will be determined through an analysis of quantitative and qualitative data sources.

ACTION GOALS:

Action Goal 1: Implement a standards-aligned curricular, instructional, and assessment framework
Action Goal 2: Strengthen school-based leadership abilities
Action Goal 3: Establish a data-driven school culture
Action Goal 4: Improve parent and community engagement for high achievement
Action Goal 5: Create a sustainable framework for continuous improvement

Table 18 summarizes annual strategies. Year 2 and Year 3 goals remain the same. Year 2 and Year 3 strategies differ only slightly from year 1 strategies, as the project is designed to expand and grow strategies annually. For that reason, Year 2 and Year 3 strategies are also detailed in Table 18.

Table 18: School Improvement Project – Roosevelt Middle School Strategy Information By Year

GOALS	Year One (2013-2014)	Year Two (2014-2015)	Year Three (2015-2016)
Goal 1: Implement a standards-aligned curricular, instructional, and assessment framework	Implement strategies that support students' ability to use talking to learn, including: ▪ Developing academic language in the context of content area instruction ▪ Using content area language structures for reasoning and justifying ▪ Collaborating for learning ▪ Working independent of constant teacher direction ▪ Studying related instructional artifacts and student work	Continue to use the strategies established in Year 1 to build students' Academic Language and College and Career Readiness Competencies and incorporate strategies that support students' reading and writing to learn. Strategies include: ▪ Close reading in content areas ▪ Matching writing types to purposes and audiences ▪ Planning and organizing work projects and assignments ▪ Taking responsibility for self assessing and revising work products ▪ Develop knowledge and skills in using data, including instructional artifacts and student work, to drive instructional decisions	Continue to use the strategies established in Years 1 & 2 to build students' Academic Language and College and Career Readiness Competencies and incorporate strategies that support students' use of research to support self-directed learning: ▪ Critiquing information sources ▪ Using technology to identify, analyze, and present information ▪ Setting work priorities ▪ Reflecting on work practices and setting goals for learning ▪ Make systematic use of data, including instructional artifacts and student work, to drive instructional decisions
	Strategies specific to English Language Arts Curriculum, Instruction, and Assessment		
Goal 1: Implement a standards-aligned curricular, instructional, & assessment framework	▪ Teach model of standards-aligned instruction and study use of practices ▪ Incorporate SIF strategies into instruction and study related artifacts and student work ▪ Implement independent reading program ▪ Investigate CCSS demands of text complexity and their implications for curriculum and instruction ▪ Use CCSS-related performance tasks to build knowledge of CCSS demands and expected levels of performance and consider implications for curriculum and instruction	▪ Continue to build knowledge and skills related to CCSS-aligned instruction to plan instruction using own curriculum materials ▪ Incorporate SIF strategies into instruction ▪ Enhance independent reading program ▪ Develop close reading of informational and literary texts ▪ Develop argument as a text type ▪ Use CCSS-related performance tasks to build knowledge of CCSS demands and expected levels of performance and consider implications for curriculum and instruction ▪ Develop knowledge and skills in use of data, including instructional artifacts and student work, to drive instructional decisions	▪ Continue to build knowledge and skills related to CCSS-aligned instruction to plan yearlong and vertical curriculum using own curriculum materials ▪ Incorporate SIF strategies into instruction ▪ Incorporate research and research products into instruction ▪ Enhance independent reading program ▪ Use CCSS-related performance tasks to build knowledge of CCSS demands and expected levels of performance and refine curriculum and instruction ▪ Make systematic use of data, including instructional artifacts and student work, to drive instructional decisions

Table 18: School Improvement Project – Roosevelt Middle School Strategy Information By Year			
GOALS	**Year One (2013-2014)**	**Year Two (2014-2015)**	**Year Three (2015-2016)**
	Strategies Specific to Mathematics Curriculum, Instruction, and Assessment		
Goal 1: Implement a standards-aligned curricular, instructional, and assessment framework	▪ Teach model of standards-aligned instruction and study use of practices ▪ Incorporate SIF strategies into instruction and study related artifacts and student work ▪ Investigate the CCSS Standards for Mathematical Practice and their implications for curriculum and instruction ▪ Use CCSS-related tasks and consider implications for curriculum and instruction	▪ Conte to build knowledge and skills related to CCSS-aligned instruction to plan instruction using own curriculum materials ▪ Incorporate SIF strategies into instruction ▪ Use CCSS-related performance tasks to build knowledge of CCSS demands and expected levels of performance and consider implications for curriculum and instruction ▪ Develop knowledge and skills in use of data, including instructional artifacts and student work, to drive instructional decisions	▪ Continue to build knowledge and skills related to CCSS-aligned instruction to plan yearlong and vertical curriculum using own curriculum materials ▪ Incorporate SIF strategies into instruction ▪ Build opportunities for students to read and comprehend situations and model them mathematically ▪ Use CCSS-related performance tasks to build knowledge of CCSS demands and expected levels of performance and refine curriculum and instruction ▪ Make systematic use of data, including instructional artifacts and student work, to drive instructional decisions
• **Goal 2: Strengthen school-based leadership abilities**	With Pearson Field Specialist facilitation: ▪ Establish and maintain vision of improvement ▪ Build the foundation of a data-driven culture ▪ Drive and manage implementation with a focus on staying on track and making sure resources and attention are focused on quality implementation ▪ Monitor progress and quality of implementation, and redirect activity as needed ▪ Develop and nurture collaboration, using a systems approach to engage entire school in shared responsibility and shared learning	With Pearson Field Specialist co-facilitation and technical support: ▪ Maintain vision of improvement ▪ Provide the anchor for development of a data-driven culture and nurture use of data among Workgroups ▪ Drive and manage implementation with a focus on staying on track and making sure resources and attention are focused on quality implementation ▪ Monitor progress and quality of implementation and redirect activity as needed ▪ Develop and nurture collaboration using a systems approach to engage entire school in shared responsibility and shared learning	With Pearson Field Specialist technical support, as needed: ▪ Maintain vision of improvement ▪ Serve as primary driver of school's data-driven culture and continue to nurture Workgroups' use of data to inform decisions ▪ Drive and manage implementation with a focus on staying on track and making sure resources and attention are focused on quality implementation ▪ Monitor progress and quality of implementation and redirect activity as needed ▪ Develop and nurture collaboration using a systems approach to engage entire school in shared responsibility and shared learning

Table 18: School Improvement Project – Roosevelt Middle School Strategy Information By Year

GOALS	Year One (2013-2014)	Year Two (2014-2015)	Year Three (2015-2016)
Goal 3: Establish a Data-Driven Culture	Establish foundation of knowledge and practice to support development of a data-driven culture through the work of Leadership Team and the practices of the Principal and Assistant Principal(s)/Administrative Team	Expand foundation of knowledge and practice for data-driven culture to grade level or job alike teacher workgroups ***(LEARNING TEAMS)*** focused on curricular, instructional and assessment data-driven decisions. Deepen the data-driven practices of the Leadership Team and Principal and Assistant Principal(s)/ Administrative Team	Data-driven culture serves as primary driver of Leadership Team and Learning Teams activities, which reflect strong linkages among settings for school improvement
Goal 4: Improve family and community engagement for high achievement	▪ Establish an "Engagement Workgroup" to direct improvements around community engagement ▪ Investigate and develop practices that impact quality of relationships, supports, and connections for students ▪ Establish a Graduation Risk Insight System (GRI) system for dropout prevention and monitor critical indicators of students' progress toward college and career readiness ▪ Communicate importance of and strategies for supporting student engagement to community	▪ Continue and expand the work of the Engagement Workgroup ▪ Connect social and emotional supports to GRI system for dropout prevention and monitor critical indicators of students' progress toward college and career readiness ▪ Engage community organizations in provision of supports for student engagement and in providing students timely access to supports ▪ Communicate importance of and strategies for supporting high expectations for student achievement to the community	▪ Continue work of Engagement Workgroup ▪ Expand community connections in support of student engagement and high expectations for student achievement ▪ Monitor effectiveness of system of social and emotional supports for students and connect data to GRI system for dropout prevention monitoring critical indicators of students' progress toward college and career readiness
Goal 5: Sustainable framework for continuous improvement	▪ Establish stable settings for focusing on the work needed to achieve school improvement ▪ Establish strong linkages among settings for school improvement ▪ Establish foundation for data-driven culture	▪ Maintain stable settings for focusing on the work needed to achieve school improvement with limited need for Field Specialist support for maintaining stability ▪ Further strengthen linkages among settings for school improvement ▪ Expand foundation for data-driven culture to Workgroups	▪ Maintain stable settings for focusing on the work needed to achieve school improvement with little or no need for Field Specialist support to maintain stability ▪ Data-driven culture serves as primary driver of Leadership Team and Workgroup activity, which reflect strong linkages among settings for school improvement

Table 18: School Improvement Project – Roosevelt Middle School Strategy Information By Year			
GOALS	**Year One (2013-2014)**	**Year Two (2014-2015)**	**Year Three (2015-2016)**
Improved Student Achievement Successful implementation of Goals 1-5 through their related strategies will result in improved student achievement. ***STRONG*** will support Roosevelt Middle to be true to its mission: *A Relentless Pursuit of Excellence.*			

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

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

V. MEASURABLE OUTCOMES/ INDICATORS OF SUCCESS & DATA COLLECTION
Table 19 summarizes Quarterly Measures of Success

Table 19: Quarterly Measures of Success			
Data Indicator	**How collected**	**By Whom**	**Analyzed and Reported To Whom**
Student attendance	State mandated records	RMS Office under direction of Principal	SLT analyzes & reports to Advisory Council
Teacher attendance	State mandated records	RMS Office under direction of Principal	SLT analyzes & reports to Advisory Council
ELA benchmark testing	Quarterly Assessments	Asst Supt for Curriculum	SLT analyzes & reports to

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

Annual Measures of Success (also known as Project Outcomes)

Action Goal 1 Outcomes:

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

Action Goal 2 Outcomes:

- RMS administrators complete a series of data-specific learning modules or courses, as measured by training completion documentation and/or training rosters.
- All RMS administrators (Principal, TIM and Assistant Principals) will earn highly effective ratings on the district principal evaluation instrument by 2016 Data collected electronically by the district Human Resources department.

Action Goal 3 Outcomes:

- RMS identifies Teacher-Leaders or facilitators to complete LT training, as evidenced by training course sign-in rosters.

- Roosevelt Middle certified teachers are assigned to LT, as measured by the school-wide LT roster.
- RMS staff attend a minimum of 90% of LT meetings, as measured by LT rosters and attendance logs.

Action Goal 4 Outcomes:

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

Action Goal 5 Outcomes:

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

IMPROVED STUDENT ACHIEVEMENT:

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

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

MICHAEL C. JONES
1590 Roosevelt Street
Baldwin, New York 11510
(516) 223-2346

EDUCATION

City College; New York, New York
Certification: School Administration and Supervision: Certification Date: June, 1992

Queens College; Queens, New York
Masters of Science: Education: Graduation Date: June, 1991

Tulane University; New Orleans, Louisiana
Bachelor of Science: Physical Education: Graduation Date: June, 1982
Student-Athlete Scholarship/Football

CERTIFICATIONS

Permanent Certification: School Administration and Supervision: New York State
Permanent Certification: School District Administration: New York State

PROFESSIONAL EXPERIENCE

Roosevelt School District; Roosevelt, New York;
Director of Health Physical Education and Athletics (July 2005 – Feb 2012)

- prepare and submit the budgetary request for interscholastic sports program
- articulate a vision for interscholastic athletic programs
- supervise all interscholastic athletic programs
- coordinate school schedules with BOCES
- monitor student-athletes academic performance
- developed and supported implementation of Physical Education Curriculum
- developed district wellness policy
- supervise nurses district –wide

Centennial Avenue School; Roosevelt, New York; Principal (Sept. 1996- July 2004)
Roosevelt Middle School; Roosevelt, New York; Principal (July 2004 -July 2005)

- articulated a vision to attain academic success for all students
- evaluated and counsel all staff members regarding their performance
- implemented and supervise the Literacy Collaborative Program
- implemented and supervise the Reading Recovery Program
- prepared and submit the school's budgetary request and monitor expenditure of funds
- structured the Academic Intervention Services for all of the at risk students
- participated in Committee on Special Education meetings

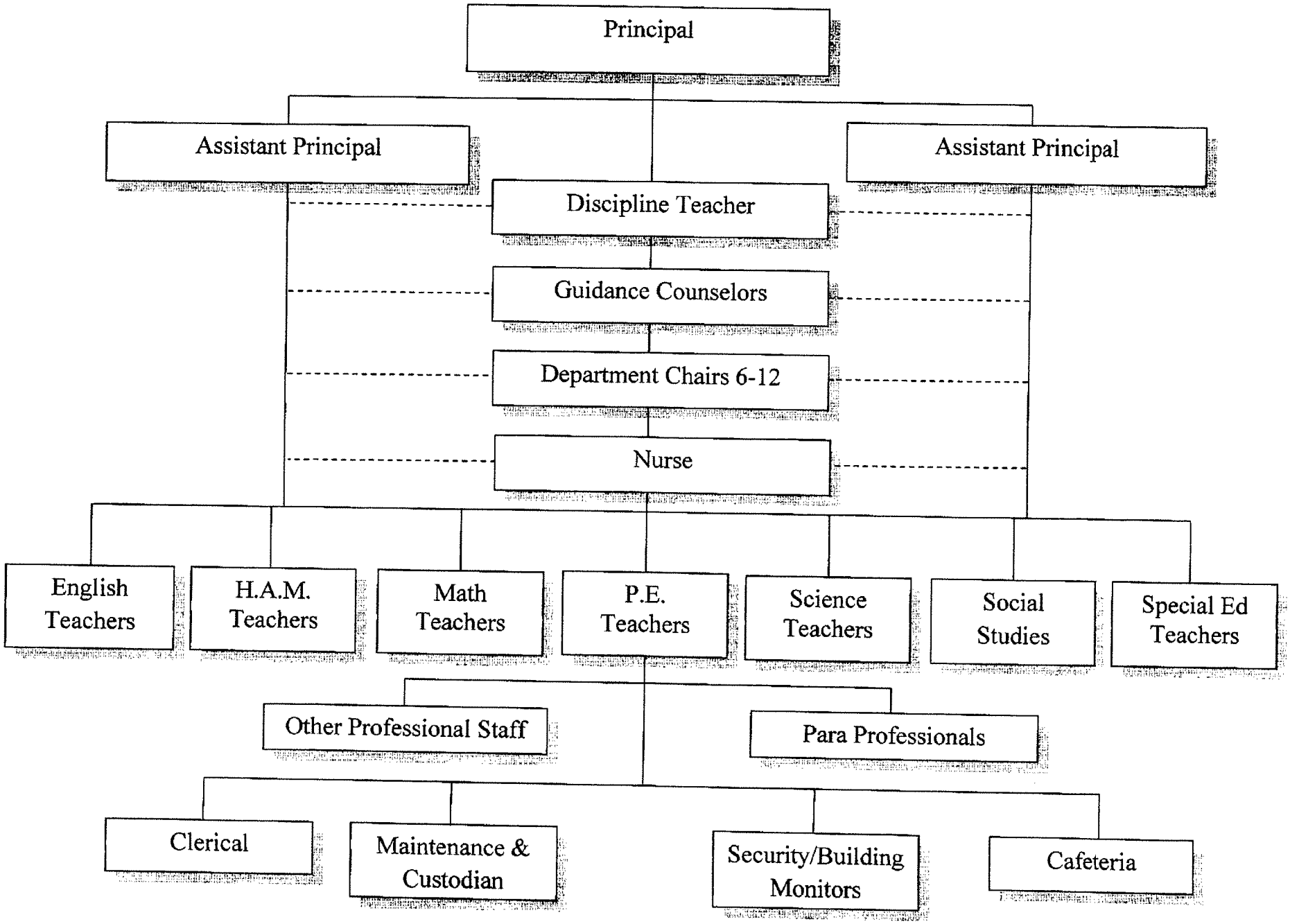
PS 105, District 27; Queens, New York; Assistant Principal (Jan. 1994-Aug. 1996)
IS 53, District 27; Queens, New York; Assistant Principal (Sept. 1993-Jan. 1994)

- assisted the principal in the supervision of all employees and pupils
- assisted the principal in implementing and supervising the instructional program
- monitored student discipline and student attendance
- prepared a variety of school reports for the principal

IS 53, District 27; Queens, New York; Seventh Grade Coordinator (1992-1993)
Eighth Grade Dean (1991-1992); Sixth Grade Dean (1990-1991)
Alternative Education Teacher (1989-1990)
Physical Education Teacher (1986-1989)

REFERENCES: Ms. Charlene Stroughn, Assistant Principal - Roosevelt Union Free School District
Mrs. Lillian- Coggins Watson, Principal – Roosevelt Union Free School District

Roosevelt Union Free School District Organization Chart
Roosevelt Middle School



II. School-level Plan

A. School Overview

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

Mission: The Relentless Pursuit of Excellence

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

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

Goal 1: Increase Student Achievement

A. Students reaching proficiency on state assessments for English/language arts will increase by at least 30% by 2016.
B. Students reaching proficiency on state assessments for Mathematics will increase by at least 30% by 2016.

Goal 2: Increase Teacher Effectiveness

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

Goal 3: Increase Leader Effectiveness

All RMS administrators will earn highly effective ratings by 2016.

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

Action Goal 1: Implement a standards-aligned curricular, instructional, and assessment framework
Action Goal 2: Strengthen school-based leadership abilities
Action Goal 3: Establish a data-driven school culture
Action Goal 4: Improve parent and community engagement for high achievement
Action Goal 5: Create a Sustainable Framework for Continuous Improvement

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

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

Best practices in curriculum alignment involve continual review and revision of curriculum documents to verify that students are being taught that which is most valuable to learn and understand (Armstrong, Henson, & Savage, 2005[8]). This is accomplished through the creation of Learning Teams (LT), job-alike teacher workgroups that regularly develop and refine collaborative instructional units to support CCLS.

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

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

Schools in which the principal distributes roles and responsibilities for making decisions and accomplishing tasks are more successful at transforming themselves. Bringing administrators and teachers together around a shared goal of improving instruction through collaborative learning has the potential to improve instruction and promote distributed leadership. Without these school-based professional learning communities (PLCs), changes in attitudes and knowledge brought about by targeted professional development do not make it into the classroom in any meaningful way (Darling-Hammond et al., 2009[9]; Goldenberg, 2004[10]). Results

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[8] Armstrong, D.G., Henson, K.T., & Savage, T.V. (2005). *Teaching today: An introduction to education*. Upper Saddle River, NJ: Pearson Merrill/Prentice Hall.

[9] Darling-Hammond, L., Chung Wei, R., Andree, A., Richardson, N., & Orphanos, S. (2009). National Staff Development Council report. "Professional Learning in the Learning Profession." Accessed at [illegible]

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

from a 5-year study of Pearson LT indicate that leadership training leads to more focus in grade-level and school leadership team meetings on student academics, systematic and joint planning, purposeful use of assessment data (of all kinds), and efforts to implement and evaluate jointly developed instruction (Gallimore et al., 2009[11]).

3. High Achievement and Engagement Evidence suggests that the best intended efforts to turn around schools and enhance student achievement will not succeed if school culture is ignored. For students, positive school culture is linked to a strong sense of school membership, which in turn is linked to academic and behavioral outcomes including fewer incidents of disciplinary referrals and victimization (e.g., DeWitt et al, 2003[12]), and reduced drop out (Christle, Jolivette & Nelson, 2007[13]).

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

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

4. Data-Driven Culture A data-driven school culture is fostered by the work of the SLT. Building habits of appropriate and effective use of data to guide decisions extends over time to an ever increasing number of teachers and school staff through the creation of LT, impacting and improving all aspects of school policy and practice. Frequently administered assessments, quick turn-around time for receiving results and close alignment with curriculum all contribute to the utility of data for instructional decision-making (Marsh et al., 2006[14]). Moreover, tests that are closely integrated with daily instruction are powerful tools for learning (Boston, 2002[15]; NCME, 2005[16]). Research confirms the importance of providing training on how to use data and connect them to practice (Supovitz & Klein, 2003[17]). Training and support are needed to help educators identify how to act on knowledge gained from data analysis, such as how to identify best

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

[12] DeWit, D., McKee, C., Fjeld, J., Karioja, K. (2003). The Critical Role of School Culture in Student Success, Voices for Children Newsletter, accessed at [illegible] cess.pdf

[13] Christle, C. A., Jolivette, K., & Nelson, C. M. (January 1, 2007). School characteristics related to high school dropout rates. *Remedial and Special Education, 28*(6), 325-339. Retrieved on June 12, 2008, from ERIC database.

