

Please complete all that is required before submitting your application.

## Page 1

### Select District (LEA) Name:

Listed alphabetically by District

280201030000 HEMPSTEAD UFSD

### Select School Name:

Listed alphabetically by school name (Priority Schools followed by Focus Schools)

280201030007 HEMPSTEAD HIGH SCHOOL

### Lead Contact (First Name, Last name):

Stephen Strachan

### Title (for Lead Contact)

Principal

### Phone number:

516-434-4201

### Fax number:

516-292-7775

### Email address:

[sstrachan@hempsteadschools.org](mailto:sstrachan@hempsteadschools.org)

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

9 to 12

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

2100

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**School Address (Street, City, Zip Code):**

201 President Street Hempstead New York 11550

**Status of School:**

For electronic review purposes, please select the best descriptor for the status of the school.

Priority School - no prior funding of SIG 1003g/SIF

**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.

NOTE: Please be certain that the selection chosen here in ReviewRoom matches the signed application cover page that is submitted in hardcopy. If there is a discrepancy, the signed application cover page will be used to identify the model chosen for submission.

Transformation

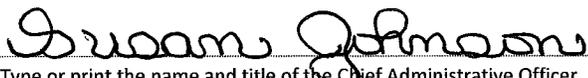
New York State Education Department  
Application Cover Sheet  
School Improvement Grant (SIG) 1003[g]

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

<b>District (LEA)</b>		<b>LEA Beds Code:</b>	
Hempstead Public Schools		28020201030000	
<b>Lead Contact (First Name, Last Name)</b>			
Dr. Stepehn Strachan			
<b>Title</b>	<b>Telephone</b>	<b>Fax Number</b>	<b>E-mail Address</b>
Associate Superintendent for Secondary Curriculum and Instruction	( 516 ) 434-4201	( 516 ) 292-7885	sstrachan@hempsteadschools.org
<b>Legal School Name for the Priority School Identified in this Application</b>		<b>School Beds Code</b>	
Hempstead High School		28020201030007	
<b>Grade Levels Served by the Priority School Identified in this Application</b>		<b>School NCES #</b>	
9,10,11,12, ungraded secondary		3614130	
<b>Total Number of Students Served by the Priority School Identified in this Application</b>		<b>School Address (Street, City, Zip Code)</b>	
2100		201 President St. Hempstead, NY 11550	
<b>School Model Proposed to be Implemented in the Priority School Identified in this Application</b>			
<b>Turnaround</b> <input type="checkbox"/>	<b>Restart</b> <input type="checkbox"/>	<b>Transformation</b> <input checked="" type="checkbox"/>	<b>Innovation Framework</b> <input type="checkbox"/>
<b>Closure</b> <input type="checkbox"/>	<b>Evidence-based</b> <input type="checkbox"/>	<b>Early Learning Intervention</b> <input type="checkbox"/>	<b>College</b> <input type="checkbox"/>
			<b>Community</b> <input type="checkbox"/>
			<b>Career</b> <input type="checkbox"/>

**Certification and Approval**

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

<b>CHIEF ADMINISTRATIVE OFFICER</b>	
Signature (in blue ink)	Date
	07-21-15
Type or print the name and title of the Chief Administrative Officer	
Susan Johnson, Superintendent of Schools	
DO NOT WRITE IN THIS SPACE	

**SIG SUBMISSION CHECKLIST - Turnaround, Restart, Transformation, Innovation Framework, Evidence-based  
and Early Learning Intervention Models**

Documents for Submission	Checked – applicant	Checked – SED
Application Cover Sheet <i>(with original signatures in blue ink)</i>	✓	<input type="checkbox"/>
Proposal Narrative <i>(Including District-level Plan, School-level Plan)</i>	✓	<input type="checkbox"/>
Attachment A Consultation and Collaboration Form (required)	✓	<input type="checkbox"/>
Attachment B (required) School-level Baseline Data and Target Setting Chart	✓	<input type="checkbox"/>
Attachment C Evidence of Partner Effectiveness Chart	✓	<input type="checkbox"/>
Attachment D Budget Summary Chart	✓	<input type="checkbox"/>
FS-10 Form for Year-One Implementation Period. FS-10 available here: <a href="http://www.oms.nysed.gov/cafe/forms/">http://www.oms.nysed.gov/cafe/forms/</a>	✓	<input type="checkbox"/>
Budget Narrative	✓	<input type="checkbox"/>
Memorandum of Understanding <i>(required only if proposing Restart or Innovation model)</i>	<input type="checkbox"/>	<input type="checkbox"/>

M/WBE Documents Package (containing original signatures)			
<input checked="" type="checkbox"/> Full Participation <input type="checkbox"/> Request Partial Waiver <input type="checkbox"/> Request Total Waiver			
Type of Form	Full Participation	Request Partial Waiver	Request Total Waiver
M/WBE Cover Letter	✓	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 100 Utilization Plan	✓	<input type="checkbox"/>	N/A
M/WBE 102 Notice of Intent to Participate	✓	<input type="checkbox"/>	N/A
EEO 100 Staffing Plan and Instructions	✓	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 105 Contractor’s Good Faith Efforts	N/A	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 101 Request for Waiver Form and Instructions	N/A	<input type="checkbox"/>	<input type="checkbox"/>
<b>SED Comments:</b> Has the applicant submitted all of the documents listed above? <input type="checkbox"/> Yes <input type="checkbox"/> No			
Reviewer: _____		Date: _____	

## **I. District-level plan**

### **I. A. District Overview**

#### **I. A. i. Theories of Action Guiding District Strategies to Support Lowest Achieving Schools**

The Hempstead Union Free School District (HUFSD) is identified as a Focus School District. HUFSD is committed to the implementation of New York State's Regent Reform Agenda as a means to bring about school improvement at all HUFSD schools to help all students prepare for post-secondary success. The district is in the process of aligning all its resources with the elements of the Regents Reform Agenda: the implementation of the New York State P-12 Common Core Learning Standards (CCLS); Teacher and Leader Effectiveness (TLE) through the implementation of a comprehensive Annual Professional Performance Review (AAPR) system; Data-Driven Instruction (DDI) to design teaching and learning around the needs of staff and students; Professional Development for school leaders and the teaching staff; and Parental Portal to increase engagement and community amongst parents, teachers, and school leaders designed to build parents comprehension of the reform initiatives, and to track and support their child's academic needs and progress.

HUFSD's overall vision for preparing students for college and career are aligned to the President Obama's goals under the Race to the Top initiative. It is the district's responsibility to ensure every school has an effective leader and every classroom has an effective teacher, which will ensure every child can learn and achieve to his or her full potential. This effort begins with an intentional Professional Development Plan built on data collected for student performance and teacher practice. In order to reach our district-wide goals of preparing every student for college and careers, HUFSD is:

- Employing a strong core instructional program that will provide the framework for highly-effective instruction and equal access to academic opportunities for all students to occur through core program implementation, intervention courses and strategies (including the use of time), and acceleration prospects for all students;
- Implementing a strong TESOL/Bilingual program that will articulate rigorous grade level expectations in the areas of speaking, listening, reading, and writing;
- Building the capacity of teachers to deliver high-quality, highly effective instruction that is based on rigorous standards and curriculum with a focus on the differentiating instructions to meet the individual needs of students;
- Increasing the instructional expertise and effective coaching strategies of all central office and school leaders; and
- Holding everyone accountable for specific student and school outcomes by using the Diagnostic Tool for School and District Effectiveness (DTSDE) at a higher frequency for assessment.

The guiding principles for the HUFSD improvements in curriculum and instruction are grounded in the belief that college persistence dramatically increases life outcomes for all students. A coherent reform strategy will connect everything to improving teaching and learning. HUFSD will be deliberate in instruction, defining the curriculum, standards of performance, and accountability standards for all students. Accountability systems will connect student outcomes with adult outcomes. Central office staff is committed to working collaboratively with all schools to support the changes needed to transform its schools as outlined in the Transformation and

School Comprehensive Plans. It is the strong desire to provide the systems and structures necessary for our students to be able to compete with their neighboring peers and acquire the necessary skills to become productive members of global society.

#### I.A.ii. District Approach to Supporting School Turnaround

The District's Comprehensive Plan guides its work to improve student achievement and prepare students to be successful in the global economy. The plan outlines goals and strategies for improving schools and increasing student achievement, inclusive of measurable targets for graduation rate, academic performance, and school tone. The plan was developed from the belief that every child can succeed. It is aligned with NYS's Regents Reform Agenda and is based on three core values:

- **Achievement-** Student achievement will improve with a total focus on teaching and learning with an emphasis on results and rigor and "vigor" of instruction.
- **Equity-** Resources will be distributed equitably based on the needs of schools and students with the Core Instructional Program being the foundation of resource allocation.
- **Accountability-** Data will be used to ensure that we hold adults accountable for the success of all students and extensive monitoring will occur.

To achieve the goals of the Strategic Plan, HUFSD aligns its resources to ensure they are used where they are needed most, that is, in the classroom. Ongoing monitoring of plan implementation provides regular opportunities for the District to learn, reflect, and take quick and informed actions to make and sustain progress. HUFSD uses data to recognize, intervene, and adjust curriculum, instruction, and programs that directly correlate to enhance student achievement, as well as strives to model the culture of learning expected in the schools and classrooms throughout the district.

HUFSD's core instructional program anchors academic standards in the real world and requires all students to participate in a quality college and workplace ready curriculum. Academic high school standards are aligned with the knowledge required for college and workplace success, and back-mapped to create coherent, focused, grade-by-grade progression from prekindergarten through college. A course catalog has been designed to provide a detailed description of all courses offered at the high school and NYS requirements for high school graduation. Electives, academic interventions, and accelerated courses are outlined to support academic needs of students in all subgroups. The required curricular content will be individualized while keeping the NYS standards and tests constant. All disciplines reinforce college and workplace readiness expectations. A battery of assessments, including large-scale tests, performance-based tasks, and teacher-developed assessments monitor student academic progress and growth. Quality interim assessments evaluate mastery and are used to adjust instruction beginning in kindergarten. High school graduation performance exams are being developed to ensure that students meet standards before earning a high school diploma to ensure college readiness.

HUFSD has rewritten the District Comprehensive Improvement Plan (DCIP), incorporated the vision of the Regents Reform Agenda. The DCIP is also aligned with the State's new DTSDE tool and HUFSD's core instructional program. Full implementation of the plan will occur in 2015-2016. Hempstead DCIP is a living document and will be updated continually to reflect the District's new improvement plans and alignment with NYSED recommendations and requirements (e.g., incorporation of growth measurements). School Comprehensive Education Plans (CEPs) will align with the objectives of the DCIP and all elements of the core instructional

program. Quarterly school or district-led reviews will provide evidence as to the impact of the implementation of DCIP/SCEPs. Three additional supports for HHS were recently put in place:

1. The new Associate Superintendent of Secondary Schools assigned to Hempstead HS has been changed. The school will now report to the Superintendent directly and Mr. James Clark, who has been a successful principal for the past 10 years. Mr. Clark brings his expertise in the areas of at risk students, alternative and vocational programming.
2. HUFSD's Associate Superintendents of Elementary and Secondary Schools will take an active role in supporting the principal of HHS school by working collaboratively with the Hempstead principal and president of the teacher's association to ensure the successful implementation of the Transformation model.
3. The district will appoint a School Implementation Manager (SIM) who will work closely with the high school principal to monitor turnaround efforts closely by collaborating and examining school wide data with the School Principal, HS Leadership Team, and essential Central office staff on a bi-weekly basis to ensure efforts are consistent and moving forward according to the designated plan.

#### 1.A.iii Evidence of District Readiness for System-Wide Improvement of Priority Schools

Beginning in summer 2015, all HUFSD leadership, both in central administrative offices and schools, are participating in targeted leadership academies delivered by external educational partners. The academies will take the form of an Administrative Retreat and will develop a foundation of strong leadership for improvement in the instructional core within a context unique to Hempstead. District chiefs, directors, principals, and assistant principals are gaining a better understanding of the technical requirements for implementation of the Common Core State Standards through intensive workshops with associated executive coaching. Principals and assistant principals at Priority Schools are working coherently to support the District's instructional goals and use data to inform decisions. All workshop activities support the goals and objectives of the six tenets of the State's new DTSDE tool: 1) district leadership and capacity; 2) school leadership practices and decisions; 3) curriculum development and support; 4) teacher practices and decisions; 5) student social and emotional developmental health; and 6) family and community engagement.

HUFSD has demonstrated its commitment to building internal District capacity to improve student performance through implementation of the Regents Reform Agenda. More than 25 district and school leaders attended NYSED's Network Team Institutes in Albany last school year. Senior research fellows have provided follow up support from the Regents Research Fund in regard to the DTSDE. Additionally, HUFSD is in the process of collecting and triangulating data to determine the root causes of low student achievement and graduation rate. The data will be used to make decisions regarding best practices and approaches that will have the greatest impact on student results. Research dictates that teachers have the greatest impact on student achievement. Using the evidence collected through observations and learning walkthroughs, an intentional professional development plan will address specific needs of teachers.

Some of the district's current undertakings are to provide teachers with guidance how to effectively address rigor and relevance. A common definition of college- and career-ready must be developed and shared with staff, students, and parents. Based on this understanding, courses and programs must be designed and accessible that address the individual needs of all students. One major goal is for students to have the opportunity to take college level courses during their junior and senior years. Partnerships have already been established with Farmingdale and Nassau

Community Colleges. It is the district's desire to collaborate with CBOs and other nearby school districts to support the vocational programs. The District is looking to staff a career counselor to assist in this effort; vocational programs will include: cosmetology, cooking, nursing, mechanics, military, and business. The JROTC program will be operational for the 2015-16 school year.

Even though students in high poverty areas face enormous inequities compared to their peers in other districts, the outcomes for learning are expected to be the same. Recognizing that poverty in itself does not consign HUFSD students to poor academic results, an intense professional development plan (PDP) was implemented to increase teachers' ability to instruct students in a manner that is rigorous, relevant, and aligned to Common Core Learning Standards (CCLS). Providing ongoing intentional professional development in these areas will serve as the vehicle to increase students' proficiency levels in reading, math, writing, speaking, and language skills across the content areas and eventually decrease the achievement gap observed in the HUFSD compared to the region and the state.

During the 2013-2014 and 2014-2015 school years the HUFSD solicited the assistance of Scholastic Partners, International Center for Leadership and Education (ICLE) and Math Solutions, to deliver high quality professional development (PD) in implementing Common Core Learning Standards (CCLS) in English Language Arts (ELA) and Mathematics. Scholastic Partners delivered 8 grade/content specific professional development sessions for teachers on how to incorporate CCLS in ELA in the classroom to strengthen students' reading comprehension and evidence-based writing skills. Each elementary school and the middle school received 3-4 full-day job-embedded trainings from our partners. The partners modeled lessons taught in the professional development sessions in classrooms and debriefed with teachers and principals to ensure their understanding of the concepts being addressed (identified below). All of the HUFSD teaching staff, regardless of content and subject taught, were invited to attend a 2-day summer institute (2013, 2014 and 2015) to gain a better understanding of shifts in ELA and Math CCLS; unpacking the CCLS; creating lesson plans that address rigor and relevance; questioning techniques that tap into students' higher order thinking; close reading strategies; and a three-tiered system for academic vocabulary.

There is a plan for secondary content area teachers to participate in a 2 day Literacy Institute in August to address the implementation of CCLS and addressing rigor and relevance through the use of higher ordering thinking questions.

For the 2014-15 school year, the district math team, consisting of the director and three staff developers, led the charge by providing ongoing PD to all teachers of mathematics P - 12. Teachers participated in ten (10) 90-minute grade/course specific training during extended Wednesdays. Additionally, in preparation for the 2015-2016 school year teachers in P-8 participated in a two-day workshop (during the months of May or June) to strengthen their mathematics knowledge and enhance their ability to deliver high quality instruction to students. The district made a decision to fully implement the Engageny math modules in all classrooms, P -12, to ensure the effective implementation of the shifts in mathematical practice. The modules lend themselves for students to explore the shifts in mathematics, to develop fluency, conceptual understanding, and apply this knowledge to real-world situations.

## **I.B. Operational Autonomies**

### **I.B.i. Operational Autonomies for Hempstead High School**

Hempstead HS has the autonomy to staff positions outside of the Core Instruction Program that are unique to the model; determine how time is used after school; elect programs; and select educational partners

All HUFSD will be staffed centrally to the District's Core Instructional Program and the standardized schedule that supports the varying needs of all students. The Hempstead principal will have the autonomy to make staffing decisions that support implementation of positions beyond those required for the Core Instructional Program and are unique to the school's SIG transformation plan. Additionally, the Hempstead principal will work with the Hempstead Classroom Teachers Association (HCTA) be exempt from the voluntary teacher transfer process using the side Memorandum of Understanding (MOU) provision. The purpose of this exemption is to enhance Hempstead HS's ability to recruit new staff, provide stability, and support school change. Autonomy will also be provided to Hempstead HS in the selection of educational programs. Programs will be identified that address the unique needs of the school within the framework of the Core Instructional Program, will reflect the needs of high number of ENL speakers and SWD, as well as take into account the suggestions made by NYSED during the last review of the SCEP.

A standardized schedule has been created within the Core Instructional Program to support students, but significant flexibility is allowed in its implementation to individualize program at the school. The schedule was developed to provide better support for students who need remediation and acceleration and address the high mobility of the District's student population, as well as the needs of sub-groups who are in accountability status (e.g., ELL and SWD). Hempstead HS will have full autonomy to identify how the school day will be expanded to meet the Commissioner's requirement that priority schools add 200 or more additional student contact hours per year. In partnership with Talent Development Secondary and other selected partners, the required hours and more will be fully implemented to provide students additional time on task in order to accelerate learning. Hempstead HS will be able to determine whether the additional hours are added before or after school, on Saturdays, during school recess periods, or through intensive summer programming. Determining how the additional time (instructional, socio-emotional, or recreational support, etc.) will be used is also an autonomous decision that will be linked directly to Hempstead HS's transformational plan.

To increase school autonomy even further, Hempstead HS will work with HCTA to have a School-Level Living Contract. The purpose of the contract is to establish a joint committee to provide for discussions and decision-making on matters relating to improved union-management relations and system operations. The contract will allow HHS to enter into contractual agreements different than provisions in the central collective bargaining agreement.

#### I.B.ii/iii. Evidence of School Autonomies and Support

Contractual Agreement between HUFSD and HCTA provide the supporting labor-management documentation for the exemption from the voluntary teacher transfer process and School-Level Living Contract Committee respectively.

### **I.C. District Accountability and Support**

#### I.C.i. Senior Leadership Responsible for Coordination of District Turnaround

Two Associate Superintendents, who report directly to HUFSD's Superintendent, are key instructional managers in the district. Each School Associate Superintendent supervises a cluster

of schools. The District’s Associate Superintendents have wide latitude for independent judgment and decision-making and assist in the formation of educational policy and practices. HUFSD’s School Implementation Manager will provide additional support to both struggling schools as they expand learning time to meet the Commissioner’s requirements of 200 additional student contact hours per year. Technical assistance is being provided by Talent Development Secondary Schools (TDS).

HUFSD’s Department of Curriculum and Instruction is responsible for the academic and instructional needs of the District. The department includes managing directors of the content areas as well as Intervention Services, Special Education, and English Native Learners. The Associate Superintendents for Curriculum and Instruction design and implement ‘best practices’ instructional systems and work to ensure the alignment of curriculum, instruction, research, assessment, and supporting resources. The focus is to align the curriculum to the NYS CCLS so that all students are prepared for high school graduation and post-secondary education.

The School Superintendent ensures consistency of implementation of the Regents Reform Agenda and Race to the Top initiative that include: Common Core Learning Standards; Data-driven instruction; and Annual Professional Performance Review (APPR). The Superintendent’s Cabinet works with Priority Schools to utilize tools and technological instructional resources to analyze data and then use that data to inform instructional practices and necessitate professional development. See Attachment E for a chart showing HUFSD’s management structure.

I. C. ii Providing High Quality Accountability and Support to Hempstead High School

Led by the Superintendent of Schools, the HUFSD will develop structures and systems to ensure each struggling school is provided optimum support. The school principal will participate in bi-weekly meetings with the Transformation Team and Implementation Manager to monitor and ensure the plan is being implemented with fidelity. The district will also have a team composed of members responsible for curriculum and instruction, testing, assessment, and accountability, human resources, and other content specialists to provide ongoing dialogue, suggestions, and resources needed to support Hempstead HS. All members will be expected to have read, digested, and deciphered their responsibilities as this pertains to providing support the HS in their area. During meetings, different components of the transformation plan will be discussed to ensure our targets are being met, and adjustments will be made as indicated by evidence collected during building and instructional walkthroughs of teaching, learning, and school culture. Using the DSTDE tool, quarterly school and/or district led reviews will be conducted. Established partners and other outside educational experts will serve as active members of the review process. Feedback from the reviews will be used to make the necessary adjustments to maintain and sustain the integrity and intend of the transformation plan.

<b><u>Interaction</u></b>	<b><u>Frequency</u></b>	<b><u>Person Responsible</u></b>
Support Visits for Expanded Learning Implementation	Weekly during Pre-implementation Period; Bi-Weekly during Year 1 Implementation; As needed in Years 2 and 3	School Implementation Manager High School Principal
District Team Visit	Monthly	HUFSD Transformation Team Led by Superintendent of Schools
School/District Led Reviews	Quarterly Reviews	HHS Transformation Team in conjunction with Partners and

		Outside Educational Experts District Central Administration
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## **I.D. Teacher and Leader Pipeline**

### **I. D. i. Recruitment Goals and Strategies to Ensure Equal Access to High-Quality Educators**

Successful recruitment efforts rely heavily on strategic efforts throughout the year, not only when vacancies occur. The need to promote flexibility in teaching staff reaches beyond recruitment of new teachers. The benefit to the educational system to have teachers with multiple certifications is even more evident. HSD is faced each year with displacement or elimination of teachers and/or administrators who are critical to the programs in schools due to statutory and contractual requirements and budgetary restrictions. The District has an urgent need to develop both depth and breadth in programs so that changes in personnel will not negatively affect student learning. The district is also prepared to transfer underperforming staff; extend the school day for students to offer more instructional time; increase number of professional development sessions for teachers; add one additional parent/teacher conference (increasing it to 3 conferences) to for the school year; and to retrain and restructure the guidance office to enhance counselors' ability to review and analyze student transcripts.

Due to changes in enrollment and limited fiscal resources, reductions in force, and reduction in Title II A allocations for recruitment, the Office of Human Resources (HR) has established two overarching goals to ensure that students in SIG schools have equal access to high-quality leaders and teachers: 1) Increase efforts to recruit and retrain high-quality minority candidates for leader and teacher positions that reflect the student population; and 2) Integrate a talent management module into the current Human Resource System of record.

HUFSD will continue to provide the Master's degree Reimbursement Program as required for New York State professional teaching certification. HUFSD also will explore an agreement to use funds to pay for a certification for those seeking additional certification in shortage areas such as TESOL. Efforts will be continuously made to publicize these benefits to fill high need areas with experienced qualified teachers; tuition reimbursement is the incentive to attract more high quality teachers to work in high needs areas.

HUFSD's Career in Teaching (CIT) and Career in Administration and Supervision (CIAS) programs will become established cornerstones of HUFSD's strategic approach to ensure each student is taught by a highly qualified educator. CIT is a collaborative effort between the District and the Hempstead Teacher's Association. CIT's mentor/internship program provides full-year, one on-one, intensive professional support aligned with the Framework for Teaching (2012 Revised Edition), the same criteria that are used in HUFSD's teacher evaluation. New administrators will be given the same opportunity for individual mentoring through CIAS. CIAS is collaboration with the Association for Supervisors and Administrators that balance preparation in the areas of management and instructional leadership. Both panels provide one-on-one mentoring and engage educators in learning-focused conversations.

HUFSD will continue to pursue the NYSED's Strengthening Teacher and Leader Effectiveness (STLE) grant that will provide support for recruitment and teacher credentialing in shortage areas, development of a comprehensive coaching program, and enhancements to professional learning opportunities. Extra compensation will be paid for these positions through the grants. An effort will be made to develop salary guidelines to allow the District to offer additional

compensation for newly hired teachers in shortage areas, as the Hempstead Teacher Association contract will include a clause for schools classified as low performing. For low performing schools, the District may propose that openings be set aside for either Lead Teacher Mentors or national board certified teachers.

I. D. ii. District Policies that will Support the Required Changes

The District is moving towards better monitoring of the master schedule process. This change will allow for the creation of consistent and compatible schedules throughout HHS, which will in turn reduce the number of part-time and itinerant positions and increase the attractiveness of employment for the district. Proper master scheduling will also allow the district to identify vacancies earlier in the year to facilitate a more extensive search for qualified applicants and subsequently, a quicker hiring process. The District has also recently expanded its geographical area to nationally recruit highly qualified teachers and administrators. All vacant positions will be posted and will undergo a full recruitment process prior to selection of an applicant.

I. D. ii. District-Wide Training to Build Leadership Capacity for Leading Change

In efforts to promote leadership capacity for school leaders HUFSD has partnered with REACH School Leader Coaching Program. The REACH School Leader Coaching Program (SLCP) is based on the premise that school leaders benefit from participating in a leadership support program that helps bridge the inevitable gap between credential leadership programs and the real world experiences of being a school leader. The reality of dealing with competing priorities, lack of confidence around making the correct decisions, and navigating the political landscape, while honoring the sense of urgency a school may need to be at the forefront of actions, can be overwhelming to anyone. Through the REACH SLCP, school leaders learn how to and when to manage the aforementioned issues. REACH coaches share their experiences and proven methods for successfully addressing matters of a school community that impact improvement and success.

