Commissioner's Schools Dissemination Grant – Replication Grant for Low-Performing Schools

Progress Update: January 2015

Highest performing or high progress schools awarded Dissemination Grants through this competitive grant application process are designated as "Commissioner's Schools." Schools chosen for this honor exemplify autonomy, accountability and high performance. These schools have practices that are evidence-based, proven to advance student achievement and can be replicated by low performing schools. Five schools were awarded up to a maximum of $150,000 each year for two years and up to $300,000 for the entire grant period. Each Commissioner's Dissemination Grant School has been using grant funds to help up to four low-performing schools replicate their best practice(s). One dissemination school, Hamilton Central School, was not chosen by any Replication Schools, but was allowed to use 15% of their award to refine their own best practices. Grants began October 1, 2012 and were originally slated to end August 31, 2014. A no-cost obligation extension was granted for schools that chose to continue until June 30, 2015.

Replication Grants were awarded to fifteen lower-performing school districts to replicate the best practice(s) of the Commissioner's Dissemination Grant Schools at a low-performing school in their district. They have committed to working toward full implementation of the best practice(s) for which they are being mentored by a Commissioner's Dissemination Grant School. Mentoring is defined as providing direction and/or on- site support to include instructional planning, coaching, modeling and overall coordination to ensure the successful implementation of the best practice(s). A no-cost obligation extension was also granted for schools that chose to continue until June 30, 2015. Twelve of the fifteen Replication Schools chose to utilize the no-cost extension with their Dissemination Schools. Ithaca High School, Rochester #15, and Rochester #50 were the only schools that ended in June 2014.

Progress monitoring information is obtained through monthly check-in telephone calls with each individual school, interim conference calls with the partnerships and school, the submission of interim progress reports, and ongoing email communication with each individual school. The discussions during check-in telephone calls and interim conference calls are focused on partnership effectiveness, the impact of the best practices being implemented, and plans for the partnership moving forward. Schools are required to provide evidence of the impact of the best practices being implemented on their interim progress reports, and collection of this evidence is discussed during the telephone conversations.

The extent to which replication is taking place and how well the Dissemination Schools are continuously improving their own best practices is gauged through telephone conversations and the progress reports as noted above. Each of the Replication/Dissemination partnerships is functioning smoothly and is described as a positive

experience by each school. Some Dissemination Schools are even having Replication Schools provide guidance to them in areas that the latter are more advanced in. All four Dissemination Schools have expressed that they were surprised to learn and take away as much from their Replication Schools as they have. They all also expressed that working with their Replication Schools allowed them the chance to further refine their own best practices.

Site visits were conducted at all 15 replication schools during the months of March 2014 and April 2014 for further observation of the impact of the replicated practices. Findings from these visits indicate that all Replication Schools are implementing best practices from their Dissemination partner and are seeing results. Site visits were conducted in October 2014 and January 2015 to observe and participate in the collaboration between Dissemination and Replication schools. In October, collaboration between Dissemination School Marcus Whitman and Replication School Broadalbin-Perth was observed at Broadalbin. Collaboration between Dissemination School Saratoga Springs and all Replication Partners was observed at Central Square in October as well. In January, collaboration between Dissemination School New Hyde Park and Replication Schools Long Beach and Yonkers was observed. Collaboration between Dissemination School Carle Place and Replication School Cobleskill-Richmondville will be observed at the end of January.

The grant recipients are:

Dissemination School	Replication Partners			
Carle Place School District	Margaretville CSD	William Floyd UFSD	Cobleskill-Richmondville CSD	*No 4th partner*
Marcus Whitman/Gorham-Middlesex CSD	Harpursville CSD	Ithaca City SD	Lansing CSD	Broadalbin-Perth CSD
New Hyde Park-Garden City Park UFSD	Yonkers Public Schools	Long Beach Public Schools	Rochester City SD, School #15	Rochester City SD, School #50
Saratoga Springs City SD	Monroe-Woodbury CSD	Central Square CSD	Rochester City SD, School #29	Olean City SD

The best practices being disseminated and/or replicated, project activities being implemented, and the results/impact of the grant are listed for each partnership below. Quotes from both Replication and Dissemination participants regarding the impact of the grant are included as well.

Dissemination School: Carle Place School District	Replication Partner: Margaretville Central School District

Best Practices being disseminated/replicated:

- Alignment of curriculum with Common Core Learning Standards

- Support of educator teams for systematic interaction to review student data for instructional decision making, and to improve student outcomes

- Provide intentional and sustained professional development for faculty, district administrators, and the BoE to support implementation of data-driven decision making

- Establish, train, and utilize building Inquiry Teams and Teacher Teams for cohesion in development, implementation and monitoring of district plans

Project Activities

The Dissemination School has:

- Visited the Replication School and provided feedback on progress

- Hosted the Replication School and demonstrated best practices

- Provided regular e-mail and telephone communication to the Replication School

- Provided the Replication School with a variety of materials ranging from workshop materials, professional development materials and curriculum guides which included PowerPoint presentations and lesson plans

Results at the Replication School:

- Chromebooks are being used in all grade levels to assist in the implementation of Common Core Learning Standards

- Margaretville began their work on Data Driven Instruction with Dissemination partner Carle Place, in March 2014. Carle Place visited on March 10, 2014 and shared information regarding data as an instructional tool. Teachers at Margaretville are talking about data with one another as a result of this visit. Margaretville has also worked with BOCES on making teachers more comfortable with data and using data for instruction.