[14] Marsh, JA, Pane, JF, & Hamilton, LS (2006). Making sense of data-driven decision making in education: Evidence from recent RAND research. Occasional papers series, document no. OP-170-EDU. Retrieved at [illegible]

[15] Boston, C (2003). *The Concept of Formative Assessment*, ERIC Digest, ED470206, College Park, Md.: ERIC Clearinghouse on Assessment and Evaluation, 2002. Online at [illegible]

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

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

practices and resources that address problems or weaknesses that emerge from the analysis (Marsh et al., 2006[18]).
A data-driven culture will be fostered at RMS by:

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

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

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

Extended Learning Time will occur from 3:00-5:00 on Monday, Wednesday and Fridays for 30 weeks during the school year, adding 180 hours of programming that will be mandated for all students who have not demonstrated proficiency on NY state assessments for reading or math (Level 1 and Level 2) In addition, through other grants, students will be serviced during the summer, Saturdays and holidays.

Partnerships for Extended Learning Time Student success can be fostered by creating partnerships for learning to support students' academic learning and remove social, emotional, and environmental barriers to success (Harris & Wilkes, 2013). Studies indicate that students attending school-based after-school programs offering social-emotional learning can lead to achievement in test scores and school grades, including an 11-point percentile gain in academic achievement (Weissberg et. al, 2011). The goal in a partnership with Oasis to provide well-designed out-of-school time programming that offers integrated learning and opportunities for social-emotional development in a non-traditional learning environment that will shape students' work ethic, promote pro-social behavior and attitudes, and support academic success. Oasis OST programs will create a successful partnership with RMS students, families and community:

- Shared Vision of Learning: Curriculum meetings held during Pre-implementation will ensure that the school's vision for student learning is fully aligned with Oasis OST program activities and appropriate resources are identified to support the programs.

[18] Op Cit

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

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

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

I & II. Student Demographics & Needs

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

Since 2008-2009, attendance rates have improved from 91% to 97% of students in daily attendance, but suspension rates indicate that a significant portion of our students are missing school because of poor choices. These data reveal that behavior and classroom management issues may be impacting student learning. A suspension alternative is needed so that educators continue to model the importance of being at school every day and the value of learning. As a result, part of this grant will support the creation of an In-School Suspension Room.

Table 5	**Roosevelt Middle School Profile & Demographics Over Time**			
	2008-09	**2009-10**	**2010-11**	**2011-2012**
Enrollment	554	556	630	632
Free/Reduced Lunch	265 48%	510 92%	582 92%	414 66%
Limited English Proficient	67 12%	70 13%	84 13%	75 12%
Black or African American	63%	63%	61%	59%
Hispanic or Latino	37%	37%	38%	37%
Attendance Rate	91%	90%	95%	97%
Student Suspensions	9%	10%	9%	11%

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

Table 6	**Roosevelt Union Free School District 2011-2012**

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

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

Table 7		Roosevelt Union Free School District 2011-2012 Student Performance by Grade Level					
Mathematics		Elementary Schools			RMS		
		3	4	5	6	7	8
M A T H	Level 1	18.3	3.4	7.7	37	35	15
	Level 2	42.3	33.5	37.4	45	46	60
	Level 3	33.8	46.0	45.1	17	19	24
	Level 4	5.6	17.0	9.7	2	2	1
	Level 3 or 4 (% proficient)	39.4	63.0	54.8	18	21	25
	2010-2011 % proficient	41	55	50	17	14	29

Table 8 (below) reveals that RMS student performance on state assessments falls significantly below New York State averages, with less than a quarter of students demonstrating proficiency. We agreed that a cultural change needs to take place as the great majority of students appear not to see themselves as learners. Students with limited English and those with disabilities fare even worse according to State accountability reports. In many cases, no students in these subgroups demonstrate proficiency, which made our review team wonder what teacher expectations were for these students. The following table summarizes these troubling data points.

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

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

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

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

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

1. Curriculum

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

started professional development in instructing teachers and administrators on NYS Core Curriculum.

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

2. Teaching and Learning

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

3. School Leadership

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

4. Infrastructure

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

f. The RTI program as implemented does not adequately meet student needs.
g. The school has not developed a successful systematic process to involve parents and families.

5. Collection, Analysis, and Utilization of Data

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

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

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

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

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

In January 2013, focus groups were held with representatives of students, teachers, PTA leaders, school and district administrators to discuss leading and lagging indicators, school profile and demographic data as well as student performance over time on NY state assessments. A review team composed of district administrators, school leaders, teachers, teacher union president and outside educational experts examined data to define our needs and identify components necessary for positive transformation at RMS. A summary of their review follows in Table 8.

V. Prioritizing Needs The many and diverse needs led us to determine we needed a comprehensive school improvement solution. Pearson's SIM tightly aligns with our needs and

will allow us to include all aspects through an across the curriculum approach to school improvement. The alignment between our needs and planned solutions is represented in Table 9.

Table 9: Alignment of Needs and Plans for *STRONG*

	Gaps & Needs	Planned Solution
Curriculum	a. Incomplete Written Curriculum	Cycle of continuous development and refinement of curriculum occurs through teacher Workgroups/Learning Teams (LT)
	b. Lack of Rigor	Facilitated LT will check units for rigor
	c. ELA & Math differentiated materials	Personalized digital support (*Reading 180* and *System 44*) will be available again; *OnRamp* will accelerate math progress for students below grade level
	d. Lack of Content, Rigor, & Student Engagement	Coaching from Pearson Specialists will provide at-elbow support; classroom libraries will support student exploration/investigation
	e. Poor Lesson Plans	Implement collaborative lesson planning protocols and expectations
	f. Targeted Instruction for ELL, SWD, and gifted & talented	Reinstate ELL Mac lab, Reading 180, System 44 & Extended Learning Time Opportunities
Teaching & Learning	a. Teacher-directed Lessons	Coaching from Pearson Specialists and Foundational Units foster student engagement
	b. Common Language of Instruction	Schoolwide Instructional Focus provides shared approach that crosses content; Foundational units in ELA and math model expectations
	c. Review of Research and Best Practices	Launch Institute brings research and best practice to the attention of all teachers and leaders
	d. Lack of Grouping Using Data	Data module and collaborative planning of instruction; workshop model for instruction supports small group and 1 on 1 conferencing/instruction
	e. Lack of Rigor in Questioning and Higher Order Thinking	Academic Language, both written and oral, is used to convey complex information (as well as analyze it), express ideas, present arguments, propose solutions, and defend points of view.
	f. Instructional Time Not Maximized	Coaching for teachers, including co-planning and modeling as needed, to support implementation of effective instructional practices; workshop model of instruction supports engaged, active learning
	g. Poor Student Engagement	Development of school culture that builds student engagement ; Job-embedded professional learning in each content area to support the focus on development of academic language and students as independent learners; workshop model encourages flexible small groups
	h. Schoolwide Behavior	Launch Institute: Overview and Visioning Session identifies shared

Table 9:	Alignment of Needs and Plans for *STRONG*	
	Gaps & Needs	**Planned Solution**
	Expectation Lacking	goals and expectations for both learning and behavior
Leadership	a. Inconsistent Practices	A regular cycle of protocol-guided meetings to develop a data-driven culture and guide implementation of the school improvement plan
	b. Lacks Effective School Leadership Team	SLT will be expanded and intensively trained. Specialist will facilitate, coaching and modeling as principal gradually assumes facilitation instilling a regular cycle of protocol-guided meetings to develop a data-driven culture and guide implementation of ***STRONG***
	c. Lacks Effective/Efficient Learning Environment	Move back to middle school building provides facilities and infrastructure to support learning; 110 days of Specialist support will equate to a regular presence who will assist in maximizing the learning environment
	d. Expectations for Common Planning Lacking	All teacher workgroups/LT are expected to meet weekly and provide a record of progress
	e. PD Lacks Focus	Teacher professional development in the LT model arises from within the authentic context of addressing specific student needs
	f. Lack of Required Services for AIS	ESL aides to support students as they push into general ed classes; Scaffolds support learning for ELL and SWD; targeted expert support for: • Building effective practices for English learners • Building effective practices for special education students in mainstreamed settings and self-contained settings
Infrastructure	a. Punitive Tone of Teachers Lacks Welcome	Engagement Workgroup participates in PD on student engagement, including what research indicates about the importance of relationships, connections, and supports in sustaining students' commitment to school.
	b. Low Teacher Expectations	Launch Institute: Visioning Session creates a shared vision for teaching & learning to instill culture of high achievement and engagement
	c. Lack of School Wide Behavior Policies	Engagement Workgroup investigates and develops practices that impact quality of relationships, supports, and connections for students
	d. No System for Supporting At-Risk Students	Graduation Risk Insight (GRI) aggregates the most relevant and predictive data points to identify the students mostly likely to drop out
	e. Lacks Sufficient AIS Support Staff, Supplies and Materials	*OnRamp* and personalized tools including *FastMath, WritingToLearn, Systems 44, Reading 180*; Extended Learning Time provides additional opportunities and support for struggling learners
	f. RTI Does Not Meet Student Needs	Use screening instruments and frequent progress monitoring to identify students level of need and collaboratively plan differentiated instruction

Table 9:	Alignment of Needs and Plans for *STRONG*	
	Gaps & Needs	**Planned Solution**
	g. Parents lack Involvement	Parent Liaison hired; Parent training; Family celebration of learning; Principal's Book of the Month
Analysis & Use of Data	a. Inconsistent Data Analysis for School Improvement	Data modules include the content, information, techniques, and protocols for effectively using data. Modules are: • The Language of Assessment and Data • Investigating Data • Analyzing Student Work • Triangulating and Reframing • Describing Current Practice • Identifying Strategies to Address Problems of Practice • Measuring and Improving
	b. School Culture Lacks High Expectations	Math & Eng focuses on improving the quality and rigor of instruction and lays the foundation for the department's work on aligning curriculum & instruction to the CCSS
	c. Inconsistent Monitoring of Student Progress	Collaborative LT meet weekly to develop performance tasks and study students' work; embedded assessments in *OnRamp* and *WriteToLearn*
	d. Few Use Formative Assessment to Plan	Facilitated collaborative planning; Data modules: Analyzing student work, Measuring and Improving
	e. PD Lacks Alignment with Student Needs	LT teachers & leaders collaborate to improve instruction, meet critical student needs, and raise student achievement; LT assess student needs, plan targeted instruction, review and analyze the results of instruction, and cycle through the process again as needed to achieve student results
	f. Teachers Not Accountable for PD Transfer to Classroom	Focus Walks provide teachers with rich and timely feedback to support effective application of PD to classroom practice

C. School Model and Rationale

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

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

- Students will enter this building for the first time in August and receive a visible message of ***STRONG*** expectations through the pristine setting and corporate architecture of the building.
- Teachers will prepare for this Transformation this summer through ten days of training to expand their knowledge base and repertoire of instructional strategies to promote student engagement and learning with a shared vision of supporting learning for all while integrating consistent routines and rituals that support high student engagement. In addition focus on common core content will be done by Pearson and Thinking Maps will work with teachers on curriculum writing – This will be paid professional development.
- A newly-appointed, experienced administrator will support the principal as the Transformation Implementation Manager. Both will be supported by our effective educational partner.
- Operational flexibility will enable RMS to implement a comprehensive approach to substantially improve student performance and proficiency.
- Extended learning time for students will provide time for ***STRONG*** interventions and opportunities for enrichment. (Afterschool, summers, Saturdays, holidays –provided through misc. grants)
- Extended learning time for teachers will establish a culture of collaborative planning using data and equip them with tools for instructional innovation. (paid professional development afterschool, Saturdays and summer)
- Expanded interventions and regular data use will provide focused support, resulting in ***STRONG*** learning for all.

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

D. School Leadership

I. Characteristics and Core Competencies of Principal High quality gains in student learning year after year require an effective principal. This is particularly true for turnaround schools, where studies find no examples of success without strong principal leadership (Berends et al., 2001[19]; Duke, 2004[20]). The RMS principal needs to set direction, help faculty grow

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

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

professionally and actively participate in redesigning the organization (Leithwood et al., 2004[21]). Without effective leadership, schools and districts are less likely to address school and teacher practices that impact student achievement in a coherent and meaningful way (Marzano et al., 2005[22]). New Leaders for New Schools (2009[23]) highlights the following leadership actions as critical to achieving transformative results:

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

II. Selected Principal for RMS Our current principal, Mr. Michael C. Jones, stepped in as Interim Principal in February 2012, weeks before our External Comprehensive Review. His successful tenure as Director of Health, Physical Education and Athletics for the District as well as his success as Interim Principal at RMS in 2004-2005 made him an obvious choice when the previous principal required a unplanned for retirement. Mr. Jones was reassigned for the 2012-2013 school year to provide the needed consistency cited in the Review (more than six different principals since 2001). Unfortunately, this turned out not to be a good fit and as a result he will be replaced beginning in 2013-2014 school year. We believe we need to hire someone who has tenacity, passion and drive to successfully become the instructional leader that RMS needs. Also, we believe they will be a leader to inspire staff "buy in" during the Summer Training/Launch Institute. The search will begin shortly to replace him. In addition a new dynamic MS Principal was hired in January 2013. She will continue in the building while the other AP will move with the sixth graders to the elementary schools and will work in all three buildings.

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

We also selected Pearson's SIM model as it provides coaching for the principal, SIM and AP to assume the role of instructional leader through modeling and gradual transfer of responsibilities while integrating a system of distributed leadership that will support a pipeline of leadership development at RMS..

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[21] Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (2004). How leadership influences student learning. The Wallace Foundation. Retrieved August 23, 2009, from [illegible]

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

[23] New Leaders for New Schools (2009). Principal Effectiveness: A New Principalship to Drive Student Achievement, Teacher Effectiveness, and School Turnarounds. Retrieved from [illegible]

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

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

IV. Job Description and Duties

The RUFSD has created a job description to hire a School Implementation Manager (SIM) effective August 2013. The SIM will serve in the capacity of an Assistant Principal in the RMS, assuming non-instructional responsibilities including planning/organizing events and initiatives with community and college partners, conducting classroom walk-throughs, collecting and communicating school data, coordinating the conversion of the Middle School to an atmosphere of urgency in getting the information needed to staff and students. The SIM role will assist with initiatives to enhance student achievement, school themes, college culture and common core. The SIM will report regularly to both the Principal and the Assistant Superintendent of Curriculum and Instruction with any concerns that arise so that appropriate intervention and prompt resolution can take place. He or she will serve as the liaison between the District and the school, providing documentation of implementation to the District's Transformation Office.

V. Supporting Leadership Positions During the 2012-2013 school year, leadership at RHS included a new principal and a shifting cast of assistant principals. It was revealed that Mr. Jones was not the educational leader that was needed. As a result, he will be moved to another position in the district that is more aligned to his skill set. Consistent practices are difficult to put in place when leadership is understaffed, under skilled and constantly changing.

- Assistant Principal Charlene Stroughn also serves as our Administrative Union President. She will be reassigned when the sixth grade moves to the elementary schools for the 2013-2014 school year.

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A **Principal for Extended Time Learning (ELT)/School Implementation Manager** will be hired to support the extended school day, focusing on fidelity of implementation of the interventions courses, expanding community partnerships and serving as a "Co Principal" with the new Principal. This administrator will participate in all teacher and leader training, recruit and supervise teachers for ELT, and facilitate the ordering of all resources needed for ELT and ***STRONG*** in a timely manner.

Lead Teachers for English Language Arts, Mathematics and Special Education have been identified, provided stipends and given released time to assist with leadership duties. In addition, Literacy and Math Coaches will be hired to provide ongoing support for ELA and math. Students will no longer miss an educational day because of suspension, but will be in school working in the school's in-school suspension room.

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

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

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

D. School Leadership

I. Characteristics and Core Competencies of Principal High quality gains in student learning year after year require an effective principal. This is particularly true for turnaround schools, where studies find no examples of success without strong principal leadership (Berends et al., 2001[19]; Duke, 2004[20]). The RMS principal needs to set direction, help faculty grow professionally and actively participate in redesigning the organization (Leithwood et al., 2004[21]). Without effective leadership, schools and districts are less likely to address school and teacher practices that impact student achievement in a coherent and meaningful way (Marzano et al., 2005[22]). New Leaders for New Schools (2009[23]) highlights the following leadership actions as critical to achieving transformative results:

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

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

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

[21] Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (2004). How leadership influences student learning. The Wallace Foundation. Retrieved August 23, 2009, from [illegible]

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

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751 CENTER DRIVE, BALDWIN, NEW YORK 11510
PHONE 1(516) 670-6728 E-MAIL [redacted]

NATEASHA MCVEA

September 3, 2012

Ronald O. Grotsky
Assistant Superintendent for Human Resources
And Professional Development
Roosevelt Union Free School District
335 East Clinton Avenue
Roosevelt, New York 11575

Dear Mr. Ronald O. Grotsky:

It is with great enthusiasm and dedication that I express my interest in the position of **Assistant Principal**. The district wide posting alerted me to this opportunity to maintain my commitment to excellence with in the Roosevelt School District, in the capacity of administrator. With eleven years of educational service to the community of Roosevelt, three of which encompassed quasi-administrative experience, including serving as interim Assislant Principal at The Roosevelt Middle School, I understand and endorse the evolving philosophies and goals of the district.

As the attached resume highlights, I am a doctoral candidate at Hofstra University, in the area of leadership and policy studies. Through my research, I have acquired the knowledge and understanding of the dynamics of productive communities of practice, where leaders set agendas, are knowledge brokers, and learning motivators, with the goal of enhancing their teachers' sense of competence and their ability to offer quality and equitable instruction to students. It is my hope that I am granted an opportunity to apply this knowledge to the role of assisting the Principal as instructional leader, in his effort to foster an organizational learning environment.

In this climate of accountability, I understand Roosevelt's investment in school improvement, finding curriculum leadership to be a high-priority undertaking. As an Assistant Principal, I aspire to encourage a school culture and educational program conducive to student learning and socialization. I welcome an opportunity to assist in the promotion of district initiatives (Thinking Maps) and staff professional development, through collaboration and cooperation with stakeholders, as well as incorporating the practice of gathering, disaggregating and analyzing real-time data, as it speaks to learning and improvement. Coordinating my efforts in support of building leadership will provide the cohesiveness that is essential to sustaining a culture of high expectations in relation to instruction and student learning.

In closing, I thank you in advance for your time and consideration. I look forward to further communication, and welcome the opportunity for dialogue to discuss my ability to continue to contribute to the "transformation" of the Roosevelt School district, in the capacity of Assistant Principal.

Sincerely,

Nateasha McVea

751 CENTER DRIVE, BALDWIN, NEW YORK 11510
PHONE 1(516) 670-6728 E-MAIL [illegible]

NATEASHA MCVEA

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

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

Wilson Reading Systems Instructional Certification

2009-Present **Hofstra University** **Hempstead, New York**
Doctor of Education: Educational Policy Leadership

2007-2009 **Hofstra University** **Hempstead, New York**
Certificate of Advanced Study: Educational Leadership (SBL & SDL)

2007-2008 **Molloy College** **Rockville Center, New York**
Certificate of Study TEOSL

2007-2008 **Wilson Reading Systems Training**
Wilson Reading Systems Instructional Certification

1998-2000 **Hofstra University** **Hempstead, New York**
Masters of Arts, Elementary Education w/an Early Childhood Specialization

1993-1998 **Hofstra University** **Hempstead, New York**
Bachelor of Arts, Elementary Education and Psychology

Jan. 2010-June 2010 **The Roosevelt Middle School, Roosevelt, New York**
Assistant Principal

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

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

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

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

Sept. 2002-2008 **Ulysses Byas Elementary School Roosevelt, New York**
Sept.2011-Present **Washington Rose Elementary School, Roosevelt, New York**
Tenured General Education Teacher K-6

E. Instructional Staff

I. Current RMS Staffing Of the school's total impact on student achievement, principals account for 25% while 33% is attributable to teachers (Marzano, Waters, & McNulty, 2005[24]). However, for teachers to have a continuous impact on student achievement, they must all be effective. That is not currently the case. The new APPR system, extensive job-embedded training and incentives for teacher performance that accompany ***STRONG*** will assist in moving teachers from Developing to Effective and supporting Effective Teachers to become Highly Effective as well as supporting the removal of ineffective teachers at RMS. Table 10 includes pertinent data on the current staff.