**II. School-level plan**

**II. A. Assessing the Needs of the School Systems, Structures, Policies, and Students**

II. A. i. Student Population and Subgroup Needs

Hempstead High School (HHS) has a diverse population of students for which it has lofty goals for academia, college, workforce, and life success. As of 2013-14 the school served 1,896 students, of whom 52% were economically disadvantaged, 56% African American, 42% Hispanic or Latino, 20% Limited English Proficient, and 13% students with disabilities. The vision is that “students will meet and exceed state and national standards; be college- and workforce-ready; and value diversity.” At present, however, Hempstead is a consistently low performing school that has experienced a great deal of turnover in leadership. In 2014, the school had a graduation rate of 43%.

Although gradual academic improvements have been achieved in English Language Arts (ELA) and Mathematics over the past three years, a significant achievement gap between HHS students and students across the state remains. The percentage of HHS students scoring proficient in these subjects trails behind cohorts statewide by 20% or more. HHS does not meet federal accountability targets in ELA, Mathematics, or Graduation Rate. In order to meet and exceed these targets, there is a need to improve student academic performance across the board. (Please see Attachment F for charts depicting key data for academic performance and school culture.)

HHS faces the additional challenge of a large influx of immigrant school-age children, new to the United States, with limited English skills. Many of these students have had traumatic experiences in their country of origin, have come to the U.S. without their parents, or are meeting their parents in the U.S. for the first time. A large majority of these students come with significant education gaps. They often come without transcripts, and either lack formal education or have interrupted formal education. Twenty percent (20%) of students were Limited English Proficient in 2013-14, an increase over the previous year. Special attention is required to ensure the acclimation and on-time graduation of this subgroup.

Students with disabilities make up 13% of the HHS population. Needs for this subgroup include individualized academic support, life skills training, and social and emotional supports. In addition, only a small percentage of HHS students graduate with plans to attend a 4-year college or university. In 2013-14, just 24% of graduates indicated plans to enter a 4-year college; with 51% planning to enter a 2-year college. The majority of HHS students are a group that is traditionally underrepresented in college, and many would be first-generation college-goers. To improve the college-going rate requires creating a college-going culture with built-in supports to ensure that students receive assistance in charting a path to college, including help with all necessary plans and forms; and build the strong academic foundation required to enter and succeed at an institution of higher learning.

A past attempt at transforming HHS did not achieve the desired results. In 2010 Hempstead High School was divided into 4 small schools with separate principals and BEDS codes—3 theme-based, and one Senior Academy. The manner of implementation encouraged competition instead of cooperation; a perception of inequitable resource allocation; and unclear staffing patterns and expectations. This change resulted in a pervasive lack of trust amongst stakeholder groups. Three of the four principals were given notice in April 2013 that their contracts would not be renewed.

Overall school climate data showed a turn for the worse in 2013-14, with student attendance diving 10%, and suspensions growing from 6% to 14%. To create change that has a lasting impact on student academic performance, school culture factors also need to be addressed.

#### II. A. ii. Diagnostic School Review

In April 2013, the International Center for Leadership in Education (ICLE) partnered with Hempstead Public Schools to facilitate an onsite needs assessment of HHS that involved 35 classroom observations using the Daggett System for Effective Instruction (DSEI). The team observed faculty commitment and student interest in learning as clear strengths. However, they also observed that the majority of learning was limited to Quadrant A—which is teacher-centered, and relies on student recall, comprehension, and memorization, with little to no application of learning. Staff reported feeling isolated from peers, and having no basis on which to reflect on the quality of instruction and curriculum. They reported little to no access to data, and said there was no organized plan to use the data.

Focus groups expressed an interest in the district “getting its act together.” They indicated a desire to implement standards that hold up beyond the HHS environment with exciting learning experiences for students and teachers. Focus groups with teachers, students, counselors and administrators revealed there was a lack of instructional leadership, inadequate teaching materials, and little direction on what and how to teach. The team found chaotic organizational leadership during the visit. The staff described the culture of the school as terrible, non-existent,

and worse than ever. Students and teachers pointed to their amazing tenacity to show up and persevere amidst the chaos. Annual surveys by the district and school indicated that parents and students seek a school that feels safe, with increased rigor in the classroom, and access to technology resources and college and career programs. Parents expressed a desire to see added social and emotional support for students.

#### II. A. iii. Results and Recommendations of Diagnostic School Review

The needs assessment identified the following challenges, and made a list of recommendations:

##### **Key Challenges**

- Absence of consistent school, district, and instructional leadership
- Absence of a clear vision, mission, and academic approach for the district
- Absence of a rigorous and relevant high school curriculum aligned to the CCSS
- Lack of adequate instructional materials
- Absence of inspirational district and school-based PD and professional support
- Lack of structured time for staff to learn from and collaborate with one another
- Lack of a formal system for the continued development and monitoring of the small learning communities (SLCs) to allow for increased student personalization and staff collaboration within and across the SLC's

##### **Recommendations**

- Create a recruitment and retention plan that will incentivize the hiring and retention of excellent district, school, and instructional leaders
- Implement a strategic planning process that involves student, faculty, staff, parent, school, and district leadership representation to develop a roadmap for the school based on instructional excellence and high student achievement for all students
- Collaboratively develop a rigorous and relevant CCSS-aligned district curriculum with an emphasis on literacy across the content areas and targeted support for students at varied achievement and English language proficiency levels
- Collaboratively develop a high school schedule that provides opportunities for staff collaboration across subjects, grade levels, and SLCs
- Develop a professional learning program with staff that creates opportunities for 1) staff to share their own best practices; 2) consistent in-class coaching from non-evaluative, school-based instructional and literacy coaches; 3) staff to learn how to analyze data and develop targeted learning plans; 4) staff to engage in common planning to benefit increased student achievement; 5) staff to be inspired by the possibilities of teaching; 6) staff to evaluate their teaching effectiveness

#### II. A. iv. How the SIG Plan Prioritizes Identified Needs

The LEA has already taken steps to address some of the challenges and recommendations outlined in the report, including hiring a new superintendent in 2012, and replacing the principal in the 2014-15 school year. The new high school principal, Dr. Stephen Strachan, is a leader with demonstrated success developing and implementing school-wide transformation plans. Dr. Strachan has begun a strategic planning process by engaging committees of stakeholders around whole-school reform designed to impact academic, structural, and cultural factors.

HHS has identified a lead partner in Talent Development Secondary (TDS) from John Hopkins University, which will co-lead the school transformation outlined in the SIG grant. Among the

elements identified in the ICLE report that are prioritized in the SIG plan with help from TDS are: 1) development of rigorous and relevant CCSS-aligned district curriculum with an emphasis on literacy across the content areas; 2) identification and provision of targeted support to students at various achievement and EL proficiency levels; 3) creation of a block schedule that provides for interdisciplinary and academy-based staff collaboration, common planning, and self-reflection via Professional Learning Communities; and 4) creation of a comprehensive professional development plan that includes in-class coaching from school-based Math and ELA coaches, while engaging two other providers— Pearson Professional Development Service’s “Change of Practice Institutes, the Internationals Network for Public Schools, and REACH—to help HHS align its curriculum to the standards, implement instructional strategies in line with the CCLS shifts; teach in the block schedule; use data to drive instructional decision-making; and address the needs of HHS’ significant population of students who are recent immigrants and/or Limited English Proficient.

School-culture factors are addressed in the SIG grant through by restructuring the high school into small learning communities (SLC’s) where students feel connected, engaged, interested in the subject matter, and less likely to fall through the cracks. As part of the proposal, TDS includes an Early Warning Indicator (EWI) system to identify students who need support, and to provide the appropriate interventions as quickly as possible.

The district currently offers Master’s Degree tuition reimbursement to teachers as an incentive. The creation of a district-level recruitment and retention plan to further incentivize the hiring and retention of excellent district, school, and instructional leaders is underway. In the meantime, HHS is recruiting four transformation teachers who have demonstrated success in the content areas and in working in urban inner city schools. The school site aims to bolster teacher retention by providing new teacher training, access to local and state professional development opportunities, and mentor teachers to assist and support new teachers so they are successful. Please see Attachment G for Dr. Strachan’s resume and Annual Reports (2) describing successes at Roosevelt High School and David Starr Jordan High School.

## **II. B. School Model Selection and Rationale**

### **II. B. i. Rationale for Model Selection**

HHS and Talent Development Secondary (TDS) will partner to implement a whole-school redesign that satisfies the requirements of the Transformation model. The first step was for the LEA to replace the principal. The new principal, Dr. Strachan, spearheaded the development of this plan. One of the key components of the Transformation Plan is to provide additional time for students to learn academic content and take part in enrichment activities that contribute to a well-rounded education. Extended schedule components to this effect include:

- Converting the school day into a **75-80 minute block schedule**. This makes it possible to recover instructional time lost to class changes, and allows for more in-depth, hands-on instruction. It makes it possible to implement a double-dose of ELA and mathematics for incoming 9<sup>th</sup> graders who are below grade level. It allows students to complete a course in a single semester, retaking it the following semester if necessary.
- An **extended day program** with Tiger Academy, which is open to all students and takes place daily from 3:15-7:15 p.m., along with a Saturday Academy for upperclassmen and specific subgroups, such as Limited English Proficient and Students with Disabilities. The extended day and Saturday programs offer Regents preparation and tutoring to support

students in need of credit recovery, as well as Princeton Review, which provides ACT and SAT preparation to support college-going goals. It will also provide additional opportunities for students to develop their English proficiency skills. The extended day program addresses the ICLE-identified need for academic supports, and the Transformation model requirement to provide enrichment activities.

- A **summer bridge transition program** for incoming 9<sup>th</sup> graders. This adds an additional 20 days of instruction to the school year for 9<sup>th</sup> graders. The program is designed to increase readiness for high school.

The Transformation Plan also builds time for teachers to collaborate, plan, and engage in professional development. Professional development components include:

- **Professional Learning Communities (PLC's)**, provided for in the new block schedule, in which teachers collaborate around instructional units, evaluating student work, reflecting on best-practices, and identifying and responding to student needs for intervention. This addresses the ICLE-identified concerns regarding staff isolation and related lack of basis on which to reflect on the quality of instruction.
- A **tiered professional development program**. Led by the School Implementation Manager (SIM), teachers work together to develop standards-based units that employ the CCLS shifts. The TDS team includes ELA and Math Facilitators who work with school-based ELA and Math Coaches to support classroom instruction, including modeling lessons and non-evaluative in-class coaching. Additional partners to be engaged around the school-wide professional development (PD) plan include Pearson Professional Development Services' "Change of Practice" Institutes; and REACH administrator training and School-wide Effective Practices for Using Data Program (SEPUDP). The tiered plan addresses the need for instructional leadership, and makes sure teachers have the tools they need to determine "what and how to teach."

To ensure that initiatives designed to impact student performance have their intended effects, instructional delivery by effective and highly effective educators is crucial. For instructional staff who earn a composite rating of ineffective or developing on the State's APPR rating system, the APPR plan and district receivership program provide a means for helping teachers and school leaders improve their performance through professional development (PD) on a specified timeline. If identified individuals fail to complete the required PD or make the necessary improvements, the school and/or district begins the necessary steps to remove teachers and/or administrators who are persistently underperforming as determined by their yearly composite rating. Teachers rated as effective and highly effective, on the other hand, have the opportunity to be considered for leadership positions in the high school. They can earn tuition reimbursement for advanced degrees from the LEA, and will be given the opportunity to pursue additional, district-sponsored professional development. The school will implement scholarships for teachers interested in pursuing National Board Certification as part of the transformation plan.

The overarching approach to success at HHS is to impact student academic achievement via a multi-pronged redesign that addresses overlapping factors of academics, school culture, and school structure. In addition to the initiatives that satisfy the requirements of the Transformation Model described above, TDS and HHS will jointly implement the following key components:

- **Small Learning Communities (SLC's)** - The SLC structure creates small communities of learning called academies, each with a team of teachers collectively teaching the same

students. It encourages students, teachers, and families to establish strong bonds and close, caring relationships. All academies have an Advisory period that gives students the opportunity to develop a trusting relationship with at least one adult in the academy. This adult serves as the student's advocate and bridge to the guidance team. The advisor develops a strong relationship with his or her advisee's family, parent, or guardian figure, positioning him or her to refer the student to the guidance team and other staff for additional support. The theme-based academies include:

- A **Ninth Grade Success Academy** that has an intensive academic focus delivered through a double-dose of ELA and mathematics instruction, designed to help students achieve grade level performance in the core subjects in the first semester of school, while building study skills that will help them succeed during their high school careers and beyond. This addresses the ICLE-identified need for academic supports.
- **Career Academies** in grades 10-12, including STEM (Science, Technology, Engineering, and Mathematics); Visual and Performing Arts; and Business and Entrepreneurship. Partnerships with local colleges and universities enhance the offerings of the academies, engaging the larger community around students' success. Hofstra University has already been engaged to partner with HHS around the STEM and Business & Entrepreneurship Academies, with the Hofstra journalism program in particular assisting the journalism program within the Business & Entrepreneurship Academy. Stony Brook University has also agreed to partner around the STEM academy, and vocational courses through the LEA will be aligned to the academy offerings too.
- An **International Academy**, implemented in partnership with the Internationals Network for Public Schools (INPS), that is designed to address the unique needs of SIFE and English Learner students. This multi-grade academy starts at grade 9, helping students of all ages and languages fill gaps in their education while receiving acculturation support and services.

Other major features of the school's Transformation Plan include:

- **Creation of a College-Going Culture** - Some work to this effect has already been done. Starting in 2014-15, HHS partnered with Farmingdale State College to offer Smart Scholars, a program in which students can take college courses and earn college credit while still in high school. HHS also recently earned the NY Gear Up grant in partnership with Nassau Community College, making it possible to offer this college readiness program starting in 2015-16. As part of the SIG grant, HHS proposes to establish a technology-rich College Center, staffed by a college counselor, to support all students' college-going activities. A college-going culture will constitute a huge positive change to the school climate, which was flagged as a major concern in the ICLE report. It also addresses the need identified by students and parents for additional college-going supports.
- **Early Warning Indicator (EWI) system** – This TDS system helps staff identify students' social, emotional, and academic needs early on, so that access to support systems can be provided early. Teacher teams meet weekly to review individual student data in Attendance, Behavior, and Course performance in math and English (the "ABCs"), identify students whose data indicates a need for additional support in one or more of these areas, and plan and evaluate necessary interventions.

The redesign work is possible because the LEA has provided HHS with sufficient operating flexibility in staffing, calendars and time management, and budgeting to implement a full school redesign aimed toward substantially improving student achievement outcomes.

The plan takes into account lessons learned from the mistakes made in the 2010-12 era under Dr. Garcia, who attempted to implement a small school model in a manner that encouraged rivalry instead of teamwork, rather than communal and collective accountability. Instead of creating competing small schools as was done in the past, HHS will now have SLC's that complement one another and remain under one BEDS code.

### II. B. ii. Process by which the Model was Chosen

Dr. Strachan came on board in November of 2014 and immediately began to engage the community, staff, students, and partners around the school's transformation, proposing an SLC-structured, multipronged approach to impacting academic, structural, and cultural factors at HHS. Dr. Strachan has demonstrated success creating school-wide change at Roosevelt High School in New York, which recently came out of state receivership for the first time in more than a decade, and David Starr Jordan High School in Watts, California. In both he used a broad SLC model that can be tailored to a school's individual needs. At Jordan High School, he partnered with TDS in that effort.

In December 2014, HHS held the first stakeholder meeting, at which 50-75 parents, community members, teachers, school staff, labor union representatives, and students participated. The purpose was to identify concerns and develop a common vision that would help staff to begin formulating an action plan for school change. The reception was overwhelmingly positive; school stakeholders were energized by the possibility of creating real, sustainable change at the high school that addresses their concerns for improved academic performance and college readiness, as well as the creation of a safe and positive school learning environment. Monthly meetings with instructional staff; focus groups with students including a monthly breakfast with the principal; and a spring parent meeting followed, providing the opportunity to engage stakeholders around the plan's development while addressing needs and concerns.

HHS instructional staff expressed support for a structured professional development program with clear leadership and the opportunity for professional collaboration. Teachers and administrators visited several Internationals Schools to understand what the Internationals Academy for SIFE and ELL students could look like. They visited two TDS schools in New York and Washington D.C., observing best practices and meeting with directors. HHS leadership also met with potential school partners to discuss New York's school reform agenda, and the school's plan to meet the needs of its stakeholders through a whole-school redesign.

The Transformation Model was agreed upon as the best framework for providing needed academic supports and enrichment to students while also building in time for necessary professional development and collaboration.

## **II. C. Determining Goals and Objectives**

### II. C. i. ELA Goal and Objective

**Goal:** To achieve proficiency in all subgroups on the ELA Common Core Regents Exam.

**Objective:** To increase the percentage of students scoring proficient or above on each ELA benchmark assessment throughout the school year.

**Objective:** To increase the percentage of students scoring proficient or advanced on the ELA Common Core Regents Exam to 80% by 2018 and 90% by 2020 in all subgroups.

II. C. ii. Math Goals and Objectives

**Goal:** To achieve proficiency in all subgroups on Regents math assessments.

**Objective:** To increase the percentage of students scoring proficient or above on each Math benchmark assessment throughout the school year.

**Objective:** To increase the percentage of students scoring proficient or advanced on the Algebra 1 Regents exam to 80% by 2018 and 90% by 2020 in all subgroups.

**Objective:** To increase the percentage of students scoring proficient or advanced on the Geometry Regents exam to 80% by 2018 and 90% by 2020 in all subgroups.

**Objective:** To increase the percentage of students scoring proficient or advanced on the Algebra 2 Regents exam to 80% by 2018 and 90% by 2020 in all subgroups.

**Objective:** To increase the percentage of students scoring proficient or advanced on the Summative Regents exam to 80% by 2018 and 90% by 2020 in all subgroups.

II. C. iii. Additional Goals and Objectives

**Goal:** 100% of HHS students will graduate in 4 years with a Regents or Advanced diploma.

**Objective:** To increase the overall graduation rate to 70% by 2018 and 85% by 2020.

**Objective:** To increase the percentage of students receiving a Regents or Advanced Regents diploma to 16% by 2008 and 25% by 2020.

**Objective:** To increase the number of students graduating within 4 years each year.

**Goal:** To build the capacity of HHS instructional staff to deliver all students a challenging, rigorous curriculum aligned to Common Core and State standards that utilizes the CCLS shifts.

**Objective:** To increase the percentage of teachers employing standards-aligned lessons that utilize CCLS shifts, as measured on administrator observation forms during regularly scheduled walk-throughs.

**Objective:** Teachers will develop and utilize formative and summative assessments to monitor student academic progress around the CCLS and NYS content standards.

**Goal:** To increase staff satisfaction and involvement.

**Objective:** To increase the teacher retention rate annually.

**Objective:** To increase the number of incidences of teacher leadership—such as teachers taking on leadership roles, serving as mentor teachers, and participating on committees—each year, as measured by participation data collected by the school.

**Goal:** To create a climate of high expectations that is safe, positive, and conducive to learning.

**Objective:** To increase student attendance to 95% by 2008.

**Objective:** To decrease the out-of-school suspensions to 5% by 2008 and 3% by 2020.

**Objective:** To reduce the drop-out rate by 6% in 2016 and 3% annually after that.

**Objective:** To increase the percentage of high school graduates accepted into two or four year colleges by 15% annually.

**Goal:** To extend the school community outside HHS walls by rallying stakeholders and partners around the success of the school redesign and students.

**Objective:** To increase the number and rate of organizations and groups partnering with theme-based academies annually as measured by participation records.

**Objective:** To increase the rate of involvement of parents in school activities and workshops as measured by Parent/Community Liaison participation records.

**Objective:** To increase the number and frequency of representation by diverse stakeholder groups including parents, community members, students, and staff on school-based decision-making committees as measured by participation records.

## II. C. iv. School-level Baseline Data and Target-Setting Chart - Please see Attachment B.

### **II. D. School Leadership**

#### II. D. i. Characteristics and Competencies of an Effective School Principal

The following core competencies, selected from the State's list of qualifications for Priority School leaders, were identified as crucial to the unique needs of HHS:

1. Identifies effective teaching and learning, and conveys to staff the impact of effective teaching and learning to the change process.
2. Develops cohesive improvement plans in collaboration with key stakeholders, informed by a theory of action, current data, and evidence of best practice.
3. Identifies and supports necessary adaptations to make curriculum, programming, and instruction fully accessible to groups such as English Learners and students with disabilities, to positively impact their educational outcomes.
4. Has a clear vision to ensure that all teachers fully implement high quality, deeply rigorous curriculum aligned fully to the Common Core Learning Standards.
5. Demonstrates expertise to implement a whole-school strategy for data driven instruction, based on analysis of periodic common assessments or performance tasks, and supported by appropriate PD in a way that ensures teachers use data to make instructional decisions.
6. Develops/shares a clear vision ensuring all students access resources and supports necessary to put them on the path for college and career readiness.
7. Incorporates data in the development of school policies and procedures; uses data to monitor progress and make adjustments; and to determine success.
8. Understands the need for staff, parents, caregivers and community to be involved in the life of the school as participants with voice and input.

#### II. D. ii/iii. School Principal

Dr. Stephen Strachan was selected as the new principal of HHS for his track record leading the redesign and turnaround of low-performing, high-poverty, urban inner city schools in New York and Los Angeles. The most recent was Roosevelt High School (RHS) in Long Island, where he applied for and secured a federal Race to the Top grant in the amount of \$5.8 million to implement over three years for school redesign. That process involved engaging partners and implementing SLC's with a block schedule, as well as implementing a Smart Scholars early college high school program. During his tenure at RHS, the graduation rate increased from 58% to 81.3%. Student attendance increased from 87% in 2009 to 94% in 2013. The total number of college credits students earned in high school increased from 244 in 2011 to 1,004 in 2014, and the number of students attending four-year colleges and universities also increased. The school cut the ribbon on a \$67 million new school facility. HHS was removed from the Persistently Low

Performing School list after 20 years, and recently came out of State Receivership for the first time in more than a decade.

Prior to that, in Los Angeles, Dr. Strachan led a whole-school redesign—using the SLC structure with a block schedule in partnership with Talent Development—at David Starr Jordan High School in the low-income community of Watts. During his tenure, the school’s Academic Performance Index (API)—a school “report card” figure calculated from test results on the California High School Exit Exam (CAHSEE) and STAR test results in ELA, math, science, and history—rose from 468 in 2003 to 543 in 2008, surpassing state targets for multiple years.

Dr. Strachan has 16 years of experience as a high school principal, reflecting training, administration, and program management in uniquely challenging environments. He has led comprehensive, urban high schools with more than 2,200 students; supervised more than 100 teachers, six administrators, and classified personnel; and administered budgets of up to \$10 million. He has managed and balanced a school budget during a budget crisis with minimal loss of staff and school programs. He has a track record of engaging stakeholders including parents, community members, students, and staff around visioning and strategic planning, and experience implementing comprehensive, data-driven professional development plans designed to build capacity among staff. He is an innovative, visionary leader with the ability to manage a large, complex organization with integrity, and a dedicated professional with a personal commitment to excellence in high school education. This combination of traits and experience make him an excellent choice to lead the whole-school redesign at HHS.

Dr. Strachan earned his doctoral degree in school administration from Chelsea University in England in 2004, graduating Magna Cum Laude. He earned his masters of education in educational management from the University of LaVerne in California in 2011.

#### II. D. iv. Job Description and Duties of AP’s and SIM

Each HHS Assistant Principal is responsible for one of the SLC Academies. Responsibilities include managing operations and providing support and oversight to the Academy Teams. Assistant principals will be evaluated on the basis of student progress data from interim assessments and State test measures, student and staff survey data, and climate data such as student attendance and suspension referrals in their academies.

Day-to-day operations of the redesign process at HHS are coordinated by the School Implementation Manager (SIM). HUFSD has created a job description to hire someone to fill this role effective July 1, 2015. The SIM will serve in the capacity of an Assistant Principal at HHS, 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 comprehensive high school to SLC’s, and assisting with initiatives to enhance student advisement, school themes, and college culture at HHS. The SIM provides instructional coaching support in the Freshman Seminar classes and coordinates the reporting and review of weekly EWI data. Serving as a coordinator, the SIM is the point person for TDS in the high school. 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 District and the school, and provide documentation of implementation to the District.

## II. D. v. Supporting Leadership Profile

The current high school leadership is fairly new. None has been at the high school for more than two years. There are five assistant principals and two deans who currently serve in a leadership capacity along with the principal. The dean hired this year is bilingual in Spanish and has a strong instructional background. All of the site administrators are certified as lead evaluators and have extensive training on the use of the New York State United Teachers (NYSUT) teacher evaluation protocol. The school administrators have participated in site visits in preparation for the conversion of the comprehensive high school to SLC's, and sit on committees established to transform the high school. They have participated in all planning sessions and are currently actively involved with recruiting partners to support the career-themed SLC's.

The principal has scheduled weekly administrative meetings that all administrators are required to attend, where each school leader provides input and participates in the decision-making process. The principal will work with staff to ensure the following is in place to build a strong leadership team and support the unique talents each administrator brings to the high school:

- Recognizable team structure and legitimacy among the administrators
- Opportunity to reframe and clarify existing roles collectively
- Regular meetings and time allocated for administrative responsibilities
- Maintenance of a school-wide perspective and commitment
- Supervisory responsibility assigned for teachers can facilitate school-wide implementation of instructional vision

There are no identified barriers at this time.

## **II. E. Instructional Staff**

### II. E. i. Instructional Staff in the Building

In 2013-14 HHS had 114 teachers, a number that will increase to 118 with the hiring of four additional transformation teachers. They are led by one principal and five assistant principals. In addition, the school will hire two full-time instructional coaches in the areas of ELA and math.

In 2013-14, the overall composite rating of instructional staff was reported as follows: 2% ineffective, 10% developing; 63% effective; and 25% highly effective. Prior to that, in 2012-13, no APPR educator evaluation data were reported. The current administration is thoroughly trained in the APPR review system and teacher effectiveness is evaluated in accordance.