- Margaretville CSD has focused their Replication Grant work on Data Driven Instruction for 2014-15. Teachers are now discussing data more regularly with one another, something that was not happening prior to the grant.

Dissemination School: Carle Place School District	Replication Partner: William Paca Middle School, William Floyd UFSD

Best Practices being disseminated/replicated:

- A multi-tiered approach to assessment and data use to enable ongoing monitoring of student progress and adjustment of curricular, instructional, and professional development practices

- Supporting of educator teams (inclusive of district-level staff) for systematic interaction to collaborative planning, evaluate, and refine practices through common vertical and horizontal planning time

- Data inquiry sessions that replace typical BoE, administrative, faculty, department, and grade level meetings

- Targeted ongoing professional development to ensure fidelity of core practices

Project Activities:

The Dissemination School has:

- Visited the Replication School and provided feedback on progress

- Hosted the Replication School and demonstrated best practices

- Provided regular e-mail and telephone communication to the Replication School

- Provided the Replication School with a variety of materials ranging from workshop materials, professional development materials and curriculum guides which included PowerPoint presentations and lesson plans

Results at the Replication School:

- AIS is more individualized as a result of the multi-tiered approach to Assessment and Data Usage. 52% of students had already met their June goal for ELA in the winter, and 57% of students had already met their June goal for Math in the winter. Addition of the Winter checkpoint for NWEA this year has provided teachers with more useful and up-to-date data than in the past. Teachers are accessing various types of data on their students, and are providing individualized instruction based on these results and are making clear plans for moving forward. An unexpected outcome of the work associated with this grant is that teachers are now collaborating more than ever before on lesson plans, data analysis, and differentiated instruction.

- *"Partnering with the Carle Place School District has enabled William Paca to develop a stronger structure of shared leadership and collaboration across grade levels and departments. Utilizing Carle Place's Data Team protocol to facilitate School Inquiry Team and School leadership team meetings has enabled administrators and teachers to analyze student data (using various data reports such as State assessments data, NWEA MAP data and Common Core Module Assessments), identify student weaknesses and define interventions appropriate to meet the needs of students. The William Paca School Inquiry Team and leadership teams share information with teachers via department and grade level meetings. Meetings focus on discussion of instructional interventions, Common Core Standards and ELA and Math module implementation and student assessment and progress. Increasing William Paca's leadership and*

collaboration across grade levels and departments has assisted in shared: accountability, unit/lesson planning and analysis of student data leading all teachers to work collaboratively in order to increase student performance." ~ Mary Koehler, Federal Grants Administrator, William Floyd UFSD

Dissemination School: Carle Place School District	Replication Partner: William H. Golding Middle School, Cobleskill-Richmondville CSD

Best Practices being disseminated/replicated:

- Alignment of curriculum with Common Core Learning Standards
- Support of educator teams for systematic interaction to review student data for instructional decision making, in order to improve student outcomes
- Provide intentional and sustained professional development for faculty, district administrators, and the BoE to support implementation of data-driven decision making
- Establish, train, and utilize building Inquiry Teams and Teacher Teams for cohesion in development, implementation and monitoring of district plans

Project Activities:

The Dissemination School has:

- Visited the Replication School and provided feedback on progress
- Hosted the Replication School and demonstrated best practices
- Provided regular e-mail and telephone communication to the Replication School
- Provided the Replication School with a variety of materials ranging from workshop materials, professional development materials and curriculum guides which included PowerPoint presentations and lesson plans

Results at the Replication School:

- Conversations during team meetings are more data driven than in the past, and meetings are more focused.
- Students are involved in their own target and goal setting.
- 100% of teachers are implementing changes associated with the grant and Data Driven Instruction. More teachers are utilizing posted daily learning objectives and monitoring them via "ticket out" strategies.
- Fewer students are seen with multiple courses on the failing list compared to the same time last year. Students in every grade have demonstrated progress on NWEA assessments. Data is showing that the gap is closing between Cobleskill-Richmondville students and the normed group. Targets set by teachers in the beginning of the 2013-14 school year are being exceeded.
- Cobleskill-Richmondville CSD has expressed that their conversations are far more data driven than in the past and students are now involved in their own target and goal setting. Fewer students were on the

multiple course failing list in 2013-14 than in 2012-13. Targets set by teachers in the beginning of 2013-14 were exceeded.