Table 10: Current Staffing for Roosevelt Middle School

	2009-2010	20010-2011	2011-2012
Total Number of Teachers	57	58	55
% with no valid Teacher Certification	0	0	0
% Teaching Out of Certification	7%	2%	4%
% with fewer than 3 Years Experience	5%	2%	4%
Total Number of Core Classes	163	163	169
% Not Taught by Highly Qualified Teachers in This School	2%	0	2%
% Not Taught by Highly Qualified in this District	2%	2%	2%
Turnover Rate of Teachers with Less than 5 Years Experience	14%	25%	33%
Turnover Rate of All Teachers	7%	9%	12%

Teachers unwilling to embrace ***STRONG*** requirements (Ineffective/Developing HEDI Scores) that include extended learning time for themselves and their students, intensive training, increased expectations for collaborative planning, and more frequent observation will be supported by the requirements of the District's approved APPR Plan. For example, teachers may be encouraged to apply for transfer. Teachers who receive a rating of ineffective two years in a row will be presented with and expedited 3020(a). Relocation of sixth grade to the elementary

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

buildings will provide opportunity to relocate staff unwilling or unable to accept the additional demands required for ***STRONG***.

II. Characteristics and Core Competencies for RMS Teachers Research is abundant and clear that teacher effectiveness is a strong determinant of differences in student learning, far outweighing the effects of differences in class size and classroom heterogeneity (Darling-Hammond, 1999[25]; Nye et al., 2004[26]). Sanders and Rivers (1996[27]) found that children assigned to three effective teachers in a row scored at the 83rd percentile in math at the end of 5th grade, while children assigned to three ineffective teachers in a row scored at the 29th percentile.

STRONG requires these adult core competencies and characteristics:

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

III. Process for Informing Current RMS Staff Current staff knows we are pursuing the Transformation model and learned of specific implications during meetings in January and February. Core characteristics of staff and expectations for faculty were shared at that time. Staff was encouraged to either seek retirement or another position if they are unable to meet ***STRONG*** expectations for RMS and the APPR agreement that will hold them to these standards. During the July and August training teachers and staff will be further indoctrinated into the changing culture and transformation beginning in 2013-2014.. Expectation will be sent and these expectations will be reiterated when the new superintendent of the district holds her two day Superintendent's Days before the start of the new school year. At the request of the Board of Education the current Superintendent's contract will run out and a replacement Dr. Deborah L. Wortham from York Pennsylvania will be in place on July 1st, 2013. As mentioned previously the BOE has directed a Transformation from the top down! [insert new supt resume]

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

Returning staff will be screened to identify teachers who are not currently meeting the APPR standards to earn the Highly Effective or Effective rating. Discussions with these individuals will

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

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

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

encourage them to consider the implications of setting higher standards for themselves and their students. Every effort will be made to provide ineffective or developing teachers with the professional development needed to become effective. Teachers rated ineffective will be given a TIP Plan and it will be explained that their cooperation in their educational improvement will be there ultimate responsibility, but the District will mentor and provide professional development based upon the areas help is needed. The will also be informed that if they receive an ineffective two years in a row the district will apply for an expedited 3020 (a) so it would be in there best interest to take advantage of all professional development offered. In addition, the district will make every effort to find other positions where they may find more success at another school or change teaching assignment to align with their strengths. These type of decisions will be based on student data, teacher strengths and weakness and their willingness to participate in professional development so they can improve. New staff positions will be advertised in many venues such as OLAS, School Leadership 2.0, Education Weekly, Newsday and the New York Times, so that the best qualified candidates are found to fill the positions written into the SIG.

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

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

Highly effective teachers will be encouraged and supported to acquire National Board Certification. Fees for this certification process will be provided through ***STRONG and Teachers of Tomorrow Grant*** which is already in place.

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

Research also suggests that the collaborative practices in ***STRONG*** will add the benefit of improved teacher retention as they become empowered with greater instructional decision-making (Borman & Dowling 2008[28]). Among two thousand past and current California teachers, decision-making autonomy was the one factor that mattered most to teachers who chose to stay in the field, more so than adequate pay or effective system supports (Futernick 2007[29]).

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[28] Borman, GD & Dowling, NM (2008). Teacher attrition and retention: A meta-analytic and narrative review of the research. *Review of Educational Research*, 78, 367-409.

[29] Futernick, K. (2007). A possible dream: Retaining California's special education teachers. Retrieved January 1, 2010, from http://www.calstat.org/textAlt/SpEDge_eng/sum07edge.html

DEBORAH L. WORTHAM, Ed.D

PROFILE

Professional Educator with experience in planning, implementing, and leadership of quality educational programs that meet broad-based student needs. Assets include excellent leadership and management skills in combination with an understanding of the importance of school culture in the attainment of educational goals and objectives and commitment to the philosophy of a "Professional Learning Community." Career highlights include:

- Program Development and Assessment
- Site-Based Management and School Finance
- Restructuring Models/School Improvement and Reform
- Professional Development
- Budget Development
- Resource Evaluation and Selection
- Personnel and Program Evaluation
- Parent/Community Relations
- Curriculum Design, Development, and Evaluation
- Public Speaking
- Special Events Programming

EDUCATION & CERTIFICATION

1997	**NOVA SOUTHEASTERN UNIVERSITY**, Fort Lauderdale, Florida Ed.D.(Doctorate in Educational Leadership)
1980	**MORGAN STATE UNIVERSITY**, Baltimore, Maryland M.S., Reading
1975	**MORGAN STATE UNIVERSITY**, Baltimore, Maryland Advanced Professional Certificate Master's Equivalent, 30 graduate hours
1972	**UNIVERSITY OF WISCONSIN**, Madison, Wisconsin B.S., Elementary Education

Credentials:

- Certification for Superintendent, Pennsylvania Department of Education
- Certification for Superintendent, Maryland Department of Education
- Certified Assessor, National Association of Secondary School Principals, Maryland State Department of Education
- Certified Curriculum Trainer/Professional Developer, The Efficacy Institute
- Graduate, Leadership Baltimore County
- Graduate, Maryland Principal's Institute
- Adjunct Professor, Doctoral Advisor and National Lecturer, Nova Southeastern University
- Mentor, Principal, and Faculty Associate, Johns Hopkins University
- Adjunct Professor, Coppin State College
- Certified, National Staff Development Academy National Staff Development Council
- National Faculty, Association of Supervision and Curriculum Development (ASCD)

PROFESSIONAL EXPERIENCE

2011-PRESENT SUPERINTENDENT School District of the City of York, Pennsylvania

2008-2010 SUPERINTENDENT Steelton-Highspire School District, Steelton, Pennsylvania

Area Academic Officer (Area Assistant Superintendent) Citywide High Schools, Alternative Programs and Special Education (2000-2004)

Area Assistant Superintendent responsible for 11,000 students assigned to 24 high schools.

Principal, City College High School (2004-2005)

Under the direction of the Area Academic Officer, served as the instructional leader in the implementation of the philosophy and policies of the school system and the school to which assigned.

Director, Department of Professional Development (2000-2005)

Under the direction of the Chief Academic Officer, responsible for the development, coordination, and supervision of the in-service staff development program for administrative, instructional and instructional support for administrators, classified, and paraprofessional staff. Manage and implement activities of the Principal Induction and Support Programs. Mentoring and systemic professional development in order to create a learning community in which inquiry, action research, and reflection are ongoing and valued professional practices.

- Supervise the staff of the Professional Development Center.
- Develop and recommend to the Chief Academic Officer professional development for principals that align with the BCPSS Master Plan.
- Plan and conduct summer retreats, monthly cohort seminars, ad hoc study groups, school inter-visitations and observations, individualized school/based support and observe successful practices.
- Assess individual needs and gather ongoing evaluative feedback.
- Oversee the Mentoring/Coaching Program.
- Plan and conduct meetings and activities related to the governance of the Principal Induction Support Program.
- Design and organize workshops and symposia in areas such as the evolving role of the principal, creating a collaborative learning community, principal as culture shaper, principal as manager, principal as instructional leader, principal as technology leader, and principal as alliance builder.
- Assure the greater utilization of university resources for the program.
- Manage Principal Induction Support Program resources.

Principal, Rognel Heights Elementary/Middle School (1997-2000)

Principal, Samuel Coleridge Taylor Elementary School (1990-1994)

Under the direction of the Area Executive Officer, served as the instructional leader in the implementation of the philosophy and policies of the school system and the school to which assigned.

Accomplishments included:

- Selected to direct the newly created Rognel Heights Elementary Middle School, 1997.
- Awarded Certificate of Merit, Maryland State Department of Education for School Improvement, 1998, 1999, and 2000.
- Awarded America's Best Schools Project for Significant Improvement, April 1993.
- Charter School for Maryland 2000, only elementary school in Baltimore City, 1991.
- Awarded Northeast Regional Center for Drug-Free Schools – exemplary drug and alcohol prevention program.
- Stop Shop Save Academic Awards Program and Central District Parent Community Service Day winner.

Responsibilities included:

- Interpreted and implemented the rules and policies of the Board of School Commissioners.
- Provided leadership in the planning, development, and evaluation of programs within the schools.
- Attended appropriate system-wide community and government activities and meetings.
- Sought assistance and coordinated shared resources from various sources to resolve school problems and meet school needs.
- Monitored and evaluated the performance of school staffs.
- Provided creative leadership in the organization, administration, and supervision of the instructional program.
- Encouraged action research and experimentation at the schools, with emphasis on student achievement.
- Stimulated interaction between the schools and the community for mutual understanding and cooperation.
- Defined operational tasks in reference to the schools' educational emphasis.
- Organized and maintained staff development activities.
- Organized students in instructional groups and seminars that provided varied learning experiences to reach defined educational goals.
- Developed systematic evaluative procedures for continuous assessment and adjustment.
- Worked cooperatively with the classified staff, professional staff, community resources, and students to plan ways to accomplish the goals of the schools.
- Established and maintained comprehensive and systematic procedures for communication with students, staff, parents, and community.
- Initiated the work of instructional improvement by organizing and encouraging the staff to accept the responsibility for changing and improving the educational program to meet the educational concept for the schools demonstrated needs and established needs.
- Handled all matters related to pupil accounting, business affairs, and the use, maintenance, and operation of the buildings and equipment.
- Secured staff cooperation in the effective ordering and use of appropriate books, supplies, and equipment.

Director of Efficacy (1994-1997)

Responsible for the strategic planning, implementation, and leadership of efficacy programs integrated into all operations for the school system. Conducted in-depth needs analysis and followed-through with the design of broad-based efficacy programs. Designed and conducted professional development related to efficacy principles. Interfaced extensively

with operational staff, area Assistant Superintendents, the Assistant Superintendent for Professional Development, and the Deputy Superintendent. Highlights of projects and accomplishments include:

- Developed and directed the Baltimore City Public School System's Support Team challenged with assisting with the implementation of efficacy programs system-wide.
- Collaborated with the Department of Public Relations to develop and implement the internal and external marketing plan.
- Participated in the development of external funding support for the infusion of efficacy programs.
- Fostered and maintained relationships with community-based organizations and special interest groups in order to facilitate involvement in efficacy programming.
- Led training programs to area instructional resource staff and continued the development of efficacy material.
- Served as Chair of the Annual National Promising Practices Conferences at the Baltimore Convention Center, 1996 and 1997.

Assistant Principal, Elementary School (1987-1990)

Under the direction of the building principal, served as a professional leader in the implementation of the philosophy and policies of the school system and the school to which assigned.

Program Facilitator (1987-1988)

Coordinated the "Success for All" pilot program in conjunction with the Johns Hopkins University. Duties included:

- Implemented and presented the program to superintendents, administrators, and teachers nationally.
- Coordinated the Family Support/Parental Involvement component of the program.
- Participated in the planning, development, implementation, and evaluation of staff development activities and parent training workshops.
- Assisted the building site principal with staffing and assignment of staff and students.
- Coordinated the assessment of students at periodic intervals and monitored the achievement of students.
- Participated in the selection, development, adaptation, and dissemination of curricula materials.
- Assisted teachers, paraprofessionals, and tutors in developing and maintaining record keeping procedures.
- Maintained and submitted accurate, systematic reports to the building principal and the Elementary Education Division.
- Provided ongoing assistance to long-term substitute teachers to ensure continuity of the instructional program.
- Demonstrated and/or modeled instructional techniques and strategies in the classroom
- Provided diagnostic data to the building administrator and teachers by way of informal observations.
- Participated in curricula writing.
- Assisted classroom and resource teachers in scheduling, long-range planning, instructional strategies, behavior management techniques, classroom organization, and grouping for instruction.

Support Teacher (1985-1987)

Designed, developed, and implemented curricula for children in pre-K through grade two at several school sites. Position required the capacity to develop and maintain cooperative working relationships with classroom teachers while promoting the concept of the support teacher amid her complimentary role to the classroom educator.

- Selected to chair the citywide celebration of the Week of the Young Child and the citywide Citizens in Voluntarism in City Schools (CIVICS) symposium.
- Monitored and oversaw the implementation of federal, state, and local educational programs, including Chapter I.
- Actively participated on the Curriculum Writing Committee.
- Monitored the implementation and evaluation of the efficacy of various pilot educational programs and instructional methodologies.
- Consulted with other support teachers and administrators on matters pertaining to course content and curriculum.
- Led state and local conferences, conducted staff development programs for support teachers and professionals in non-school system positions, and served as a primary partner to the support teaching staff.

Teacher/Grade Chairperson (1982-1985)

Planned, demonstrated, and evaluated an individualized educational program for second grade students utilizing Mastery Learning and team teaching methods.

- Selected Teacher of the Year
- Designed and led curricula workshops entitled "Alternate Strategies for Teaching Reading."
- Demonstrated the presentation of the Reading/Language Arts components to teachers and parents.
- Demonstrated Segments I, II, and III utilizing Mastery Learning and Individualization.
- Classroom presented as a model classroom in a presentation to the State Department.
- Selected as a Dial-A-Teacher Instructor for the Teacher's Union.

Enrichment Teacher (1983-1984)

Taught third, fourth, and fifth grade students with an emphasis on the development of higher levels of cognition. Employed a variety of instructional methods and techniques to enhance learner knowledge of various curricula.

Reading Resource Teacher (1976-1982)

Participated in a citywide system with emphasis on reading improvement, employing the diagnostic approach to teaching for classroom teachers. Personally assisted with group and individual student instruction. Maintained knowledge of literature, findings, and theories.

- Revised and redesigned reading program in response to student learning needs.
- Led workshops and presented demonstrations to teachers, administrators, paraprofessionals, and parents.
- Developed and maintained a professional resource library and a Reading Resource Center.
- Assisted in the selection of academic materials and resources.

Coordinator, Project Pride (1976)

Worked directly with teachers during the design and implementation of curricula developed to meet individual, organizational, and instructional needs. Identified student learning needs, selected instructional materials, and assisted teachers, parents, and Home-School-Community staff in developing an effective parent involvement component.

Teacher/Chairperson (1972-1976)

Planned, implemented, and evaluated an individualized educational program for children in grades K through two. Utilized learning hierarchies, criterion tests, and instructional activities. Developed a physical environment conducive to individualized instruction.

- Served as a resource person during the development, revision, and enhancement of curriculum.
- Demonstrated teaching techniques, strategies, and procedures.
- Served as the Chairperson of the following: Learning Festival, Staff Development, Book Selection, Fund Raising, and Book Fair.
- Served on the Early Identification Intervention Management Team.
- Worked as a Cooperating Teacher with the University of Maryland.
- Founded and managed the school store.

1986 – Present **HIGHER DIMENSIONS CHRISTIAN LEARNING CENTER**
Baltimore, Maryland

Dean of Education

Direct a staff of ten educators providing religious training to student and adult learners. Hire and supervise teachers, oversee curricula development/revision, select academic materials, and manage all related administrative functions (e.g., student admissions, special events).

1973 – 1975 **LEARNING FOUNDATION**
Baltimore, Maryland

Technology Learning Supervisor

Managed a professional teaching staff using a technology-based program for students in grades K through 12, using computers to improve student achievement. Prepared academic schedules, evaluated staff performance, designed and implemented curricula, led parent conferences, and selected and managed instructional resources. Directed the program in accordance with organizational objectives.

1967 – 1971 **UNIVERSITY OF WISCONSIN**
Madison, Wisconsin

Computer Supervisor, *University Computer Center*

Managed a high-volume computer center, with responsibilities ranging from staff supervision and evaluation to interdepartmental relations.

- Participated in the conversion of the University grading system from manual to electronic.

COMPUTER/PROFESSIONAL SKILLS

- Made presentation to Baltimore City Board of Education on use of computers in

leadership roles, Spring 2001

- Wrote grants to Maryland State Department of Education to obtain funding for Principal Leadership Technology Course, Spring 2001.

- Taught "Computers in the Classroom" course to master's degree level students at Coppin State College, Summer 2000.

- Completed Baltimore City Public School System Leadership Course on MS Outlook and Office (including Word, Access, and PowerPoint), Fall 1999-Spring 2000.

- Studied Computer Science as a business major (prior to becoming an education major) at the University of Wisconsin, in addition to being employed by the University in its Computer Center, 1967-69.

- Employed as a keypuncher for Wiebolt's Store, Chicago, Illinois, while in high school, 1965-67.