### II. E. ii. Staffing Picture: Current & Future

According to the State's composite rating of teacher effectiveness, 88% of HHS instructional staff is rated effective or highly effective. All teachers are highly qualified and work in their certification area. Because students' low level of academic performance does not correspond with the expertise of the instructional staff, HHS will seek a qualitative change among teachers, helping them look at enhancing the learning experience for all students, and increasing the rigor of instruction to align with the CCLS. This self-reflection and adjustment in teaching strategies will be bolstered by the comprehensive PD program to be put in place as a part of the SIG grant.

On the quantitative side, to implement the SLC redesign, HHS will hire six additional core content teachers so that there are two teachers per content area. This will bolster the professional collaboration to take place in the PLC's, while reducing the class size in math and English 9 to

provide more one-one-one attention to students in classes where they historically fail. The goal is to increase the number and percentage of students passing courses and matriculating to the next grade level, so that they remain on course to graduate with their cohort.

### II. E. iii. Instructional Staff Characteristics and Core Competencies

Instructional staff key to the transformation model implementation include:

- **English Language Arts (ELA) and Mathematics Instructional Coaches (2)** - These full-time content-area leaders, employed by the school district, are focused on providing ongoing, job-embedded PD for language arts and mathematics teachers. The coaches are responsible for maintaining contact with the TDS Instructional Facilitator on instructional issues and priorities in preparation for and between TDS technical assistance visits. The ELA Coach ensures the implementation of the TDS reading and writing programs, assisting all staff members with literacy issues in the classroom. The Math Coach is focused on providing ongoing, job-embedded professional development for mathematics teachers, ensuring implementation of the TDS math program, and assisting all staff members with math issues in the classroom. Both coaches facilitate the process of designing the core ELA and mathematics curriculum for grades 9-12, and support the school's reading and math labs. As instructional leaders, ELA and Math coaches they must develop and maintain a model classroom, actively participate on the Transformation Team, and attend PD trainings to stay current in content area and pedagogical strategies. Responsibilities include arranging for teachers to participate in interclass visitations; providing assistance with key administrators to develop and update curriculum maps, reviewing and adjusting curriculum as needed to ensure rigor and relevance; assisting in the selection and distribution of resources and materials to support individual student needs; coordinating NY State Regents exams; conducting peer class visitations and providing informal feedback; using evidence from informal classroom walk-throughs to plan for purposeful PD; reviewing and providing feedback on teachers' lesson plans; collecting and analyzing student writing samples as a vehicle to monitor curriculum and their progress toward meeting standards; conducting data analysis of trends from NYS exams and providing strategies for improvement; and mentoring new and struggling teachers in collaboration with the principal.
- **Academy Team Leaders** – Academy Team Leaders are committed teacher leaders who help create a team identity, set goals, meet regularly with their team's teachers, participate in scheduling of their students and teachers, handle team discipline, keep team files and plan field trips, team ceremonies, and other activities. Team Leaders are teachers who are committed to helping students become successful. Qualifications and core competencies for Academy Team Leaders include: 1) a minimum of three years of satisfactory teaching experience; 2) a record of satisfactory attendance not to exceed seven absences within each of the last two school years, except for mitigating circumstances; 3) demonstrated knowledge of best practices, standards-driven instruction, and assessment; 4) willingness to work successfully in team building and motivation; 5) good interpersonal skills; 6) must be a member of the 2015-2016 Academy; 7) should have experience in a leadership position.
- **Transformation Teachers** – In addition to training existing teachers to implement the transformation process as members of a theme-based academy, HHS is recruiting transformation teachers selected because they have demonstrated success 1) in the core content areas; and 2) working in urban inner city schools, where they have gained practice supporting the unique needs of a diverse student population.

- **Smart Scholars Coordinator** – The Smart Scholars program coordinator handles the school-based management of the Smart Scholars early college high school program. The position involves forming partnerships with institutions of higher education (IHE) and community organizations; ensuring ongoing engagement in college coursework, tutoring, advising, effective strategies for time management, study skills and communication; embedding enrichment opportunities such as SAT/ACT prep; facilitating the Memorandum of Understanding between HHS and the IHE's; promoting a district-wide college-going culture; arranging workshops on financial literacy and financial aid; ensuring support from partner college faculty on classroom instruction; facilitating a curriculum planning committee; collaborating with the master scheduler to include college courses in the HHS schedule; facilitating the ongoing recruitment of at-risk and underrepresented students; logistics such as transportation to the college; securing meals and materials for courses; ensuring fidelity of implementation; evaluating courses and transferability of college credit; assessment and maintenance of data; addressing program issues; overseeing expenditures; and reporting. The Smart Scholars Coordinator's performance will be assessed via rubric.

#### II. E. iv. LEA Staff Screen Mechanism

The transformation model requires instructional staff who are rated effective and highly effective on the State's APPR system. Staff must be willing to participate in extensive professional development. They should be enthusiastic about implementing school change for the success of all students. New transformation teachers exhibiting the characteristics described in the previous section are recruited through the OLAS system. Existing staff cannot be transferred, since there is only one high school and one middle school in HUFSD, both identified as Priority Schools. Year 1 staff identified as underperforming through school-based assessments receive intensive support and professional development. Year 1 staff who do not succeed after these supports are provided, or any instructional staff that earns a composite rating of ineffective or developing on the State's APPR system, are placed on an improvement plan with specific goals and objectives that must be reached by an established timeline. These staff members are required to attend school-year and summer professional development programs. Instructional coaches are engaged to work with them around lesson planning and effective instructional delivery. Those who fail despite the intensive supports, as measured by quarterly benchmark assessments and classroom observations by administrators, will be identified as teachers who must be removed from the high school. The principal will make that recommendation to the superintendent, who, as the designated School Receiver, has the authority to require teachers to reapply for their positions.

The LEA offers programs to incentivize the retention of high-performing staff, including tuition reimbursement for advanced degrees. In addition, effective and highly effective instructional staff will be considered for leadership positions and assignments at the high school, such as Academy Leader, instructional coaches, and leaders of professional development and Professional Learning Communities. They will be given the opportunity to pursue additional, district-sponsored professional development. HHS will implement scholarships for teachers interested in pursuing National Board Certification as part of the transformation plan.

#### **II. F. Partnerships**

##### II. F. i. Partner Organizations

HHS has engaged several educational partner organizations to provide services critical to the implementation of the new school design.

**1) Lead Partner: Johns Hopkins University Talent Development Secondary (TDS)**

The transformation framework to be implemented at HHS draws in large part from the Talent Development Secondary (TDS) model for organizational and instructional reforms developed by Johns Hopkins University. For the past 20 years, TDS has helped schools across the nation reorganize in ways that promote strong relationships for students and adults; implement innovative, evidence-based curricula and instructional strategies; and build professional communities that support distributed leadership, shared decision-making, and increased capacity for continual improvement. TDS was the major partner in the transformation of California's Jordan High School under Dr. Strachan, and will be engaged as a major partner in Hempstead High School's transformation.

Schools that implement TDS organizational and instructional reforms see increases in student attendance, reductions in suspensions and other data related to student discipline and school climate, improved course passing and graduation rates, and increased scores on student achievement tests. TDS helps schools obtain such outcomes by offering research-based strategies, developed at Johns Hopkins University, that are paired with intense technical assistance provided by master educators who serve as TDS organizational and instructional facilitators. They work in the school, with the HHS administrators, to ensure that the strategies provided will be effectively implemented, monitored, and managed. The goal is to create a school that meets *all* students where they are and takes them where they need to be to graduate from high school ready to succeed in college, career, and civic life. This comprehensive school restart model uses organizational, instructional, and curricular innovations in concert with multi-level professional development to address the extensive needs of low-achieving schools. The function of TDS is to build capacity within the school so that the school continues to utilize and build upon the practices established during the TDS support period.

The TDS model integrates the following key elements and core strategies:

1. Research and evidence-based comprehensive whole school reform model with intensive instructional and organizational support for students, teachers, and administrators. This includes implementation of the block schedule, Professional Learning Communities, student Advisory period and curriculum, and theme-based small learning communities.
2. A teacher-friendly Early Warning Indicator system tied to research-based prevention, intervention, and recovery strategies in the areas of Attendance, Behavior, and Course performance in English and math.
3. A team-based organizational structure and collaborative work environment to make the job manageable.
4. An on-site School Implementation Manager (SIM) who works with the principal to coordinate the entire transformation process and implementation, including the various PD components;
5. TDS regional team Instructional Facilitators (IFs) in ELA and math who provide professional development and technical assistance to support expert school-based content coaches in ELA and math employed by the Hempstead school district; and a TDS regional School and Student Support Services (S4) Facilitator who provides technical assistance in the areas of school climate and classroom management.
6. Acceleration curriculum in Literacy, Mathematics, and Student Success in grades 9-11. ELA and Math classes are intended to teach students the skills they will need to succeed

in their regular English and Mathematics classes in those grades. The double-dose of ELA and Math for 9<sup>th</sup> graders is a major component.

7. An emphasis on the use of data to drive instruction and to provide tiered whole school and individual interventions.

## 2) **Partner: The Internationals Network for Public Schools**

HHS will engage a second partner, the Internationals Network for Public Schools (INPS), to create an additional academy option which will support its growing number of newcomer SIFE students and English Learners. This multi-grade academy starts at grade 9, helping students of all ages and languages fill gaps in their education while receiving acculturation support and services. The academy will serve a subgroup of approximately 280 students who continue to struggle academically due to education and language gaps.

The research-based approach was developed by expert practitioners in EL education and is based on more than 30 years of school-based experience. It combines quality education for EL students with support to districts, schools, and educators, and involves: 1) Heterogeneity and Collaboration: Schools and classrooms are heterogeneous and collaborative structures that build on the strengths of every individual member of the school community to optimize learning; 2) Experiential Learning: Expansion of the 21st century schools beyond the four walls of the school building motivates adolescents and enhances their capacity to successfully participate in modern society; 3) Language and Content Integration: Language skills are most effectively learned in context and emerge most naturally in purposeful, language-rich, experiential, interdisciplinary study; 4) Localized Autonomy and Responsibility: Linking autonomy and responsibility at every level within a learning community allows all members to contribute to their fullest potential; 5) One Learning Model for All: All learners, faculty, and students participate in similar collaborative learning and work structures which maximize their ability to support one another.

INPS was selected because of the outstanding results it has had with newcomer and English Learners in its International High Schools. In its network of 19 high schools and academies in California, New York, and Virginia, students' standardized test performance, persistence, graduation, and college-going rates are significantly above both native English speaking and English Language Learner averages in these regions. International High Schools have consistently out-performed NYC schools for EL student achievement using a model that has been proven effective in multiple contexts, geographies, and with a large range of ethnic and language groups.

## 3) **Partner: Pearson Professional Development Services**

Pearson Professional Development Services has been engaged by HHS to provide targeted professional development to teachers, instructional staff, and school leaders through its "Change of Practice" Institutes and administrator coaching in the areas of school leadership, ELA, and mathematics. While TDS focuses on the acceleration program, Pearson's Change of Practice professional development program works with all teachers to support Common Core, NY Standards-based lessons. There are summer and school-year components.

"Change of Practice" professional development is geared toward all teachers' implementation of standards-aligned curriculum. Each COP institute starts with a 1 day needs assessment tailored to developing a Data Driven Culture. Data is collected from multiple data points, including classroom observations, focus groups, and teacher and

administrator surveys, and each needs assessment is built flexibly to incorporate existing district or school level tools. Following the needs assessment process, the Pearson team collaborates with the school team to design a flexible training schedule in which participants receive targeted professional learning modules designed to impact the knowledge and skills that are the subject of the Data Driven Culture Institute. The job-embedded coaching can take various forms, including one-on-one coaching, classroom modeling, small group lesson study, teacher or leader network facilitation, co-teaching, co-planning, guided practice (such as walk-throughs), and classroom observation and feedback. The combination of short, targeted training modules (that can be offered during planning periods, team meetings etc.) and job-embedded coaching and differentiated consultative supports (informed by the initial needs assessment) provides schools with highly comprehensive support that does not require time away from the regular daily tasks of teaching and leading. Progress monitoring is embedded within onsite service days over multiple visits and culminates in a final report to stakeholders to debrief implementation, measure the achievement of institute objectives, and define next steps. “COP” institutes are designed to give educators the flexibility to prioritize and target areas of need, and allow them to incorporate professional development flexibly into daily instructional and leadership practice. Because change occurs only with practice, the approach is to nest professional development within the greater context of long-term, systemic solutions. That is, training is accompanied by job-embedded supports that verify fidelity of implementation and entail committed involvement by participating educators.

Pearson was selected as a partner because of its proven results implementing school-wide PD around the core content areas, and because of the customizable tools and program it offers, which allow implementation to be tailored to a school’s specific needs. It was also chosen for the level of service provided to schools and teachers through embedded PD, designed to verify and support the integrity of implementation.

**4) Partner: REACH School Leader Coaching Program (SCLP) and School-wide Effective Practices for Using Data Program™ (SEPUDP)**

In efforts to promote leadership capacity for school leaders, HUFSD engaged REACH School Leader Coaching Program (SCLP). Through the REACH SLCP, school leaders learn how to and when to manage issues of competing priorities, lack of confidence around making the correct decisions, and navigating the political landscape, while honoring the sense of urgency a school may need to be at the forefront of actions. REACH coaching begins in July and ends in June of the following year. During the 12-month program, The REACH school leader coach spends at least one full day per week, 3 times a month, coaching the school leader. The program is designed to address the specific needs of participating school leaders.

HHS will also engage the assistance of REACH as a partner to facilitate the use of instructional data to support the alignment of curriculum and instruction through its SEPUDP program. This will be provided through embedded professional development. It will help instructional staff build capacity to monitor the school’s progress around assessments and other established benchmarks for student achievement.

REACH was selected as a partner because it has a proven track record helping schools develop a protocol for collecting and analyzing data, and using it to drive instructional decision-making. HHS has long lacked such a system, which is crucial to implementing effective school change that identifies and addresses need areas.

II. F. ii. Evidence of Partner Effectiveness - Please see Attachment C and supporting documents.

II. F. iii. Partner Accountability

The LEA will hold the external partners accountable for all areas as specified in the signed contract. A detailed summation of the services rendered must be provided to the district on a quarterly basis. Any changes to the contract without district or school knowledge will not be honored. Partners will also provide the Superintendent of Schools with an overall summary of their work with supporting data (pre and post) that demonstrates the impact of the partnership. Upon completion of the above reporting, the LEA will engage an external evaluator on an annual basis to conduct a review of the services rendered against the contract. Partners will not receive payment from the district until have met all deliverables.

**II. G. Organizational Plan**

II. G. i. Organizational Chart - Please see Attachment H.

II. G. ii. Day-to-Day Operations

**School Staff and Partner Roles**

- **Principal and Assistant Principals:** The principal and assistant principals will continue to manage the day-to-day operations of the entire school program, conducting classroom observations to monitor the instructional program, participating in site and district level meetings around instructional initiatives and priorities that directly impact the high school, and developing and implementing school-wide discipline policies and procedures to maintain a safe and orderly campus. Personnel decisions, budgeting, financial management, legal compliance, and special staffing needs are managed by the principal with assistance from the leadership team.
- **Lead Partner:** Talent Development Secondary (TDS) will serve as a Lead Partner managing the transformation process at HHS. A Lead Partner is a specialized organization that coordinates the transformation of low performing schools by providing intensive, embedded support. The Lead Partner will establish a team providing staggered support five days a week at HHS. This team includes but is not limited to the district-hired School Implementation Manager/School Transformation Facilitator (SIM/STF) and TDS regional Instructional Facilitators in ELA and Mathematics, as well as a School and Student Support Services (S4) Facilitator. TDS will provide targeted services and supports in designing and executing a comprehensive school model including scheduling, academic programming, and support services; professional development and technical assistance in instructional strategies, effective teaming, and the use of data to drive instruction and interventions; implementing activities necessary to create a positive learning environment through change management, media relations, and family and community engagement; designing a strong human capital strategy and investing in school staff through recruitment and hiring processes, coaching, professional development and staff incentives; and supporting school operations by coordinating central office services and supporting budgeting and management.
- **Distributed Leadership and School Committees:** HHS will employ a distributed leadership model to help govern school activities and frame the decision-making process. TDS and other partner leaders meet weekly with administrators, teacher leaders, and department

representatives to support and guide school leaders and faculty members in this effort. This approach to school leadership and governance acknowledges that schools cannot rely on a single, heroic leader; rather, all members of the school community are, in part, responsible for the success of the school. As Alma Harris and James Spillane explain in a recent *Management in Education* article, “Distributed leadership is not a panacea or a blueprint or a recipe. It is a way of getting under the skin of leadership practice, of seeing leadership practice differently, and illuminating the possibilities for organizational transformation.”

- **Instructional Leadership Team:** Comprised of TDS staff, school administrators, faculty members, staff, parents, community partners, and students when appropriate. The purpose of this team will be to guide the overall transformation work. The school will create additional sub-committees to address school needs in areas such as operations, professional development, climate and culture, and community engagement. These committees will create a structure and process that is conducive to community involvement and shared accountability. The committees will provide recommendations to the school’s leadership team; in other instances, the committee may have decision-making authority.

### **Key Transformation Personnel**

- **TDS School Transformation Facilitator** - The School Transformation Facilitator (STF), hired by the district, is full-time onsite at HHS and will be trained and supported by TDS to ensure that the TDS model is implemented in the school. Specifically, the STF plans and facilitates common planning time meetings, leads the planning for implementation of career academies, and ensures that team, academy, and whole school TDS events are planned and implemented. The STF provides instructional coaching support in the Freshman Seminar classes and coordinates the reporting and review of weekly EWI data. Serving as a coordinator, the STF is the point person for TDS in the high school.
- **TDS Instructional Facilitators** – TDS instructional facilitators (2) in the areas of English Language Arts and Mathematics provide support to instructional coaches and teachers in specific content areas. Facilitators work with coaches and teachers on planning courses, units, and lessons; demonstrating teaching techniques; and reflecting on current practices. Instructional Facilitators are responsible for maintaining contact with the school instructional coaches on instructional issues and priorities in preparation for and in between monthly TDS technical assistance visits.
- **TDS Support and Student Support Services Facilitator** – This TDS regional facilitator provides support on school climate and classroom management, including PD around the Early Warning Intervention system.
- The **International Academy instructional coach**, from INPS, plays a key role in supporting the International Academy. The instructional coach and specialists will collaborate with the academy leader to develop a professional development plan that meets the specific needs of teachers over time.
- For school-based instructional transformation personnel descriptions, see section II. E.

### II. G. iii. APPR Plan

HUFSD was a part of six school districts that worked with NYSUT to develop the Teacher Evaluation Development (TED) System and teacher rubric as it relates to APPR. Training on the components of APPR and requirements for observations and evaluations began with teachers and administrators in January of 2012 and continued throughout the 2012-2013 and 2013-2014 school years. Teachers throughout the district participated in five 90-minute module trainings

called APPR Educator Academy. The training focused on understanding the language within the teacher’s rubric and developing a common understanding of highly effective teacher practice and collection of evidence to support learning. Teachers were able to preview videos, collect evidence of teacher practice, align practice to the rubric, and determine HEDI rating.

Currently, at the beginning of each school year, building administrators provide an overview of the APPR process. New teachers participate in a half-day training orchestrated by the Office of Human Resources. (All new administrators attend a 5-day training given by either Educational Leadership Trust (ELT) or the local BOCES. Once the Superintendent of Schools certifies the administrators, they are able to conduct formal observations of classroom teachers.) District-level administrators, in collaboration with the principal, make decisions regarding which administrator will be most effective in observing teachers within the school. Collectively, a schedule is developed and adhered to. Each administrator is responsible for following the agreed upon APPR Plan executed between the district and the collective bargaining unit, as it pertains to scheduling and conducting observations. Tenured teachers receive two formal observations, one announced and one unannounced. Non-tenured teachers can receive a minimum of 2 formal observations and unlimited informal observations. The principal completes the final evaluation of all teaching staff.

Teacher observations are conducted from October 1 through May 15 of each year. Throughout the observation process, teachers and observer work together to determine pre-observation, observation, and post-observation dates. Notification of all schedule observations is conducted via the OASYS platform. All formal observations must be signed by the observer and teacher and submitted to personnel. Original copies are maintained in the in the HR office.

**II. G. iv. Calendar**

<b>Event</b>	<b>Dates</b>
APPR Overview by building administrators	September 2015
APPR half-day training by HR dept	August 25-26, 2015
APPR new administrator training	August 3-4, 2015
Tenured teacher observations (2)	October 2015 – May 2016
Non-tenured teacher observations	October 2015 – May 2016
Creation of APPR schedule	September 30, 2015
Final evaluation by principal	May 30, 2016

**II. H. Educational Plan**

**II. H. i. Curriculum**

With the help of TDS, HHS will implement acceleration curriculum and a double dose of ELA and Mathematics for students who enter HHS below grade level in ELA or Math (scoring 1 or 2 in 8th grade), a format that will be replicated beyond the three-year implementation period. With the help of Pearson Professional Development Services’ “Change of Practice” Institutes, teachers will revisit the standards and work as teams to develop standards-based units around them in the areas of English Language Arts and Mathematics. The framework for collaboration, made possible by new Professional Learning Communities, is supported by TDS facilitators. Curriculum and instructional strategies from INPS will address the specialized needs of newcomer and limited English students.

### **Standards-Aligned Curriculum**

HHS began the implementation of Engage New York's state-approved instructional modules in English Language Arts and Mathematics last year. The modules are aligned with the New York State Learning Standards and the Common Core, and the curriculum was adopted by the school district to support implementation of the CCLS shifts. HHS will continue to build capacity around the utilization of the modules and other instructional materials to support the shift to Common Core ELA and Mathematics. Over the four years of high school, all students' schedules will include:

- At least three credit-bearing courses in mathematics that meet or exceed the Common Core Standards and can include competency at or above Algebra II;
- A sequence of four credit-bearing courses in English that meet or exceed the Common Core Standards at the proficient or advanced level;
- At least three college-preparatory science courses;
- At least four college-preparatory social science/history courses;
- Up to three years of foreign language instruction;
- Freshman Seminar, which facilitates and lays the groundwork for students' transition to high school and college and career preparation.
- Art, music, or drama electives.

Enhancing teachers' ability to deliver this curriculum is New York Learns ([www.nylearns.org](http://www.nylearns.org)), a Standards-based curriculum management and sharing system that will be made available to teachers in the Hempstead School District starting in the 2015-16 school year. This online system includes searchable Standards by grade level and subject, along with shared lesson plans, assessments, and other teaching tools.

### **Curriculum for Acceleration from Talent Development**

The TDS curriculum serves the high school's need for academic acceleration, particularly for incoming 9th graders. It is for acceleration only, and forms the full instructional approach when combined with curriculum from the district. TDS provides curricula in literacy, mathematics, and Student Success for grades 9-11. ELA and math classes are intended to teach students the skills they will need to succeed in their regular English and mathematics classes in those grades. Their effectiveness has been proven in national studies. TDS deploys ELA and math curricula that are Common-Core aligned, and implemented with research-based best-practice strategies. The instructional strategies embedded in the courses are utilized across all courses.

- **Literacy:** The TDS high school model includes intensive double-dose courses designed to build literacy skills for students who are two or more years below grade level to close skills gaps and prepare them for the challenging, standards-based curriculum required of all students. Students are enrolled in TDS double-dose literacy courses during the first semester, and complete the district's required English course during the second semester. Students who enter high school inadequately prepared in literacy take Strategic Reading, a non-traditional approach to accelerating fluency and comprehension skills with emphasis on modeling, reasoning and metacognition, and guiding students through reading authentic literature. These students then go on to take the district ninth-grade English course in the 90 minute block during the second semester. The tenth grade acceleration course, Reading and Writing in Your Career, is provided in the first semester to prepare students for the standard district tenth-grade course during the second semester.

- **Mathematics:** The TDS model for 9th grade students entering high school below grade level proficiency provides a research-based curriculum, **Transition to Advanced Mathematics (TAM)**, which is offered first semester in an extended block schedule. The district-level Common Core-aligned course is taught second semester. **Geometry Foundations (GF)** offers the same beneficial double-dose strategy in the first semester of 10<sup>th</sup> grade to prepare student for geometry. GF reviews basic algebraic skills and fosters students’ conceptual understanding of key ideas in high school geometry. GF helps students learn missing math components, develop new concepts, broaden depth of understanding, and strengthen skills and mathematical reasoning.
- **Student Success and Career Academies - Freshman Seminar** is taught as a full-year course for all students in 9th grade. Students practice the note-taking, time management, study, social, and human relations skills they need every day in their academic and elective subjects and in their lives outside of school. They learn more about themselves and their futures in the worlds of post-secondary education and careers as they prepare to choose a Career Academy for subsequent grade levels. In-depth lessons use both innovative and traditional teaching techniques including long-range projects, cooperative learning activities, role-play, and reflective journal writing.

**English Learner Curriculum**

INPS provides targeted support for newcomer students and other English Learners through its International Schools model, which HHS will implement in the form of an academy. The curriculum includes:

- I-SHARE, Internationals’ online curriculum sharing website with over 850 Common Core aligned curriculum units in all content areas, and resources to support educators in developing their practice. There are also resources, articles, formative assessment rubrics, guidance and college readiness resources posted by teachers.
- Internationals also has systems in place to capture critical knowledge that is generated across its portfolio of schools. The following tools provide schools with direct access to best practices and help to identify particular school components in need of support: 1) LISTSERVs – Online venues organized by academic discipline to facilitate teacher collaboration; 2) Network Curriculum Library – Exemplary curricula and resources chosen for their effectiveness in improving student achievement. Available online through I-SHARE, at the Network office, and via email on request from the INPS office.

II. H. ii. Instruction

The pedagogical shifts demanded by the Common Core Learning Standards will be implemented in joint by TDS and HHS using the following instructional strategies in core courses and common-branch subjects.