Dissemination School: Marcus-Whitman/ Gorham Middlesex CSD	Replication Partner: W.A. Olmstead Elementary, Harpursville CSD

Best Practices being disseminated/replicated:

- Target-Driven Teaching/Data-Driven Instruction
- Response to Intervention

Project Activities:

The Dissemination School has:

- Visited the Replication School and provided feedback on progress
- Hosted the Replication School and demonstrated best practices
- Provided regular e-mail and telephone communication to the Replication School
- Provided professional development and follow-up support to the Replication School on Target-Driven Teaching with Les Loomis from Results First

Results at the Replication School:

- The new approach to data at Harpursville Central School District has gone beyond W.A. Olmstead Elementary school. It has created a systemic change for the entire district. As a result of the work done with this grant the district has set five targeted goals.   A reduction in course failures from grades 3-6 has been seen compared to the same time last year.
- Fourth grade teacher Kelli Parsons commented that due to the Flood Model being used for guided reading now, there has been no regression seen this year at all. First grade teacher Mary Sylvia Green shared that the first grade team is happy with the progress their students are making with the incorporation of the Flood Model.
- Overall morale in the building as improved and a positive climate has been brought back.
- Teachers are now seeking each other out and discussing their teaching efforts to better determine what can be done to help struggling students.
- Harpursville CSD has adopted the new approach to data not only in W.A. Olmsted Elementary, but district wide. The grant has also resulted in the district as a whole setting 5 district-wide targeted goals. A reduction in course failures has been seen in 2013-14 compared to 2012-13. Overall morale in the building has improved and a positive climate has been brought back. Teachers are now going to each other for support, something that did not happen in the past.
- *"I thought that I would share some of the things we have enjoyed the most from the Replication Grant.*

> *First, we have enjoyed a great connection to the Marcus Whitman staff with our own staff. From the initial meeting we just "hit it off" and the staff members were able to make connections from this meeting forward. The Whitman staff has been great to work with and they approach situations in a manner that are very helpful without seeming like they have all the information or the "only" information. Our collaboration has many times gone beyond the school walls and staff has been in contact via email to see what others are doing in response to the curriculum efforts on the part of the State. That ability to see and hear what others are doing to tackle this incredible paradigm shift has been very helpful in reassuring both staffs that we are still able to our own training as professional educators and not lose sight of ever rigorous standards and the students' needs in this process. In short, we have not only gained a mutual educational resource but a group of friends who we collectively share information for the benefit of the students in both the Harpursville and Marcus Whitman Districts, where best practice and professional learning are occurring via sharing of ideas and materials. Next step we foresee will be getting students to connect in a digital format! I think we have hit a homerun with this partnership as the districts have come together so closely to share their information and resources, we will no doubt continue to share information and resources even after all grant funds have been exhausted for many years to come!"*

~Josh Quick, Principal, W.A. Olmstead Elementary

Dissemination School: Marcus-Whitman/ Gorham Middlesex CSD	Replication Partner: Ithaca High School, Ithaca City SD

Best Practices being disseminated/replicated:

- Target Driven Teaching/Data-Driven Instruction

Project Activities:

The Dissemination School has:

- Visited the Replication School and provided feedback on progress
- Hosted the Replication School and demonstrated best practices
- Provided regular e-mail and telephone communication to the Replication School
- Provided professional development and follow-up support to the Replication School on Target-Driven Teaching with Les Loomis from Results First

Results at the Replication School:

- Pockets of teachers and some departments are taking great advantage of shorter cycles of target setting and intervention. Plans to encourage the rest of the staff are in progress.
- A reduction in the numbers of D's and F's from the first and second quarters of 2012-2013 to the first and second quarters of 2013-2014 has been realized. There has been a dramatic increase in the amount of students receiving AIS from 2012-2013 to 2013-2014. The number of students who have reached mastery level has shown an increase in grades 9-12 from 2012-2013 to 2013-2014. The culture at Ithaca High

School has begun changing to a culture of intervention.

- Ithaca HS has expressed that as a result of this grant they now track student progress more frequently and consistently, allowing them to adjust targets and interventions on a more regular basis. There was a dramatic increase in the amount of students receiving AIS from 2012-2013 to 2013-2014. An overall reduction in the numbers of D's and F's from 2012-2013 to 2013-2014 has been realized in grades 9-12. The most notable change was in 12th grade where the average number of failures dropped from 192 in 2012-13 to 147 in 2013-14. The number of students who have reached mastery level has shown an increase in grades 9-12 from 2012-2013 to 2013-2014 as well. The average final scores for all core classes also increased from 2012-13 to 2013-14.