PROFESSIONAL MEMBERSHIPS

- Alpha Kappa Alpha Sorority
- Links, Inc.
- National Staff Development Council
- Association for Supervision and Curriculum Development
- Maryland State Teachers Association
- Professional Association of School Administrators

BOARD MEMBERSHIPS

- Martin Library
- Junior Achievement Biz Town
- Women's Giving Circle
- Rotary York International
- Better York
- Susan Byrnes Health Education Center
- Girl Scouts of Central Pennsylvania

PROFESSIONAL COMMITTEES AND ACTIVITIES

- Host, Vice-President Joe Biden, School District of the City of York, October 2011
- Chair, CEO's Leadership Academy
- Chair, Graduation and Promotional Policies Task Force
- Creating Professional Learning Communities Task Force (Nova Southeastern University)
- Lead Principal, Best Practices Symposium
- Chair, Instructional Delivery Team, Central Administration Area
- Chair, National Promising Practices Conference
- Co-Chair, Association for Supervision and Curriculum Development International Conference
- Superintendent's Leadership Symposium
- State Forum on Special Education
- Strategic Planning Committee
- Chair, Staff Development for Assistant Principals Advisory Board, Southwest Area Administrators
- Committee Chair, Southwest Area Administrator's Retreat

PROFESSIONAL COMMITTEES AND ACTIVITIES

- Chair, National Women's Workshop
- Education Committee Chair, Citizens in Volunteerism In City Schools (CIVICS)
- Baltimore Council for Self Esteem
- Chair, Citywide Symposium on Volunteerism
- Chair, Week of the Young Child, Baltimore City Public School System
- Educator! Demonstrator, WJZ-TV 13, Baltimore
- Region II Curriculum Committee
- City Schools Image Task Force, Greater Baltimore Community
- Union Chapter Secretary, Baltimore Teachers Union
- Thinking Skills Project - Curriculum Writing Project (wrote educational video used throughout the school system)

COMMUNITY AFFILIATIONS

- Member, Governor's Run Community Association
- Member, Sisters of the Covenant (Dr. Vashti McKenzie for Bishop, A.M.E., 2000)
- Executive Board Member/Financial Secretary, P.T.A.
- Coordinator, United Fund Campaign
- Young Adult Choir Director, Higher Dimensions Christian Center
- President, Youth Usher Board, Higher Dimensions Christian Center
- Missionary Board and Deaconess, Higher Dimensions Christian Center
- President, Pastor's Aid Auxiliary, Higher Dimensions Christian Center
- Dean of Education, Higher Dimensions Christian Center

HONORS AND AWARDS

- Community Leadership Award, York, Pennsylvania 2013
- Sweetest Couple Award, CATALYST Harrisburg, Pennsylvania 2013
- Distinguished Citizenship Award, Governor of Pennsylvania 2012
- Woman of Distinction Award, Central Pennsylvania Baptist Association 2012
- Certificate of Appreciation, White House, Vice President Joe Biden, 2011
- Community Service Award, Cyrenus Temple #75, Steelton, Pennsylvania 2010
- Leadership Award, Blair County, Pennsylvania NAACP 2010
- Citation, Senate of Pennsylvania, 2008
- Proclamation, Dauphin County Office of County Commissioner, 2008
- Citation, Pennsylvania House of Representatives, 2008
- Congressional Citation, Pennsylvania 2008
- Leadership and Community Service, Paxton Lodge #16, Steelton, Pennsylvania 2008
- Dissertation of the Year (Kathleen Cooper-Wright Award Recipient), 1998
- Channel 13 Salute Nominee, 1998
- Who's Who in America, 1998 to 1999
- Mayor's Citation for Chairing the National Promising Practices Conference, 1997
- Mayor's Citation for Home, School, and Community Relations, 1996
- Who's Who Among Women, 1995 to 1996
- Who's Who in American Education, 1994 to 1995
- Outstanding African-American Woman of Baltimore, 1992
- Cool City Schools Principal of the Month, December 1992
- Strong Black Educator: Shaper of Character, Molder of Destiny, 1991
- Outstanding Administrator, Channel 11, 1990
- National Coordinator of Women's Workshops Annual Award, 1989

- Teacher of the Year Finalist, 1985
- Most Outstanding Elementary Teacher in Baltimore City, 1984
- Mayor's Citation for Volunteerism, 1982
- Frank A. De Costa Scholarship, 1979
- Most Outstanding Elementary Teacher, 1977
- President's Scholarship, 1968
- Martin Luther King Scholarship, 1967

PUBLICATIONS

- *Failure is Not an Option: How High-Achieving Schools Succeed with All Students*, Video Series, H.O.P.E. Foundation, Bloomington, Illinois, 2002
- *Failure is Not an Option: How High-Achieving Schools Succeed with All Students*, Alan Blankstein 2004 (Short Story)
- "Principal's Pet," *Pot Likker for Administrators and Teachers*, Larry Coleman 2001 (Short Story)
- *A Handbook for New Members*, Higher Dimensions Christian Learning Center
- "Motivating Children," *The Maryland Federation Teacher*, February 1987 (Article)

WORKSHOPS CONDUCTED

Public School Systems

- The Leader's Role in the Common Core
- The Art of Powerful Presentations
- Creating Learning Communities
- Observing, Conferencing, and Evaluating (for first and second year principals)
- The Performance-Based Evaluation System; Strategies to Use (for assistant principals)
- Maryland State Department of Education's Reconstitution Conference
- Performance-Based Evaluation System
- The Direct Instruction Model by J. David Cooper
- Implementing the Master Plan
- Career and Technology Education
- Home, School, and Community, Teaming for Children
- Summer Curriculum Writing
- Efficacy in Education
- Back to School Primer for Principals
- Incorporating Efficacy in Your School Improvement Plan
- Our School System's Philosophy: What's It All About?
- Efficacy and the Dimensions of Learning: A Perfect Fit
- Safe Schools Summit
- Implementing Effective Programs
- Strategies for the Effective Secretary
- Impacting Student Achievement Through Parent Involvement
- Chapter I Spring Conference on Effective Schools
- Motivational Strategies (Educational Issues Conference)
- Interest/Learning Centers
- Teaching By Objectives
- Audio-Visual Arts
- Alcohol Safety
- Reading Comprehension Model, Grade Level Expectancies in Reading
- The Four Critical Experiences
- Bridging the Gap Between Segments I, II, and III
- A Reading Comprehension Dissemination Team
- Math Manipulatives
- Women's Retreat (Bon Secours Center)

- Powerful Presentation Skills
- Maximum Marriage (Friends Convention, North Carolina)
- Remedial Education Conference (Virginia State Department of Education)
- Effective Communication Skills and Telephone Techniques (Government)
- Teaching Techniques That Work (Quest Conference/Maryland Federation of Teachers)
- Effective Administration in the Christian School
- Reading, Language, and Volunteers (National Association of Black School Educators)
- Everything You Wanted to Know About Organizing a Church Auxiliary But Didn't Ask
- Motivation! That's the Key (Children's Guild, Inc.)
- Success for All – Dr. Robert Slavin (North Carolina Regional Educational Laboratory, Second Annual Conference, Chicago, Illinois)
- WRITE-Right Workshops for Parents and Phonics for Parents
- Meters, Liters, and Grams
- Reading in the Life of a Child
- Families Using Newspapers

UNIVERSITY COURSES TAUGHT

Johns Hopkins University
- Curriculum Theory, Development, and Implementation
- Effective Leadership
- Strategies and Techniques of Tutoring Effectively

Coppin State College
- Learning Styles/Multiple Intelligence
- The Use of Computers in Education
- Efficacy in Education

Nova Southeastern University
- Curriculum Development
- Creating Learning Communities

University of Maryland
- Idea Exchange

University of Maryland at Baltimore
- Can a University Really Make a Difference in the Community?

Morgan State University
- What Does the Research Say?

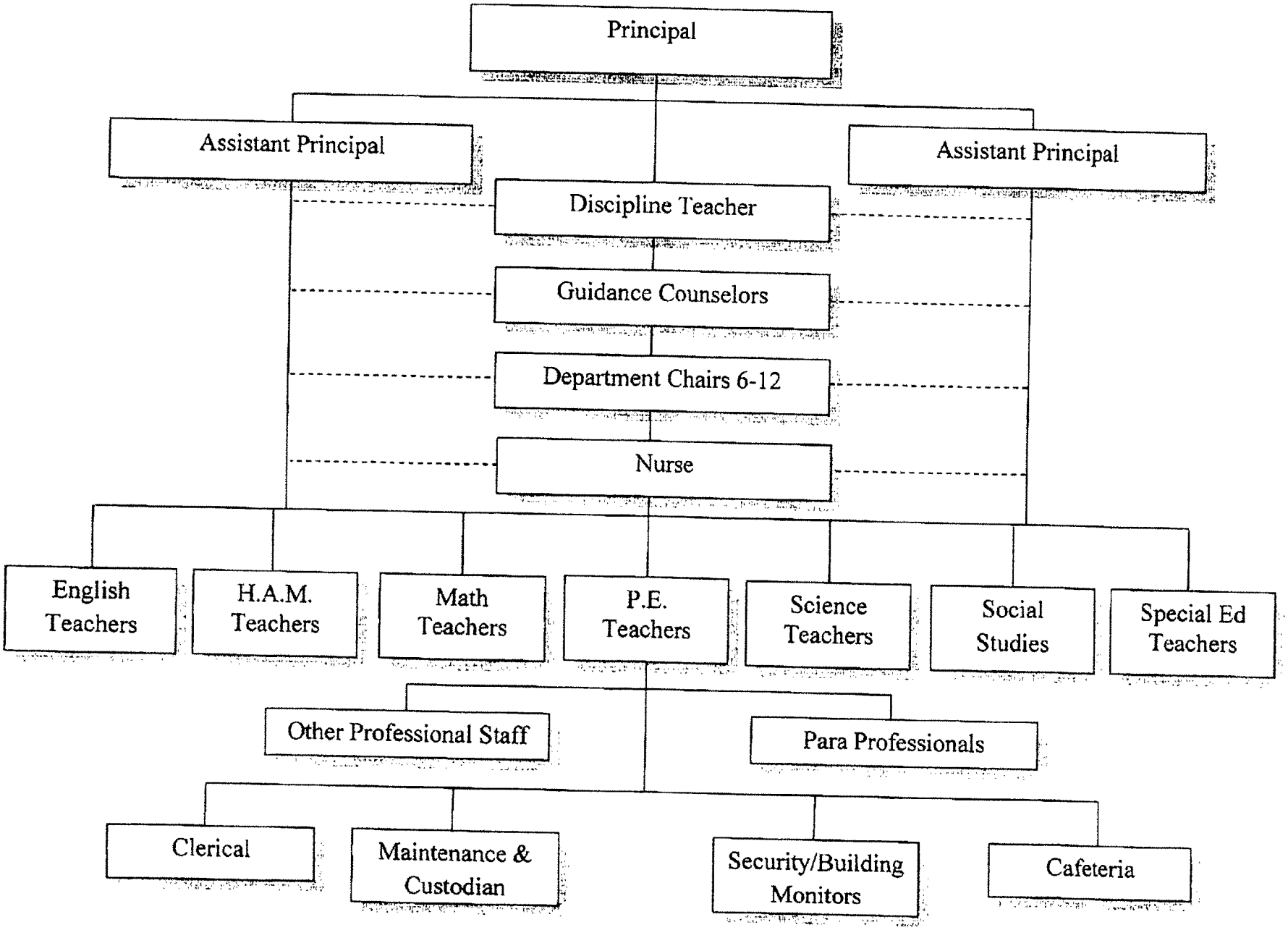
College of Notre Dame of Maryland
- Effective Teaching Strategies

NATIONAL SPEAKERS BUREAU (SELECTED)

- Continuous Improvement (New York State Center for School Safety, Albany, New York)
- Mentoring New Teachers (Association for Teacher Educators, Johns Hopkins University, New Orleans, Louisiana)
- Creating Effective Learning Communities (School Improvement Retreat, Bloomingdale, Illinois)
- Creating Professional Learning Communities (Sullivan County Board of Cooperative Educational Services, Liberty, New York)
- Effective Leadership Strategies (National Council of La Raza, Washington, DC)
- Baltimore City Department of Social Services Strategic Planning Conference

- Managing Multiple Partnerships (Sheppard Pratt)
- Helping Homeless Students over the Hurdle (Maryland Association of Non-Public Special Education Facilities)
- National Lecturer, Nova Southeastern University
- National Instructional Leaders Network
- Harnessing Optimism and Potential Through Education (H.O.P.E.) Foundation
- Creating Learning Communities, Mt. Tremblant, Canada
- Improving Student Achievement Through the Implementation of the Principles of Efficacy, Uppsala, Sweden
- Creating a Culture for Continuous Improvement (Indiana Association for Principals)
- Effective Leadership Strategies (National Council of La Raza, New York, New York)
- All Children Can Learn! (Associated Marine Institute/AMI, Florida)

Roosevelt Union Free School District Organization Chart
Roosevelt Middle School



F. Partnerships

I. Partner Identification Pearson SAS, Thinking Maps and Oasis Children's Services will support RMS as it applies the Transformation model as external partners. Pearson will provide year-round support for the transformation in alignment with its mission to help the nation's educators navigate fundamental and dramatic shifts in leadership and classroom practices, enabling states, districts, schools, and teachers to support and sustain the transformation and quality of instruction required for students to achieve college and career readiness in a competitive global economy. The SAS group of Pearson delivers proven education services with lasting results, supported by the strength of the industry's top education thought leaders and authors. Oasis Children's Services will provide out-of-school time extended learning opportunities which will be mandated for RMS students who have not yet demonstrated proficiency (Level 1 and 2) in reading or math on the NY state assessments in alignment with its mission to provide students with the opportunity to develop academic, physical, social-emotional skills in an inclusive learning environment that is significantly different from the traditional school setting; after-school program, Saturday Academy, holiday programs and summer enrichment programs tailored to the academic needs of our students will be offered in Year 1,2 & 3 of the transformation. (Some of these offerings will also be paid through other grants i.e. Title I and III).

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

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

Technical support includes:

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

- Facilitation of development of an effective school culture that builds student engagement.

This will be supplemented with targeted expert support for:

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

In addition, during summer 2013, Pearson and Thinking Maps will be working on Common Core Content and Curriculum Writing/Mapping.

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

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

RUFSD selected Oasis as a partner for OST programming based on their success in creating customized program curriculum fully aligned with the NYSCCLS and designed to utilize best practices and research based methodology. The curriculum created for Oasis OST programs at RMS will call for an explicit and intentional delivery of rigorous standards-based educational experiences that allow for ongoing evidence-based assessment of student learning, which will drive instruction. Oasis has successfully maintained attendance rates above 90% at their extended day programs, which compels students to increase their school day attendance in order to attend the after-school program. Priority students for participation in Oasis programs will be students with Level 1 and Level 2 scores on the NYS ELA and Math assessments; open enrollment will be offered to all RMS students after priority student enrollment.

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

The structure of Oasis programs includes:

- After-school program for 150 students held on Mondays, Wednesdays, and Fridays from 3:00 p.m. to 5:00 p.m. for 30 weeks during the school year. Students will receive tutoring, assistance in homework completion, STEM-based instruction, arts enrichment, and physical health and nutrition education and physical recreation. Students with Levels 1-4 scores on

standardized exams will be eligible to attend the program; priority admission will be given to students with Level 1 and Level 2 scores.

- Saturday Academy for 150 students held twice per month during the school year (18 days). Students will receive ELA/Math and STEM-based instruction, arts enrichment, physical recreation, service learning, and character education. Rigorous test preparation throughout the year will enable students with Level 1 scores (required to participate) to be successful. Any remaining openings will be offered to Level 2 students first and then others.
- Summer program for 150 students held Monday – Thursday from 8:00 a.m. to 5:00 p.m. for 5 weeks during the summer. Students will receive tutoring, assistance in homework completion, STEM-based instruction, arts enrichment, physical recreation, service learning, and character education. Students with Level 1-4 scores on standardized exams will be eligible to attend the program; priority admission will be given to students with Level 1 and 2 scores. (Some of these programs will come from the SIG – some from other grants)

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

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

Technical Support includes:

- Pre-program curriculum development meetings with school leadership and Oasis program staff during the pre-implementation period to link out-of-school time programming to school year curriculum.
- Pre-program planning hours to prepare staff to actively engage students in STEM-based curriculum while also intensively and comprehensively addressing the math and ELA skills imbedded in these projects.
- Oasis Site Director, Oasis Senior Programming Manager, and a designated RMS liaison will consider student academic needs throughout the implementation period to link program content and outcomes.
- Oasis will lead an active recruitment effort to notify parents of the after-school, summer, holiday and Saturday programs through mailed brochures personal phone calls to students' home phone numbers, District Web-site, robo-calls and banners displayed in the MS.
- Oasis will schedule Parent Information Sessions in August and September in 2013 on weekday evenings and weekends to allow parents to register students for the after-school and other programs. Parents and students will be encouraged to attend information sessions to learn more about the Oasis programs, participate in simulated projects related to the program curriculum, and be eligible to receive door prizes.
- The Oasis Site Director will have a designated office at RMS and scheduled office hours in order to remain accessible to parents and students for program registration and other program inquiries,

- RMS will lead an active recruitment effort to notify parents of the programs through Information Sessions led by the Parent Coordinator and Oasis Site Director, robo calls to leave voicemails regarding Oasis programs, and bulletin boards with posted information displayed at the school.

Student Retention:

- The Oasis Site Director will maintain constant verbal and written communication with students and families throughout the school year and summer. Oasis will encourage consistent attendance of programs by personally calling students' homes after each absence. Students with several absences may be required to withdraw from the program and their position will be offered to students on a waiting list.
- Oasis will require program participants to attend their required school classes in order to attend the other programs. Students with consistent school absences may be required to withdraw from the program and their position will be offered to students on the waiting list.
- The Oasis Director and Interventionist will identify academically struggling students to target student learning during OST programs and encourage attendance. The Interventionist will provide focused intervention and/or counseling services to mediate conflicts arising within the home or school environment that may hinder student participation in OST programs.
- Oasis will offer off-site trips for students with high attendance records at the programs and plan special events (shows, exhibitions, etc) to encourage consistent student attendance and participation.
- RMS will encourage consistent attendance of all programs by requiring participants to attend their required school classes in order to attend the other programs. Students with consistent school absences may be required to withdraw from the program and their position offered to students on the waiting list
- RMS will offer raffles to reward students with high attendance records and plan special events (BBQs, shows, carnivals, etc) to encourage student attendance.

II. Partner Effectiveness Please see Attachment C for evidence of Pearson effectiveness in school turnaround and Oasis Children's Services' effectiveness in providing OST programs linked to extended learning. Please also note our selection process in selecting, Pearson, Oasis and Thinking Maps

III. Partner Accountability

Pearson SIM Program: Comprehensive program evaluation is built into every SIM implementation. Evaluating SIM involves two discrete streams of activity. The first stream focuses on the school implementing SIM and has the following three data events:

- During the engagement and implementation process, pre-data are collected on a series of variables including leadership practices, data culture, teacher collaboration, quality of instruction, and student engagement through survey and observation. Post-data on these variables are collected at the end of the year.

- Throughout the school year, information and data (including client perception data) on progress towards achievement of SIM goals are accumulated continually using the site-based SIM Progress Monitoring System. Every time a Specialist is at RMS, data will be collected and recorded to reflect meetings attended, classrooms observed, training and coaching delivered, as well as indicators that measure the success of each visit. Data is available to school and district leaders on a 24 hour/7 day basis through *OneView* portal described in Section III.I.iv

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

The evaluation team conducts a multi-level evaluation of SIM in order to examine the efficacy of the model and the quality of site-specific implementations. Actual outcomes are measured against expected outcomes to determine impact across a variety of data (including student achievement, instructional quality, use of data, and student engagement).

Implementation reports document implementation strength and fidelity, provide feedback to the schools for the purpose of celebrating successes as well as to improve implementation, and inform SIM planning for the subsequent year. Field Specialists collaborate with school and/or district administrators to analyze the data and to use it to guide further implementation.

Oasis Children's Services OST Programs Oasis OST programs allow for program evaluation through assessments of academic achievement, student engagement, staff performance, site operations, and quarterly reports. Oasis uses *Thriva*, a web-based database by Active Network, to store student and family data, program enrollment, daily attendance and student medical information. Program staff collect, track and report on attendance daily, which will provide feedback on student engagement through consistent attendance. We will track the effectiveness of integrated academic and enrichment activities through two short program-administered pre-program and post-program academic assessments. These assessments will allow staff to determine students' academic needs and adapt the program curriculum to the demonstrated need; post-program assessments will provide an indication through improved scores that students have expanded or maintained their proficiency in ELA and Math. Oasis will conduct formal interviews with program personnel and children to assess student engagement through program satisfaction, and distribute formal surveys for participants and staff to evaluate program satisfaction and effectiveness.

Oasis also uses several formal program evaluation tools to ensure that programs are managed in accordance with Department of Health and RUFSD regulations. Formal Oasis staff evaluations will be completed by Site Directors. These evaluations are used to identify areas in which staff members are demonstrating proficiency and/or need improvement. An Oasis Site Visit Evaluation Checklist and Site Director Accountability Chart are completed by the Oasis Senior Managers after unscheduled monthly visits to the programs. These evaluations serve to identify whether programs are fulfilling Department of Health policies, RUFSD policies, Oasis Policies & Procedures, programming & attendance goals (including measurement of student attendance

in-program and in-school and reflecting on the quality of academic and enrichment activities. The evaluations are reviewed by Oasis Headquarters and also reviewed with the Directors to determine the corrective action that may be needed, if any. Oasis Weekly Site Self-Assessments are completed by Site Directors at the end of each week and sent to Oasis Headquarters. In these assessments, Site Directors are asked to provide information/feedback on staff supervision, programming, parent communication, operations/supplies, and other concerns. Oasis Headquarters reviews the reports each week and meets to determine which departments need to provide additional assistance to the after-school programs as relevant to the needs demonstrated. All Oasis evaluations and assessments will be available for review by school leadership personnel. Official quarterly reports will be provided to school leadership by Oasis Senior Managers to share information on student academic achievement and enrichment through OST programs.