<b>ELA and Literacy Instructional Strategies</b>	
Shift I: Balancing Informational and Literary Text	TDS ELA Facilitator will assist ELA coach and teachers in choosing materials that meet the recommended CCLS guidelines for a balance of informational and literary texts. CORE ACTION1 planning sheets from NY CCSS Instructional Practice Guides will be used to ensure that texts are carefully chosen and that tasks are text-dependent while providing all students opportunities to engage in the work of the lesson.
Shift II: Knowledge	Students are taught to view text as their main source of knowledge as teachers move from the role of lecturer to facilitator, teaching students to think critically

in the Disciplines	about the text. A rich variety of reading and metacognition strategies (e.g., reflection, using reference tools, using graphic organizers) are provided, and student independence is fostered so that students become self-directing and self-assessing.
Shift III: Staircase of Complexity	ELA facilitator will guide ELA coach and teachers in scaffolding texts so that students reach targeted complexity bands by providing training in examining texts and identifying strategies for close reading when planning lessons. The Lexile Framework will be used to identify students' entry reading levels (as tested by the Gates-MacGinitie Reading Tests) in order to differentiate and scaffold toward Common Core Lexile Bands. Teachers will be expected to apply differentiation strategies in order to meet the needs of every student.
Shift IV: Text-based Answers	Across content areas, a focus on providing text-based evidence when answering questions or writing will continue to be reinforced throughout the year. The TDS facilitators and building coaches will support a school-wide literacy initiative that emphasizes the importance of using text-based evidence to support responses. TDS materials have been designed to engage students collaboratively in small learning teams around rigorous text-based conversations. After discussion, students write individual text-based answers that serve as ongoing formative assessments. This will give students frequent practice in using text-based evidence to support claims.
Shift V: Writing from Sources	Teachers are taught to require students to provide evidence from sources when supporting claims or explaining their reasoning. ELA, social studies, and other content areas will include MLA documentation and citation in research-based assignments.
Shift VI: Academic Vocabulary	Best-practice vocabulary training has been provided by TDS Facilitator and ELA coach, and will continue to be emphasized school-wide, across all subject areas. Special emphasis will be given to "Tier 2" academic vocabulary, teaching critical CCLS words while keeping the cognitive verbs in mind, such as <i>analyze</i> , <i>evaluate</i> , <i>compare</i> , etc., that focus on processing skills and lead to cross-curricular academic success. A morning announcement vocabulary program will be instituted, and keeping words alive through illustrated word walls, activities, and contests.

<b>Math Instructional Strategies</b>	
Shift I: Focus	TDS math facilitator will work with math coach and teachers to focus on Common Core Learning Standards in all lesson planning. Planning conferences for TDS math facilitator or coach and teacher will include building practice rubrics for task selection.
Shift II: Coherence	TDS math facilitator, math coach, administrators, and representatives from each math course meet periodically as a vertical team to align the overall curriculum with CCLS, avoiding gaps or overlaps.
Shift III: Fluency	Teachers provide opportunities for students to master core functions that contribute to speed and accuracy. TDS facilitator and math coach will support teachers in differentiation strategies and extra supports for students who are identified as having weak core skills. TDS facilitator and coach will model classroom discourse supports.
Shift IV: Deep Understanding	TDS facilitator, math coach, and teachers work together to design formative assessments that go beyond the correct answers by requiring students to explain their thinking. Students are provided small learning team experiences in which they can discuss processes and insights related to math concepts. TDS facilitator, math coach and teachers design rigorous tasks and appropriate rubrics during planning sessions which support a deep understanding of the standards.

Shift V: Application	TDS facilitator, math coach, and teachers will design lessons that require students to provide evidence of their ability to choose appropriate concepts and processes for problem-solving on their own rather than being directed by the teacher. Scaffolding and support will be provided as students work toward independence. This shift will be modeled and/or co-taught with TDS facilitator and/or math coach.
Shift VI: Dual Intensity	Students are presented with situations in which they can prove their ability to apply concepts independently and explain their thinking processes. TDS math facilitator and math coach support teachers in designing instruction to accommodate this shift.

II. H. iii. Use of Time - See Attachment I for the district school-year calendar.

**Block Schedule**

HHS will implement a block schedule starting in the fall of 2015. The current class schedule consists of 45- 48 minute periods. These will increase to approximately 75-80-minute blocks. The block schedule allows students to recoup minutes normally spent traveling from one class to the next, increasing instructional time in core classes while reducing movement in the building. Less movement in the building also helps decrease disciplinary issues that can arise during multiple class changes and dense student traffic.

The new schedule allows for the double period of English Language Arts and Mathematics utilized in the TDS model for students scoring at levels 1 and 2 as measured by state standard assessments. Academic acceleration in that framework occurs in large part due to the innovative instructional practices teachers can implement in the longer class periods. Teachers have time to model skills for students, engage students through cooperative learning activities, offer authentic assessments through project-based learning, and create individual learning centers that allow students to focus on the specific skills and content they need to succeed in a course. To support this change, teachers will take part in professional development around teaching in the block. The schedule will allow for instructional units to be taught in depth” and not just a focus on breadth of the curriculum, thus aligning to the common learning standards.

The block schedule will also allow for a 15-20 minute student **Advisory/ homeroom** period. HHS aims for Advisory to take place a minimum of three times each week. The Advisory period will be used to help students develop study skills and chart a course to college and careers. It will also be used for character education initiatives, team-building opportunities, and establishing a strong connection between teachers and students. It will be a venue for teachers to identify student needs and appropriate services to support those needs using the EWI System. The focus of the International Academy’s first year Advisory is acculturation, emphasizing students’ transition to the U.S., the Hempstead community, and the larger high school campus. This includes socio-emotional supports and delivery of services as needed.

An added benefit of the block schedule is that students can cover the academic content and complete classes in a semester. For example, a traditional year-long class can be completed in one semester allowing additional courses to be completed during the year or repeat courses embedded into the school day for credit recovery. This makes it possible to offer the same classes more than once during the school year as needed, so that students who fail a class can take it again, completing it that year instead of waiting until summer or the following year to complete it and allow students to make progress towards meeting graduation requirements .

Any schedules that are selected will be in alignment with an agreement with the collective bargaining unit.

**Sample Bell Schedules 2015-2016** - Please see Attachment J for bell schedules for 2015-16

### **Common Planning Time**

The new schedule also allows for common planning time for teacher teams, called Professional Learning Communities (PLC's), which help to build the collective capacity of the school's staff. Common planning time is a fixed time during the professional day to engage in collective data analysis and decision-making, professional learning, and planning and preparation of student activities. It will be built into the teacher teams' schedules. The teams meet multiple times per week, and each meeting has a specific focus, such as:

- Identifying students in need of individualized instructional time and devising individualized instructional plans of actions for such students.
- Analyzing student data such as Early Warning Indicators and achievement data
- Developing individual student intervention plans based on student data
- Planning for team-wide incentives, celebrations, or interventions to promote a positive school and team culture and identity
- Utilizing Data Driven Instructional (DDI) practices to examine, discuss, and analyze student work
- Sharing best practices, and engaging in other interdisciplinary professional development activities

TDS helps schools implement common planning time within teacher team schedules, and provides technical assistance and capacity-building activities that help teachers do focused work targeting improved student outcomes.

Professional development from Pearson COP Institutes will also be embedded in the common planning time provided for by the PLC's.

At the International Academy, the PLC's will allow for meetings of **interdisciplinary and discipline-based teams**. Each has a team leader who sets the agenda and facilitates weekly meetings. The interdisciplinary team develops projects that address academic themes from multiple content perspectives, discusses student progress through analysis of work and behavior, fine-tunes the design and use of DY0 formative assessments in literacy and numeracy, shares ideas and curricula to mutually support one another's pedagogical growth, holds constructive critical dialogues about one another's instructional effectiveness after organized lesson studies, and plans Advisory curriculum based on the affective needs of their students. Teachers of the same content area will gather once a week during PLC's to engage in inquiry work focused on instructional and language development strategies to use in their non-ELA courses that will also prepare students for success on the ELA Regents exam, and create performance-based benchmarks and portfolio rubrics used to assess the growth of individual students in their specific content class.

**Summer Bridge Program for Incoming 9<sup>th</sup> Graders** - HHS will extend the school year for incoming 9<sup>th</sup> graders, who will take part in a three-week summer bridge transition program. This adds 20 days of instruction to the school year for 9<sup>th</sup> graders. The program is designed to increase readiness for high school. Course offerings include Pre-English 9; Real-world Mathematics; Organization and Study Skills for High School; Financial Mathematics; Advisory; and Dance.

**Extended Learning Time** - HHS will also implement an extended day with its new **Tiger Academy**, a program that adds 4 hours daily, Monday through Friday, from 3:15 p.m. to 7:15 p.m., for a total of 20 hours per week. It operates as a continuation of the regular school day, with the same policies and procedures. Tiger Academy will also offer college entrance exam test support for juniors and seniors. Subject areas are led by full-time HHS faculty members. The offerings are as follows:

- **Tiger Academy weekdays** include:
  - **After-school Credit Accrual program** for students who need to accrue credits required for graduation.
  - **After-school tutoring programs** - Students may take part in tutoring assistance to support their academic needs, including remediation and Regents preparation.
  - **Enrichment programs** - The extended day also allows for enrichment classes. Some classes offered will be Princeton Review SAT/ACT preparation classes, Smart Scholars college readiness classes through Farmingdale State College, JROTC, sports, and enrichment classes.
- **Tiger Academy Saturdays** include programs like Princeton Review to help juniors and seniors on college entrance exams such as the ACT, PSAT, and SAT, in addition to Regents exams test preparation. It will also continue to support students with limited English build their English reading comprehension, speaking, and writing skills.
- **0 Period** – HHS will also implement a before-school, 0-period class to accommodate additional elective and enrichment courses, such as Advanced Placement classes.

**Additional Extended Learning Time Options** - Guidance counselors will collaborate with students and their parents to present all of the options available after reviewing each interested student's transcript. Students may elect to enroll in such extended day programs:

- **Twilight Academic Program at the BOCES Career and Technical Center**— Students may take part in this academic program for Regents-bound students.
- **Tech Plus Program at the BOCES Career and Technical Center**—Students may take part in the technology career track programs and/or credit recovery programs offered.
- **Summer School** is an additional credit recovery option.
- HHS is also adding an early morning, **0-period class** that takes place before the start of school. The added flexibility of a 0-period class would allow for additional enrichment, Advanced Placement, and college courses.
- **JROTC program** – HHS is bringing back its JROTC program. The program builds character while offering students interested in military service an additional pathway into careers, the workforce, and college. Components of JROTC will be delivered both after and during school.

#### II. H. iv. Data-Driven Instruction/Inquiry (DDI)

The use of data to drive decision-making is an ongoing focus at HHS, both during and beyond the three-year transformation period. This includes instructional decision-making in the classroom, assessment and provision of support services for individual students, as well as school initiatives designed to create a climate conducive to student success.

The functional cycle of Data-Driven Instruction is as follows:

- Formative and summative assessments are conducted at the beginning and end of each instructional unit, during the first and second semester.

- Benchmark or interim assessments are conducted quarterly in the core content areas.
- Teachers meet monthly in content-specific PLC's to review and analyze instructional data from formative, benchmark, and summative assessments in addition to student work. Instructional delivery is modified as needed based on the findings. This takes place in classrooms or other spaces as assigned.
- Teachers meet with administrators quarterly, following the benchmark assessments, to review concerns about student progress and develop intervention plans as needed.
- Teachers meet weekly in interdisciplinary academy-based PLC teams during which data review and planning are conducted.

**Talent Development Data Supports** - A portion of PLC meeting time is devoted to an Early Warning Indicator meeting to examine student data in the areas of attendance, behavior, and course performance. The school will use TD Access Tracker as a data management system to capture student data in real time so that staff can identify individual students in need of academic, behavioral, or socio-economic supports, as well as broader trends that inform instructional strategies and decision-making. The SIM will play a key role in assisting and training school staff in the use of student data to drive instruction. In addition, Math and ELA facilitators will monitor student achievement data in these two key areas and will assist teachers of these subjects to adjust instructional practice as warranted, both individually and in the context of content-area teams. Content area teachers (math, ELA, science, and US history) will meet across grade levels to ensure coherence of instruction both within a grade level and in the articulation of skills taught in 7<sup>th</sup> and 9<sup>th</sup> grade. Finally, TDS instructional Facilitators in Math and ELA will each provide two days per month of technical assistance in the form of PD, coaching, and facilitation in their respective content areas.

**REACH School-wide Effective Practices for Using Data Program (SEPUDP)** - HHS has engaged REACH SEPUDP as an additional resource to assist the school community in making use of data sources to align to overall goals the school has established. The program will ensure that there are systems established with explicit protocols for how to analyze and use data. HHS teachers will receive PD aligned to the use of the REACH data protocols during monthly PLC meetings, during which the REACH SEPUDP Facilitator meets with staff members to review the ways in which teachers collect and track data against the school's mission. The facilitator works directly with teacher teams to develop their knowledge of the ways in which data should be used in the school. He or she also initiates a system of school-wide data collection to enable HHS to better understand school-wide progress indicators. This program has 20 face-to-face sessions. The facilitator meets with the teacher team 10 times, across 10 months, throughout the school year. The remaining 10 visits are dedicated to providing coaching to individual teachers participating in the teams. The individual sessions will focus on providing job-embedded coaching to the teachers aligned to the use of data to inform instructional practices before, during, and after classroom instruction. This program will blend a model that incorporates off-site supports, including the creation of data charts and graphs for the school leader and community to use to discuss if the school is on track to achieve established goals, or if adjustments of practices are needed. Reflection sessions between the REACH consultant and the school leader take place quarterly.

## II. H. v. Student Support

**Small Learning Communities** - The Small Learning Communities structure, in which each student belongs to a smaller community led by a team of teachers within the larger high school, helps to keep students from falling through the cracks. It encourages a close-knit community of students, teachers, and families. Research and experience have shown that the quality of student-teacher interactions and the quality of instruction are critical to the levels of student motivation, effort, and engagement required for sustained academic progress.

At the International Academy, students will develop a sense of pride in their own backgrounds and the diverse experiences of others through classroom projects, school-wide initiatives, Advisory-based lessons, and culture/language clubs. Students will be continually encouraged to celebrate their cultural and linguistic individuality while embracing their new home in the United States. Many of the students in the International Academy have faced recent trauma, separation from family members, and reunification with others. The Academy will develop strategic partnerships with community-based organizations in order to provide family reunification workshops, adult English language courses, access to mental health and legal services. Positioning the academy as the community's bridge to such services will strengthen the relationship between the families of ELLs and HHS.

**Summer Bridge for 9<sup>th</sup> Graders** - The summer bridge transition program for incoming 9th graders is designed to increase readiness for high school via math, ELA, advisory, and study skills curricula.

**Early Warning Indicator System** - The Early Warning Indicator (EWI) system from TDS is designed to identify students early who need support, and to provide the appropriate interventions as quickly as possible. School staff members who closely follow and use the EWI's of attendance, behavior, and core course failure quickly identify students who begin to exhibit warning signs. In addition, the system helps to identify the intensity of services needed, and to monitor impact. Teams hold weekly EWI meetings in which teachers, school administrators, and support staff meet to analyze EWI data, assign and assess interventions, and determine the professional development needed to strengthen the success of student-teacher interactions and support high-quality instruction in every classroom. These meetings, as well as the EWI system, are facilitated by an on-site facilitator experienced in supporting school-based implementation of EWI and intervention systems. EWI meetings result in very specific supports to individual students along with follow-up from committed staff and partner organizations. The TDS EWI system incorporates three distinct tiers of support:

- Tier 1 supports are provided for all students to help them raise their attendance rates, teach and reinforce expected behaviors, and ensure a high level of achievement;
- Tier 2 supports are interventions for students who need more than Tier 1 supports. These include group supports such as tutoring, anger management or after-school activities.
- Tier 3 are for students with academic issues, or challenges outside the school building requiring off-site one-on-one support such as services from a psychologist or social worker, or off-site clinical personnel.

#### **Academic & College-Going Supports**

- The **Ninth Grade Success Academy** supports students transitioning to high school while providing the academic and social foundation they need to succeed. Students begin to select their post-secondary pathway and prepare for college in *Freshman Seminar*, a transition-to-high-school course that emphasizes the study skills, social skills, and career and post-

secondary planning skills necessary to succeed in and beyond high school. They begin to explore their strengths and interests, using this information to research career fields and relevant post-secondary pathways. The double-dose courses in Strategic Reading and Transition to Advanced Mathematics during the first semester provide students with the extra help and support they need to succeed. Throughout the **sophomore and junior years**, students receive academic support that prepares them to be successful post-secondary students. Career electives challenge them to apply academic skills in workplace settings and develop skills that will benefit them after high school.

- The **Student Support Team (SST)** assists in the facilitation of a caring, structured, and nurturing environment in which each student's educational and physical needs are met. The SST is prepared to obtain needed resources or services for each student's particular needs as well as collaborate with parents, case managers, health care providers, and other service providers in the students' best interest.
- HHS also implements the **Safe & Civil Schools program**, which employs strategies to increase student respectfulness, responsibility, and motivation. As a Response to Intervention (RtI) model, Safe & Civil schools complements the TDS model and the EWI tiered system of supports.
- **Check-in/Check-out (CICO)** is another behavior intervention which requires students to check in with a faculty member in the morning and in the afternoon. Faculty members volunteer to become lead CICO Facilitators in the building, and are assigned a small group of students. Students receive positive contact, pre-corrects, reminders of school-wide expectations and, if needed, basic school supplies. The facilitator receives updates from the student and his/her teachers and discusses daily performance with the student.
- **Social/Academic Instructional Groups (SAIG)** are led during lunches and extended periods by members of the Student Support Team (SST). Youth are supported in a small group for direct instruction of school-wide expectations and/or replacement behaviors, including structured practice and direct behavioral feedback. Interventions leading to generalization are most effective when youth are also supported by CICO.
- HHS uses positive behavior certificates called **Tiger Certificates** which are provided to all faculty members to give to students who perform good deeds, follow school rules, or at the discretion of the faculty member for a student who is acting as a good citizen or caring for the Hempstead community. The school will explore various incentives to encourage positive behavior for students who earn the certificates.
- **Say Yes** works with TDS and other partners to provide individualized supports for students. Services currently include a student monitoring system to ensure students are on track to thrive and successfully graduate high school, scholarships to attend vocational training and/or two and four year colleges, mentoring, tutoring and academic assistance, and after-school programming.
- HHS is bringing back its **JROTC program**, which builds character while offering students an additional pathway into careers, the workforce, and college.

**Empowered Teachers, School Climate** - The TDS model and teacher team organization empowers teachers to take charge of creating a safe environment that promotes high-quality teaching and learning. School climate celebrations and interventions include quarterly **Report Card Conferences** and monthly and quarterly **student recognition programs** and end-of-season team recognition programs. Teachers also work together during planning meetings to

design, implement, and adjust academy-level policies regarding students' academic responsibilities and behavior. These policies provide students with a consistent and fair set of procedures for all classes.

**A College-Going Culture** - HHS aims to create a college-going culture where students set their sights on college early, then develop a plan, build the necessary skills, and access resources that will help them enter and succeed at college.

- **Advanced Placement (AP) courses** - HHS currently offers 7 AP courses, but intends to expand the number of AP courses to 10 or 11 over the next 3 years.
- **NYGEARUP** – As part of the transformation, HHS is implementing NYGEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) in conjunction with Nassau Community College, a federal initiative designed to increase the number of students who are prepared to enter and excel in postsecondary education. The goals of NYGEAR UP are to increase the academic performance and preparation for postsecondary education of participating students, with an emphasis on career readiness and college fit; increase the rate of high school graduation, with an emphasis on college and career readiness; increase participation in postsecondary education with an emphasis on college fit and alignment with high-demand fields and sectors of the economy; increase participation in postsecondary education without need for remedial coursework; increase the rate of college persistence and completion of participating students; and increase student and family knowledge of postsecondary education options, preparation, and financing.
- **SMART Scholars Early College High School** – A SMART Scholars program is in place at HHS. This is an early college high school program, delivered in partnership with Farmingdale State College, through which students take college classes and then graduate from high school with college credits. HHS will continue this program, working to make it more robust and better utilized by HHS students.
- **College Center** – HHS will establish a College Center with a computer lab and resources to aid students in their college search, as well as applications for financial aid and scholarships.
- **College counselor** - The College Center will be staffed with a college counselor who can assist students with all aspects of the college selection, application, and funding process.
- **College visits** – HHS will create more opportunities for students to visit colleges, including trips to historically black colleges and universities, NYS CUNY system, and other schools. The goal is to increase student interest and enrollment in postsecondary education.

#### II. H. vi. School Climate and Discipline

While the multi-pronged approach to improving school climate described in the previous section is an excellent preventative strategy that will benefit a majority of students, those who continue to be disruptive, cause disciplinary incidents, or miss school will necessitate school responses. Discipline with Dignity is a concept based on creating a connection with students so ultimately they are motivated by the realization that positive behavior will make their lives better.

An HHS committee headed by the Dean of Students will explore options for a dignity-based disciplinary system featuring a **merit system**. Students will have the opportunity to earn back merits through various avenues including community service with partnering agencies, school beautification assignments, after-school detention, Saturday detention, peer mediation, and conflict resolution. These alternatives to suspension ensure that students are not out of school

even when a suspension is merited. The ultimate goal is to restore an opportunity for students to experience discipline with dignity.

The overall approach to school climate transformation is designed to address the needs of all HHS students, including students with special needs. In addition to the components described above, the Committee on Special Education will develop behavior intervention plans for special needs students who illustrate a pattern of repeated behavioral incidents. These will be monitored by the school social workers and school psychologists.

**School Climate Surveys** - In order to gauge satisfaction with the school climate, HHS will implement annual student, staff, and parent surveys. Additional information will be gathered informally at Breakfasts with the Principal and other events.

#### II. H. vii. Parent and Community Engagement

Community and parental involvement is another component that helps address challenges with non-academic barriers to learning. HHS makes a diligent effort to engage the school community with timely notification of school services and programs. Literature is sent home in English and Spanish. Parents are invited to visit the school during Open House, Back to School Night, and parent-teacher conferences. In addition to the current outreach efforts, the school will recruit and hire a bilingual Parent Community Liaison to support HHS adding the following components to strengthen the school-to-home connection:

- Town Hall Meetings – Town Hall Meetings are good ways to engage parents on important topics, such as introducing the parents of 9<sup>th</sup> graders to the school, or to explain the transformation process. The format allows for question-and-answer sessions with school staff. This initiative will commence in August of 2015.
- A communications campaign about the school transformation process
- Bilingual annual progress reports to parents and community members, and/or a monthly newsletter from the principal
- Updated, active school website
- Parent Symposium – Organized by staff, this event invites parents to the school to take part in workshops and become active members of the school community.

Parent Center – Many schools have a Parent Center staffed by parent volunteers and a bilingual parent/community liaison, where parents can go to obtain information and become involved in the school. HHS is planning to implement a Parent Center replete with classes designed to help parents support their children.

#### **II. I. Training, Support, and Professional Development**

HHS will employ a three-tier model of job-embedded professional development (PD) in which TDS ELA and Math facilitators and school-based ELA and Math instructional coaches work with school administration, the Instructional Leadership Team, and classroom teachers. Much of the support of the instructional team takes place during Professional Learning Community meeting time embedded into the school day on a weekly (SLC teams) and monthly (discipline teams) basis. Major partners to be engaged in school PD include TDS, which manages the PD program while also deploying an academic PD component that revolves around its acceleration curriculum and an Early Warning Indicator system to help teachers identify student needs and support systems; and Pearson Professional Development Services, which addresses whole-school implementation of CCLS-aligned curriculum. Both utilize embedded professional development

strategies that take the form of working with teachers by co-teaching and/or modeling lessons. This is bolstered by structured sharing and team planning among teachers.

II. I. i. School Leadership/Staff Role in Plan Development

The plan was developed by Dr. Strachan and the Instructional Leadership Team, with feedback from teacher focus groups and assistance from TDS.