- *"As building instructional leaders, we normally review data on student learning using 5 and 10 week grades. However, we usually review the data as individual departments. This year we changed the way we process data due to the reporting requirements and the site visits/meetings funded through the Replication Grant. In preparation for and during those meetings we were prompted through our Dissemination partner and Les Loomis to review the data: 1) as a group, allowing us to leverage good instructional practices across departments, 2) in comparison with previous years, giving us better perspective, and 3) more frequently, tracking progress relative to the expanded targeted intervention system we put into place across departments. Some department systems were much more successful than others and we knew this much sooner than in the past when we had to wait for final grades. This allowed us to make modifications more quickly."* ~Janet Abowd, Project Lead, Ithaca HS

Dissemination School: Marcus-Whitman/ Gorham Middlesex CSD	Replication Partner: Lansing Middle School, Lansing CSD
Best Practices being disseminated/replicated: • Target-Driven Teaching/Data-Driven Instruction • Response to Intervention	

Project Activities:

The Dissemination School has:

- Visited the Replication School and provided feedback on progress
- Hosted the Replication School and demonstrated best practices
- Provided regular e-mail and telephone communication to the Replication School
- Provided professional development and follow-up support to the Replication School on Target-Driven Teaching with Les Loomis from Results First

Results at the Replication School:

- The results gathered from assessments at Lansing are now immediately used to direct the choices of continued learning targets for students the following quarter. The way in which students view themselves

has changed as a result of Target Driven Teaching. Formative assessments focusing on what students already know and what they need to work on rather than simply getting a grade has created this shift. Students have come to expect learning outcomes, standards, and targets, and a shift in the language of the students has been observed in the classroom

- Lansing CSD has expressed that students have come to expect learning outcomes, standards, and targets as the norm. Staff have observed a shift in the language of the students in classrooms around targets and goals. There has been a noticeable shift in utilizing formative assessments rather than simply giving grades.

Dissemination School: Marcus-Whitman/ Gorham Middlesex CSD	Replication Partner: Broadalbin-Perth Middle School, Broadalbin-Perth CSD
Best Practices being disseminated/replicated: - Target-Driven Teaching/Data-Driven Instruction - Response to Intervention	

Project Activities:

The Dissemination School has:

- Visited the Replication School and provided feedback on progress
- Hosted the Replication School and demonstrated best practices
- Provided regular e-mail and telephone communication to the Replication School
- Provided professional development and follow-up support to the Replication School on Target-Driven Teaching with Les Loomis from Results First

Results at the Replication School:

- Failures at Broadalbin-Perth Middle School have dropped 30% from this time last year. The Middle School Data Dashboard is being shared with all staff for the first time and being discussed at faculty meetings. Some students who are not technically being "targeted" by staff are seeking out guidance from staff on their own. Other students are being reached by staff because they are joining their peers when they are being mentored by staff. The changes initiated at Broadalbin-Perth Middle School are not remaining school-specific, but are spreading throughout the entire district, with professional development on DDI being offered to all district staff. Distributed leadership is another outcome of this grant, with efforts being sustained by all teachers, not just the principal. Superintendent Stephen Tomlinson believes the changes that have come out of this grant are sustainable not only at the Middle School, but for the district as a whole.

- The promising practice they are seeing the biggest impact from is data driven instruction/target driven teaching. Superintendent Stephen Tomlinson shared that these practices have not only changed the middle school, but he is spreading these changes to the entire district. STO staff sat in on a few team

meetings with Principal Wayne Bell and all of the staff expressed huge changes from the past to how they are currently targeting students. It was very clear from all of the conversations we had with staff that there is a more positive and proactive focus on conversations around students now and that they were excited about the future with these changes. Stephen Tomlinson expressed that this Replication Grant has had a strong impact on the school and district and that he feels grants like this one have the potential for the most sustainable change. He talked about the impact a grant like this could have across New York State, and feels it is important to offer it again in order to help build collaborative relationships between schools districts. He feels so strongly about the impact of this grant that he has partnered with the district's communication department to put together a video demonstrating the impact this grant has had on both staff and students. The video can be found at the following link:

https://www.youtube.com/watch?v=k-fNskbC7Ds&feature=youtu.be

- *"This process has benefitted the Broadalbin-Perth MS tremendously. The grant has allowed us resources, such as Dr. Les Loomis and the Dissemination School, Gorham Middlesex. Through these resources, we have been able to develop and maintain a clear focus on goals and implement a unified pathway/process to assist us in achieving those goals. Working collaboratively with the staff at Gorham Middlesex, we were able to see evidence of how the Results System works. Gorham Middlesex has been our mentor in this process and has provided us with what has worked for them and what has not. They helped us in the process of targeting students and following through on actions leading to academic success. We have received resources to assist us in refining our RTI process. This grant has provided us the tools and resources to better reflect on our past practices, improve our culture of the building, and become more focused regarding the process of improving student achievement. Through meetings, workshops, and/or monthly phone calls or e-mails, we have become more accountable and are taking ownership of our results (good or not so good)."* ~Wayne Bell, Principal, Broadalbin-Perth Middle School

Dissemination School: New Hyde Park-Garden City Park UFSD	Replication Partner: Lincoln High School, Yonkers Public Schools
Best Practices being disseminated/replicated:	
- Technology infusion to support the Common Core Learning Standards - Response to Intervention - Multi-modality Instruction/Differentiation of Instruction	
Project Activities:	
The Dissemination School has: - Visited the Replication School and provided feedback on progress - Hosted the Replication School and demonstrated best practices	