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

Oasis will be evaluated through quantitative and qualitative measures of student engagement, program quality and program effectiveness. RMS and the district planning group will implement several measures for holding Oasis accountable for meeting programmatic goals, including;

- Daily attendance numbers will be entered by Oasis in the RUFSD attendance tracking system and monitored by RMS
- Student attendance rates will be linked to the program budget; budgets will be proportionately reduced if student attendance falls below 80%.
- Pre and Post program assessments will be used to assess Oasis' impact on student learning in ELA and Math subject areas
- Oasis Weekly Site Assessments will be reviewed by the RMS school principal and Oasis senior leadership staff (Director of Grants, RMS) at the end of each quarter of the school year.
- Quarterly reports will be submitted to RMS and RUFSD to review student attendance rates, staff training attendance and training topics, and provide updated program curriculum.
- RMS school Principal and members of the RUFSD planning group will conduct periodic scheduled and unscheduled visits to Oasis programs to assess program quality and student engagement
- RMS will administer parent and student surveys to assess program satisfaction
- RMS and RUFSD will compile bi-annual performance reviews of the Oasis partnership assessing student engagement through attendance rates, evaluate program quality through observation from program visits and submitted curriculum and determine other program areas in need of development.
-

G. Organizational Plan

I. Management and Team Structures Initiative overload and multiple committee structures were noted at RMS. The following organizational chart depicts current management structures at RMS.

Mr. M. Jones
Principal

Ms. C Strough
Assistant Principal

Ms. N. McVea
Assistant Principal

ELA
Lead Teacher

Special Education
Lead Teacher

Math
Lead Teacher

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

The following organizational chart depicts the intended leadership team at RMS.

New
Principal

School Implementation Manager

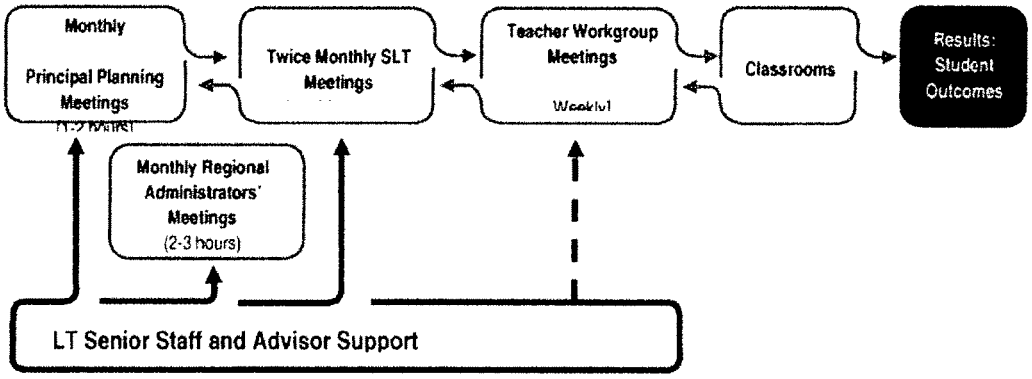
Ms. N. McVea
Asst Principal

School Leadership Team

Gr. 7 ELA Tchr-Ldr LT	Gr. 8 ELA Tchr-Ldr LT	Gr. 7 Math Tchr-Ldr LT	Gr. 8 Math Tchr-Ldr LT	SS Tchr-Ldr LT	F.A. Tchr-Ldr LT	PE Tch-Ldr LT	Sci Tchr-Ldr LT	Engagement Tchr-Ldr LT	Parent Liaison

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

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



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

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

LT collaboratively plan curriculum units that support CCLS and analyze data from a number of sources to refine effectiveness. Typical data sources include quarterly benchmark tests (Right Reason Technology), yearly state assessment results, regular performance task performance, and individual reports from personalized learning tools (*Read 180, Systems 44*) and interventions (*OnRamp*). Teacher workgroups are expected to meet at least weekly and create summary reports of the LT progress that informs the principal of each team's progress and also provides alerts to issues and concerns.

III. Implementing the Annual Professional Performance Review

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

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

The principal will determine which staff member each administrator supervises. It then becomes the responsibility of the assigned administrator to schedule and conduct the observations and feedback conferences.

Teachers and administrators rated ineffective will be given a TIP Plan. Two ineffective ratings will result in an expedited 3020 (a).

IV. RMS Schedule for APPR for 2013-2014

While RMS is unable to create a schedule because of grade configuration changes, the following guidelines will be used to establish a calendar that will be distributed to all instructional staff during the first week of schools. This schedule sets minimums as weekly classroom walkthroughs accompanied by feedback is the expectation for all administrators.

All teachers new to RMS will receive feedback on at least one mini observation by the end of September. All non tenure teachers will receive feedback on at least one mini observation by the end of October. All tenure teachers will receive feedback on at least one mini observation by the end of November.

All teachers new to RMS will post conference on at least one Formal observation by the end of December. All non tenure teachers will post conference on at least one Formal observation by the end of January. All tenure teachers will post conference on at least one Formal observation by the end of February.

This schedule allows adequate time for teachers to remediate concerns and additional formal observations to be held.

The calendar on the following page summarizes events described in preceding sections.

[Insert calendar]

ROOSEVELT UNION FREE SCHOOL DISTRICT
ROOSEVELT, NY
2013-2014 School Calendar

Total Student Days =	181
Total Conference Days =	3
Total Teacher Days =	184

JULY 2013
Teachers = 0
Students = 0

S	M	T	W	T	F	S
	1	O2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

AUGUST 2013
Teachers = 0
Students = 0

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	O8	9	10
11	12	13	14	15	16	17
18	19	20	21	O22	23	24
25	26	27	28	29	30	31

SEPTEMBER 2013
Teachers = 18
Students = 16

S	M	T	W	T	F	S
1	2	Δ3	Δ4	5	6	7
8	09	10	11	O12	13	14
15	16	17	18	19	20	21
22	23	24	25	O26	27	28
29	30					

OCTOBER 2013
Teachers = 22
Students = 22

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	O10	11	12
13	14	15	16	17	18	19
20	21	22	23	O24	25	26
27	28	29	30	31		

NOVEMBER 2013
Teachers = 18
Students = 17

S	M	T	W	T	F	S
					1	2
3	4	Δ5	6	O7	8	9
10	11	12	13	14	15	16
17	18	19	20	O21	22	23
24	25	26	27	28	29	30

DECEMBER 2013
Teachers = 15
Students = 15

S	M	T	W	T	F	S
1	2	3	4	O5	6	7
8	9	10	11	12	13	14
15	16	17	18	O19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY 2014
Teachers = 19
Students = 19

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	O16	17	18
19	20	21	22	23	24	25
26	27	28	29	O30	31	

FEBRUARY 2014
Teachers = 15
Students = 15

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	O13	14	15
16	17	18	19	20	21	22
23	24	25	26	O27	28	

MARCH 2014
Teachers = 21
Students = 21

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	O13	14	15
16	17	18	19	20	21	22
23	24	25	26	O27	28	29
30	31					

APRIL 2014
Teachers = 16
Students = 16

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	O10	11	12
13	14	15	16	17	18	19
20	*21	22	23	O24	25	26
27	28	29	30			

MAY 2014
Teachers = 19
Students = 19

S	M	T	W	T	F	S
				O1	2	3
4	5	6	7	8	9	10
11	12	13	14	O15	16	17
18	19	O20	21	22	*23	24
25	26	27	28	29	30	31

JUNE 2014
Teachers = 20
Students = 20

S	M	T	W	T	F	S
1	2	3	4	O5	6	7
8	9	10	11	12	13	14
15	16	17	18	O19	20	21
22	23	24	25	26	27	28
29	30					

= Holiday, schools closed Δ = Superintendent's Conference Day 0 = First and Last day of school
O = Board Meeting: 1st = Planning Meeting; 2nd = Action Meeting S
* = Snow Days (No Snow Days used – District closed on 4/21 and 5/23) S= Saturday Institutes

Aug. 26-29	--	Launch Institute for ***STRONG***
Sept. 2	--	Labor Day
Sept. 3-4	--	Schools Closed: Teachers Report
Sept. 5-6	--	Rosh Hashanah: Schools Closed
Sept. 9	--	**Classes Begin**
Oct. 14	--	Columbus Day
Nov. 5	--	Election Day: Schools Closed – Teachers Report for Supts. Conf Day
Nov. 11	--	Veteran's Day
Nov. 28-29	--	Thanksgiving Recess
Dec.23 – Jan. 3	--	Holiday Recess
Jan. 20	--	Martin Luther King Jr. Day
Feb. 17-20	--	Winter Recess
April 14-21	--	Spring Recess
April 16	--	BOCES Budget Vote
May 20	--	School Budget Vote/Election
May 26	--	Memorial Day
June 27	--	**Last Day of School**
June 28	--	High School Graduation

H. Educational Plan

While the calendar on the preceding page specifies the days of school attendance, Saturday Academies and Summer Program, the following outlines the current bell schedule that is not planning to change at this time. The autonomy to change the class schedule rests with the Principal and School Leadership Team:

[Insert sample daily class schedule with the following affixed at end]

3:00-5:00 (M,W,F) **Extended Learning Time** (mandated for all students scoring at Level 1 or 2 on NY state assessment for ELA or Math; optional for all other students as space/programs allow)

Saturday Academy held twice a month (18 days of SA) from 8 to 4 pm.

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

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

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

In addition teachers will receive 10 days of paid professional development during summer 2013 in the areas of curriculum, lesson planning and common core content by Thinking Maps and Pearson.

A common understanding of curriculum must be followed by a continuous commitment to alignment processes. Deep curriculum alignment has been defined as the congruence of the content, context, and cognitive demands present in the written, taught, and tested curriculum (English & Steffy, 2001[30]). A deep alignment process is one of the more prominent tools used by educators today to ensure content is valid and assessed (Allen, 2002[31]; Downey, 2009[32]).

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[30] English, F.W. & Steffy, B.E. (2001) *Deep Curriculum Alignment*. Lanham, MD: ScarecrowEducation.
[31] Allen, R. (2002). Keeping kids in school. *Education Update*, 44 (8). Retrieved at

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

Roosevelt's curricular alignment is vital to project goals. Research indicates an aligned and balanced curriculum increases student achievement and test scores (English & Steffy, 2001[33]). Improved achievement leads to increases in attendance rates and decreases in dropout rates (Allen, 2002[34]; Reeves, 2003[35]). Roosevelt Middle and district staff want to improve student achievement in a manner that positively impacts the learning process, engages students in relevant learning, and ultimately helps eliminate student dropout behaviors.

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

Teacher workgroup participants will be trained and mentored to work collaboratively to design units and performance tasks that align to the NYSCCLS. Teacher- Leaders will become workgroup facilitators to ensure an effective and appropriate use of workgroup sessions. The use of lead workgroup facilitators promotes a distributed leadership model critical to the school transformation process. Facilitators will also monitor workgroup attention to the 12 pedagogical shifts required by the NYSCCLS. Data usage is an embedded component of teacher workgroup training. Teachers learn how to use varied data sources (including individual student test results and local classroom work) to assess the effectiveness of their instruction. In other words, as they design curricular units supporting CCLS and develop performance tasks to ascertain whether student know and are able to meet the requirements of the CCLS, they gather student success data on these tasks so they may identify students in need of further intervention and to help them refine and expand curriculum to address the needs of all students. These data, therefore, becomes a tool by which teachers and leaders measure student proficiency with selected curricular units and associated skills. No longer will a textbook dictate what is taught. Faculty members will use in-place texts as tools, but then expand information sources with digital tools (e.g., *Read 180, Systems 44*) the internet, and primary sources.

II. Instruction Standards and standards-aligned curriculum are only two components of effective schools, as the curricular program is only as effective as daily instructional practice. Schools that fail to recognize and address research-based instructional practices across all content areas lack a solid foundation for reform. Veteran educational researcher Mike Schmoker

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[32] Downey, C.J., Steffy, B.E., Poston, W.K., & English, F.W. (2009). 50 *ways* to close the achievement gap. 3rd Edition. Thousand Oaks, CA: Corwin Press.
[33] Op Cit
[34] Op Cit
[35] Reeves, T. C. (1998). *The impact of media and technology in schools: A research report prepared for The Bertelsmann Foundation.*

emphasizes the necessity of instructional improvement, productive teacher learning communities, and a consistent focus on curricular and instructional planning to impact student achievement. Schmoker (2006[36]) writes: ..." the single greatest determinant of learning is not socioeconomic factors or funding levels. It is instruction..." (p. 7-8). Similarly, the National Association of Elementary School Principals (2002[37]) explains that effective leaders create and foster a community of adult learners, with dedicated staff time for reflection and job-embedded training, support, and decision-making processes.

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

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

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

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

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

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

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[36] Schmoker, M. (2006). *Results Now: How we can achieve unprecedented improvements in teaching and learning.* Alexandria, VA: Association for Supervision and Curriculum Development.

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

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

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

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

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

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

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

English Language Arts/Literacy Shifts

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

Shift 2 – Knowledge in the Disciplines: RMS students will utilize a variety of texts (both informational and literary) to build knowledge about the world around them, therefore reducing

their dependence on teacher provided facts. Classroom libraries will be expanded to include leveled text that cross genre.
Shift 3 – Complexity: Our students need exposure to texts of varied complexities to build knowledge, skill, and successful literacy behaviors. This requires teachers to adopt a patient approach to students engaged in close readings requiring more time than potentially anticipated.
Shift 4 – Text-Based Answers: Roosevelt students must read carefully and extract information to establish well-structured textual conversations. This approach requires teacher emphasis on scaffolded instruction that models how to withdraw important clues from provided texts.
Shift 5 – Writing From Sources: Roosevelt students must similarly read carefully and extract textual information to build a successful argument. *Write to Learn* and *Writing Aviator* (described below) will support RMS students to become effective writers. Additional laptop computers will provide increased access and motivation to write.
Shift 6 – Academic Vocabulary: RMS students will be taught academic vocabulary specific to required content areas. Emphasis will be given to vocabulary that is transferrable and relevant to middle grades instruction.

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

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

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

The ELA instructional models and supports immerse students in close reading and analysis of examples of critical genres such as expository, essay, and argument so that they can research, organize, and draft their own versions of each genre. The instructional models offer teachers strategies for guiding students' study of organizing patterns (such as chronology, general/specific, comparison, and cause and effect) in the texts that the students read and the texts that they write. They also provide guidance for explicit instruction in the tools of writing

(such as cohesion, style, and grammar) that make writing effective. Focused attention is given to academic vocabulary and sophisticated syntax to elevate students' written language.

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

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

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

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

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

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

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

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

The workshop begins with whole class instruction, a brief focused lesson during which the teacher focuses attention on a particular reading skill, strategy, or procedure emphasis on information text and complex text structures. Following the focused lesson, students work

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

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

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

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

III. Use of Time Extending the school day and/or school year improves student achievement, *provided that the extra time is engaged learning time* (Aronson, Zimmerman & Carlos, 1998[38]). Roosevelt Middle will extend learning by adding 600 hours to the school calendar to support students needing additional time for learning.

A 6 week, 3 hours a day, intensive math intervention class, *OnRamp*, will be offered each summer after start up to ensure students have foundational math skills so they find success in pre algerbra and algebra courses. In addition, the school day will be extended by 2 hours, from 3 pm to 5 pm. On Monday, Wednesday and Friday to provide mandated instruction for all students not demonstrating proficiency on NY state assessments for ELA and Math. Saturday Academy will add an additional 6 hours of instruction 18 times during the school year.

Students may also take *OnRamp* during the school year during MWF ELT under the direction of our Transformation Implementation Manager (TIM). The TIM will also oversee Writing Workshop, community based shadowing and mentoring, homework help and Music and Video production courses.

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[38] Aronson, J., Zimmerman, J., & Carlos, L. (1998). Improving student achievement by extending school: Is it just a matter of time? West Ed online research report, accessed at

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

The 558 additional hours for student support will include a variety of engaging learning activities that promote student knowledge in core curricular areas. Planned activities and target populations are summarized in Table 11.

Table 11: Extended Learning Time (ELT) Activities & Target Populations

TARGET STUDENT GROUP	ACTIVITY	PURPOSE OF ACTIVITY	FREQUENCY OF ACTIVITY
Students identified as Level 1 on NYS math assessment	*OnRamp to Algebra* course	Accelerate student math proficiency and remedy foundational misconceptions that hamper mathematics learning	Summer: 6 week for 3 hrs/day OR Daily: 2 hrs/day for 1 semester OR MWF : 2 hrs/day for entire year
Students identified as Level 1 and Level 2 on NYS ELA and Math assessments	Oasis OST Programs	Support cognitive development through integrated ELA, Math, and Science enrichment activities; increase opportunities for physical, social-emotional, and moral development	After-school: 2 hrs/days; 3 days per week for 30 weeks OR Saturday: 6 hrs/day; 18 weeks OR Summer: 5 weeks for 9 hrs per day; 4 days per week
All interested students	Writer's Workshop with *WriteToLearn*	Support student writing with publication opportunities	2 days/week for 2 hours
All interested students	Homework Help	Provide additional instruction	Daily: 2 hrs/day
All interested students	Community-based Shadowing/Mentoring Experiences	Communicate the relationship between classroom learning and career-based skills	As scheduled

Students interested in music	Music composition and production in Midi Lab	Provide career oriented enrichment	2 days/week for 2 hours
Students interested in video production	Video production	Create videos as performance task	3 days/week

Additional digital tools and computers will allow other students to take responsibility for their own learning by allowing them to progress in an individualized manner using digital and web-based tools like *Reading 180*, *Systems 44*, and *WriteToLearn*. In addition, through various other grants students will have access to summer, holiday and Saturday programs which will add to the extended day equation.

IV. Data-Driven Instruction/Inquiry (DDI) Research provides substantial evidence of the importance of an effective data-driven culture and training on how to use data and connect them to practice (Supovitz and Klein, 2003[39]). Having a data-driven culture means that systematic use of data is embedded into the daily functioning of the school. Data use is incorporated into meetings, curriculum planning, professional development, and, most importantly, into daily teaching and learning. Data training requires the involvement of all leaders and instructional staff members, with embedded support for participants as they adopt new data practices. Roosevelt's commitment to an improved school culture and student performance will include an institutional willingness to use data systematically to reveal important patterns and answer questions about policy, methods, and learning outcomes.

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

- Identification of best practices to address student deficiencies (Marsh et al, 2006[40])
- Identification of the appropriate curricular resources to address student deficiencies
- Identification of research-based ELT interventions to address student deficiency
- Identification of future informal or formal assessments to track student progress in identified areas of deficiency

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

- Building an understanding of the role and value of a data-driven approach to progress monitoring and instructional problem solving
- Building SLT capacity to oversee, monitor, evaluate, and support school improvement

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

[40] Marsh, JA, Pane, JF, & Hamilton, LS (2006). Making sense of data-driven decision making in education: Evidence from recent RAND research. Occasional papers series, document no. OP-170-EDU. Retrieved at [illegible]

- Improving the SLT ability to use data from multiple sources to identify and think critically about SIM implementation

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

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

- Identify common student needs using formative and summative student data from state assessments, *RightReason Technology, onRamp, WritetoLearn, Read 180, Systems 44*, etc.
- Find or develop appropriate means to assess student progress toward targeted learning objectives (Performance tasks, text embedded assessments, collaboratively developed teacher made tests)
- Jointly plan, prepare, and deliver lessons
- Use evidence from the classroom to evaluate the commonly planned and delivered lessons (Student work on performance tasks, journals, assessment results)
- Reflect on the process to determine effectiveness and next steps

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

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

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

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

USE OF ASSESSMENTS Data training involves attention to school-wide adoption of formative and interim assessments, particularly in math and English Language Arts. To that end, Roosevelt Middle commits to an annual administration of common formative and interim assessments in all math and ELA courses. These assessments are created by *Right Reason Technology* and administered on a quarterly basis. Table 12 provides the annual schedule for the administration of formative, interim, and summative assessments.