II. I. ii. Implementation Period

<b>YEAR 1</b>			
<b>Training, Support, and PD Events</b>	<b>Agency</b>	<b>Measurable Outcomes</b>	<b>Method of Assessment</b>
<b>Pearson Change of Practice Summer Institutes:</b> Total days: 6. For teachers in the areas of English Language Arts, Mathematics, college readiness. Emphasis on CCLS/shifts. Aug. 2015	Pearson	Progress toward benchmarks in student achievement and culture	Analysis of student data; external evaluator tool
<b>Summer Institute at Harvard Graduate School of Education:</b> Principal and AP's (4) attend this training for building-level administrators in redesigning high schools and improving instruction while ensuring internal and external accountability.	Harvard Institute	Progress toward benchmarks in student achievement and culture in individual SLC's, including attendance and discipline referrals. Student surveys show positive climate.	Principal uses student data and surveys to assess APs' performance. Principal evaluated under APPR by LEA.
<b>REACH School Leader Coaching Program</b> Supports the principal in any and all aspects of leadership coaching, addressing challenges inherent to leading a comprehensive school change transformation. One full day per week, 3 times a month. Sept. 2015-June 2016	REACH	Successful leadership of school transformation implementation evidenced by leading indicators.	Principal evaluated under APPR by LEA. REACH by external eval.
<b>Academy Professional Learning Communities (PLC's)</b> – One block class per week dedicated to academy meetings that include PD and coaching from TDS Facilitators around Early Warning Intervention System for students, Advisory curriculum.	TDS	Successful use of Early Warning Indicators to ID and match students to services. Successful implementation of Advisory curriculum.	TDS facilitators and ILT confirms practice at monthly meeting.
<b>Content-specific Professional Learning Communities (PLC's)</b> – One block class per month dedicated to content-specific meetings that includes: PD, coaching, and team planning assistance from TDS Facilitators, with assistance from school-based ELA and Math coaches, around 9 <sup>th</sup> grade Math and ELA intervention curriculum, plus multi-grade planning. The monthly PLC's also provide the framework for PD from Pearson Institutes in ELA and Math.	TDS, Pearson	Progress toward benchmarks in student achievement in the core content areas.	Analysis of student data; external evaluator tool

<p><b>“Change of Practice” Leadership Network Institute</b> – Delivered in the form of half-day sessions each month September 2015 – June 2016</p>	<p>Pearson</p>	<p>Successful leadership of school transformation implementation evidenced by leading indicators.</p>	<p>Principal evaluated under APPR by LEA. REACH by external eval.</p>
<p><b>Instructional Leadership Team</b> - Principal and AP’s, school instructional leaders, and partner leaders meet monthly around transformation efforts and to take part in embedded PD from TDS, Pearson, and REACH. A major focus is the alignment of student data to PD opportunities.</p>	<p>TDS, Pearson, REACH</p>	<p>Successful alignment of data to PD opportunities</p>	<p>Successful alignment of data to PD opportunities.</p>
<p><b>International Academy PD</b> – Internationals Network will provide this academy’s teachers, leader, and AP with coaching to align curriculum to the Common Core, leverage best practices in teaching ELLs, and differentiate for a heterogeneous classroom through workshops and embedded coaching and curriculum development support to teachers one day per week in PLC’s.</p>	<p>INPS</p>	<p>Progress toward benchmarks in student achievement and culture in International Academy</p>	<p>Analysis of student data; external evaluator tool</p>
<p><b>Pearson “Change of Practice” Professional Development</b> – Pearson Professional Development implements their research-based ELA and Math institutes accompanied by job-embedded supports for participating educators. While TDS focuses on the acceleration program, Pearson’s program works with all teachers to support Common Core, NY Standards-based lessons. September 2015-June 2016.</p>	<p>Pearson</p>	<p>Progress toward benchmarks in student achievement</p>	<p>Analysis of student data; external evaluator tool</p>
<p><b>REACH School-wide Effective Practices for Using Data Program™ (SEPUPDP)</b> -Facilitates the use of instructional data to support the alignment of curriculum and instruction, provided through embedded PD. SEPUPDP helps school staff monitor progress around assessments and other established benchmarks for student achievement. September 2015-June 2016.</p>	<p>REACH</p>	<p>Progress toward benchmarks in student achievement</p>	<p>Analysis of student data; external evaluator tool</p>
<p><b>New teacher training</b> - Teachers chosen from the HHS staff mentor new and struggling teachers. Monthly mini-workshops to support their transition into the teaching profession on top of other PD. Mentoring is ongoing; mini-workshops are 1x/month September 2015-June 2016</p>	<p>ELA &amp; Math coach; HHS teacher leaders</p>	<p>Progress toward benchmarks in student achievement</p>	<p>Analysis of student data</p>

II. I. iii. PD Evaluation

Hempstead High School is committed to providing teachers and instructional leaders with high quality professional development to improve teaching and learning. To that end the school site will follow the protocol listed below to effectively evaluate the professional development outlined in this transformation application and make adjustments as needed.

Evaluation of the implementation will consist of the following:

- **Changes in Educator Practice:** School leadership will conduct monthly evaluations of the PD plan to assess its impact on educator practices at the classroom and/or school level. Data is collected each month (10x/year) by the Instructional Leadership Team via formal classroom walk observations, in addition to more regular informal observations, followed by a monthly meeting to study the data and plan changes as needed. The evidence collected from teacher practice observations is not only shared with teachers, but is also used to make decisions regarding ways to address additional performance needs of staff through PD.
- **Changes in Students:** The Instructional Leadership Team will also assess the PD program's impact on student performance at the monthly meeting—using summative and formative data from state achievement measures, district achievement tests, progress monitoring, educator-constructed tests, interim assessments, action research results, discipline referrals, and/or portfolios of student work—to assess the impact of professional learning.
- Annually, the school will conduct an evaluation of the degree of fidelity with which the school's PD plan is implemented.
- Annually, school administrators and the ILT will review school-level evaluation data as part of the needs assessment process for the subsequent school year's PD planning in order to eliminate ineffective programs and strategies and to expand effective ones.

#### **Use of Teacher Input**

- At the end of each school year, as a part of the APPR process, teachers meet with the principal evaluator. The teacher and evaluator determine workshops/conferences that most benefit the teacher to improve on his or her practice. It becomes the responsibility of building administration in conjunction with Office of Curriculum and Instruction (OCI) to develop a plan of action to enhance teacher practice based on their areas of growth.
- HUFSD requires staff to complete an evaluation form for all PD sessions. Evaluation forms are submitted to OCI for analysis. The information gained is used to determine whether or not future PD sessions need to be adjusted to ensure the individual and collective needs of staff are being addressed. Teachers' suggestions to what they feel is needed to improve the teaching and learning environment is crucial to buy-in and promoting successful practices.

#### **Pearson Professional Development Services Self-Assessment**

Pearson Professional Development Services offers multiple evaluation tools around the services that they provide to HHS staff. These tools include post-training participant surveys, observational and instructional rubrics utilized during the course of job-embedded coaching and modeling, and field notes summarizing change over time. This data is used on an ongoing basis to tailor Pearson PD to the needs of the instructional staff.

#### **II. J. Communication and Stakeholder Involvement/Engagement**

- It is especially important at the start of the transformation process to inform parents of the changes they and their children will experience as a result of the school redesign. In August 2015, the school will take a proactive approach by mailing home a bilingual flyer in English

and Spanish highlighting the key components of the process. The informational flyer will also be posted on the district and school websites.

- **Bi-monthly Town Hall Meetings** – One of the key goals of the bi-monthly Town Hall Meetings is to inform parents about the school's Priority status and progress on SIG plan implementation. Presentations are informed by an analysis of evidence and leading indicator data. They generally begin with a PPT presentation by the principal, followed by a question-and-answer session. This initiative will commence in August of 2015. Town Hall Meetings are held in the school auditorium.
- The school website has lain dormant for some time. HHS will revitalize the site, using it to provide updates about the SIG process and serve as a vehicle for parents and community to leave comments and voice concerns. This initiative is planned for August 2015, with weekly updates occurring after that.
- The principal will produce a monthly bilingual newsletter to update stakeholders on the progress of the SIG implementation and related indicators.

## **II. K. Project Plan Narrative/Timeline**

### II. K. i. Key Strategies for Year 1 Implementation

Please see Attachment K for an annotated chart illustrating Key Strategies for Year 1 Implementation, categorized into areas of student academic achievement, staffing, professional development, partnerships and stakeholder involvement, with implementation dates. Strategies:

- **Hire new transformation teachers:** Six transformation teachers will be hired in the core subjects to reduce class size in courses that historically have a high failure rate. Competencies for these teachers include high student performance, experience in urban schools, and a commitment to implementing school change.
- **Identify Academy Leaders:** Academy leaders are teachers who take a lead role in theme-based academy planning, partner engagement, and at PLC meetings.
- **Identify ELA/Literacy and Math coaches:** These school-based ELA and Math coaches work with instructional staff, with assistance from TDS ELA/Math Facilitators to provide coaching, PD leadership, and assistance to instructional staff.
- **Implement Tiger Academy Extended Day (20 hrs/week):** The school day will be extended 4 hours per day, 5 days a week. The time will be used for credit recovery, tutoring, college-prep, and enrichment programs for all students.
- **Implement Saturday Academy:** A Saturday program will be used for credit recovery, tutoring, college-prep, and enrichment programs for all students.
- **Implement JROTC program:** This program builds character while offering students interested in military service an additional pathway into careers, the workforce, and college. Components of JROTC will be delivered both after and during school.
- **Implement Pearson "COP" Institutes:** Math, ELA, Leadership: These standards-aligned institutes utilize the CCLS shifts to help teachers assess and collaborate to improve their curriculum and instructional delivery to impact student achievement. They are supported by embedded PD to ensure excellent implementation and support teachers.
- **Implement REACH Data Program:** This program helps establish protocols for collection and use of data to drive instruction. Called School-wide Effective Practices for Using Data Program, it includes 20 face-to-face sessions including PD for teachers during monthly PLC meetings plus individual support to teachers, and consultation with the principal

- **Implement new teacher mentor/PD program:** Teachers chosen from the HHS staff mentor new and struggling teachers.
- **Implement vertical training with middle school,** with the goal of articulating and lining-up instructional standards to define what students should know leaving high school, and what they should learn upon entering high school
- **Implement incentives for effective/highly effective teachers:** These include opportunities to take a leadership role at HHS such as Academy Leader or Instructional Coach; opportunities for school or district-funded additional PD; and scholarships for pursuing National Board Certification
- **Implement Early Warning Indicator system:** This TDS initiative is designed to have a positive impact on school culture by training teachers to monitor student data like attendance and academic achievement to identify needs and services to help the student. Academy teachers review the data weekly in PLCs.
- **Establish College Center with College Counselor:** Establishing a technology-rich College Center, staffed by a college counselor who supports students' college searches, applications, financial aid and scholarships, contributes to the school's college-going environment.
- **Establish Parent Center with Parent/Community Liaison:** The school will also establish a Parent Center, staffed by a bilingual parent/community liaison who will coordinate parent workshop, activities, and programs that strengthen the home-school connection. This contributes to the school climate goal.
- **Implement Communications Projects:** To increase school-home communication, HHS will 1) update the school website; 2) create written communications such as bilingual newsletters and annual reports; 3) conduct public presentations.
- **Implement year 2 of Smart Scholars ECHS with Farmingdale State College:** This program allows students to earn college credits, and a college experience, while at HHS.
- **Implement Merit-based Discipline with Dignity program:** Students will have the opportunity to earn back merits through various avenues including community service with partnering agencies, school beautification assignments, after-school detention, Saturday detention, peer mediation, and conflict resolution.

#### II. K. ii. “Early Wins” Indicators of Successful Implementation

Some of the “early wins” anticipated are:

- A shift in the academic environment in the building
- Increased in seat attendance
- Reduction of 1) referrals to office and 2) out of school suspensions
- More 1) students passing courses and 2) credits earned meeting graduation requirements
- Increased teacher attendance and morale
- Increased parent and community participation in school activities

The school leadership will meet with stakeholders on a quarterly basis to evaluate the systems and structures that have yielded success so the school can continue to build them, ensuring they become systemic in the culture of the school building. The school will conduct an annual parent and community symposium to engage parents in meaningful activities, presented by school partners, to build their knowledge and understanding of the shifts in the building, and the implementation status of the school-wide initiatives.

Other “early wins” that serve as indicators of successful SIG implementation include:

- Successful hiring of the school-based SIM and math and ELA coaches
- Successful organization of SLCs (Freshman Academy, International Academy, and Career Academies)
- Creation of a block schedule that allows for double-dose acceleration courses in math and ELA, and Freshman Seminar for 9th graders
- Successful Town Hall meeting in August to communicate the Transformation Plan to students, teachers, families, and other stakeholders
- Revamping of school website, up and running by August 15
- Creation of a school-wide Early Warning data system, with all teachers trained in its use
- Early functioning of EWI meetings in all SLCs, with appropriate tiered interventions at academy, classroom, subgroup, and individual levels (e.g., parents of absentee students receive a phone call the same day)
- Successful implementation of after-school Tiger Academies
- Successful Back-to-School night, parent-teacher conferencing, and Report Card Conference
- Timely submission of 1st quarter EWI data, showing evidence of appropriate and effective interventions provided to students slipping off-track
- Successful pre-implementation and 1st quarter tiered professional development, including TA from TDS instructional facilitators and onsite support from math and ELA coaches

Some of the major initiatives intended to ensure the long-term sustainability of the plan include:

- Heavy investment in professional development and support systems to teachers including incentives for becoming effective and highly effective educators who use data to inform standards-based instruction.
- Building capacity among school-based Math and ELA Coaches to support teachers with coaching and other embedded PD plus instructional leadership beyond the SIG grant period.
- Restructuring the school into small learning communities led by a team of teachers. The SLC structure makes it possible to build in supports for students' individual needs. The SLC's and corresponding block schedule are implemented as part of the grant and practiced for five years, so that school leadership and staff are well-trained and practiced in the new structure, ensuring their ability to utilize it beyond the SIG grant period.
- Training on the Early Warning Indicator system to help teachers identify and respond to student needs. This system, too, will have ample PD support and time for educator practice so that it is incorporated into school staff's weekly practice, ensuring sustainability.

#### II. K. iii. Leading Indicators of success.

Leading indicators of success will draw from several sources of data:

- Ongoing individual student EWI data (Attendance, Behavior, and Course performance in math and English)
- School-wide daily and monthly data for attendance and behavior
- School-wide long-term data on promotion and graduation rates, and percentage of students going on to two- and four-year colleges and vocational training
- Number of students enrolled in and regularly attending after-school Tiger Academies and other extended learning options
- Student achievement data as measured by statewide test scores
- End-of-year student, teacher, and parent school climate and satisfaction surveys

Information not collected by the TD Access Tracker will be collected by the Instructional Leadership Team (ILT) from participation records and surveys. The data will be examined quarterly (every 5 weeks, after the benchmark assessments) 1) by the instructional staff at academy and discipline team meetings in PLC's, and 2) by the ILT with assistance from REACH. Results will be reported to stakeholders via Town Hall Meetings, faculty meetings, parent conferences, and newsletters.

#### II. K. iv. How Key Strategies Meet Model Requirements

- The 6 Key Strategies that describe a tiered, intensive approach to professional development for the instructional staff and school leadership ensure that all staff members, including those identified as underperforming, have a matrix of support at their disposal, giving them every opportunity to improve their practice so as to avoid being removed from the school as described under the APPR plan with the Superintendent as Receiver. These also provide a support system designed to ensure teacher success and engagement, thereby improving retention. An additional Key Strategy speaks to additional incentives to reward high-performing teachers to be considered in Year 1 to bolster current incentives already offered by the LEA.
- Key Strategies that speak to increased instructional time for students and increased collaboration time for teachers include implementation of the block schedule with assistance from TDS, the Tiger Academy extended day program and Saturday Academy, and the Summer Bridge program for incoming 9<sup>th</sup> graders. These components provide additional time for students to learn core academic content as well as participate in enrichment activities.
- The Key Strategies around the entire redesign speak to the operating flexibility afforded HHS by the LEA in order to accomplish major change during the SIG grant period.

### **III. SIG Budget**

#### **III. A. Budget Forms**

i/ii. FS-10 and Budget Summary Chart - See Attachment D.

#### **III. B. Budget Narrative**

##### III. B. i. Budget Narrative

YEAR 1

##### **School Redesign**

- *School Implementation Manager* - **\$130,000 (SIG)** - To ensure implementation of the school improvement grant with fidelity, the school will recruit and hire a highly qualified School Implementation Manager (SIM). The SIM will be assigned to the school site and will support the school site administrative staff. The district will sustain these actions by identifying additional funding sources through Title I, Receivership Funds, and General Funds.
- *John Hopkins TDS program* – \$253, 940 (receivership) - The TDS program includes reorganizing the school into SLC's; establishing a block schedule; managing PD program; implementing and training staff on Early Warning Intervention system. TDS staff include the school-based School Implementation Manager who leads all components of the redesign; ELA and Math facilitators who lead implementation of the double-dose 9th grade ELA and

Math curriculum, plus PD and instructional support, including training school-based ELA and Math coaches who sustain instructional leadership after the 3-year partnership is over.

- *Internationals Academy* - \$100,000 (receivership) The International Academy, a homogenous, multi-grade SLC in grades 9-12, is designed to address the specific needs of newcomer SIFE and EL students who lack English and lack or have experienced gaps in their education. HHS engaged the International Network of Public Schools to help implement their successful program, which will serve approximately 280 students. This is sustainable beyond the grant period because it creates a structure and trains teachers on strategies that can be used into the future.

### **Professional Development**

- *Pearson PD COP Institutes, summer and school year* - **\$100,000 (SIG)** - Pearson will provide intense comprehensive PD to the high school instructional staff in the core subjects. On-site instructional coaching will take place in classrooms in supporting teachers with teaching in an extended period, CCLS shifts, and developing instructional units utilizing the Understanding by Design protocol. Strategies learned can be used beyond the grant period.
- *Summer Institute at Harvard* - **\$12,000 (SIG)** - Administrative staff at the high school will participate in the Leadership Training in Urban Schools to build leadership capacity in the school building and shift the academic culture, becoming instructional leaders who effectively utilize and analyze instructional data. Strategies and practices learned can be used beyond the grant period.
- *REACH School Leader Coaching Program & Data Team* – **\$20,000 (SIG)** - REACH consultants will facilitate the development of a school site data inquiry team to develop instructional leader expertise in understanding and interpreting school-wide data and identifying best practices to intervene chronic underperformance of students.
- *CCLS & Technology Workshops* - **\$5,000 (SIG)** - Workshops for administrators and teachers to increase staff capacity in CCLS instructional shifts and technology integration. The funds will cover costs of registration, travel reimbursement, conference attendance reimbursement, and materials. Strategies and practices learned can be used beyond the grant period.
- *Full-time Math & ELA Coaches (2)* - \$250,000 (General Fund/Title 1) - These school-based ELA and Math coaches work with instructional staff, with assistance from TDS ELA/Math Facilitators to provide coaching, PD leadership, and assistance to instructional staff. These positions will be sustained by the district beyond the grant period to provide ongoing support.

### **Student Academic Achievement & Enrichment**

- *Instructional Materials* – **\$9,000 (SIG)** - To support the instructional program at the high school, students will be provided with calculators and flash drives for their technological portfolio to help with their mathematic and technology skills in the Common Core Algebra I and Common Core ELA 9.
- *Right Reason software* – **\$5,000 (SIG)** - Right Reason provides access to accredited online courses for students who have fallen behind during a particular quarter/semester in a specific discipline. This credit recovery program provides a mechanism for students to continue in their course of study and enables them to close the gap on lost course work from the previous quarter. It will be used in the TIGER Academy extended day program. The district will sustain this program beyond the grant period to support students with academic needs.
- *4 Transformation Teachers* - \$400,000 (Title 1/receivership) – These additional teachers in the core subjects will reduce student-teacher ratios in classes where students historically fail.

- *Tiger Academy Extended Day* - \$250,000 (General Fund) - The school day will be extended 4 hours per day, 5 days a week. The time will be used for credit recovery, tutoring, college-prep, and enrichment programs for all students.
- *Saturday Academy* - \$150,000 (General Fund/Title I) - A Saturday program will be used for credit recovery, tutoring, college-prep, and enrichment programs for all students.
- *Summer Bridge Program for Incoming 9<sup>th</sup> Graders* - \$85,000 (General Fund) - Three-week summer bridge transition program for incoming 9th graders, designed to increase readiness for high school. Curriculum: Core ELA and Math, Advisory-style high school readiness.
- *BOCES Career & Technical Education* – (BOCES) – Students may take part in the technology career track programs and/or credit recovery programs offered.

### **College-Going Culture**

- *College & Career Counselor* - **\$40,000 (SIG)** - Will assist the school with the development of a college and career culture through the development of a college & career center, facilitating parent workshops, coordinating college tours, and providing school-wide orientations. The district will sustain this position beyond the grant period.
- *Naviance Software* -**\$7,000 (SIG)** - Naviance software provides a comprehensive college and career readiness solution for high schools that helps align student strengths and interests to post-secondary goals and improve student outcomes. It also tracks college-bound data.
- *College and Career Trips* - **\$5,000 (SIG)** - Local and interstate college and career trips to expose students to the options of higher education that are available to them. This will provide transportation, reimbursement of teacher travel costs for offsite meetings, conferences, workshops, and registrations. The district will cover the cost of these trips beyond the grant period; additionally, the school will seek outside funding.
- *Development of College and Career Center* - **\$100,000 (SIG)** - A one-time cost to establish a College and Career Center that will assist students in researching and developing college options and career paths beyond the grant period. This center will provide information and support for students to research scholarships, receive admission counseling and other post-secondary guidance . This cost will cover the expenditures of computer technology for student access, furniture to develop a room environment to support high expectations give students access to Naviance, the interactive board will help to engage students with out of state schools and participate in satellite interviews. The purchase of a fax, printer, and copy machine will give student access and designated space as they prepare applications for career and college. The poster maker will help to effectively communicate with the student body of deadlines and events taking place at the school site.
- *Smart Scholars* \$250,000 (ECHS grant) - This program, offered in partnership with Farmingdale State College, allows students to earn college credits while still in high school.

### **School Climate**

- *Safe Schools Conference* - **\$5,000 (SIG)** – This conference in Denver, Colorado helps administrators and support learn strategies and solutions for promoting safer school environments.

### **Community Engagement**

- *Bilingual Parent/community Liaison* - **\$50,000 (SIG)** - The bilingual parent/community liaison will engage all parents in the community, organize the parent center, coordinate parent activities such as parent orientations and parent workshops, and serve as liaison between school and homes, increasing parental engagement. The bilingual parent/community liaison will also development a bilingual monthly parent newsletter to inform parent and

community of the schools progress and needs, and provide translation service for the school's increasing Hispanic population five days a week. The district will sustain this position beyond the grant period.

- *Development of a Parent Center* - \$50,000 (General Fund) - A one-time cost to establish a Parent Center that will serve as a home base for the coordination of parent workshop, activities, and programs that strengthen the home-school connection. This contributes to the school climate goal.
- *Parent Center activities including Workshops, Guest Speakers* - **\$7,000 (SIG)** - These resources and materials will be purchased to develop and establish the Parent Center that will function as a parent resource and hub to promote and increase parent involvement and engagement.

### **Stakeholder Communications**

- *Communications: Annual Report, Principal Newsletter, Website* - **\$3,000 (SIG)** - The school will create ten monthly publications to inform and communicate essential information about the high school. The expenditure will offset the cost of mailing, printing, and writing.
- *Publication Printing* - **\$2,000 (SIG)** - Offset printing costs for school wide publication to inform community of school progress on a quarterly and annual basis

## **YEAR 2**

### **School Redesign**

- *School Implementation Manager* - **\$130,000 (SIG)**
- *TDS program and components* - \$193,940 (receivership)
- *International Academy* - \$100,000 (receivership)

### **Professional Development**

- *Pearson PD COP Institutes, summer and school year* - **\$100,000 (SIG)**
- *Summer Institute at Harvard* - **\$12,000 (SIG)**
- *REACH School Leader Coaching Program & Data Team* – **\$20,000 (SIG)**
- *CCLS & Technology Workshops* - **\$5,000 (SIG)**
- *Full-time Math & ELA Coaches (2)* - \$250,000 (General Fund/Title 1)

### **Student Academic Achievement & Enrichment**

- *Instructional Materials* – **\$9,000 (SIG)**
- *Right Reason software* – **\$5,000 (SIG)**
- *4 Transformation Teachers* - \$400,000 (Title 1 & receivership)
- *Tiger Academy Extended Day* - \$250,000 (General Fund + **\$13,000 SIG**)
- *Saturday Academy* - \$150,000 (General Fund/Title I)
- *Summer Bridge Program for Incoming 9<sup>th</sup> Graders* - **\$85,000 (SIG)**
- *BOCES Career & Technical Education* – (BOCES)

### **College-Going Culture**

- *College & Career Counselor* - **\$40,000 (SIG)**
- *Naviance Software* - **\$7,000 (SIG)**
- *College and Career Trips* - **\$5,000 (SIG)**
- *NY Gear Up* – \$250,000 (NYGEARUP grant) – This college prep program with Nassau Community College is designed to increase student readiness for college.
- *Smart Scholars* - \$250,000 (ECHS grant)

### **School Climate**

- *Safe Schools Conference - \$5,000 (SIG)*

#### **Community Engagement**

- *Bilingual Parent/community Liaison - \$50,000 (SIG)*
- *Parent Center activities including Workshops, Guest Speakers - \$7,000 (SIG)*

#### **Stakeholder Communications**

- *Communications: Annual Report, Principal Newsletter, Website - \$5,000 (SIG)*
- *Publication Printing - \$2,000 (SIG)*

### **YEAR 3**

#### **School Redesign**

- *School Implementation Manager - \$130,000 (SIG)*
- *TDS program and components - \$193,940 (General Fund)*
- *International Academy - \$100,000 (General Fund)*

#### **Professional Development**

- *Pearson PD COP Institutes, summer and school year - \$100,000 (SIG)*
- *Summer Institute at Harvard - \$12,000 (SIG)*
- *REACH School Leader Coaching Program & Data Team – \$20,000 (SIG)*
- *CCLS & Technology Workshops - \$5,000 (SIG)*
- *Full-time Math & ELA Coaches (2) - \$250,000 (General Fund/Title 1)*

#### **Student Academic Achievement & Enrichment**

- *Instructional Materials – \$9,000 (SIG)*
- *Right Reason software – \$5,000 (SIG)*
- *4 Transformation Teachers - \$400,000 (Title 1 & receivership)*
- *Tiger Academy Extended Day - \$250,000 (General Fund + \$15,000 SIG)*
- *Saturday Academy - \$150,000 (General Fund/Title I)*
- *Summer Bridge Program for Incoming 9<sup>th</sup> Graders - \$85,000 (SIG)*
- *BOCES Career & Technical Education – (BOCES)*

#### **College-Going Culture**

- *College & Career Counselor - \$40,000 (SIG)*
- *Naviance Software - \$7,000 (SIG)*
- *College Trips - \$5,000 (SIG)*
- *NY Gear Up – \$250,000 (NYGEARUP grant)*
- *Smart Scholars (General Fund/Seek alternate funding sources)*

#### **School Climate**

- *Safe Schools Conference - \$5,000 (SIG)*

#### **Community Engagement**

- *Bilingual Parent/community Liaison - \$50,000 (SIG)*
- *Parent Center activities including Workshops, Guest Speakers - \$7,000 (SIG)*

#### **Stakeholder Communications**

- *Communications: Annual Report, Principal Newsletter, Website - \$3,000 (SIG)*
- *Publication Printing - \$2,000 (SIG)*

### **YEAR 4**

#### **School Redesign**

- *School Implementation Manager - \$65,000 (General Fund/Title 1) – part-time*

- *International Academy* – No additional cost

#### **Professional Development**

- *Pearson PD COP Institutes, summer and school year* - **\$50,000 (SIG)**
- *REACH School Leader Coaching Program* – **\$10,000 (SIG)**
- *CCLS & Technology Workshops* - **\$5,000 (SIG)**
- *Full-time Math & ELA Coaches (2)* - \$250,000 (General Fund/Title 1)

#### **Student Academic Achievement & Enrichment**

- *Instructional Materials* – **\$11,000 (SIG)**
- *Right Reason software* – **\$5,000 (SIG)**
- *4 Transformation Teachers* - \$400,000 (Title 1 & receivership)
- *Tiger Academy Extended Day* - \$250,000 (General Fund)
- *Saturday Academy* - \$150,000 (General Fund/Title I)
- *Summer Bridge Program for Incoming 9<sup>th</sup> Graders* - \$85,000 (General Fund)
- *BOCES Career & Technical Education* – (BOCES)
- *TDS student consumables* - **\$100,000 (SIG)** – To continue implementation of the TDS-designed curriculum, HHS will need to purchase student consumables for Strategic Reading (\$28,000), Freshman Seminar (\$31,000), and Transition to Advanced Mathematics (\$41,000). These costs are folded into the TDS price for the first three years.