- Provided regular e-mail and telephone communication to the Replication School
- Provided professional development and follow-up support to the Replication School on integration of technology for Common Core Learning Standard implementation and differentiated instruction

Results at the Replication School:

- Staff reported a significant increase in technology usage, with 90% reporting incorporating technology in their classrooms this year compared to 30% last year. Leadership has cited Smart Responders, PRO, SMART Boards, iPads, and Apple TVs as the technology that is being used regularly in classrooms now. The 9th grade Smaller Learning Community has been implementing a variety of strategies in literacy gained from training with New Hyde Park, such as manipulatives, graphic organizers, colored lenses, and pipes which aid in hearing pronunciation.
- Professional development is offered after school on Wednesdays, and is used as a chance to turnkey information learned from sessions with New Hyde Park. This is also a chance for teachers to share best practices with colleagues and address 21st Century teaching and learning skills. There are usually about twenty teachers in attendance, and they are invited based on need for particular topics.
- Lincoln High School has reported that 90% of their staff was incorporating technology in their classrooms in 13-14 and continuing into 14-15 compared to 30% in 12-13 prior to the grant.

Dissemination School: New Hyde Park-Garden City Park UFSD	Replication Partner: Long Beach Middle School, Long Beach Public Schools

Best Practices being disseminated/replicated:

- Technology infusion to support the Common Core Learning Standards
- Multi-modality Instruction/Differentiation of Instruction

Project Activities:

The Dissemination School has:

- Visited the Replication School and provided feedback on progress
- Hosted the Replication School and demonstrated best practices
- Provided regular e-mail and telephone communication to the Replication School
- Provided professional development and follow-up support to the Replication School on integration of technology for Common Core Learning Standard implementation and differentiated instruction

Results at the Replication School:

- The focus of technology implementation with this grant has been on the special education (SPED) or students with disabilities (SWD) population of the school, with mostly SPED and reading teachers participating in the grant initiative.
- All SPED teachers have received training on iPads and are using them on a regular basis in their classrooms. An average Gain in Reading Level of 0.4 has been seen since the students began using Power

Reading Online (PRO) in December, 2013. An Average Student Fluency Fact gain of 25.9 facts has been seen since the students began using Reflex Math in the beginning of February, 2014.

- Long Beach Middle School has seen gains in reading levels and fact fluency levels since the incorporation of Power Reading Online and Reflex Math, both programs introduced by New Hyde Park.

Dissemination School: New Hyde Park-Garden City Park UFSD	Replication Partner: Helen Montgomery School #50, Rochester City SD

Best Practices being disseminated/replicated:

- Technology infusion to support the Common Core Learning Standards
- Response to Intervention
- Multi-modality Instruction/Differentiation of Instruction

Project Activities:

The Dissemination School has:

- Visited the Replication School and provided feedback on progress
- Hosted the Replication School and demonstrated best practices
- Provided regular e-mail and phone communication to the Replication School
- Provided professional development and follow-up support to the Replication School on integration of technology for Common Core Learning Standard implementation and differentiated instruction

Results at the Replication School:

- During NYSED staff observations of a pull-out ELA group on a site visit, teacher Lea Capella shared that growth in student achievement through Power Reading Online usage is now evident. School leadership stated teachers participating in professional development opportunities at New Hyde Park are implementing new strategies immediately upon their return. While observing a 4th grade teacher, Meredith Meyer's, she expressed that the professional development she has participated in at New Hyde Park regarding math instruction has made a great impact on her teaching. Through the use of Hess' Cognitive Rigor Matrix, Meredith was able to determine that she had only been teaching at a level 2, and had already made major adjustments to increase the rigor in lessons. She continued with the second part of the training the following day along with other teachers.
- IXL and PRO are being utilized to provide intervention to students as well as data to teachers. Positive results have been seen with both of these programs and the school plans on using them again for 2014-15.
- Rochester #50 expressed that the ability to hire an Instructional Technology Coach through the grant enabled them to provide a deeper level of professional development than ever before, and as a result, changes in instruction were evident almost immediately.

- *"There have been many beneficial aspects of the partnership between NHP and our two schools #15 and #50. The two that rise to the top would be: The ability to have Instructional Technology and Building Technician staff in the two schools at least two days a week, per school, to support the building staff and students with integrating technology into teaching and learning. Teachers greatly appreciate the fast response to technology issues for both themselves and their students, in addition to the coaching, modeling support provided to them. The grant provided a forum for teachers and administrators to view, discuss and share best teaching, learning and administration practices with one another, which then resulted in improved teaching and learning opportunities for students, teachers and administrators."*
~Peter Hilling, Instructional Technology Coach, Rochester CSD

Dissemination School: New Hyde Park-Garden City Park UFSD	Replication Partner: The Children's School of Rochester #15, Rochester City SD

Best Practices being disseminated/replicated:

- Technology infusion to support the Common Core Learning Standards
- Response to Intervention
- Multi-modality Instruction/Differentiation of Instruction
- Data-Driven Instruction

Project Activities:

The Dissemination School has:

- Visited the Replication School and provided feedback on progress
- Hosted the Replication School and demonstrated best practices
- Provided regular e-mail and telephone communication to the Replication School
- Provided professional development and follow-up support to the Replication School on integration of technology for Common Core Learning Standard implementation and differentiated instruction

Results at the Replication School:

- The greatest impact regarding Response to Intervention is the use of technology for academic interventions as well as for data collection for teachers. IXL.com is being used for math support and data collection in 6th grade currently and starting to spread to the other grades. Power Reading Online/PRO is being used as an intervention program for fluency practice as well as data collection for teachers. Lexia is a phonics-based online intervention program that also serves as data collection for teachers. Raz-Kids is an app being used on iPads that focuses on reading and comprehension, with an option for students to record themselves reading for teachers to listen to.
- Principal Piper shared that the 3rd and 6th grade teams are using technology interventions with the most success, and scores for those grades reflect this. In contrast, the 1st and 4th grade teams are struggling the

most with using technology interventions and, in turn, have the lowest scores. The idea of modeling the 3rd and 6th grade teachers for the others in the building is being developed.

- Rochester #15 expressed that the ability to hire an Instructional Technology Coach through the grant enabled them to provide a deeper level of professional development than ever before, and as a result, changes in instruction were evident almost immediately.

- *"There have been many beneficial aspects of the partnership between NHP and our two schools #15 and #50. The two that rise to the top would be: The ability to have Instructional Technology and Building Technician staff in the two schools at least two days a week, per school, to support the building staff and students with integrating technology into teaching and learning. Teachers greatly appreciate the fast response to technology issues for both themselves and their students, in addition to the coaching, modeling support provided to them. The grant provided a forum for teachers and administrators to view, discuss and share best teaching, learning and administration practices with one another, which then resulted in improved teaching and learning opportunities for students, teachers and administrators."*
~Peter Hilling, Instructional Technology Coach, Rochester CSD

Dissemination School: Saratoga Springs City SD	Replication Partner: Monroe-Woodbury Middle School, Monroe-Woodbury CSD

Best Practices being disseminated/replicated:

- Establish an assessment framework

- Improve parent involvement

- Enhance Response to Intervention

Project Activities:

The Dissemination School has:

- Visited the Replication School and provided feedback on progress

- Hosted the Replication School and demonstrated best practices

- Provided regular e-mail and telephone communication to the Replication School

- Provided professional development and follow-up support to the Replication School on Common Core implementation

Results at the Replication School:

- Teachers at Monroe-Woodbury Middle School have been working on the implementation of Common Core close reading, student engagement, and accountable talk through professional development opportunities, peer coaching and modeling, and shared classroom anchor charts, all led and developed by Maria Boller. The support provided by Ms. Boller varies depending on teacher's needs and requests, but

usually starts with a pre-conference, followed by modeling or co-teaching a lesson, and ends with feedback. Ms. Boller does this cycle more than once with teachers, focusing on different skills if necessary.

- Of the 20 ELA classrooms in the school, 12 are utilizing the anchor charts which support the work surrounding close reading and collaborative/accountable talk. An increased used of protocols to encourage student engagement has been noted in classroom observations. Fourteen out of twenty teachers attended a recent professional development session that was offered to during prep time. Overall, there is an increase in interest to participate in professional development opportunities. NYSED observed students engaging in deep thinking, problem solving, and close reading strategies both independently and in group settings.

- Monroe Woodbury has expressed that one of the most valuable parts of this process was opening them up to the idea of reaching out to other schools in general. They have forged partnerships with multiple other schools outside the scope of the grant in the past year as a result. Their ability to hire an instructional coach for imbedded professional development and mentorship has also led to immediately visible changes in classroom instruction.

- *"There have been many amazing things that have occurred with our participation with the replication grant. The first is the inspiration to reach out to other schools besides Saratoga to open up meaningful conversations about best practices. We have been so lucky to collaborate with four other school districts. To see what they are doing and looking at various techniques through a variety of different lenses has helped our team to support our teachers. The peer coaching has been very important in our building. The staff members that have been exposed to this have truly increased their engagement of teaching. I observed many of those that are involved with the peer coaching last year. I easily could see the change in their presentation of information and increase student engagement. Many of these teachers went from a lecture style to implementing a number of cooperative learning techniques as well as implementing strategies to engage students in higher level thinking. I attribute these great strides to Maria and her ability to analyze teachers' styles as well as comfort levels. Our visits with Saratoga have been outstanding. The sharing of ideas and brainstorming together have led to a few changes in our school. We relay our conversations to our central administrators which are helping us set goals for our future. I personally have learned a tremendous amount from the experience. Maria and I met weekly during the year to discuss the work that we were doing through the grant. Her background in ELA and her willingness to support me and the other administrators has impacted our students and staff. I am very thankful that I and the middle school are able to be part of the grant."* ~ John Kaste, Principal, Monroe Woodbury Middle School