Table 12:	**Schedule for Interim Assessments**		
Frequency	Type of Assessment	MATH	ELA
Annually	NY State Summative Assessment	X	X
Quarterly	*RightReason* Interim Assessment	X	X
Weekly	Collaboratively developed Teacher made test or Performance Task	X	X
Daily	Guided Practice Student Work	X	X
Baseline and End of Year	*MyVoice* Surveys for Parents, Students, Staff gathers perceptual data regarding school culture change		

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

V. Student Support

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

expectations. These supports promote student academic and social-emotional growth. The student support component includes the following features:

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

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

The GRI monitors students' progress in relation to motivation, engagement, and capacity to manage themselves as learners. Software aggregates the most relevant and predictive data points from the school's student information system to identify the students most likely to drop out. By pulling together readily available data contained on the RMS student information system (including, but not limited to, a student's grade point average, discipline history, attendance, and grade level), the program provides a Graduation Risk Value (GRV) for each student. The GRV is calculated by Pearson staff using the GRI statistically-based system.

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

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

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

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

The intervention protocol serves as a guide for the school's audit of existing supports and identification of supplementary supports required to meet students' needs. It also focuses attention on building a systematic approach to provision of social and emotional supports, one

that limits the risk of overlooking some students, seeks to provide support in a timely way, and can survive changes in key personnel and funding programs. As implementation proceeds and a systemic approach is established, the GRI reports provide measures of the system's effectiveness as well as identifying individual students at risk for dropping out of school.

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

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

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

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

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

The Principal's Book of the Month contributes to development of a school-wide culture of high expectations and engagement. Each month the principal introduces the school community to a book selected for its relevance to a theme that is significant to the school's specific community, to the process of growing up, to our nation, or that highlights a universal human experience or value. The goal is to build community through the shared experience of these books. Teachers

plan activities that will build on the theme of the book and enable students to respond in age-appropriate ways at all grade levels in the school and to share their responses with the whole school community.

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

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

VI. School Climate and Discipline

An important component of the Launch Institute in August 2013 (funded by other sources) will be to unite and equip our faculty for our school climate change. Important components include:

- **Overview and Visioning Session** for the entire school faculty setting the stage for the school's work and serving as a prelude to ***STRONG***. This half day session provides an overview of SIM and how the work on implementation unfolds. It builds on this foundation with an exercise that engages the school in creating a shared vision for teaching and learning in their school and the culture of high achievement and engagement that they will work to create.

- **School-wide Instructional Focus Institute**, 2-day institute for the entire school faculty lays the foundation for the school's work on the School-wide Instructional Focus. It includes:

    - The purpose of having a School-wide Instructional Focus
    - The vital importance of College and Career Readiness for all students
    - School-wide goals for developing students' ability to use Academic Language and their College and Career Readiness Competencies
    - Strategies for supporting all students to use Academic Language and develop College and Career Readiness Competencies across content areas, including strategies that provide scaffold support for English language learners and students with disabilities.

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

The final half day of this three day training will be to ascertain a school-wide behavior plan that is collaboratively developed and agreed upon by all the staff. A simply stated short set of rules, rewards and consequences will result from this work. The agreed upon behavior plan will be printed and posted in all classrooms and distributed to students and parents on the first day of class. Students who are in need of suspension will be placed into an in-school suspension room to prevent students from missing valuable seat time. The Administrative staff will determine who and when students will be placed within the suspension room. This will not be at teacher discretion. Administration will be careful that the same students are not always in this room.

RMS is committed to a larger vision than just constant punishment for wrong doing. We believe in making a commitment to supporting positive behaviors that reduce the negative. Positive school culture is linked to a strong sense of school membership which in turn is linked to academic and behavioral outcomes such as fewer incidents of disciplinary referrals and victimization (e.g., DeWitt et al, 2003[41]), and reduced drop out (Christle, Jolivette & Nelson, 2007). Notably, the physical environment of the school is linked to the same outcomes. As we improve instruction, our students become more engaged and there is less time and willingness to act out.

Student aspirations have also been linked to student achievement. QISA[42] researchers have identified 8 conditions as critical in fostering and maintaining student aspirations: *1) Belonging; 2) Heroes; 3) Sense of Accomplishment; 4) Fun & Excitement; 5) Curiosity & Creativity; 6) Spirit of Adventure; 7) Leadership & Responsibility; and 8) Confidence to Take Action.*

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

VII. Parent and Community Engagement

RMS has an active PTA, Music Parent Group and Sports Boosters programs. Our parents care about their children and their school. We look forward to gathering perceptual data from our parents to ascertain ways to build upon this foundation as we recognize the importance of parental involvement as it applies to student achievement.

RMS parents were highly engaged in discussion of our new grade configuration. Our Grant Director is leading ongoing discussion with parents at monthly PTA meetings to allay parent concerns and gather suggestions that inform ***STRONG.***

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

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

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[41] DeWit, D., McKee, C., Fjeld, J., Karioja, K. (2003). The Critical Role of School Culture in Student Success, Voices for Children Newsletter, accessed at [illegible] cess. pdf

[42] QISA = The Quaglia Institute for Student Aspirations

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

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

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

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

DEPARTMENT: ENGLISH **SCHOOL YEAR:** **2012 -2013**

SCHEDULE

TEACHER	GR.	1ST PERIOD	2ND PERIOD	3RD PERIOD	4TH PERIOD	5TH PERIOD	6TH PERIOD	7TH PERIOD	8TH PERIOD	9TH PERIOD
VILCEUS 3026	8	PREP	8	PREP	8	LUNCH	8	[redacted]	8	PREP
MCCRAY 3025	7/8	7	AEC DUTY	8	7	LUNCH	8	[redacted]	8	PREP
GODFREY 2034	7	7	7	7	PREP	DUTY CAFE6	LUNCH	[redacted]	7	7
		7:30 – 8:14	8:18 – 9:00	9:04 – 9:46	9:50 – 10:32	10:36 - - 11:18	11:22 – 12:04	12:08 – 12:50	12:54 – 1:36	1:40 – 2:22

DEPARTMENT: MATHEMATICS

SCHOOL YEAR: 2012 - 2013

SCHEDULE

TEACHER	GR.	1ST PERIOD	2ND PERIOD	3RD PERIOD	4TH PERIOD	5TH PERIOD	6TH PERIOD	7TH PERIOD	8TH PERIOD	9TH PERIOD
THOMAS 3031	8	PREP	8 INT. ALG./DUTY		8	8	8	LUNCH	8	[redacted]
NICOSIA 2035	7/8	7	7	[redacted]	7	8	8	LUNCH	2035 AEC DUTY	[redacted]
7 TBA 2036	7	7	7	[redacted] AIS	AIS	PREP	LUNCH	PREP	7	7
		7:30 – 8:14	8:18 – 9:00	9:04 – 9:46	9:50 – 10:32	10:36 - - 11:18	11:22 – 12:04	12:08 – 12:50	12:54 – 1:36	1:40 – 2:22

DEPARTMENT: SCIENCE

SCHOOL YEAR: 2012 - 2013

SCHEDULE

TEACHER	GR.	1ST PERIOD	2ND PERIOD	3RD PERIOD	4TH PERIOD	5TH PERIOD	6TH PERIOD	7TH PERIOD	8TH PERIOD	9TH PERIOD
GLADSTONE 3032	8	AM DUTY	8	8	8		8	LUNCH	8	PREP
MINDALI 3033	7/8	AM DUTY	7	8	7		8	LUNCH	8	PREP
ZAMANI 2037	7	7	PREP	7	7		LUNCH	3RD FL COMP LABDUTY	7	7
		7:30 – 8:14	8:18 – 9:00	9:04 – 9:46	9:50 – 10:32	10:36 - - 11:18	11:22 – 12:04	12:08 – 12:50	12:54 – 1:36	1:40 – 2:22

DEPARTMENT: SOCIAL STUDIES **SCHOOL YEAR: 2012- 2013**

SCHEDULE

TEACHER	GR.	1ST PERIOD	2ND PERIOD	3RD PERIOD	4TH PERIOD	5TH PERIOD	6TH PERIOD	7TH PERIOD	8TH PERIOD	9TH PERIOD
ADEDEJI 3028	8	RTA	8	8	8	RTA		LUNCH	8	RTA
RAFTERMAN 3027	7/8	7	7	PREP	8	8		LUNCH	8	Gym Lobby Duty
PARRISH 2008	7	7	PREP	7	7	3RD FL DUTY		LUNCH	7	7
		7:30 – 8:14	8:18 – 9:00	9:04 – 9:46	9:50 – 10:32	10:36 - - 11:18	11:22 – 12:04	12:08 – 12:50	12:54 – 1:36	1:40 – 2:22

DEPARTMENT: FORIEGN LANGUAGE

SCHOOL YEAR: **2012 - 2013**

SCHEDULE

TEACHER	GR.	1ST PERIOD	2ND PERIOD	3RD PERIOD	4TH PERIOD	5TH PERIOD	6TH PERIOD	7TH PERIOD	8TH PERIOD	9TH PERIOD
PUGLISI 3017	6/7/8	PREP	7	6	[redacted]	8	3ND FL COMP LAB DUTY	PREP	6	7
SAENZ 2025	7/8	PREP	8	8	[redacted]	8	8	LUNCH	7	3ND FL COMP LAB DUTY
CARTY 1055	7/8	PREP	7	8	[redacted]	8	LUNCH	LUNCH DET. DUTY	7	7
FERNANDEZ 1057	6/7/8	PREP	7	6	[redacted]	8	CAFE7 Duty	LUNCH	6	7
		7:30 – 8:14	8:18 – 9:00	9:04 – 9:46	9:50 – 10:32	10:36 - - 11:18	11:22 – 12:04	12:08 – 12:50	12:54 – 1:36	1:40 – 2:22

DEPARTMENT: ESL

SCHOOL YEAR: 2012 - 2013

SCHEDULE

TEACHER	GR.	1ST PERIOD	2ND PERIOD	3RD PERIOD	4TH PERIOD	5TH PERIOD	6TH PERIOD	7TH PERIOD	8TH PERIOD	9TH PERIOD
AMADEO 3024	6,7,8	AM DUTY	BEGIN	BEGIN	ADV	PREP	LUNCH	INTM	INTM	PREP
		7:30 – 8:14	8:18 – 9:00	9:04 – 9:46	9:50 – 10:32	10:36 - - 11:18	11:22 – 12:04	12:08 – 12:50	12:54 – 1:36	1:40 – 2:22

DEPARTMENT: PHYSICAL EDUCATION AND HEALTH EDUCATION **SCHOOL YEAR: 2012 - 2013**

SCHEDULE

TEACHER	GR.	1ST PERIOD	2ND PERIOD	3RD PERIOD	4TH PERIOD	5TH PERIOD	6TH PERIOD	7TH PERIOD	8TH PERIOD	9TH PERIOD
MARAGH 1022	6/7/8	8		6	2ND FL DUTY	7	LUNCH	7	6	PREP
PIETERS	6/7/8	8		6	PREP	7	LUNCH	7	2ND FL DUTY	8
WILLIAMS 1053	6/7/8	8		2ND FL DUTY	PREP	7	LUNCH	7	6	8
		7:30 – 8:14	8:18 – 9:00	9:04 – 9:46	9:50 – 10:32	10:36 - - 11:18	11:22 – 12:04	12:08 – 12:50	12:54 – 1:36	1:40 – 2:22

DEPARTMENT: MATHEMATICS, SCIENCE, TECHNOLOGY **SCHOOL YEAR: 2012-2013**

SCHEDULE

TEACHER	GR.	1ST PERIOD	2ND PERIOD	3RD PERIOD	4TH PERIOD	5TH PERIOD	6TH PERIOD	7TH PERIOD	8TH PERIOD	9TH PERIOD
GARCON 2012		8	A/PREP B/2ND FL DUTY	7	A/7 B/PREP	7	LUNCH	7	[redacted]	A/PREP B/8
HAUN 2011	7/8	8	A/2ND FL DUTY B/8	PREP	B/PREP A/8	7	LUNCH	7	[redacted]	8
		7:30 – 8:14	8:18 – 9:00	9:04 – 9:46	9:50 – 10:32	10:36 - - 11:18	11:22 – 12:04	12:08 – 12:50	12:54 – 1:36	1:40 – 2:22

DEPARTMENT: ART

SCHOOL YEAR: 2012 - 2013

SCHEDULE

TEACHER	GR.	1ST PERIOD	2ND PERIOD	3RD PERIOD	4TH PERIOD	5TH PERIOD	6TH PERIOD	7TH PERIOD	8TH PERIOD	9TH PERIOD
RANDAZZO (LEAD) 3026	6/7/8	8	PREP	7	[redacted]	7	LUNCH	PREP	PREP	8
BILELLA 3010	6/7	PREP	STU ART	6	[redacted]	7	LUNCH	7	6	2ND FL DUTY
		7:30 – 8:14	8:18 – 9:00	9:04 – 9:46	9:50 – 10:32	10:36 - - 11:18	11:22 – 12:04	12:08 – 12:50	12:54 – 1:36	1:40 – 2:22

DEPARTMENT: MUSIC

SCHOOL YEAR:2012 - 2013

SCHEDULE

TEACHER	GR.	1ST PERIOD	2ND PERIOD	3RD PERIOD	4TH PERIOD	5TH PERIOD	6TH PERIOD	7TH PERIOD	8TH PERIOD	9TH PERIOD
ROME 3038	7/8	8	BAND	BAND	PREP	7	NYSMA		LUNCH/CP (Teacher request)	BAND
VERSTRAETE 3008		PREP	CHORUS	CHORUS	CHORUS	GYM LOBBY DUTY	LUNCH	7 GEN. MUSIC	[redacted]	8 GEN. MUSIC
		7:30 – 8:14	8:18 – 9:00	9:04 – 9:46	9:50 – 10:32	10:36 - - 11:18	11:22 – 12:04	12:08 – 12:50	12:54 – 1:36	1:40 – 2:22

DEPARTMENT: CONSUMER SCIENCE/HOME CAREERS **SCHOOL YEAR: 2012 - 2013**

SCHEDULE

TEACHER	GR.	1ST PERIOD	2ND PERIOD	3RD PERIOD	4TH PERIOD	5TH PERIOD	6TH PERIOD	7TH PERIOD	8TH PERIOD	9TH PERIOD
ANDERSON 2017	6/7/8	PREP	[redacted]	6	AEC DUTY	7	LUNCH	7	6	8
ESKENAZI 2015	6/7/8	8	[redacted]	6	AEC DUTY	7	PREP	LUNCH	6	8
		7:30 – 8:14	8:18 – 9:00	9:04 – 9:46	9:50 – 10:32	10:36 - - 11:18	11:22 – 12:04	12:08 – 12:50	12:54 – 1:36	1:40 – 2:22

DEPARTMENT: ACADEMIC INTERVENTION SERVICES **SCHOOL YEAR: 2012 - 2013**

SCHEDULE

TEACHER	GR.	1ST PERIOD	2ND PERIOD	3RD PERIOD	4TH PERIOD	5TH PERIOD	6TH PERIOD	7TH PERIOD	8TH PERIOD	9TH PERIOD
JOHNSON 2027		2ND FL DUTY	A/AIS (PO) B/GODFREY(PI)	A/MCCRAY(PI) B/AIS (PO)	A/AIS (PO) B/ PREP	LUNCH	A/PREP B/VILCEUS(PI)	A/AIS (PO) B/PREP	A/AIS(PO) B/MCCRAY(PI)	
MASCOLL 2009		A/PREP B/MCCRAY(PI)	A/Vilceus (PI) B/PREP	A/AIS (PO) B/AEC DUTY	A/AIS (PO) B/MMCRAY(PI)	LUNCH	A/CAFÉ 7 DUTY B/MCRAY(PI)	A/AIS (PO) B/GODFREY (PI)	A/AIS(PO) B/GODFREY(PI)	
		7:30 – 8:14	8:18 – 9:00	9:04 – 9:46	9:50 – 10:32	10:36 - - 11:18	11:22 – 12:04	12:08 – 12:50	12:54 – 1:36	1:40 – 2:22

DEPARTMENT: SPECIAL EDUCATION – SELF CONTAIN **SCHOOL YEAR: 2012 -2013**

SCHEDULE

TEACHER	GR.	1ST PERIOD	2ND PERIOD	3RD PERIOD	4TH PERIOD	5TH PERIOD	6TH PERIOD	7TH PERIOD	8TH PERIOD	9TH PERIOD
GREEN-MILES 3006	6	ENG	ENG AIS	PREP	SO STU	LUNCH	MATH	AIS	PREP	SCI
ABDULLAH 2031	7	ENG	PREP	AIS	SCIENCE	2ND FL DUTY	LUNCH		MATH	SOC. ST
MASLIN 2032	8	PREP	ENG	SO STU	AIS	CAFÉ 6 DUTY	SCI	LUNCH	MATH	
MINTZER 3003	6/7/8	PREP	ENG	ENGAIS		MATH	SOC. STU	LUNCH	SCIENCE	BUS DUTY
MENEFEE 3007		A/PREP B/AIS	INTERGRATED CURRICULUM			VOCATIONAL	Lunch Detention Duty	LUNCH	VOCATIONAL	LIFE SKILLS
AGYMAN (LEAD) 2018		PPS	RESOURCE	RESOURCE	RESOURCE	PPS	PREP	RESOURCE	LUNCH	PPS
		7:30 – 8:14	8:18 – 9:00	9:04 – 9:46	9:50 – 10:32	10:36 - - 11:18	11:22 – 12:04	12:08 – 12:50	12:54 – 1:36	1:40 – 2:22

DEPARTMENT: SPECIAL EDUCATION – CONSULTANTS **SCHOOL YEAR: 2012 -2013**

SCHEDULE

TEACHER	GR.	1ST PERIOD	2ND PERIOD	3RD PERIOD	4TH PERIOD	5TH PERIOD	6TH PERIOD	7TH PERIOD	8TH PERIOD	9TH PERIOD
SALTZMAN 2028	7	RAFTERMAN	AEC DUTY	GODFREY	SKILLS	PREP	LUNCH		ZAMANI	FARBMAN
SEALY 2028		MCCRAY	PREP	SKILLS	ZAMANI	LUNCH DET. DUTY	LUNCH		MATH	PARRISH
NESBITT 2028		GYM LOBBY DUTY	ADEDEJI	PREP	SKILLS	NICOSIA	GLADSTONE	LUNCH	VILCIUS	
KURKO 3023		LATE DUTY	8	8	8	PREP	8	LUNCH	8	
		7:30 – 8:14	8:18 – 9:00	9:04 – 9:46	9:50 – 10:32	10:36 - - 11:18	11:22 – 12:04	12:08 – 12:50	12:54 – 1:36	1:40 – 2:22

DEPARTMENT: SIXTH GRADE

SCHOOL YEAR: 2012 - 2013

SCHEDULE

TEACHER	GR.	1ST PERIOD	2ND PERIOD	3RD PERIOD	4TH PERIOD	5TH PERIOD	6TH PERIOD	7TH PERIOD	8TH PERIOD	9TH PERIOD
PALL/CHESWICK 1050	6	ENG	ENG		SCI	LUNCH	MATH	MATH	PREP	SOC STU
MUHAMMAD/HAIRSTON 1051	6	ENG	ENG		MATH	LUNCH	SOC STU	MATH	PREP	SCI
JACOBY 1048	6	MATH	ENG AIS		SOC STU	LUNCH	ELA	MATH AIS	PREP	SCI
GENTILI 1059	6	ENG	ENG		MATH AIS	LUNCH	MATH	SOC STU	PREP	SCI
PIERAGOSTINI 1060	6	ENG	ENG		MATH	LUNCH	MATH	SOC STU	PREP	SCI
SHWONIK 1046	6	ENG	ENG		SCI	LUNCH	MATH	MATH	PREP	SOC STU
COLEMAN 1062	6	ENG	ENG		6	LUNCH	6	6	PREP	6
		7:30 – 8:14	8:18 – 9:00	9:04 – 9:46	9:50 – 10:32	10:36 - - 11:18	11:22 – 12:04	12:08 – 12:50	12:54 – 1:36	1:40 – 2:22

DEPARTMENT: LIBRARY

SCHOOL YEAR: 2012-2013

SCHEDULE

TEACHER	GR.	1ST PERIOD	2ND PERIOD	3RD PERIOD	4TH PERIOD	5TH PERIOD	6TH PERIOD	7TH PERIOD	8TH PERIOD	9TH PERIOD
ABOHWO LIBRARY		Teacher Visit/ Collaboration	Teacher Visit/ Collaboration	TM 6	PREP	LUNCH	CAFÉ 7 DUTY	LIBRARY	TM6	PREP
		7:30 – 8:14	8:18 – 9:00	9:04 – 9:46	9:50 – 10:32	10:36 - - 11:18	11:22 – 12:04	12:08 – 12:50	12:54 – 1:36	1:40 – 2:22

DEPARTMENT: COMMON PLANNING

SCHOOL YEAR: 2012-2013

SCHEDULE

TEACHER	GR.	1ST PERIOD	2ND PERIOD	3RD PERIOD	4TH PERIOD	5TH PERIOD	6TH PERIOD	7TH PERIOD	8TH PERIOD	9TH PERIOD
			Maragh Pieters Williams Anderson Eskenazi	Nicosia Pall Cheswick Muhammad Hairston Jacoby Gentili Pieragostini Shwonik Coleman	Puglisi Saenz Carty Fernandez Randazzo Bilella Mintzer	Gladstone Mindali Zamani Amadeo	Adedeji Rafterman Parrish	Vilceus McCray Godfrey Abdullah Saltzman Sealy	Garcon Haun Rome Verstraete	Thomas Nicosia Johnson Mascoll Maslin Nesbitt Kurko
		7:30 – 8:14	8:18 – 9:00	9:04 – 9:46	9:50 – 10:32	10:36 - - 11:18	11:22 – 12:04	12:08 – 12:50	12:54 – 1:36	1:40 – 2:22

DEPARTMENT: COMMON PLANNING **SCHOOL YEAR: 2012-2013**

SCHEDULE

TEACHER	GR.	1ST PERIOD	2ND PERIOD	3RD PERIOD	4TH PERIOD	5TH PERIOD	6TH PERIOD	7TH PERIOD	8TH PERIOD	9TH PERIOD
		Mintzer Maslin Menefee Kurko Thomas Bilella Mascoll(A)	Anderson Eskenazi Sealy Maragh Pieters Williams Garcon(A)	Pall Cheswick Muhammad Hairston Jacoby Gentili Pieragostini Shwonik Coleman Green-Miles Haun	Puglisi Saenz Carty Fernandez Randazzo Garcon(B)	Menefee Saltzman Gladstone Mindali Zamani Amadeo	Adedeji Rafterman Parrish Johnson(A)	Vilceus McCray Godfrey Abdullah Johnson(B)	Menefee Rome Verstraete	Mascoll(B) Nesbitt Abohwo Thomas Nicosia Garcon(A)
		7:30 – 8:14	8:18 – 9:00	9:04 – 9:46	9:50 – 10:32	10:36 - - 11:18	11:22 – 12:04	12:08 – 12:50	12:54 – 1:36	1:40 – 2:22

I. Training, Support, and Professional Development

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

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

II. Pre-Implementation Period Table 13 summarizes events, outcomes, reporting methods and rationale for meetings/training/events that will occur between July and August 2013. Pearson is the agent/organization responsible for delivery unless noted differently. Funding is from other sources.