#### **College-Going Culture**

- *College & Career Counselor* - **\$40,000 (SIG)**
- *Naviance Software* - **\$7,000 (SIG)**
- *College Trips* - **\$5,000 (SIG)**
- *NY Gear Up* – \$250,000 (NYGEARUP grant)
- *Smart Scholars* (General Fund/Seek alternate funding sources)

#### **School Climate**

- *Safe Schools Conference* - **\$5,000 (SIG)**

#### **Community Engagement**

- *Bilingual Parent/community Liaison* - \$50,000 (General Fund/Title 1)
- *Parent Center activities including Workshops, Guest Speakers* - **\$7,000 (SIG)**

#### **Stakeholder Communications**

- *Communications: Annual Report, Principal Newsletter, Website* - **\$3,000 (SIG)**
- *Publication Printing* - **\$2,000 (SIG)**

### **YEAR 5**

#### **School Redesign**

- *School Implementation Manager* - \$65,000 (General Fund/Title 1) – part-time
- *International Academy* – No additional cost

#### **Professional Development**

- *Pearson PD COP Institutes, summer and school year* - **\$50,000 (SIG)**
- *REACH School Leader Coaching Program* – **\$10,000 (SIG)**
- *CCLS & Technology Workshops* - **\$5,000 (SIG)**
- *Full-time Math & ELA Coaches (2)* - \$250,000 (General Fund/Title 1)

#### **Student Academic Achievement & Enrichment**

- *Instructional Materials* – **\$11,000 (SIG)**
- *Right Reason software* – **\$5,000 (SIG)**

- *4 Transformation Teachers* - \$400,000 (Title 1 & receivership)
- *Tiger Academy Extended Day* - \$250,000 (General Fund)
- *Saturday Academy* - \$150,000 (General Fund/Title I)
- *Summer Bridge Program for Incoming 9<sup>th</sup> Graders* - \$85,000 (General Fund)
- *BOCES Career & Technical Education* – (BOCES)
- *TDS student consumables* - **\$100,000 (SIG)**

#### **College-Going Culture**

- *College & Career Counselor* - **\$40,000 (SIG)**
- *Naviance Software* -**\$7,000 (SIG)**
- *College Trips* - **\$5,000 (SIG)**
- *NY Gear Up* – \$250,000 (General Fund/Seek alternate funding sources)
- *Smart Scholars* (General Fund/Seek alternate funding sources)

#### **School Climate**

- *Safe Schools Conference* - **\$5,000 (SIG)**

#### **Community Engagement**

- *Bilingual Parent/community Liaison* - \$50,000 (General Fund/Title 1)
- *Parent Center activities including Workshops, Guest Speakers* - **\$7,000 (SIG)**

#### **Stakeholder Communications**

- *Communications: Annual Report, Principal Newsletter, Website* - **\$3,000 (SIG)**
- *Publication Printing* - **\$2,000 (SIG)**

### III.B. ii. How Funds Support the Model

The SIG funds and supporting funding sources from the LEA, federal, and local grants complete the picture of school redesign. The budget features a heavy investment in professional development and partner support in the first three years of implementation, during which staff is trained to implement standards-based curriculum and CCLS shifts in a way that will not only impact student achievement, but also serve the goal of improving teacher morale, engagement, and retention. This speaks to the development of all teachers into effective and highly effective teachers who have every opportunity to improve their practice so as to avoid being removed from the school as described under the APPR plan.

SIG funds are allocated toward a School Implementation Manager, who, in conjunction with TDS as a district-supported partner, will lead the school redesign into SLC's with a block schedule that regains instructional minutes lost to passing periods. This begins to address the Transformation Model requirement of increased learning time, which is additionally supported by district funds for the Tiger Academy extended day, Saturday academy extended week, and Summer Bridge extended year programs. The SIM-led school redesign also builds PLC's into the schedule, during which teachers have a year-long structure of added time for professional collaboration, also a stipulation of the Transformation Model.

Again, the Key Strategies around the entire redesign speak to the operating flexibility afforded HHS by the LEA in order to accomplish major change during the SIG grant period.

The LEA and HHS worked collectively to make sure the requested resources address the needs outlined in the ICLE needs assessment, while equitably allocating funds that will support all subgroups of students.

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

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	District Average	Baseline Data	Target for 2015-16	Target for 2016-17	Target for 2017-18	Target for 2018-19	Target for 2019-20
<b>I. Leading Indicators</b>								
a. Number of minutes in the school year	min	69,184	69,184	76,244	76,244	76,244	TBD	TBD
b. Student participation in State ELA assessment	%	90%	90%	95%	95%	95%	100%	100%
c. Student participation in State Math assessment	%	96%	96%	100%	100%	100%	100%	100%
d. Drop-out rate	%	17%	11%	-6%	-3%	-3%	-3%	-3%
e. Student average daily attendance	%	89%	80%	90%	95%	95%	95%	95%
f. Student completion of advanced coursework	%		7%	15%	20%	35%	45%	50%
g. Suspension rate	%	7%	14%	10%	7%	5%	3%	3%
h. Number of discipline referrals	num							
i. Chronic absenteeism rate	%							
j. Teacher attendance rate	%							
k. Teachers rated as "effective" and "highly effective"	%	81%	88%	90%	95%	100%	100%	100%
l. Hours of professional development to improve teacher performance	num	10	10	20	30	20		
m. Hours of professional development to improve leadership and governance	num	10	10	20	30	20	20	20
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num	0	20	20	20	20	20	20
<b>II. Academic Indicators</b>								
a. ELA performance index	PI		92	105	150			
b. Math performance index	PI		79	90	145			
c. Student scoring "proficient" or higher on ELA assessment	%	53%	60%	70%	73%	80%	85%	90%
d. Students scoring "proficient" or higher on Math assessment	%	58%	65%	70%	73%	80%	85%	90%
e. Average SAT score	score							
f. Students taking PSAT	%							
g. Students receiving Regents diploma with advanced designation	%	3%	4%	9%	13%	16%	18%	25%

h. High school graduation rate	%	37%	43%	55%	65%	70%	80%	85%
i. Ninth graders being retained	%		44%	-10%	-10%	-10%	-10%	-10%
j. High school graduates accepted into two or four year colleges	%							

*\*Bi-monthly telephone calls will be conducted with LEA's to consider interim data and progress being made toward yearly targets*

\*Some of the above data was not previously collected by the school. HHS is implementing a school-wide focus on data including a data team, with the assistance of partner REACH, to collect and track data. In addition, the LEA will acquire the college data-tracking program Nabiance that HHS can use, with help from the new College Counselor, to collect and analyze college-going data. This form will be updated as needed to reflect additional data sources.

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

**Attachment C**  
**Evidence of Partner Effectiveness Chart**

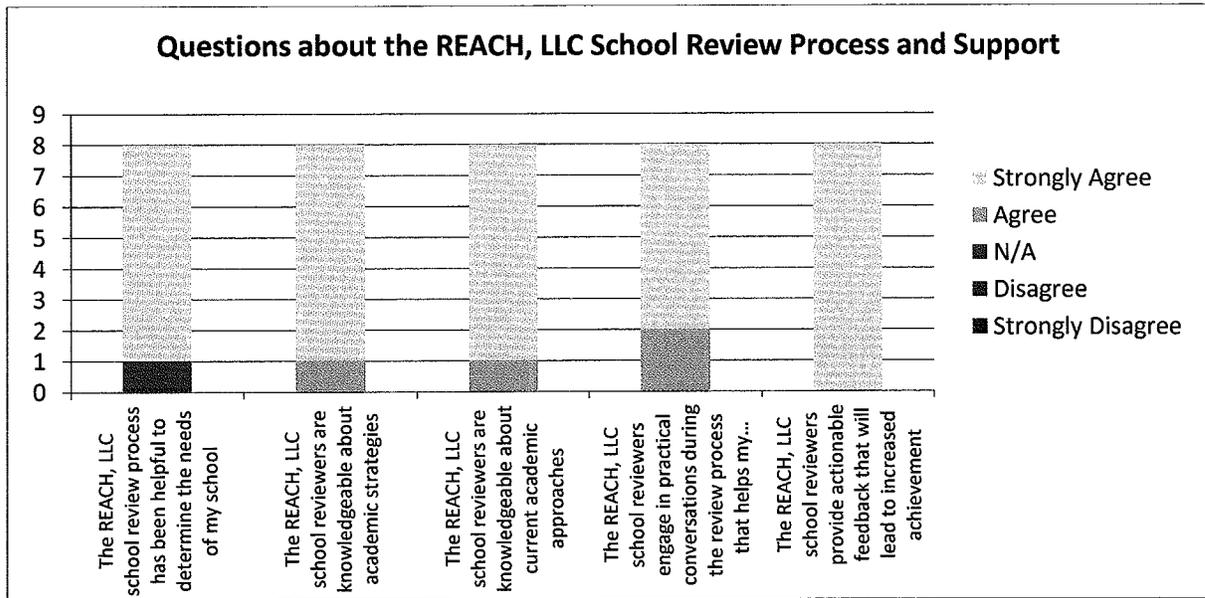
<b>Partner Organization Name and Contact Information and description of type of service provided.</b>	<b>Schools the partner has successfully supported in the last three years</b> (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	<b>References / Contacts</b> (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.)
REIMAGINE EXCELLENCE AND ACHIEVEMENT CONSULTING HOUSE (REACH), LLC 557 Grand Concourse Suite 3-167 Bronx, New York 10451 <a href="http://www.reachedsolutions.com">www.reachedsolutions.com</a> President and CEO Dr. Monica George-Fields <a href="mailto:mgfields@reachedsolutions.com">mgfields@reachedsolutions.com</a> 646-389-8228	<ol style="list-style-type: none"> <li>1. St. Paul, Minnesota School District</li> <li>2. EAA School District of Detroit School District</li> <li>3. Urban Scholars Elementary School</li> <li>4. Bronx Design and Construction High School</li> <li>5. PS/MS 178 Saint Clair Mckelway School</li> <li>6. Danny Kaye School</li> <li>7.</li> <li>8.</li> <li>9.</li> <li>10.</li> </ol>	<ol style="list-style-type: none"> <li>1. Cheryl Carlstrom Director of Title I Federal Programs (Cheryl.carlstrom@spps.org)</li> <li>2. Veronica Conforme, Chancellor of EAA Detroit Schools (vconforme@eaafmichigan.org)</li> <li>3. Debra Jones, Principal (Djones51@schools.nyc.gov)</li> <li>4. Abigail Lovett, Principal (alovett@bxdc.org)</li> <li>5. Joseph Henry, Principal (Jhenry1@schools.nyc.gov)</li> <li>6. Yvette Donald, Principal (yschoff@schools.nyc.gov)</li> <li>7.</li> <li>8.</li> <li>9.</li> <li>10.</li> </ol>
<b>Partner Organization Name and Contact Information and description of type of service provided.</b>	<ol style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ol>	<b>References / Contacts</b> (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)  <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> </ol>





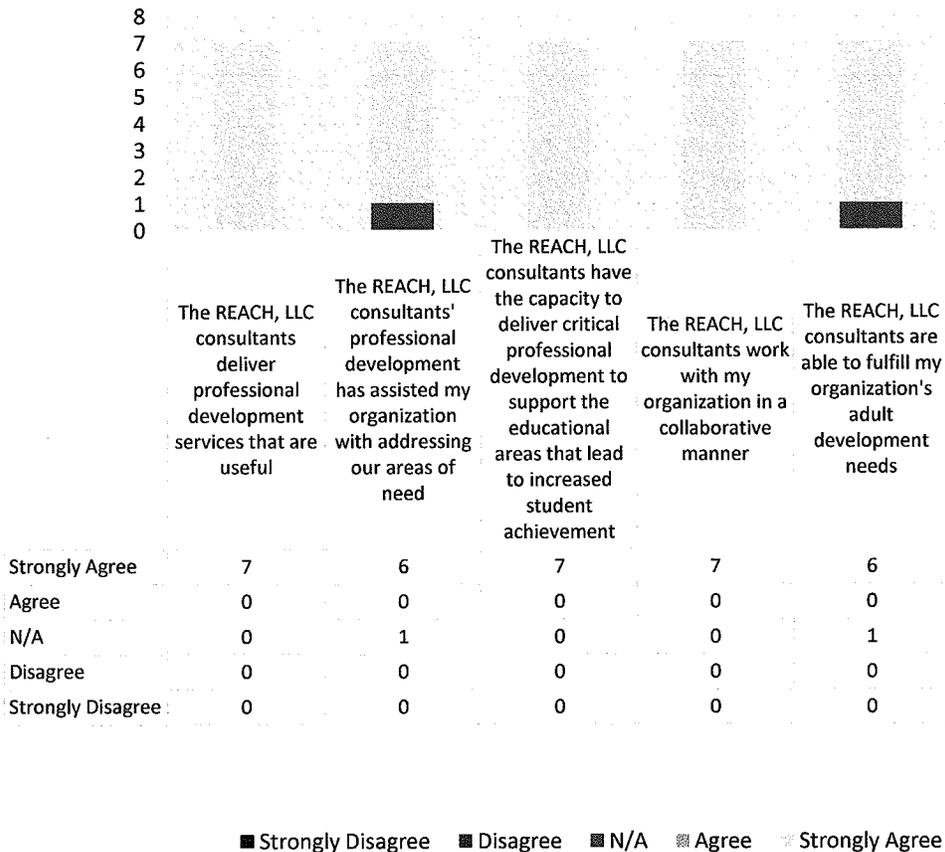
**Attachment C - Evidence**  
**Evidence of Partner Effectiveness Chart**

Currently, REACH©, LLC supports several districts and schools around the country. Our work in St. Paul, Minnesota and Detroit, Michigan includes assessing their Focus and Priority Schools’ effectiveness using the REACH©, LLC DROCLSD process and protocol. This protocol is similar to the DTSDE Conceptual Frames. It was created by the architect of the DTSDE, Dr. Monica George-Fields, in order to resemble the process and protocols of the DTSDE; however, the DROCLSD™ is based on concepts, which is fundamentally different than the DTSDE. In addition, REACH©, LLC works with schools in other states, such as New Jersey and Utah, to use the self-assessment component of the DROCLSD™ for their high-achieving schools. The feedback from principals and district administrators is extremely positive and there is consensus that our process and expertise has and will continue to assist them with increasing student achievement. A recent survey administered to our clients, which was focused on school and district reviews, yielded the following results:



We were thrilled to confirm that 100% of our clients find that the feedback reports and information provided through our process lead to increased student achievement. The satisfaction expressed by our clients around school and district reviews reflects the sentiments of our clients receiving professional development support and services. Our organization provides professional development and programs to schools that are attempting to change their educational environments. The face-to-face professional development, coaching, and mentoring provided to school leaders and other school members have been instrumental for districts and the school communities receiving the support. Thus far, REACH©, LLC provides services to schools aligned to strategic planning, school culture development and improvement, perception monitoring (via survey administration), and data collection and analysis. The following chart demonstrates the level of satisfaction with these services.

## Professional development services from REACH, LLC consultants.



Our organization executives have worked and partnered with the New York State Education Department and are well versed in the federal, state, and local policies and guidelines, as it pertains to Title I funding sources, School Improvement Grants, and other regulatory statues that this RFP may encompass. Our executives regularly provide guidance to superintendents throughout New York State about compliance with regulations. Below is a chart that exemplifies the types of schools our consultants have worked and/or led.

**Specific Outcome of the Services Provided the Following Schools and Districts**

Location	Deliverable	Specific Outcome	When Delivered
St. Paul, Minnesota School District	Diagnostic Review for the Optimal Conditions of Learning in Schools and Districts – Onsite training, licensing of reviews, and face-to-face professional development, which included job-embedded training for reviews	<ol style="list-style-type: none"> <li>1. Central office staff received intensive professional development aligned to conducting school reviews</li> <li>2. School review of Priority Schools</li> <li>3. District received a license to use the DROCLSD for the school year</li> </ol>	2014-2015 School Year
EAA School District of Detroit School District	Assessment of all EAA of Detroit Michigan elementary schools	<ol style="list-style-type: none"> <li>1. Intensive and comprehensive assessment of Chancellor Schools in Detroit Michigan, which yielded an assessment report and recommendations for school leadership</li> </ol>	2014-2015 School Year
Urban Scholars Elementary School	Perception survey on conditions for teaching and response to accountability tools and school assessment	<ol style="list-style-type: none"> <li>1. Analysis of survey report</li> <li>2. Assessment report of instructional practices in the school</li> </ol>	2013-2014 and 2014-2015 School Years
Bronx Design and Construction High School	Leadership team training	<ol style="list-style-type: none"> <li>1. Full-day leadership training team training focused on vision, mission, and action planning work</li> </ol>	2014 – 2015 School Year
PS/MS 178 Saint Clair McKelway School	Quality review training teacher team inquiry training and data driven instruction professional development	<ol style="list-style-type: none"> <li>1. Quality review professional development for staff and administrators yielded a mock review with specific recommendations for improvement</li> <li>2. Teacher team training using a specific protocol created by REACH©, LLC President Monica George-Fields that yielded more focused instructional practices aligned to specific data targets</li> </ol>	2012 -2015
Danny Kaye School	Systems thinking professional development	<ol style="list-style-type: none"> <li>1. Staff professional development that provided specific strategies and practices to address school culture change</li> </ol>	2012 – 2013 School Year

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.)
<p>The Princeton Review 6900 Jericho Tpke, Ste. LL 102 Syosset, NY 11791 Lesley Kniffin, Executive Director of Educational Partnerships <a href="mailto:Lesley.kniffin@review.com">Lesley.kniffin@review.com</a> 516-714-5458</p> <p>Content and test prep review for: Math, ELA, SAT, ACT, PSAT, Regents, ASVAB, SAT Subject Test</p>	<p>1. Roosevelt Union Free School District</p> <p>2. Valley Stream Central High School District</p>	<p>Reina Jovin Guidance Roosevelt High School 1 Wagner Avenue Roosevelt, NY 11575 <a href="mailto:rjovin@rufsd.org">rjovin@rufsd.org</a> 516-345-7377</p> <p>Tara Richards District Director of Guidance Valley Stream Central High School District 1 Kent Road Valley Stream, NY 11580 <a href="mailto:richardt@vschsd.org">richardt@vschsd.org</a> 516-872-5625</p>
	<p>3. Sachem School District</p> <p>4.</p> <p>5.</p> <p>6.</p> <p>7.</p> <p>8.</p> <p>9.</p> <p>10.</p>	<p>Paul Mianzo Deputy Superintendent Sachem School District 51 School Street Lake Ronkonkoma , New York 11779 <a href="mailto:pmanzo@sachem.edu">pmanzo@sachem.edu</a> (631) 471-1350</p>

## Talent Development Evidence of Effectiveness

There is much research to support Talent Development Secondary. For the sake of the limitations of this application, one will be cited here. MDRC, an independent nonprofit education and social policy research organization, conducted a third-party evaluation of Talent Development. This rigorous evaluation focused on the first five high schools to begin using the model in the School District of Philadelphia. The evaluation follows 20 cohorts of ninth-grade students for up to four years of high school using a comparative interrupted time series research design. Key Findings include the following:

- **Talent Development produced substantial gains in attendance, academic course credits earned, and promotion rates during students' first year of high school.** These impacts emerged in the first year of implementation and were reproduced as the model was extended to other schools in the district and as subsequent cohorts of students entered the ninth grade.
- **Talent Development's strong positive impacts during the first year of high school are consistent with the model's intensive initial focus on the ninth grade** and its emphasis on combining high-quality curricular and instructional enhancements with pervasive structural reforms aimed at building supportive and personalized learning environments.
- **The improvements in credits earned and promotion rates for ninth-graders were sustained as students moved through high school.** Improvements in student performance on the eleventh-grade state standards assessment began to emerge for later cohorts of students as the most intensive components of the model were extended beyond the ninth grade. There are also early indications that Talent Development is improving graduation rates. The findings in this report provide encouraging evidence that real improvements can be made in some of the lowest-performing high schools in the country.

([http://www.mdrc.org/sites/default/files/full\\_432.pdf](http://www.mdrc.org/sites/default/files/full_432.pdf))

The primary strengths of the TDS model are its strong research base, its experience with low-performing schools over the last 20 years, its ability to influence the culture of a school through intensive support and capacity building professional training. An on-site school transformation facilitator (STF) coordinates the restart process and implementation, and instructional facilitators (IFs) support expert school-based content coaches assigned or hired by the Hempstead school district (HSD). The additional personnel, combined with the core components of the TDS model and the re-organized and supported efforts of the school staff, create the opportunity for multi-year school improvement. TDS' double-dose courses in mathematics and English language arts enable all students to strengthen basic skills and achieve academic success. TDS stresses the use of data to drive instruction and to provide whole school and individual interventions.

## **Pearson Professional Development – Evidence of Effectiveness**

### **Case Study: DeKalb County Schools, DeKalb, Georgia**

In 2009 Pearson began a partnership with DeKalb County Schools, for the purpose of helping to improve student achievement. A total of 40 schools adopted Pearson's school reform model, which is grounded in job-embedded training and coaching support for teachers and leaders. This model includes a laser-like focus on the core areas of English Language Arts and Mathematics, including classroom based coaching and modeling that presents and supports evidence-based instructional and assessment practices. The model is also grounded in teacher and leader workgroup efforts, meaning Pearson coaches worked closely with their monthly Professional Learning Communities to introduce, model, and explore new practices for improved student outcomes.

**Results:** After only one year of reform, many of the schools were showing respectable improvements in student achievement. On the End of Course Test in mathematics for "Math 2" (an integrated math course for high school students), student proficiency increased. Across the state of Georgia most high schools showed a 3% increase in student proficiency as compared to the prior year. In DeKalb, that percentage increased to 5%. But among the DeKalb schools working directly with Pearson for school reform, there was approximately a 10% increase in student proficiency over the prior year.

Clarkston High School (one of DeKalb's many high schools) showed highly impressive advancements in student mathematics proficiency. From 2010 to 2011 the percentage of students proficient on the Math 2 End of Course test increased from 45% to 54% (a change of 9% in only one year).

In addition to significant gains in mathematics, one of the greatest results evidenced in DeKalb County Schools is the increased attention to and promotion of ongoing coaching efforts. Follow up visits to the school revealed that coaches are now working together to determine next steps, and tiered support for teachers is now just "the way they do business." The school leadership teams provide regular focus for instructional and assessment support, and peers support one another through collaborative learning opportunities.

In summary, Pearson's job embedded supports (coaching, modeling, lesson study) for some very low performing schools resulted in improved school cultures, increased mathematics proficiency, and greater support for the teaching, leading, and learning process.

Hazelwood School District  
15955 New Halls Ferry Road  
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**Brief Description of Engagement and Results** (with similarities and differences from Mississippi requirements highlighted):

Pearson rigorously worked side by side with the Hazelwood School District in 2012-2013 to introduce, implement, and help sustain a rigorous data-driven approach that included formal professional development, coaching, and local collaboration. Utilizing resources and inputs from our Assessment Training Institute, the district systematically inched staff closer to a broader understanding of the role of assessments and student data to drive instruction and leadership. Pearson coaches worked side by side with teachers helping them gain a deeper understanding of data and assessment literacy, as a solid construct was required before staff could implement data-driven practices. As a result of our work, the district has begun to see a major shift in staff understanding and willingness to embrace data practices as a normal part of the teaching, leading, and learning experience.

## **Similar Services: Positively Impacting Student Achievement**

Multiple rural and urban schools across the nation and in Puerto Rico have implemented Pearson's school improvement model with great success and many have used SIG funds to do so. The following case studies provide evidence to that success.

### **Escuela Superior Medardo Carazo, Puerto Rico**

Escuela Superior Medardo Carazo, named after a dedicated local teacher and administrator, was built in the 1950s to serve the community of Trujillo Alto in Puerto Rico. After educating students for more than a half century, the school needed to update its pedagogy and facilities for the 21st century.

#### **Challenge**

Students at Escuela Superior Medardo Carazo were receiving only average grades on key high stakes tests which negatively affected teacher, student, and school community morale. "Medardo Carazo [was] the school that no one chose to go to because students were known for cutting class," says Director Mayra Monroy. The school was formally identified by the Department of Education of Puerto Rico as a school in need of transformation and as a result was eligible for SIG funds made available by the US Department of Education. To raise achievement and engagement, the school needed a new vision, strong leadership, and targeted professional development. The school also needed an updated building with new technology so that students could learn the technical skills required to succeed in college and career.

#### **Solution**

The Puerto Rico Department of Education engaged Pearson in March 2012 to assist in the transformation of Escuela Superior Medardo Carazo. Pearson partnered with the school and the Puerto Rico Department of Education to implement SIM, the research-based framework which builds a data-driven culture; aligns curriculum, instruction, and assessment; and improves student, teacher, and community engagement.