Dissemination School: Saratoga Springs City SD	Replication Partner: Adlai E. Stevenson School #29, Rochester City SD

Best Practices being disseminated/replicated:

- Establish an assessment framework

- Improve parent involvement

- Enhance Response to Intervention

Project Activities:

The Dissemination School has:

- Visited the Replication School and provided feedback on progress

- Hosted the Replication School and demonstrated best practices

- Provided regular e-mail and phone communication to the Replication School

- Provided professional development and follow-up support to the Replication School on Common Core implementation and Response to Intervention

Results at the Replication School:

- As a result of visiting Caroline Street Elementary School in Saratoga Springs, the Adlai E. Stevenson School #29 has implemented grade level intervention meetings. They have changed their meeting structure to now focus entirely on intervention. As a result of the grant, a Fountas & Pinnell intervention program is being utilized for 1st, 2nd, and 3rd grades this year. The grant has also allowed them to fund a Reading Teacher position, expanding the Tier III intervention services they are able to provide to approximately twice the number of students.

- Rochester #29 has implemented grade level intervention meetings as a result of this grant. Their meeting structure has changed to focus entirely on intervention. They are working toward a more distributed leadership model moving forward.

- *"I always find any opportunity to share practices with other professionals beneficial. It has been rewarding to see another district's best practices in action and then follow that visit up with repeated conversations and idea sharing."* ~ Tanya Wilson, Principal, Rochester #29

Dissemination School: Saratoga Springs City SD	Replication Partner: Central Square Intermediate, Central Square CSD

Best Practices being disseminated/replicated:

- Establish an assessment framework

- Improve parent involvement

- Enhance Response to Intervention

Project Activities:

The Dissemination School has:

- Visited the Replication School and provided feedback on progress

- Hosted the Replication School and demonstrated best practices

- Provided regular e-mail and phone communication to the Replication School

- Provided professional development and follow-up support to the Replication School on Common Core implementation

Results at the Replication School:

- The CSI Instructional Team has been formed as a result of this grant and includes the Principal, Psychologist, AIS teacher, SPED teacher, Curriculum Consultant, and one teacher from each grade level. This team meets weekly with grade and department teams, with one week a month focused on analyzing data and one week focused on professional development around Data Driven Instruction. Tools created for Data Driven Instruction as a direct result of the work with this grant include the "*Growth Guide*" in the cloud, the "*RtI Decision-making Chart*", and the "*CSI Interventions Inventory*".

- The "*Growth Guide*" allows classroom teachers and intervention providers to view the same data and progress monitoring information without having to find the time to meet. The "*RtI Decision-Making Chart*" and "*Interventions Inventory*" have reduced response time drastically, allowing interventions to occur immediately now. There is no longer the need to wait weeks for a meeting to happen in order to decide which interventions to provide students with.

- As a result of the promising practices associated with Data Driven Instruction as described above, a distributed leadership model and capacity building of instructional staff has occurred at Central Square Intermediate as well.

- Central Square has formed an Instructional Team as a result of this grant. The team met weekly with grade and department teams to analyze data and provide professional development on Data Driven Instruction. The team created a "Growth Guide". RTI Decision-Making Chart", and an "Interventions Inventory", allowing a drastic reduction in response time to students in need and interventions to occur almost immediately. A distributed leadership model has occurred as well as building the capacity of instructional staff in the building.

- *"I wanted to take the time to let everyone know that, due to your hard work over the past 2 years+, CSI is*

no longer a LAP (Local Assistance Plan) school. We are a "School in Good Standing". This means that for the second year in a row, our special education and AIS students made AYP and we have been removed from the State watch list. Congratulations!! Now, I want to challenge everyone to continue to improve what we do here. We have made great strides, but we can't become complacent. With the skills, eagerness to learn and dedication I am seeing from the CSI team, I believe we can turn heads at the State level once again, but this time they will want to come look at our practices to see why we are performing so well. Our Guided Reading instruction is now a focus and has the potential to propel our students into uncharted territory. With higher reading levels, comes better math comprehension and higher overall performance. The way I see it, we are standing together – not at the end of a negative era at CSI – but at the beginning of a great one!! I can't wait to see what we can accomplish when we all pull hard together to do what is best for kids!" ~E-mail from Brent Bowden, Principal, Central Square Intermediate School, to his staff

Dissemination School: Saratoga Springs City SD	**Replication Partner:** Olean Intermediate Middle School, Olean City SD

Best Practices being disseminated/replicated:

- Establish an assessment framework
- Improve parent involvement
- Enhance Response to Intervention

Project Activities:

The Dissemination School has:

- Visited the Replication School and provided feedback on progress
- Hosted the Replication School and demonstrated best practices
- Provided regular e-mail and telephone communication to the Replication School
- Provided professional development and follow-up support to the Replication School on Common Core implementation

Results at the Replication School:

- Grades 4 and 5 have implemented interim assessments in ELA and Math. Teachers are now analyzing data using multiple data points. Results are showing that student scores are increasing as more interim assessments are administered.
- Results from the STAR Winter Benchmark in Math and Reading were used to drive data meetings in which data was analyzed and instructional decisions were made.
- In addition to their work with Dissemination partner, Saratoga Springs, Olean is working with their local BOCES on RtI development as well as through participating in NYSED's Response to Intervention Personnel Development Project.