Table 13:	**Pre-Implementation Events**		
Event	**Measureable Outcome(s)**	**Reporting Method**	**Rationale**
Planning Meeting	RUFSD and Pearson collaboratively develop an implementation plan with proposed schedule and projected milestones and establish shared accountability.	Legal contract with explicit services identified & signed by district and Pearson	Contract with implementation plan provides shared goals and targets.
Professional Development for *OnRamp* 2 day	100% of training participants evidence a positive response to the *OnRamp* training, as measured by "agree" or "strongly agree" responses on post-training survey.	Post-Training Survey	Create a cadre of teachers to teach accelerated math intervention course to students scoring Level 1 on NYS Math
Curriculum Planning for Oasis OST Programs	RUFSD, RMS Principal, TIM, and Oasis Program Directors collaboratively develop OST programs curricula linked to academic curriculum and establish shared accountability.	Comparison of pre-program and post-program assessment scores; Assessment of Student Work Portfolios	Prepare middle school students for NYS ELA and Math assessments to improve test scores and CCLS proficiency
Launch	80% of training participants	Post-Training	Create a shared vision for

Table 13:	Pre-Implementation Events		
Event	**Measureable Outcome(s)**	**Reporting Method**	**Rationale**
Institute Overview and Visioning ½ day	evidence a positive response to the training, as measured by "agree" or "strongly agree" responses on Baseline survey.	Survey	teaching and learning to promote a culture of high achievement and engagement
School Leadership Team (SLT) Institute 1 day	80% of SLT members are observed implementing meeting protocols as described in training during first SLT meeting on meeting summary report.	SLT Summary Meeting Report	Agreed upon protocol maximized meeting time
Workgroup Facilitators Training Session	80% of facilitators practice shared protocols during first Workgroup meeting which is reflected on Workgroup summary report.	Workgroup Summary Report	Agreed upon protocol maximized meeting time
Eng Dept Institute 1 day	85% of training participants evidence a positive response to the training, as measured by "agree" or "strongly agree" responses on Baseline survey.	Post-Training Survey	Lay the foundation for the Department's work on aligning curriculum and instruction to CCLS and related assessments
Math Dept Institute 1 day			

***Responsible party is RMS principal**

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

A four day Launch Institute at the end of August will kick off our transformation. The Launch Institute will include a variety of trainings for teachers and leaders that includes the following:

- An **Overview and Visioning** session brings the entire school faculty for a half day, creating a shared vision for teaching and learning to promote a culture of high achievement and engagement.
- A **School-wide Instructional Focus (SIF)** will establish common routines and rituals that contribute to college and career readiness. A two-day institute for the entire school faculty includes:
    - The purpose of having a SIF
    - The vital importance of College and Career Readiness for all students
    - School-wide goals for developing students' ability to use Academic Language and their College and Career Readiness Competencies

- Strategies for helping all students to develop the ability to use Academic Language and for helping them develop College and Career Readiness Competencies across content areas, including strategies that provide scaffold support for English language learners and students with disabilities.

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

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

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

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

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

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

III. Implementation Period Table 14 summarizes the **mandatory** training/PD events, and meetings or activities and associated **measurable outcomes** we have planned with our external providers, Pearson School Achievement Services, Oasis Children's Services and Thinking Maps for Year 1.

Table 14:	Year One Implementation Focus, Settings, and Supports			
Setting	**Membership/Outcome & Reporting Method**	**Focus/Rationale**	**Meetings**	**Pearson Onsite Support**

Table 14: Year One Implementation Focus, Settings, and Supports				
Setting	**Membership/Outcome & Reporting Method**	**Focus/Rationale**	**Meetings**	**Pearson Onsite Support**
School Leadership Team	Principal, APs, Workgroup facilitators, ELL coordinator, special education, student services functions, Parent Liaison **85% of participants evidence a positive response to training/meeting, as measured by "agree" or "strongly agree" responses on SIM Baseline survey.**	▪ Establish and maintain vision of improvement ▪ Build the foundation of a data-driven culture ▪ Drive and manage implementation ▪ Monitor progress and quality of implementation, and redirect activity as needed ▪ Nurture collaboration, using a systems approach to engage entire school in shared responsibility and shared learning	▪ 1 meeting / month on developmen t of Data-Driven Culture ▪ 2 meetings/ month on Implementat ion ▪ Quarterly 2-hour Progress Monitoring meetings	-Field Specialist (FS) facilitates Data-Driven Culture meeting each month -FS facilitates 1 Implementation meeting each month -FS facilitates quarterly Progress Monitoring meetings
Administrative Team	Principal, AP(s) **Strategic planning results in SLT receiving complete agenda the day before the SLT meeting 90% of the time.**	▪ Strategic leadership of improvement ▪ Distributed leadership ▪ Timely intervention to create and sustain improvement momentum ▪ Aligned resource management	Strategic planning sessions with FS at least 3X per month Guided Practice Focus Walks with FS at least 6 X per year	-FS strategically plans w/ Principal [AP as appropriate] at least 3X / month -FS facilitates Guided Practice Focus Walks for monitoring implementation at least 6 X per year
English Department PD	All English teachers plus ESL, special education, and other teachers who support English language arts instruction **85% of participants evidence a positive response to training, as measured by "agree" or "strongly agree" responses on SIM Baseline survey.**	▪ Standards-aligned instruction, strategies and Foundation Units to scaffold instruction consistent with CCSS ▪ Independent reading program and monitoring of students' reading levels ▪ Administration of 3 CCSS aligned performance tasks, analysis of student work, and implications for curriculum and instruction	1 FD plus 1 half-day during school year	FS facilitates PD
Math Department PD	All Math teachers plus ESL, special education, and any other teachers who support instruction in math **85% of participants evidence a positive response to training, as measured by "agree" or "strongly agree" responses on SIM Baseline survey.**	▪ Standards-aligned instruction, strategies and Foundation Intros and Foundation Units to scaffold instruction practice consistent with CCSS ▪ Administration of tasks based on the CCSS in conjunction with Foundation Units, analysis of student work, and implications for curriculum and instruction	1 FD plus 1-half day PD during school year	FS facilitates PD

Table 14: Year One Implementation Focus, Settings, and Supports				
Setting	**Membership/Outcome & Reporting Method**	**Focus/Rationale**	**Meetings**	**Pearson Onsite Support**
Department Workgroups (other than English and Math)	All teaching faculty (other than English and math) organized into job-alike groups that provide stable settings for focusing on development of practice **Staff response indicates 10% overall improvement, as measured by "agree" or "strongly agree" responses on Teacher Collaborative Practices survey.**	Collaboration on incorporating SIF strategies into teaching and learning through cycles of planning, practice, and reflection on practice	12 Workgroup meetings per Department Workgroup in the course of the year	-FS attends at least 6 Workgroup meetings per month and/or provides feedback and planning assistance to Workgroup facilitator(s) -FS provides in-class coaching/co-planning support/feedback (as appropriate) for at least 6 teachers per month
English Workgroup	All English teachers plus ESL, special education, and any other teachers who support ELA **Staff response indicates 10% overall improvement, as measured by "agree" or "strongly agree" responses on Teacher Collaborative Practices survey.**	Collaboration on developing standards-aligned instruction aligned to the CCSS, incorporating SIF strategies and building on content-focused PD, through cycles of planning, practice, and reflection on practice	12 Workgroup meetings in the course of the year	
Math Workgroup	All math teachers plus ESL, special education, and other teachers who support math **Staff response indicates 10% overall improvement, as measured by "agree" or "strongly agree" responses on Teacher Collaborative Practices survey.**	Collaboration on developing standards-aligned instruction aligned to the CCSS, incorporating SIF strategies and building on content-focused PD, through cycles of planning, practice, and reflection on practice	12 Workgroup meetings in the course of the year	

Table 14:	Year One Implementation Focus, Settings, and Supports			
Setting	**Membership/Outcome & Reporting Method**	**Focus/Rationale**	**Meetings**	**Pearson Onsite Support**
Engagement Workgroup	Principal, staff responsible for student services and related functions (e.g., dean(s), counselor(s), community outreach coordinator, social worker(s), psychologist(s) **Staff response indicates 10% overall improvement, as measured by "agree" or "strongly agree" responses on Teacher Collaborative Practices survey.**	▪ Study research on student engagement and practices that support engagement ▪ Investigate school policies and practices that relate to student engagement and personalization and recommend changes as needed ▪ Institute Graduation Risk Insight (GRI) system and monitor system reports ▪ Communicate importance of strategies for supporting student engagement to school community	2 half-day PD sessions scheduled to suit school schedule, usually after Launch Institute 12 Workgroup meetings in the course of the year	-FS facilitates PD -FS attends Engagement Workgroup meetings (at least 6 meetings per month) and/or provide feedback and planning assistance to Workgroup facilitator(s)

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

Table 15 summarizes activities for Year 1 provided by OASIS Children's Services.

Table 15:	**OASIS Children's Services Events**		
Event	**Measureable Outcome(s)**	**Reporting Method**	**Rationale**
Curriculum Planning for Oasis OST Programs	RUFSD, RMS Principal, TIM, and Oasis Program Directors collaboratively develop OST programs curricula linked to academic curriculum and establish shared accountability.	Comparison of pre-program and post-program assessment scores; Assessment of Student Work Portfolios	Prepare middle school students for NYS ELA and Math assessments to improve test scores and CCLS proficiency
Professional Development for Oasis OST Programs	100% of training participants indicate a positive response to training, as measured by "agree" or "strongly agree" responses on post-training survey.	Post-Program Staff Survey	Prepare staff to actively engage and deliver STEM and enrichment-based program content
Oasis After-School Program	80% of participating students increase ELA and Math skills as measured by pre- and post- program	Comparison of pre-program and post-program assessment scores	Prepare middle school students for NYS ELA and Math assessments to improve test scores and CCLS proficiency

Table 15:	OASIS Children's Services Events		
	assessments.		
Oasis Saturday Program	80% of participating students increase ELA and Math skills as measured by pre- and post- program assessments.	Comparison of pre-program and post-program assessment scores	Prepare students identified as Level 1 & 2 on NYS ELA and Math assessments

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

In addition, Thinking Maps and Pearson will be holding ten days of training in July and August. Topics will include common core content, curriculum writing and lesson planning.

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

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

- Multiple surveys to gather perception data from students, parents and teachers that can be compared on a yearly basis
- Classroom observation data that is focused to target areas for further improvement

- Quarterly benchmark assessments in English Language Arts and Mathematics to determine student achievement growth
- Screening and embedded assessments in personalized learning tools and intervention courses
- An early alert system that aggregates student information (attendance, GPA, discipline incidents, etc.) to identify students at risk of dropping out
- Annual state assessment data

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

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

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

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

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

Table 16 summarizes the schedule and plan for monitoring ***STRONG***.

Table 16: Progress Monitoring Schedule

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

Table 16:	Progress Monitoring Schedule	
	Tool	**Dimensions of Data Gathered**
		students and staff
	Teacher Collaboration Survey	Frequency and quality of collaboration
	SIM Perception Survey	Client perceptions about the SIM components and support and improvement in knowledge/skills
	MyVoice Survey	Perception and aspirations data collected from parents
Ongoing During Implementation using Implementation Support Tools via iPad	Classroom Engagement	Educational climate, teacher/student dynamics, high expectations, use of school environment data
	Schoolwide Engagement	Educational climate, hallway culture, high expectations, use of school environment data
	School Leadership Team	Structure, stability, frequency of meetings; capacity; quality of different meetings (data-driven culture, progress monitoring, implementation)
	Instruction	Building capacity for independent learning, collaboration, academic language, physical space, effective instructional practices, ELA, and math
	Workgroups	Structure, stability, frequency of meetings; purposeful focus and accountability
	Graduation Risk Insight Report	Monthly reports that identify students at risk of dropping out. Indicators include data on attendance, GPA, course failures, and discipline
Quarterly Progress Monitoring Meetings		SLT examine data to identify strengths, weaknesses and conduct action planning adjustments

* Data gathered only at start up

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

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

well as to improve implementation, and inform SIM planning for the subsequent year. Field Specialists collaborate with school and/or district administrators to analyze the data and to use it to guide further implementation. Pearson is ***Always Learning*** and RMS will be better supported because of their continuous improvement process.

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

j. Communication and Stakeholder Involvement/Engagement

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

I. Consultation, Collaboration and Communication Parents and the community were notified of Roosevelt Middle School's Priority Status and collaborated on the development of this plan in the following manner:

- Our Superintendent posted an information letter on the district website.
- Letters went home to the parents of RMS students
- Parent meeting invited discussion and collaboration
- Parents survey will be completed shortly
- Board meetings heard comments and stimulated discussion with community members on proposal to shift grade 6 students to elementary buildings

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

As implementation proceeds, the Engagement Workgroup, Parent Liaison and the Transformation Integration Manager explores these and other ways of forging bonds between the school and its community in jointly supporting the goals of high achievement and student engagement.

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

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

partnership will benefit the students at RMS, we may decide as a committee to move the location of our meeting.

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

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

K. Project Plan and Timeline

I & II. Table 17 summarizes the **Pre-Implementation goals, strategies, activities, and persons responsible.** These events will be funded by other sources

Table 17: Pre-Implementation Project Plan and Timeline

GOAL	STRATEGIES	ACTIVITIES	PERSON(S) RESPONSIBLE
1.Review and establish project timeline	1. Widely share timeline	• July: Meet with External Partner, sign contract • August: Meet w/ staff at RMS • Sept: Disseminate final revised timeline & outcomes to stakeholders, including web-based posting	**Turnaround Officer (Asst Supt for C & I), Grant Director, Principal, SIM and External Partner**
2.Review and revise project outcomes	2. Widely share outcomes		
3.Review and establish pre-implementation budget	3. Identify district/school finance staff to manage grant budget	• July: Meet w/finance staff managing grant budget and grant director • July 1: Identify grant budget codes and input codes to school/district fiscal tracking system • Monthly: Run/print monthly fiscal reports showing revenue and expenditures to date	**Asst Supt for Business, Director of Grants**
4. Identify all project resources and supports (personnel, partnerships, programs)	4a. Establish a recruitment plan for "to be hired" project and/or revise current personnel job descriptions	• June: National search for TIM • June: Review & rank candidates; begin phone interviews w/qualified candidates • July: Assemble interview team of RMS stakeholders; conduct candidate interviews • July: Rank candidates for recommendation to Supt & Bd of Ed • Aug 1: Complete hiring requirements for TIM	**Asst Supt for Personnel**

	4b. Establish a recruitment plan to identify community partners who support project outcomes	• June: List, complete and publish the recruitment strategies for "to be hired" project personnel • June: Revise current personnel job descriptions, meet w/staff to review new expectations/duties, and obtain signatures on newly revised descriptions. • July: Complete hiring process for all staff • August: Meet with community for- and non-profit partners to enlist supports: funding, expertise, community based programs for students/families	
5.Effectively communicate project goals and outcomes to all stakeholders	5. Create a multimedia communications plan	• July: Create tv and radio ads • July: Establish a project update page on the RMS website and update monthly • July: Identify PTA dates for the dissemination of information to parents/community members • Ongoing: Include project updates in school newsletters • Ongoing: Superintendent regularly updates the Board of Education members	**Director of Technology, Turnaround Officer, Principal & SIM**

III & VI. Year 1: Goals and Key Strategies As stated in section II.A.i, our focal project goals are 1) Increase Student Achievement, 2) Improve Teacher Effectiveness and 3) Increase Leader Effectiveness. Pre-implementation goals and strategies are focused on preparing and establishing solid frameworks for successful project completion. But in years 1, 2, and 3, the goals and strategies shift to focus on desired outcomes and real-world changes for student and staff behaviors. The five project action goals remain unchanged for the 3-year implementation schedule. Each goal carries its own set of strategies, activities and outcomes. Success in reaching project goals and desired student/adult outcomes will be determined through an analysis of quantitative and qualitative data sources.

ACTION GOALS:

Action Goal 1: Implement a standards-aligned curricular, instructional, and assessment framework
Action Goal 2: Strengthen school-based leadership abilities
Action Goal 3: Establish a data-driven school culture
Action Goal 4: Improve parent and community engagement for high achievement
Action Goal 5: Create a sustainable framework for continuous improvement

Table 18 summarizes annual strategies. Year 2 and Year 3 goals remain the same. Year 2 and Year 3 strategies differ only slightly from year 1 strategies, as the project is designed to expand and grow strategies annually. For that reason, Year 2 and Year 3 strategies are also detailed in Table 18.