Pearson worked closely with staff members to understand stakeholder concerns. Before implementation, a needs assessment and gap analysis was conducted at Medardo Carazo to determine strengths and areas for growth. In addition, a variety of data was gathered from across the school and community. In 2012, targeted professional development sessions were conducted and the decision was made to move into a new, 21st century building that incorporated new technology and modular seating more conducive to group projects in each classroom.

## Results

Over the past two years, Pearson education specialists have been mentoring teachers daily to help them better align curriculum, instruction, and assessment programs. Classroom observations and ongoing professional development also confirm that teachers have the necessary knowledge to prepare their students for critical high stakes assessments. With the intervention of Pearson education specialists, the percentage of students scoring “proficient” or “advanced” has increased 12 points in English and five points in mathematics.

Medardo Carazo’s new data-driven culture has fostered a strong accountability for both teachers and students and improved engagement. For example, the front office of the school features data walls that illustrate core concepts, grade distributions, and high stakes testing scores. “Students set their own goals and manage their own path toward those. It encourages them to strive for better. Data is used for education so teachers can better help students,” Monroy states.

With the new building, Medardo Carazo offers a more inviting atmosphere to prospective students. As a result, enrollment has increased since the redesign, from 593 students in 2012–2013 to 672 in 2013–2014. Students and teachers work in more collaborative classrooms with flexible seating for group work. “The students teach each other and they feel more free. They feel like they’re in college,” says Monroy. “Even the teachers are more comfortable with this type of instruction. The Schoolwide Improvement Model has changed their way of thinking.”

In addition, some after school programs were launched with Pearson’s assistance, as part of an initiative known as extended learning time. Pearson contracted with staff from the Polytechnical University to coach Medardo Carazo’s teachers in robotics. From there, a robotics program was introduced at the school. Remarkably, Medardo Carazo students entered in a robotics competition and won, marking the first time a new team entry came away with first place.

Even more impressive is the 98 percent graduation rate that Medardo Carazo is now seeing. Monroy concludes, “Medardo Carazo is now the school that everyone wants to go to. We’re exceeding student capacity and the new building has encouraged that.”

*With the intervention of Pearson education specialists, the percentage of students scoring “proficient” or “advanced” has increased 12 points in English and five points in mathematics.*

## Kendrick High School, GA

Facing many challenges, Kendrick High School in Georgia, was designated as a school in need of improvement three years in a row. The school applied for and received a SIG funds. Part of the grant was used to fund professional development for the science department, with the goals of changing

instructional practices, adopting data-analysis processes, and instituting more collaboration among teachers and administrators. In the three years since the school improvement plan was initiated, passing rates for end-of-course tests have increased in biology and physical science.

## **Challenge**

At Kendrick High School, a Title I school, more than 85 percent of students face economic disadvantages, and many have low motivation and lack support. By the time they are in high school, many students are struggling because of deficient mathematics and reading skills, and they are unable to reach state-level benchmarks in all subjects, including science. Before Kendrick High School applied for the SIG funds, students were beginning to leave the school or choosing to attend a different high school, which caused enrollment to decline 30 percent over three years. Due to these circumstances, the graduation rate dropped below 50 percent.

The Georgia Department of Education designated Kendrick High School as a “Needs Improvement” school three years in a row because of its poor academic performance. By 2011, school officials knew they needed to make changes and applied for SIG money. Once the grant was approved, teachers and administrators chose to implement the High Schools That Work improvement model, a research-based transformation program established by the Southern Regional Education Board, because other schools in the district had experienced higher student achievement with this approach.

Teachers and administrators then faced the challenge of applying the approach in various departments. School leaders turned to Pearson to help implement the model’s professional development component in the science department, specifically in biology and physical science.

## **Solution**

The grant was approved in the spring of 2011, and Kendrick High School began implementing the model in the fall of 2011. “We had low science scores in both our formative and end-of course assessments,” said Carolyn Randolph, an academic coach. “From the start, our goal was to increase overall student achievement.” Pearson’s education specialist, Dr. Jacquelyn Walton, created a professional development plan centered on changing teachers’ instructional practices to achieve the school’s goal within the parameters of the transformation model.

“The science teachers already had a good work ethic and were very dedicated. They also had great support from their principal, department chair, and instructional coach, so it was easier to help get the teachers on target,” explained Dr. Walton. “At first we held training days with all of the science teachers going over the new standards-based teaching practices. From there I worked with teachers individually, understanding their needs and developing new instructional practices in the classroom. Plus I modeled the practices for them with their kids, so they could see what I was talking about. This made it much easier for the teachers to grasp.”

The new practices entailed analyzing student data, working collaboratively, and assessing the effectiveness of lessons and activities. Physical science teacher LaJoyce Sanders explained, “We scheduled weekly collaborative meetings by course content. One of the things we always discussed was where we were with the state standards and how our students were performing. Then we would look at some of the strategies and discuss what was modeled for us in class. The driving force, though, was the

data. We would look at the types of questions we were giving the students, asking whether they were valid. We looked at what we were teaching and how it aligned to the standards, how we were assessing the students, and then how we could re-teach or re-assess them.”

Teachers also used data to meet students’ individual needs. Dr. Sheila Jones, science department chair, said, “One thing we did as part of our improvement plan was to increase the length of the school day. This gave us the time we needed to implement increased-learning-time classes. In these 45-minute classes, students received direct instruction or remediation on the content. This was done daily. We assessed students weekly, and from the reports we placed them into these classes based on their needs. If they needed help with biology, they were placed in a biology increased-learning-time classroom. This supplemented what teachers were already doing. There was a lot of collaboration on the part of the teachers in doing this, and the test scores showed that it did help the kids overall.”

## **Results**

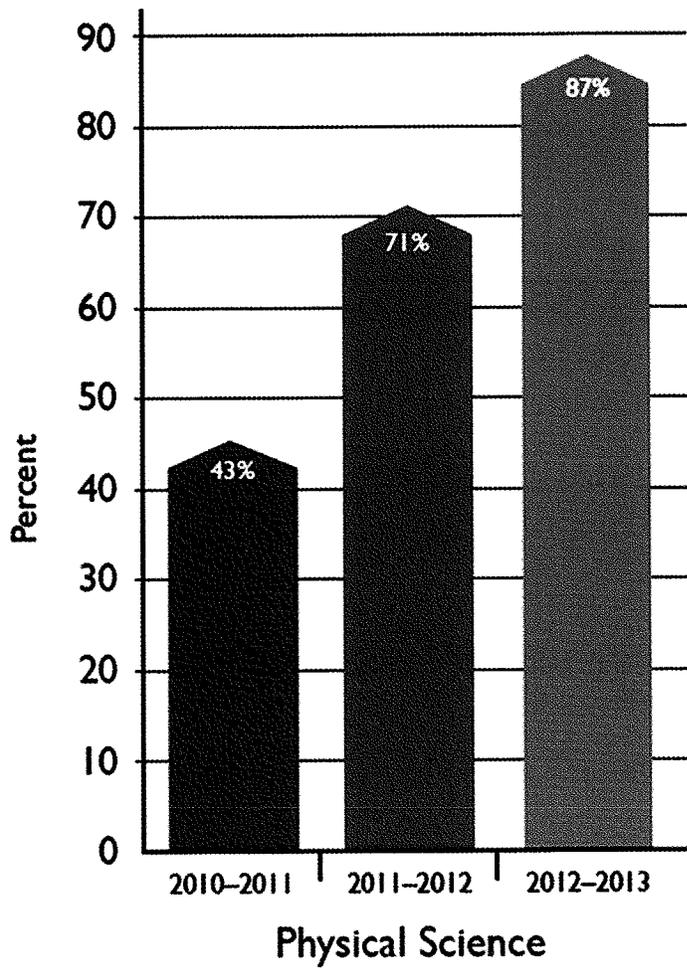
The results reflect all of the students’ and teachers’ hard work. At the end of the 2011–2012 school year, the first year of implementation, the percent of students who passed the Grade 9 physical science end-of-course test rose from 43 to 71 percent, a 28-point increase. End-of-course test passing rates for Grade 10 biology increased from 35 to 64 percent, a 29-point gain.

During the 2012–2013 school year, the second year of implementation, 87 percent of Grade 9 students passed the physical science end-of-course test, an increase of 16 points from the prior year and an increase of 44 points over two years. In biology, 76 percent of Grade 10 students passed the end-of-course test, a 12-point gain from the previous year.

In the third year of using the new instructional practices, end-of-course test passing rates continued to increase. In Grade 10 biology, 81 percent of students passed the test, a gain of five points from the prior year and a 46 point increase since the instructional practices were implemented. Administrators decided to move physical science to Grade 11 that year, and 90 percent of students passed the end-of-course test.

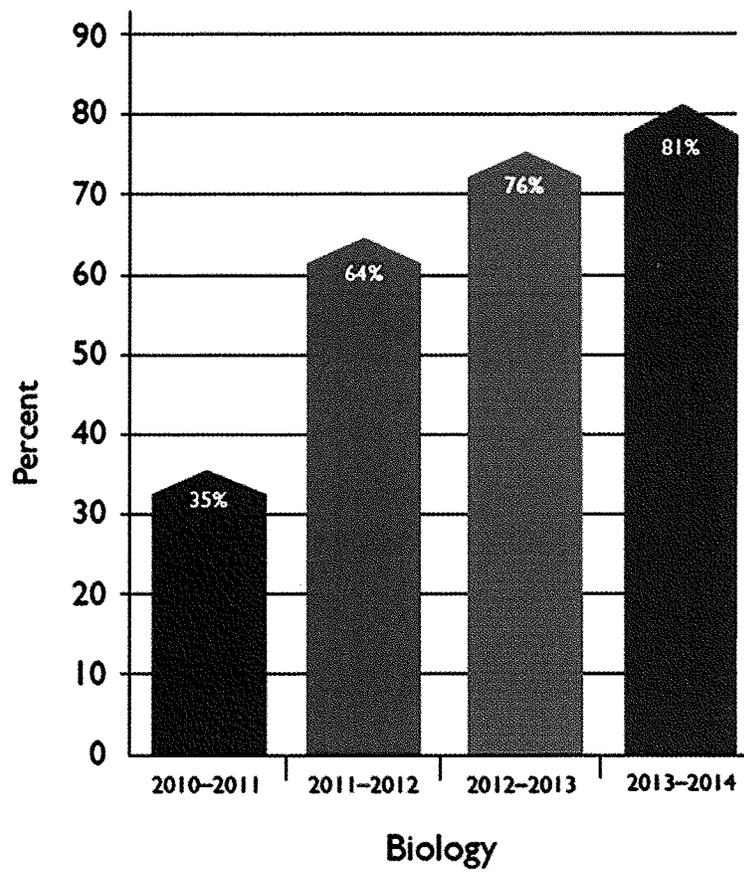
Kendrick High School has seen other indicators of success in addition to test scores. In 2013, the school surpassed the state’s overall College and Career Ready Performance Index (CCRPI) for the first time, scoring 72 percent whereas the state average was 68 percent. In 2014, Kendrick High Schools’ graduation rate reached 69.4 percent, a gain of 20 points since it began implementing new instructional practices. The school also exited the state’s Priority Schools list, a testament to the gains it has achieved.

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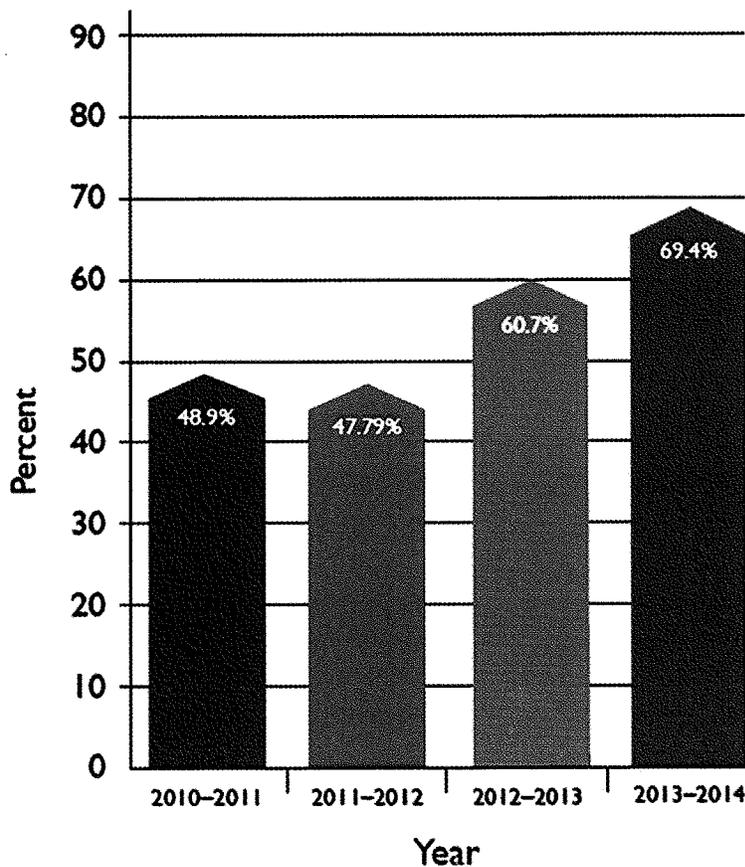


**Note: In the 2013-2014 school year,  
physical science was moved to 11th grade**

**Physical Science Passing Rates. By 2012-2013, passing rates reached 87 percent.**



**Biology Passing Rates.** By 2012-2013, passing rates reached 81 percent.



**Increasing Graduation Rates.** By 2013–2014, graduation rates neared 70 percent.

## **President William McKinley High School, HI**

McKinley High School in Honolulu is in its first year of implementing SIM. A key part of this implementation is training to help the school use data more effectively to inform instruction. The school uses a formative assessment tool, and we are training the teachers to use data from these assessments to plan and deliver instruction. The school's Leadership Team now functions as a data team and participates in trainings to build their capacity to plan and prepare using data from several sources. Our education specialists are using Teacher Success, a complete, customizable online teacher evaluation and coaching system, to gather and share data regarding student engagement in classrooms.

In addition, McKinley High School is using several Pearson intervention programs to help students who are struggling to meet grade-level standards. To strengthen literacy services for ELLs, the school has started using iLit, the first and only complete instructional solution built and delivered on the iPad that offers each student personalized learning support based on their own instructional needs, engaging interactivities, and built-in reward systems that motivate students and track their progress.

McKinley High School is also using our Navigator and Ramp-Up intervention programs to help students narrow the gaps in their performance. Literacy Navigator and Math Navigator provide strategies for

students who struggle with reading and mathematical concepts. Ramp-Up Literacy and Ramp-Up Mathematics provide intervention strategies for students who are performing two or more years behind their peers.

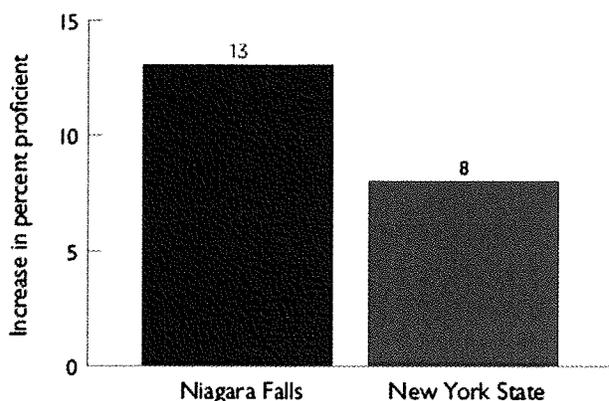
## Niagara Falls City School District, NY

Our engagement with the Niagara Falls City School District in New York began in 1998 when two of the district's elementary schools received Comprehensive School Reform Grants. In 2003, the district used its own resources to bring its remaining six elementary and middle schools into the project. Two years later work began with the district's high school. From 1998 to 2009, we provided whole school reform at all elementary (grades K–6) and preparatory schools (grades 7–8) and since 2008 we have provided targeted literacy and mathematics support at Niagara Falls High School.

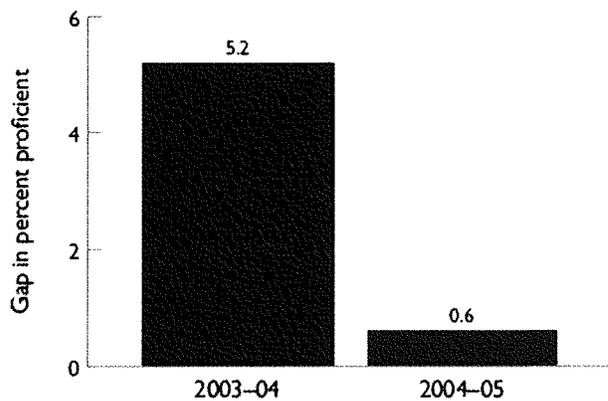
We also began providing K–12 professional development and in-class support in 2010 around implementing the CCSS in literacy, mathematics, social studies, and science and continue to do so. Our programs include content training on instructional shifts and building teacher capacity, as well as the Tools for Understanding program. We work on the development of unit plans for middle and high school mathematics, as well as collection, annotation, and development of anchor papers for performance indicators at each grade level in middle school and high school algebra.

Our working relationship has been maintained through changes in district leadership and changes in education specialists assigned to the district, and the project has evolved through collaborative goal setting and review of progress. Changes in assessments and scaling of assessments make it difficult to consistently track improvements in scores over the period.

However, sample data include an increase from 56 percent of students passing Regents English in 2005–2006 to 72 percent in 2009–2010, and from 58 percent to 76 percent passing Regents Math A over the same period. By 2008, Niagara Falls High School and six other district schools had been designated by New York State as a “high performing/gap closing school.”



**Niagara Falls Schools Outpace State Growth Rate.** During 2004–2005, the district showed an increase in the percentage of students proficient on New York’s Grade 4 ELA assessment.



**Achievement Gap Between Niagara Falls and State Narrows.** The difference between Niagara Falls and New York State in percent proficient and above narrowed on New York's grade 4 ELA assessment.

We enjoy a continuing partnership with Niagara Falls City School District to develop units of study aligned to the New York Common Core Learning Standards for ELA and mathematics. We also pilot performance tasks to inform instruction and professional development at the secondary level. Additionally, we provide ongoing professional development for district coaches, content leads, principals, and supervisors of mathematics and literacy in elementary, prep, and high school.

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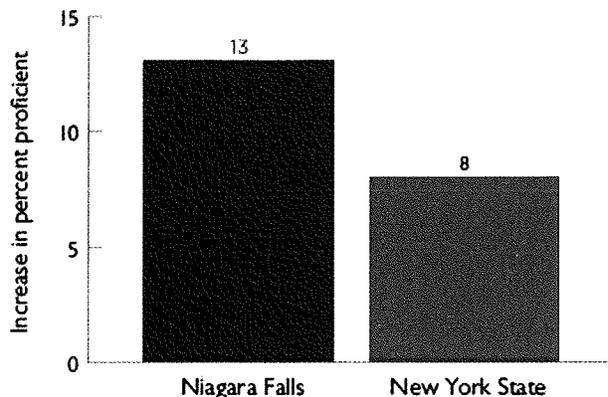
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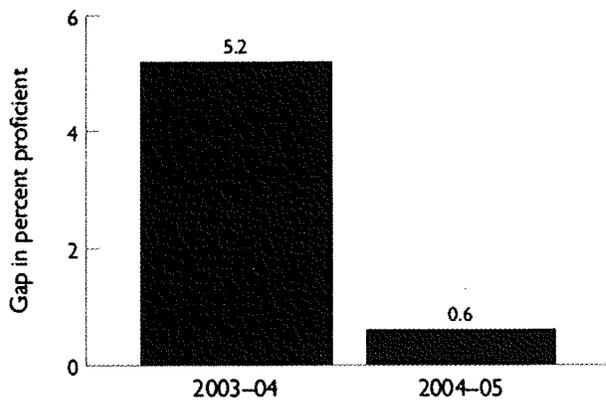
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Attachment D - (1003g) Budget Summary Chart

Agency Code	2	8	0	0	2	0	0	1	0	3	0	0
<b>HEMPSTEAD HIGH SCHOOL</b>												
<b>Year 1 Implementation Period (September 1, 2015 - June 30, 2016)</b>												
<b>Categories</b>	<b>Code</b>	<b>Costs</b>										
Professional Salaries	15	170,000										
Support Staff Salaries	16	50,000										
Purchased Services	40	134,000										
Supplies and Materials	45	31,000										
Travel Expenses	46	15,000										
Employee Benefits	80	00										
Indirect Cost (IC)	90	00										
BOCES Service	49	00										
Minor Remodeling	30	100,000										
Equipment	20	00										
		<b>Total</b>	500,000									
<b>Year 2 Implementation Period (July 1, 2016 - June 30, 2017)</b>												
<b>Categories</b>	<b>Code</b>	<b>Costs</b>										
Professional Salaries	15	220,000										
Support Staff Salaries	16	50,000										
Purchased Services	40	150,000										
Supplies and Materials	45	70,000										
Travel Expenses	46	10,000										
Employee Benefits	80	00										
Indirect Cost (IC)	90	00										
BOCES Service	49	00										
Minor Remodeling	30	00										
Equipment	20	00										
		<b>Total</b>	500,000									
<b>Year 3 Implementation Period (July 1, 2017 - June 30, 2018)</b>												
<b>Categories</b>	<b>Code</b>	<b>Costs</b>										
Professional Salaries	15	220,000										
Support Staff Salaries	16	50,000										
Purchased Services	40	120,000										
Supplies and Materials	45	100,000										
Travel Expenses	46	10,000										
Employee Benefits	80	00										
Indirect Cost (IC)	90	00										
BOCES Service	49	00										
Minor Remodeling	30	00										
Equipment	20	00										
		<b>Total</b>	500,000									

<b>Year 4 Post-Implementation Period (July 1, 2018 - June 30, 2019)</b>												
<b>Categories</b>	<b>Code</b>	<b>Costs</b>										
Professional Salaries	15	50,000										
Support Staff Salaries	16	50,000										
Purchased Services	40	50,000										
Supplies and Materials	45	100,000										
Travel Expenses	46	00										
Employee Benefits	80	00										
Indirect Cost (IC)	90	00										
BOCES Service	49	00										
Minor Remodeling	30	00										
Equipment	20	00										
		<b>Total</b>	250,000									
<b>Year 5 Post-Implementation Period (July 1, 2019 - June 30, 2020)</b>												
<b>Categories</b>	<b>Code</b>	<b>Costs</b>										
Professional Salaries	15	50,000										
Support Staff Salaries	16	50,000										
Purchased Services	40	50,000										
Supplies and Materials	45	100,000										
Travel Expenses	46	00										
Employee Benefits	80	00										
Indirect Cost (IC)	90	00										
BOCES Service	49	00										
Minor Remodeling	30	00										
Equipment	20	00										
		<b>Total</b>	250,000									
<b>TOTAL Project Period (September 1, 2015 - June 30, 2020)</b>												
<b>Categories</b>	<b>Code</b>	<b>Costs</b>										
Professional Salaries	15	710,000										
Support Staff Salaries	16	250,000										
Purchased Services	40	504,000										
Supplies and Materials	45	401,000										
Travel Expenses	46	35,000										
Employee Benefits	80	00										
Indirect Cost (IC)	90	00										
BOCES Service	49	00										
Minor Remodeling	30	100,000										
Equipment	20	00										
		<b>Total</b>	2,000,000									

= Required Field

Local Agency Information			
<b>Funding Source:</b>	School Improvement Grant SIG 6 - 1003g		
<b>Report Prepared By:</b>	Stephen Strachan		
<b>Agency Name:</b>	Hempstead Union Free School District		
<b>Mailing Address:</b>	201 President Street		
	Street		
	Hempstead	NY	11550
	City	State	Zip Code
<b>Telephone # of Report Preparer:</b>	516-434-4255	<b>County:</b> Nassau	
<b>E-mail Address:</b>	sstrachan@hempsteadschools.org		
<b>Project Funding Dates:</b>	_____		
	Start	End	

**INSTRUCTIONS**

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

SALARIES FOR PROFESSIONAL STAFF			
Subtotal - Code 15			\$170,000
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
College counselor	1.00	\$40,000	\$40,000
School Improvement Manager	1.00	\$150,000	\$130,000

SALARIES FOR SUPPORT STAFF			
Subtotal - Code 16			\$50,000
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Bilingual parent/community liaison	1.00	\$50,000	\$50,000

PURCHASED SERVICES			
Subtotal - Code 40			\$134,000
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Pearson PD COP Institutes, summer and school year	Pearson	50 days of embedded professional development and coaching @ \$2000 per day.	\$100,000
Summer Institute at Harvard	Harvard	(4 administrators @ \$3,000)	\$12,000
REACH School Leader Coaching Program & Data Team	REACH Program	20 Teachers @ \$1,000 / teacher	\$20,000
Publication Printing		10 Publications @ \$2000	\$2,000

<b>SUPPLIES AND MATERIALS</b>			
Subtotal - Code 45			<b>\$31,000</b>
Description of Item	Quantity	Unit Cost	Proposed Expenditure
Instructional materials	500 Flash Drives 40 Calculators	Flash Drive \$6 each- \$,3000 40 T180 Series Graphing Calculators \$150 each - \$6,000	\$9,000
Technology Software	20.00	Navient Software \$7,000 Right Reason Technology \$5,000	\$12,000
Parent Center activities including workshops, guest speakers	40.00	Guest Presenters- \$2500 Parent/Student Refresments \$3500	\$7,000
Communications: annual report, principal newsletter, website	10 total reports throughout the year.	\$300 x 10 Publications	\$3,000

TRAVEL EXPENSES			
Subtotal - Code 46			\$15,000
Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures
Administrator, Teachers and Students	Local and interstate college and career trips to expose students to the options of higher education that are available to them.	5 trips at \$1,000 per trip.	\$5,000
Administrator and Teachers	Workshops for staff to increase staff capacity in CCLS instructional shifts and technology integration.	5 workshops @ \$1,000 each	\$5,000
Administrators and Support Staff	Safe Schools Conference, Denver Colorado *To learn strategies and solutions for promoting safer school environments.	4 trips @ \$1,250 each trip.	\$5,000

MINOR REMODELING		
Subtotal - Code 30		\$100,000
Description of Work to be Performed	Calculation of Cost	Proposed Expenditure
Development of College and Career Center	25 Desktop Computers @ \$1500 each - \$37,500 Furniture - Desks, tables, chairs, \$50,000 Interactive White Board @ \$3,300 Postermaker \$6,200 Postermaker Paper Printer/Fax/Copier @\$3,000	\$100,000

**BUDGET SUMMARY**

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$170,000
Support Staff Salaries	16	\$50,000
Purchased Services	40	\$134,000
Supplies and Materials	45	\$31,000
Travel Expenses	46	\$15,000
Employee Benefits	80	
Indirect Cost	90	
BOCES Services	49	
Minor Remodeling	30	\$100,000
Equipment	20	
Grand Total		\$500,000

Agency Code: **280201030007**

Project #: \_\_\_\_\_

Contract #: \_\_\_\_\_

Agency Name: **Hempstead Union Free School District**

**FOR DEPARTMENT USE ONLY**

Funding Dates: \_\_\_\_\_ From \_\_\_\_\_ To \_\_\_\_\_

Program Approval: \_\_\_\_\_ Date: \_\_\_\_\_

<u>Fiscal Year</u>	<u>First Payment</u>	<u>Line #</u>
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Voucher #	First Payment	

**CHIEF ADMINISTRATOR'S CERTIFICATION**

*By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal (or State) award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims, or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).*

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

**Susan Johnson, Superintendent of Schools**  
Name and Title of Chief Administrative Officer

## **Pearson Professional Development – Evidence of Effectiveness**

### **Case Study: DeKalb County Schools, DeKalb, Georgia**

In 2009 Pearson began a partnership with DeKalb County Schools, for the purpose of helping to improve student achievement. A total of 40 schools adopted Pearson's school reform model, which is grounded in job-embedded training and coaching support for teachers and leaders. This model includes a laser-like focus on the core areas of English Language Arts and Mathematics, including classroom based coaching and modeling that presents and supports evidence-based instructional and assessment practices. The model is also grounded in teacher and leader workgroup efforts, meaning Pearson coaches worked closely with their monthly Professional Learning Communities to introduce, model, and explore new practices for improved student outcomes.