- A new Parent Engagement Committee has been developed and meets to discuss several parent engagement programs. The 1000 Reads Book Club will be implemented in the beginning of the 2014-15 school year. Student-led parent conferences are being explored for the 2014-15 school year.
- Common Core alignment continues, with teachers given a staff development day as well as additional release time to work on curriculum mapping
- Olean CSD has expressed that student scores continued to increase with more regular interim assessments being administered. Moving forward, they are continuing to implement more parent engagement programs. They will be implementing student-led conferences in 14-15.

Quotes from Dissemination School Participants:

"The most beneficial factor as a Dissemination School is the networking where you discover alternate ways of doing the same things and better programs to reach the same goal, ex. Brain Honey software(taken from Rochester)." ~Robert Katulak, Superintendent, New Hyde Park-Garden City Park UFSD (Dissemination School)

"This grant has been beneficial because it has led to reflection on what exactly are the "best practices" that are replicable by others--outside and within the district. This partnership has allowed our teachers to grow as leaders. We have learned as much from our partner schools as they have learned from us." ~Freya Mercer, K-12 Director of Humanities Integration, Saratoga Springs (Dissemination School)

"Being a part of this grant has allowed our District many opportunities we wouldn't have otherwise. It has allowed us to work with other districts, which is very powerful based on all of the strategies and programs that have been shared amongst us. We are able to get additional training in the areas of RtI and DDI, which is important to our teachers and administrators to further their knowledge and skills, which ultimately benefits our students. Working with others not only benefits us from a collaborative perspective, but also from an accountability perspective. Marcus Whitman thanks you for this opportunity." ~Jeramy Clingerman, Superintendent, Marcus Whitman-Gorham Middlesex CSD (Dissemination School)

"I feel that being a part of the grant has benefitted the district in several ways. First I believe that those staff involved with the replication schools have had the opportunity to engage in collegial discourse that has benefitted both districts. There has been an exchange of ideas which have been discussed and put into practice. Secondly, I believe that we have been able to genuinely help districts move forward using the idea that it is okay to change and try new practices (using data) and if the ideas/practices aren't working to try something else without fear. Finally, I believe that this opportunity has provided validation to our staff that they are doing good things for students here at Marcus Whitman." ~Al DeGroote, Project Lead, Marcus Whitman-Gorham Middlesex CSD (Dissemination School)

"Personally, I have met some wonderful people. The three Replication schools we are working with are staffed with smart, committed people who are dedicated to getting the best possible results for their students. Although I converse with colleagues on Long Island, and see them at conferences on occasion, it has been nice to meet Superintendents and teachers from different walks of "education life."   The back and forth communication has been very helpful to me in my current role as Assistant Superintendent. Different perspectives, opinions, viewpoints have helped me to grow, and I have enjoyed making friends with the "point people" in each district. Also, to a person, each Superintendent I have worked with (including my own) has been supportive of the grant's mission and has taken time out of their crazy-busy schedules to make sure that we have what we need for the dissemination of best practices. Road trips to Margaretville and Cobleskill helped our own administrators to grow closer. Finally, although I have not yet met Lisa Martin/Robinson in person, she has been an invaluable part of the successful implementation of this grant. She is calm, focused and so organized, no matter what gets thrown at her. Speaking with her once a month has helped us to really plan out what we will be doing with each of our partners. Plus, she always makes me laugh at some point in our conversation, and that's a good thing, too.

Professionally, our own "best practices" have gotten even better. The saying about how "If you really want to know something, teach it to others," is very true for Carle Place. I have enjoyed learning more about data analysis of ALL kinds, and I think my principals have really kicked up their own knowledge as well. We are excited about sharing our learnings with our Replication partners and now I have several individuals who qualify as "data experts." The teachers have especially enjoyed meeting others from across the state and seem to take pride in being well-prepared for visitations. Sharing their knowledge and expertise about Common Core curriculum as they themselves were learning about it gave them a sense of responsibility for student learning that went beyond just our own students.

That's probably the best thing about this grant – the potential to make a difference for so many students. It's why I went into education and I'm sure I can say the same for the Replication partners. If even one teacher or one district can use just one idea or tool that we share, we have done well.   By the end of this grant I think it will be more than "one" in each of those areas – and I hope that the partnerships continue now that those bonds have been formed."
~Christine Finn, Assistant Superintendent for Instruction and Personnel, Carle Place UFSD (Dissemination School)