Table 18: School Improvement Project – Roosevelt Middle School Strategy Information By Year

GOALS	Year One (2013-2014)	Year Two (2014-2015)	Year Three (2015-2016)
Goal 1: Implement a standards-aligned curricular, instructional, and assessment framework	Implement strategies that support students' ability to use talking to learn, including: ▪ Developing academic language in the context of content area instruction ▪ Using content area language structures for reasoning and justifying ▪ Collaborating for learning ▪ Working independent of constant teacher direction ▪ Studying related instructional artifacts and student work	Continue to use the strategies established in Year 1 to build students' Academic Language and College and Career Readiness Competencies and incorporate strategies that support students' reading and writing to learn. Strategies include: ▪ Close reading in content areas ▪ Matching writing types to purposes and audiences ▪ Planning and organizing work projects and assignments ▪ Taking responsibility for self assessing and revising work products ▪ Develop knowledge and skills in using data, including instructional artifacts and student work, to drive instructional decisions	Continue to use the strategies established in Years 1 & 2 to build students' Academic Language and College and Career Readiness Competencies and incorporate strategies that support students' use of research to support self-directed learning: ▪ Critiquing information sources ▪ Using technology to identify, analyze, and present information ▪ Setting work priorities ▪ Reflecting on work practices and setting goals for learning ▪ Make systematic use of data, including instructional artifacts and student work, to drive instructional decisions
	Strategies specific to English Language Arts Curriculum, Instruction, and Assessment		
Goal 1: Implement a standards-aligned curricular, instructional, & assessment framework	▪ Teach model of standards-aligned instruction and study use of practices ▪ Incorporate SIF strategies into instruction and study related artifacts and student work ▪ Implement independent reading program ▪ Investigate CCSS demands of text complexity and their implications for curriculum and instruction ▪ Use CCSS-related performance tasks to build knowledge of CCSS demands and expected levels of performance and consider implications for curriculum and instruction	▪ Continue to build knowledge and skills related to CCSS-aligned instruction to plan instruction using own curriculum materials ▪ Incorporate SIF strategies into instruction ▪ Enhance independent reading program ▪ Develop close reading of informational and literary texts ▪ Develop argument as a text type ▪ Use CCSS-related performance tasks to build knowledge of CCSS demands and expected levels of performance and consider implications for curriculum and instruction ▪ Develop knowledge and skills in use of data, including instructional artifacts and student work, to drive instructional decisions	▪ Continue to build knowledge and skills related to CCSS-aligned instruction to plan yearlong and vertical curriculum using own curriculum materials ▪ Incorporate SIF strategies into instruction ▪ Incorporate research and research products into instruction ▪ Enhance independent reading program ▪ Use CCSS-related performance tasks to build knowledge of CCSS demands and expected levels of performance and refine curriculum and instruction ▪ Make systematic use of data, including instructional artifacts and student work, to drive instructional decisions

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GOALS	**Year One (2013-2014)**	**Year Two (2014-2015)**	**Year Three (2015-2016)**
	Strategies Specific to Mathematics Curriculum, Instruction, and Assessment		
Goal 1: Implement a standards-aligned curricular, instructional, and assessment framework	▪ Teach model of standards-aligned instruction and study use of practices ▪ Incorporate SIF strategies into instruction and study related artifacts and student work ▪ Investigate the CCSS Standards for Mathematical Practice and their implications for curriculum and instruction ▪ Use CCSS-related tasks and consider implications for curriculum and instruction	▪ Conte to build knowledge and skills related to CCSS-aligned instruction to plan instruction using own curriculum materials ▪ Incorporate SIF strategies into instruction ▪ Use CCSS-related performance tasks to build knowledge of CCSS demands and expected levels of performance and consider implications for curriculum and instruction ▪ Develop knowledge and skills in use of data, including instructional artifacts and student work, to drive instructional decisions	▪ Continue to build knowledge and skills related to CCSS-aligned instruction to plan yearlong and vertical curriculum using own curriculum materials ▪ Incorporate SIF strategies into instruction ▪ Build opportunities for students to read and comprehend situations and model them mathematically ▪ Use CCSS-related performance tasks to build knowledge of CCSS demands and expected levels of performance and refine curriculum and instruction ▪ Make systematic use of data, including instructional artifacts and student work, to drive instructional decisions
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Table 18: School Improvement Project – Roosevelt Middle School Strategy Information By Year

GOALS	Year One (2013-2014)	Year Two (2014-2015)	Year Three (2015-2016)
Goal 3: Establish a Data-Driven Culture	Establish foundation of knowledge and practice to support development of a data-driven culture through the work of Leadership Team and the practices of the Principal and Assistant Principal(s)/Administrative Team	Expand foundation of knowledge and practice for data-driven culture to grade level or job alike teacher workgroups ***(LEARNING TEAMS)*** focused on curricular, instructional and assessment data-driven decisions. Deepen the data-driven practices of the Leadership Team and Principal and Assistant Principal(s)/ Administrative Team	Data-driven culture serves as primary driver of Leadership Team and Learning Teams activities, which reflect strong linkages among settings for school improvement
Goal 4: Improve family and community engagement for high achievement	▪ Establish an "Engagement Workgroup" to direct improvements around community engagement ▪ Investigate and develop practices that impact quality of relationships, supports, and connections for students ▪ Establish a Graduation Risk Insight System (GRI) system for dropout prevention and monitor critical indicators of students' progress toward college and career readiness ▪ Communicate importance of and strategies for supporting student engagement to community	▪ Continue and expand the work of the Engagement Workgroup ▪ Connect social and emotional supports to GRI system for dropout prevention and monitor critical indicators of students' progress toward college and career readiness ▪ Engage community organizations in provision of supports for student engagement and in providing students timely access to supports ▪ Communicate importance of and strategies for supporting high expectations for student achievement to the community	▪ Continue work of Engagement Workgroup ▪ Expand community connections in support of student engagement and high expectations for student achievement ▪ Monitor effectiveness of system of social and emotional supports for students and connect data to GRI system for dropout prevention monitoring critical indicators of students' progress toward college and career readiness
Goal 5: Sustainable framework for continuous improvement	▪ Establish stable settings for focusing on the work needed to achieve school improvement ▪ Establish strong linkages among settings for school improvement ▪ Establish foundation for data-driven culture	▪ Maintain stable settings for focusing on the work needed to achieve school improvement with limited need for Field Specialist support for maintaining stability ▪ Further strengthen linkages among settings for school improvement ▪ Expand foundation for data-driven culture to Workgroups	▪ Maintain stable settings for focusing on the work needed to achieve school improvement with little or no need for Field Specialist support to maintain stability ▪ Data-driven culture serves as primary driver of Leadership Team and Workgroup activity, which reflect strong linkages among settings for school improvement

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

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

V. MEASURABLE OUTCOMES/ INDICATORS OF SUCCESS & DATA COLLECTION
Table 19 summarizes Quarterly Measures of Success

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Math benchmark testing	Quarterly Assessments	Asst Supt for Curriculum & Instruction	SLT analyzes & reports to Advisory Council
OnRamp student assessment report	Online Assessment	Teacher	SLT analyzes & reports to Advisory Council
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Annual Measures of Success (also known as Project Outcomes)

Action Goal 1 Outcomes:

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

Action Goal 2 Outcomes:

- RMS administrators complete a series of data-specific learning modules or courses, as measured by training completion documentation and/or training rosters.
- All RMS administrators (Principal, TIM and Assistant Principals) will earn highly effective ratings on the district principal evaluation instrument by 2016 Data collected electronically by the district Human Resources department.

Action Goal 3 Outcomes:

- RMS identifies Teacher-Leaders or facilitators to complete LT training, as evidenced by training course sign-in rosters.

- Roosevelt Middle certified teachers are assigned to LT, as measured by the school-wide LT roster.
- RMS staff attend a minimum of 90% of LT meetings, as measured by LT rosters and attendance logs.

Action Goal 4 Outcomes:

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

Action Goal 5 Outcomes:

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

IMPROVED STUDENT ACHIEVEMENT:

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

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

K. Project Plan and Timeline

I & II. Table 17 summarizes the **Pre-Implementation goals, strategies, activities, and persons responsible.** These events will be funded by other sources

Table 17:	**Pre-Implementation Project Plan and Timeline**		
GOAL	**STRATEGIES**	**ACTIVITIES**	**PERSON(S) RESPONSIBLE**
1.Review and establish project timeline	1. Widely share timeline	• July: Meet with External Partner, sign contract • August: Meet w/ staff at RMS • Sept: Disseminate final revised timeline & outcomes to stakeholders, including web-based posting	**Turnaround Officer (Asst Supt for C & I), Grant Director, Principal, SIM and External Partner**
2.Review and revise project outcomes	2. Widely share outcomes		
3.Review and establish pre-implementation budget	3. Identify district/school finance staff to manage grant budget	• July: Meet w/finance staff managing grant budget and grant director • July 1: Identify grant budget codes and input codes to school/district fiscal tracking system • Monthly: Run/print monthly fiscal reports showing revenue and expenditures to date	**Asst Supt for Business, Director of Grants**
4. Identify all project resources and supports (personnel, partnerships, programs)	4a. Establish a recruitment plan for "to be hired" project and/or revise current personnel job descriptions 4b. Establish a recruitment plan to identify community partners who support project outcomes	• June: National search for TIM • June: Review & rank candidates; begin phone interviews w/qualified candidates • July: Assemble interview team of RMS stakeholders; conduct candidate interviews • July: Rank candidates for recommendation to Supt & Bd of Ed • Aug 1: Complete hiring requirements for TIM • June: List, complete and publish the recruitment strategies for "to be hired" project personnel • June: Revise current personnel job descriptions, meet w/staff to review new expectations/duties, and obtain signatures on newly revised descriptions. • July: Complete hiring process for all staff • August: Meet with community for- and non-profit partners to enlist supports: funding, expertise, community based programs for students/families	**Asst Supt for Personnel**

5.Effectively communicate project goals and outcomes to all stakeholders	5. Create a multimedia communications plan	• July: Create tv and radio ads • July: Establish a project update page on the RMS website and update monthly • July: Identify PTA dates for the dissemination of information to parents/community members • Ongoing: Include project updates in school newsletters • Ongoing: Superintendent regularly updates the Board of Education members	**Director of Technology, Turnaround Officer, Principal & SIM**

III & VI. Year 1: Goals and Key Strategies As stated in section II.A.i, our focal project goals are 1) Increase Student Achievement, 2) Improve Teacher Effectiveness and 3) Increase Leader Effectiveness. Pre-implementation goals and strategies are focused on preparing and establishing solid frameworks for successful project completion. But in years 1, 2, and 3, the goals and strategies shift to focus on desired outcomes and real-world changes for student and staff behaviors. The five project action goals remain unchanged for the 3-year implementation schedule. Each goal carries its own set of strategies, activities and outcomes. Success in reaching project goals and desired student/adult outcomes will be determined through an analysis of quantitative and qualitative data sources.

ACTION GOALS:

Action Goal 1: Implement a standards-aligned curricular, instructional, and assessment framework
Action Goal 2: Strengthen school-based leadership abilities
Action Goal 3: Establish a data-driven school culture
Action Goal 4: Improve parent and community engagement for high achievement
Action Goal 5: Create a sustainable framework for continuous improvement

Table 18 summarizes annual strategies. Year 2 and Year 3 goals remain the same. Year 2 and Year 3 strategies differ only slightly from year 1 strategies, as the project is designed to expand and grow strategies annually. For that reason, Year 2 and Year 3 strategies are also detailed in Table 18.

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Goal 1: Implement a standards-aligned curricular, instructional, & assessment framework	▪ Teach model of standards-aligned instruction and study use of practices ▪ Incorporate SIF strategies into instruction and study related artifacts and student work ▪ Implement independent reading program ▪ Investigate CCSS demands of text complexity and their implications for curriculum and instruction ▪ Use CCSS-related performance tasks to build knowledge of CCSS demands and expected levels of performance and consider implications for curriculum and instruction	▪ Continue to build knowledge and skills related to CCSS-aligned instruction to plan instruction using own curriculum materials ▪ Incorporate SIF strategies into instruction ▪ Enhance independent reading program ▪ Develop close reading of informational and literary texts ▪ Develop argument as a text type ▪ Use CCSS-related performance tasks to build knowledge of CCSS demands and expected levels of performance and consider implications for curriculum and instruction ▪ Develop knowledge and skills in use of data, including instructional artifacts and student work, to drive instructional decisions	▪ Continue to build knowledge and skills related to CCSS-aligned instruction to plan yearlong and vertical curriculum using own curriculum materials ▪ Incorporate SIF strategies into instruction ▪ Incorporate research and research products into instruction ▪ Enhance independent reading program ▪ Use CCSS-related performance tasks to build knowledge of CCSS demands and expected levels of performance and refine curriculum and instruction ▪ Make systematic use of data, including instructional artifacts and student work, to drive instructional decisions

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

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

Attachment C
Evidence of Partner Effectiveness Chart

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

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Evidence of Partner Effectiveness Chart

Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contracts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Oasis Children's Services **Contact:** Jeffrey Horne **Tel:** (646) 213-4213 **Email:** jeff@oasischildren.com **Type of Service:** OST Extended Learning Programs (After-School, Summer, and SES programs)	1. 09X313 Intermediate School	1. Principal: Lauren Wilkins lwilkin2@schools.nyc.gov (718) 583-1736
	2. 07X162 Intermediate School	2. Principal: Maryann Manzolillo mmanzol@schools.nyc.gov (718)
	3. Alverta G. Schultz Middle School	3. Executive Director for Funded Programs: Dr. Nichelle Rivers nrivers@hempsteadschools.org (516) 292-7111
	4. 21K228 David Boody Intermediate School	4. Principal: Dominick D'Angelo ddangelo3@schools.nyc.gov (718) 375-7635
	5. 23K156 Waverly Elementary School	5. Principal: Beverly Logan Blogan2@schools.nyc.gov (718) 498-2811
	6. 23K284 Lew Wallace Elementary School	6. Principal: Keva Pitts-Girard kpitts2@schools.nyc.gov (718) 495-7791
	7. 18K272 Curtis Estabrook Elementary	7. Principal: Dakota Keyes dkeyes@schools.nyc.gov (718) 241-1300
	8. 21K226 Alfred De B. Mason Elementary	8. Principal: Sherry Tannenbaum stannen2@schools.nyc.gov (718) 837-5471
	9. 16K25 Eubie Blake Elementary	9. Principal: Anita Coley Acoley2@schools.nyc.gov (718) 574-2336
	10. 16K335 Granville T Woods Elementary School	10. Principal: Dr. Laverne Nimmons lnimmon@schools.nyc.gov (718) 493-7736

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

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

Designs for Thinking, LLC/
Thinking Maps, Inc.

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

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

Attachment D - (1003g) Budget Summary Chart

Agency Code	2	8	0	2	0	8	0	3	0	0	9
Agency Name	Roosevelt UFSD										

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

Categories	Code	Costs
Professional Salaries	15	
Support Staff Salaries	16	
Purchased Services	40	
Supplies and Materials	45	
Travel Expenses	46	
Employee Benefits	80	
Indirect Cost (IC)	90	
BOCES Service	49	
Minor Remodeling	30	
Equipment	20	
	Total	

N/A

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

Categories	Code	Costs
Professional Salaries	15	615,000
Support Staff Salaries	16	110,000
Purchased Services	40	794,750
Supplies and Materials	45	317,445
Travel Expenses	46	
Employee Benefits	80	162805
Indirect Cost (IC)	90	
BOCES Service	49	
Minor Remodeling	30	
Equipment	20	
	Total	2,000,000

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

Categories	Code	Costs
Professional Salaries	15	615,000
Support Staff Salaries	16	110,000
Purchased Services	40	794,750
Supplies and Materials	45	317,445
Travel Expenses	46	
Employee Benefits	80	162805
Indirect Cost (IC)	90	
BOCES Service	49	
Minor Remodeling	30	
Equipment	20	
	Total	2,000,000

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

Categories	Code	Costs
Professional Salaries	15	615,000
Support Staff Salaries	16	110,000
Purchased Services	40	794,750
Supplies and Materials	45	317,445
Travel Expenses	46	
Employee Benefits	80	162805
Indirect Cost (IC)	90	
BOCES Service	49	
Minor Remodeling	30	
Equipment	20	
	Total	2,000,000

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

Categories	Code	Costs
Professional Salaries	15	1,845,000
Support Staff Salaries	16	330,000
Purchased Services	40	2,384,250
Supplies and Materials	45	952,335
Travel Expenses	46	
Employee Benefits	80	488,415
Indirect Cost (IC)	90	
BOCES Service	49	
Minor Remodeling	30	
Equipment	20	
	Total Project Budget	6,000,000

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

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

☐ = Required Field

Local Agency Information

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

INSTRUCTIONS

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

SALARIES FOR PROFESSIONAL STAFF			
		Subtotal - Code 15	$615,000
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
School Transformation Manager	1.00	$105,000	$105,000
ELA Curriculum Specialist/Coach	1.00	$60,000	$60,000
Math Curriculum Specialist/Coach	1.00	$60,000	$60,000
ELA Teachers/ Intervention Specialist	2.00	$60,000	$120,000
Math Teachers/Intervention Specialist	2.00	$60,000	$120,000
Administrative Assistant to the Educational Leaders	1.00	$70,000	$70,000
In-School Suspension Teacher	1.00	$60,000	$60,000
Teacher Incentives for High Effective Rating	20.00	$1,000	$20,000

SALARIES FOR SUPPORT STAFF			
		Subtotal - Code 16	$110,000
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Community/College/Career Parent Liaison	1.00	$40,000.00	$40,000
ESL Teaching Assistants	2.00	$35,000.00	$70,000

PURCHASED SERVICES			
		Subtotal - Code 40	$794,750
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
OnRamp for Algebra - PD for teachers	Pearson	2 days X $3.500	$7,000
High Intensity SIM Learning Teams - Comprehensive Solutions Inc., 160/110/40 days of onsite service	Pearson		$300,000
After-School Program - 30 weeks, 3X per week for 150 students from 3:00 - 5:00pm	OASIS Children's Services	30 weeks X $7,875 per week	$236,250
Summer Program - 4 days per week for 150 students, 5 weeks, 8:00 am - 5:00 pm	OASIS Children's Services	$950 per child X 150 students	$142,500
"Focus on Implementing the Common Core" and the "Use of Thinking Maps in the Classroom"	Thinking Maps		$55,000
Smart Board training Teaching Across the Content Areas in Alignment with the Common Core -	Teq Equipment	1 day a week X 30 weeks = $1,650 X 30	$49,500
IPAD Training	Apple		$2,000
PARCC Assessment Training			$2,500

SUPPLIES AND MATERIALS			
		Subtotal - Code 45	$317,445
Description of Item	Quantity	Unit Cost	Proposed Expenditure
OnRamp Materials for Students	150		$24,000
Laptops, Laptop Carts, IPADS/maintence/repair/insurance	300	600 per laptop	$180,000
Macintosh Computers to support video production and fine arts instruction (will also be available for school newspaper, ELA classes, etc.)	30.00	$1,000 per computer	$30,000
MIDI Interfaces and cables - connect MACS with in place electronic pianos (already purchased)			$3,200
Furniture for MAC Lab			$5,000
Book of the Month Program - selected text for each month to be read aloud /read by every student and will be used across all content areas	10 months X 430 students X $10	10 X 430 X $10	$43,000
Classroom Leveled Libraries - content area supplies such as videos, posters and other supplemental materials		35 classrooms X $500	$17,500
Summer Reading selected text with student interest focus	400 books X 2 months	800 x $5	$4,000
Poster Maker	1.00	$5,495.00	$5,495
Awards Maker	1.00	$2,495.00	$2,495
Profinish Laminator	1.00	$1,595.00	$1,595
Standard Poster Paper	6.00	$99.95	$600
Laminating Film	2.00	$280.00	$560

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

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

For your information, maximum direct cost base = $2,000,000.00

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

Employee Benefits		
	Subtotal - Code 80	$162,805
Benefit		**Proposed Expenditure**
Social Security		$49,255
Retirement	New York State Teachers	$53,550
	New York State Employees	
	Other - Pension	
Health Insurance		$60,000
Worker's Compensation		
Unemployment Insurance		
Other(Identify)		

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

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

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

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	$615,000
Support Staff Salaries	16	$110,000
Purchased Services	40	$794,750
Supplies and Materials	45	$317,445
Travel Expenses	46	
Employee Benefits	80	$162,805
Indirect Cost	90	
BOCES Services	49	
Minor Remodeling	30	
Equipment	20	
Grand Total		$2,000,000

Agency Code:

Project #:

Contract #:

Agency Name: Roosevelt UFSD

CHIEF ADMINISTRATOR'S CERTIFICATION

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

6/6/13
Date

Signature

Mr. Robert-Wayne Harris, Superintendent

Name and Title of Chief Administrative Officer

FOR DEPARTMENT USE ONLY

Funding Dates: _____ From _____ To

Program Approval: _____ Date: _____

Fiscal Year	First Payment	Line #

Voucher # _____ First Payment _____

Finance: Logged _____ Approved _____ MIR _____