**Results:** After only one year of reform, many of the schools were showing respectable improvements in student achievement. On the End of Course Test in mathematics for "Math 2" (an integrated math course for high school students), student proficiency increased. Across the state of Georgia most high schools showed a 3% increase in student proficiency as compared to the prior year. In DeKalb, that percentage increased to 5%. But among the DeKalb schools working directly with Pearson for school reform, there was approximately a 10% increase in student proficiency over the prior year.

Clarkston High School (one of DeKalb's many high schools) showed highly impressive advancements in student mathematics proficiency. From 2010 to 2011 the percentage of students proficient on the Math 2 End of Course test increased from 45% to 54% (a change of 9% in only one year).

In addition to significant gains in mathematics, one of the greatest results evidenced in DeKalb County Schools is the increased attention to and promotion of ongoing coaching efforts. Follow up visits to the school revealed that coaches are now working together to determine next steps, and tiered support for teachers is now just "the way they do business." The school leadership teams provide regular focus for instructional and assessment support, and peers support one another through collaborative learning opportunities.

In summary, Pearson's job embedded supports (coaching, modeling, lesson study) for some very low performing schools resulted in improved school cultures, increased mathematics proficiency, and greater support for the teaching, leading, and learning process.

Hazelwood School District  
15955 New Halls Ferry Road  
Florissant, MO 63031

Telephone: 314-953-5000, ext 35034

Fax: 314-953-5038

email: [creiter@hazelwoodschoools.org](mailto:creiter@hazelwoodschoools.org)

**Brief Description of Engagement and Results** (with similarities and differences from Mississippi requirements highlighted):

Pearson rigorously worked side by side with the Hazelwood School District in 2012-2013 to introduce, implement, and help sustain a rigorous data-driven approach that included formal professional development, coaching, and local collaboration. Utilizing resources and inputs from our Assessment Training Institute, the district systematically inched staff closer to a broader understanding of the role of assessments and student data to drive instruction and leadership. Pearson coaches worked side by side with teachers helping them gain a deeper understanding of data and assessment literacy, as a solid construct was required before staff could implement data-driven practices. As a result of our work, the district has begun to see a major shift in staff understanding and willingness to embrace data practices as a normal part of the teaching, leading, and learning experience.

## **Similar Services: Positively Impacting Student Achievement**

Multiple rural and urban schools across the nation and in Puerto Rico have implemented Pearson's school improvement model with great success and many have used SIG funds to do so. The following case studies provide evidence to that success.

### **Escuela Superior Medardo Carazo, Puerto Rico**

Escuela Superior Medardo Carazo, named after a dedicated local teacher and administrator, was built in the 1950s to serve the community of Trujillo Alto in Puerto Rico. After educating students for more than a half century, the school needed to update its pedagogy and facilities for the 21st century.

#### **Challenge**

Students at Escuela Superior Medardo Carazo were receiving only average grades on key high stakes tests which negatively affected teacher, student, and school community morale. "Medardo Carazo [was] the school that no one chose to go to because students were known for cutting class," says Director Mayra Monroy. The school was formally identified by the Department of Education of Puerto Rico as a school in need of transformation and as a result was eligible for SIG funds made available by the US Department of Education. To raise achievement and engagement, the school needed a new vision, strong leadership, and targeted professional development. The school also needed an updated building with new technology so that students could learn the technical skills required to succeed in college and career.

#### **Solution**

The Puerto Rico Department of Education engaged Pearson in March 2012 to assist in the transformation of Escuela Superior Medardo Carazo. Pearson partnered with the school and the Puerto Rico Department of Education to implement SIM, the research-based framework which builds a data-driven culture; aligns curriculum, instruction, and assessment; and improves student, teacher, and community engagement.

Pearson worked closely with staff members to understand stakeholder concerns. Before implementation, a needs assessment and gap analysis was conducted at Medardo Carazo to determine strengths and areas for growth. In addition, a variety of data was gathered from across the school and community. In 2012, targeted professional development sessions were conducted and the decision was made to move into a new, 21st century building that incorporated new technology and modular seating more conducive to group projects in each classroom.

## Results

Over the past two years, Pearson education specialists have been mentoring teachers daily to help them better align curriculum, instruction, and assessment programs. Classroom observations and ongoing professional development also confirm that teachers have the necessary knowledge to prepare their students for critical high stakes assessments. With the intervention of Pearson education specialists, the percentage of students scoring “proficient” or “advanced” has increased 12 points in English and five points in mathematics.

Medardo Carazo’s new data-driven culture has fostered a strong accountability for both teachers and students and improved engagement. For example, the front office of the school features data walls that illustrate core concepts, grade distributions, and high stakes testing scores. “Students set their own goals and manage their own path toward those. It encourages them to strive for better. Data is used for education so teachers can better help students,” Monroy states.

With the new building, Medardo Carazo offers a more inviting atmosphere to prospective students. As a result, enrollment has increased since the redesign, from 593 students in 2012–2013 to 672 in 2013–2014. Students and teachers work in more collaborative classrooms with flexible seating for group work. “The students teach each other and they feel more free. They feel like they’re in college,” says Monroy. “Even the teachers are more comfortable with this type of instruction. The Schoolwide Improvement Model has changed their way of thinking.”

In addition, some after school programs were launched with Pearson’s assistance, as part of an initiative known as extended learning time. Pearson contracted with staff from the Polytechnical University to coach Medardo Carazo’s teachers in robotics. From there, a robotics program was introduced at the school. Remarkably, Medardo Carazo students entered in a robotics competition and won, marking the first time a new team entry came away with first place.

Even more impressive is the 98 percent graduation rate that Medardo Carazo is now seeing. Monroy concludes, “Medardo Carazo is now the school that everyone wants to go to. We’re exceeding student capacity and the new building has encouraged that.”

*With the intervention of Pearson education specialists, the percentage of students scoring “proficient” or “advanced” has increased 12 points in English and five points in mathematics.*

## Kendrick High School, GA

Facing many challenges, Kendrick High School in Georgia, was designated as a school in need of improvement three years in a row. The school applied for and received a SIG funds. Part of the grant was used to fund professional development for the science department, with the goals of changing

instructional practices, adopting data-analysis processes, and instituting more collaboration among teachers and administrators. In the three years since the school improvement plan was initiated, passing rates for end-of-course tests have increased in biology and physical science.

## **Challenge**

At Kendrick High School, a Title I school, more than 85 percent of students face economic disadvantages, and many have low motivation and lack support. By the time they are in high school, many students are struggling because of deficient mathematics and reading skills, and they are unable to reach state-level benchmarks in all subjects, including science. Before Kendrick High School applied for the SIG funds, students were beginning to leave the school or choosing to attend a different high school, which caused enrollment to decline 30 percent over three years. Due to these circumstances, the graduation rate dropped below 50 percent.

The Georgia Department of Education designated Kendrick High School as a “Needs Improvement” school three years in a row because of its poor academic performance. By 2011, school officials knew they needed to make changes and applied for SIG money. Once the grant was approved, teachers and administrators chose to implement the High Schools That Work improvement model, a research-based transformation program established by the Southern Regional Education Board, because other schools in the district had experienced higher student achievement with this approach.

Teachers and administrators then faced the challenge of applying the approach in various departments. School leaders turned to Pearson to help implement the model’s professional development component in the science department, specifically in biology and physical science.

## **Solution**

The grant was approved in the spring of 2011, and Kendrick High School began implementing the model in the fall of 2011. “We had low science scores in both our formative and end-of course assessments,” said Carolyn Randolph, an academic coach. “From the start, our goal was to increase overall student achievement.” Pearson’s education specialist, Dr. Jacquelyn Walton, created a professional development plan centered on changing teachers’ instructional practices to achieve the school’s goal within the parameters of the transformation model.

“The science teachers already had a good work ethic and were very dedicated. They also had great support from their principal, department chair, and instructional coach, so it was easier to help get the teachers on target,” explained Dr. Walton. “At first we held training days with all of the science teachers going over the new standards-based teaching practices. From there I worked with teachers individually, understanding their needs and developing new instructional practices in the classroom. Plus I modeled the practices for them with their kids, so they could see what I was talking about. This made it much easier for the teachers to grasp.”

The new practices entailed analyzing student data, working collaboratively, and assessing the effectiveness of lessons and activities. Physical science teacher LaJoyce Sanders explained, “We scheduled weekly collaborative meetings by course content. One of the things we always discussed was where we were with the state standards and how our students were performing. Then we would look at some of the strategies and discuss what was modeled for us in class. The driving force, though, was the

data. We would look at the types of questions we were giving the students, asking whether they were valid. We looked at what we were teaching and how it aligned to the standards, how we were assessing the students, and then how we could re-teach or re-assess them.”

Teachers also used data to meet students’ individual needs. Dr. Sheila Jones, science department chair, said, “One thing we did as part of our improvement plan was to increase the length of the school day. This gave us the time we needed to implement increased-learning-time classes. In these 45-minute classes, students received direct instruction or remediation on the content. This was done daily. We assessed students weekly, and from the reports we placed them into these classes based on their needs. If they needed help with biology, they were placed in a biology increased-learning-time classroom. This supplemented what teachers were already doing. There was a lot of collaboration on the part of the teachers in doing this, and the test scores showed that it did help the kids overall.”

## **Results**

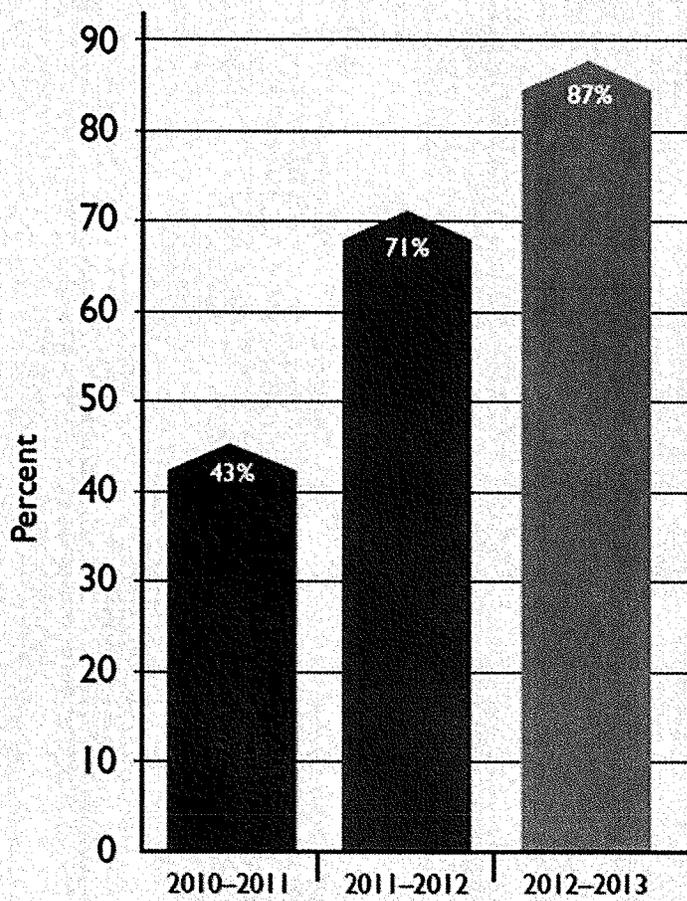
The results reflect all of the students’ and teachers’ hard work. At the end of the 2011–2012 school year, the first year of implementation, the percent of students who passed the Grade 9 physical science end-of-course test rose from 43 to 71 percent, a 28-point increase. End-of-course test passing rates for Grade 10 biology increased from 35 to 64 percent, a 29-point gain.

During the 2012–2013 school year, the second year of implementation, 87 percent of Grade 9 students passed the physical science end-of-course test, an increase of 16 points from the prior year and an increase of 44 points over two years. In biology, 76 percent of Grade 10 students passed the end-of-course test, a 12-point gain from the previous year.

In the third year of using the new instructional practices, end-of-course test passing rates continued to increase. In Grade 10 biology, 81 percent of students passed the test, a gain of five points from the prior year and a 46 point increase since the instructional practices were implemented. Administrators decided to move physical science to Grade 11 that year, and 90 percent of students passed the end-of-course test.

Kendrick High School has seen other indicators of success in addition to test scores. In 2013, the school surpassed the state’s overall College and Career Ready Performance Index (CCRPI) for the first time, scoring 72 percent whereas the state average was 68 percent. In 2014, Kendrick High Schools’ graduation rate reached 69.4 percent, a gain of 20 points since it began implementing new instructional practices. The school also exited the state’s Priority Schools list, a testament to the gains it has achieved.

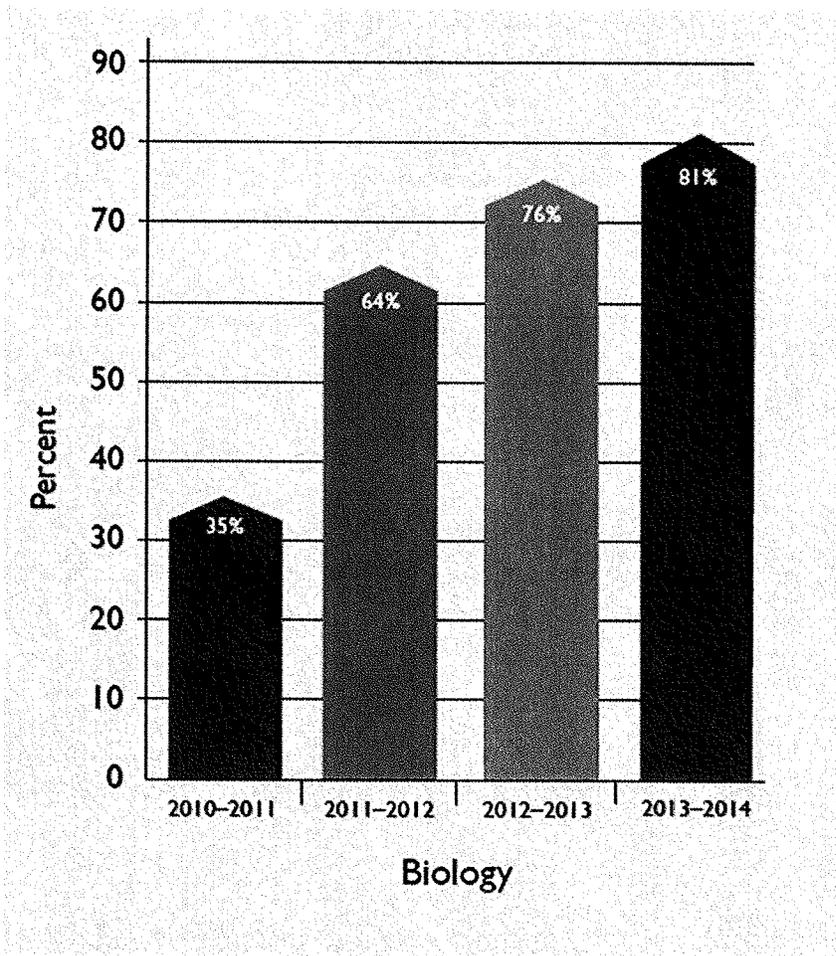
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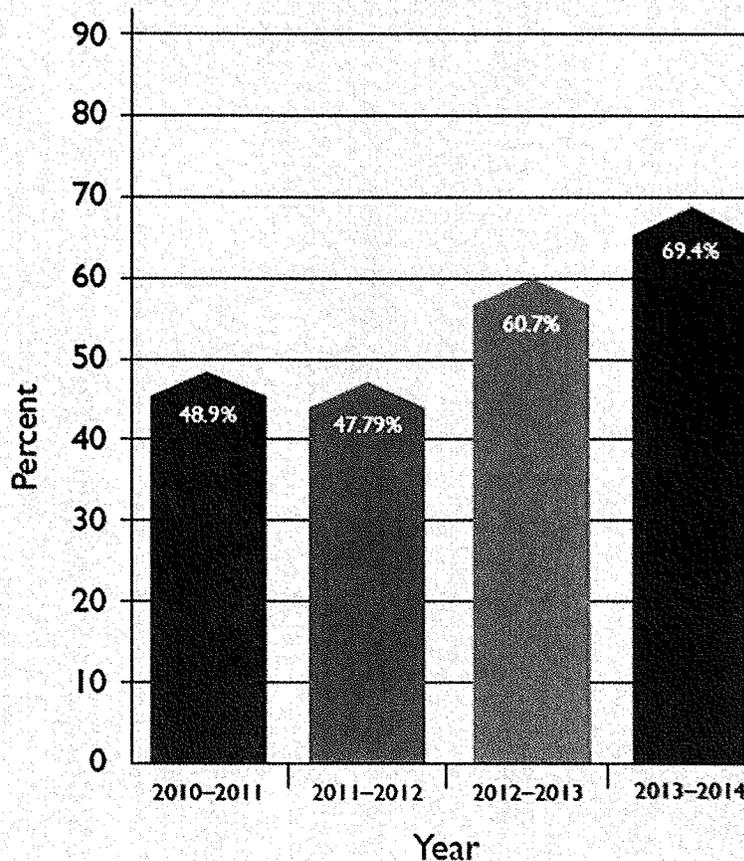
### Physical Science

Note: In the 2013-2014 school year,  
physical science was moved to 11th grade

Physical Science Passing Rates. By 2012-2013, passing rates reached 87 percent.



**Biology Passing Rates.** By 2012-2013, passing rates reached 81 percent.



**Increasing Graduation Rates.** By 2013–2014, graduation rates neared 70 percent.

## **President William McKinley High School, HI**

McKinley High School in Honolulu is in its first year of implementing SIM. A key part of this implementation is training to help the school use data more effectively to inform instruction. The school uses a formative assessment tool, and we are training the teachers to use data from these assessments to plan and deliver instruction. The school's Leadership Team now functions as a data team and participates in trainings to build their capacity to plan and prepare using data from several sources. Our education specialists are using Teacher Success, a complete, customizable online teacher evaluation and coaching system, to gather and share data regarding student engagement in classrooms.

In addition, McKinley High School is using several Pearson intervention programs to help students who are struggling to meet grade-level standards. To strengthen literacy services for ELLs, the school has started using iLit, the first and only complete instructional solution built and delivered on the iPad that offers each student personalized learning support based on their own instructional needs, engaging interactivities, and built-in reward systems that motivate students and track their progress.

McKinley High School is also using our Navigator and Ramp-Up intervention programs to help students narrow the gaps in their performance. Literacy Navigator and Math Navigator provide strategies for

students who struggle with reading and mathematical concepts. Ramp-Up Literacy and Ramp-Up Mathematics provide intervention strategies for students who are performing two or more years behind their peers.

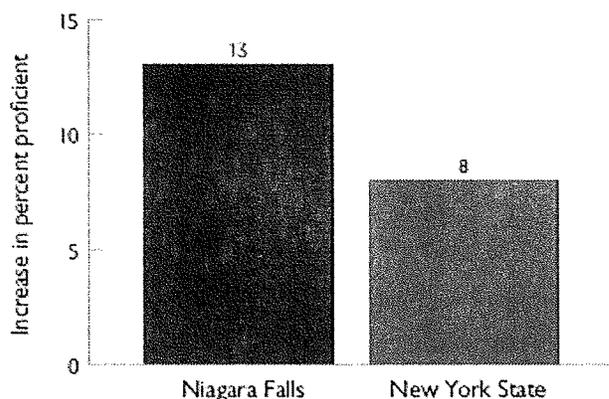
## Niagara Falls City School District, NY

Our engagement with the Niagara Falls City School District in New York began in 1998 when two of the district's elementary schools received Comprehensive School Reform Grants. In 2003, the district used its own resources to bring its remaining six elementary and middle schools into the project. Two years later work began with the district's high school. From 1998 to 2009, we provided whole school reform at all elementary (grades K–6) and preparatory schools (grades 7–8) and since 2008 we have provided targeted literacy and mathematics support at Niagara Falls High School.

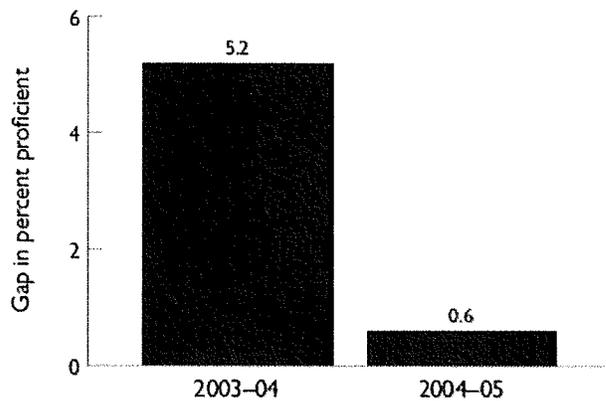
We also began providing K–12 professional development and in-class support in 2010 around implementing the CCSS in literacy, mathematics, social studies, and science and continue to do so. Our programs include content training on instructional shifts and building teacher capacity, as well as the Tools for Understanding program. We work on the development of unit plans for middle and high school mathematics, as well as collection, annotation, and development of anchor papers for performance indicators at each grade level in middle school and high school algebra.

Our working relationship has been maintained through changes in district leadership and changes in education specialists assigned to the district, and the project has evolved through collaborative goal setting and review of progress. Changes in assessments and scaling of assessments make it difficult to consistently track improvements in scores over the period.

However, sample data include an increase from 56 percent of students passing Regents English in 2005–2006 to 72 percent in 2009–2010, and from 58 percent to 76 percent passing Regents Math A over the same period. By 2008, Niagara Falls High School and six other district schools had been designated by New York State as a “high performing/gap closing school.”



**Niagara Falls Schools Outpace State Growth Rate.** During 2004–2005, the district showed an increase in the percentage of students proficient on New York's Grade 4 ELA assessment.



**Achievement Gap Between Niagara Falls and State Narrows.** The difference between Niagara Falls and New York State in percent proficient and above narrowed on New York’s grade 4 ELA assessment.

We enjoy a continuing partnership with Niagara Falls City School District to develop units of study aligned to the New York Common Core Learning Standards for ELA and mathematics. We also pilot performance tasks to inform instruction and professional development at the secondary level. Additionally, we provide ongoing professional development for district coaches, content leads, principals, and supervisors of mathematics and literacy in elementary, prep, and high school.

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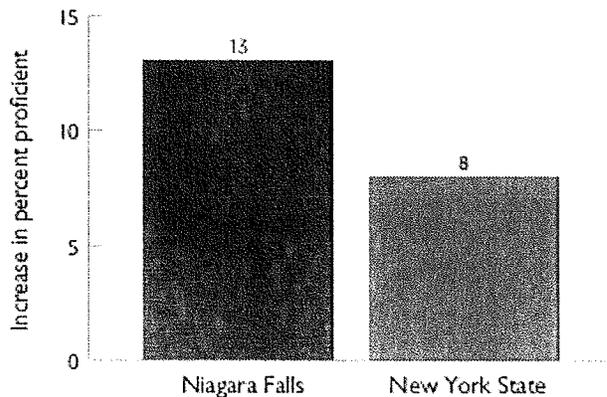
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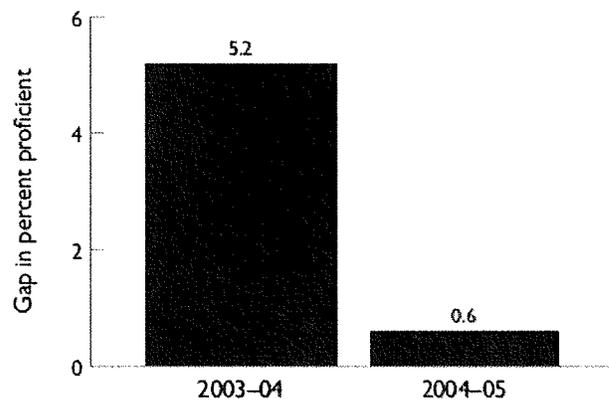
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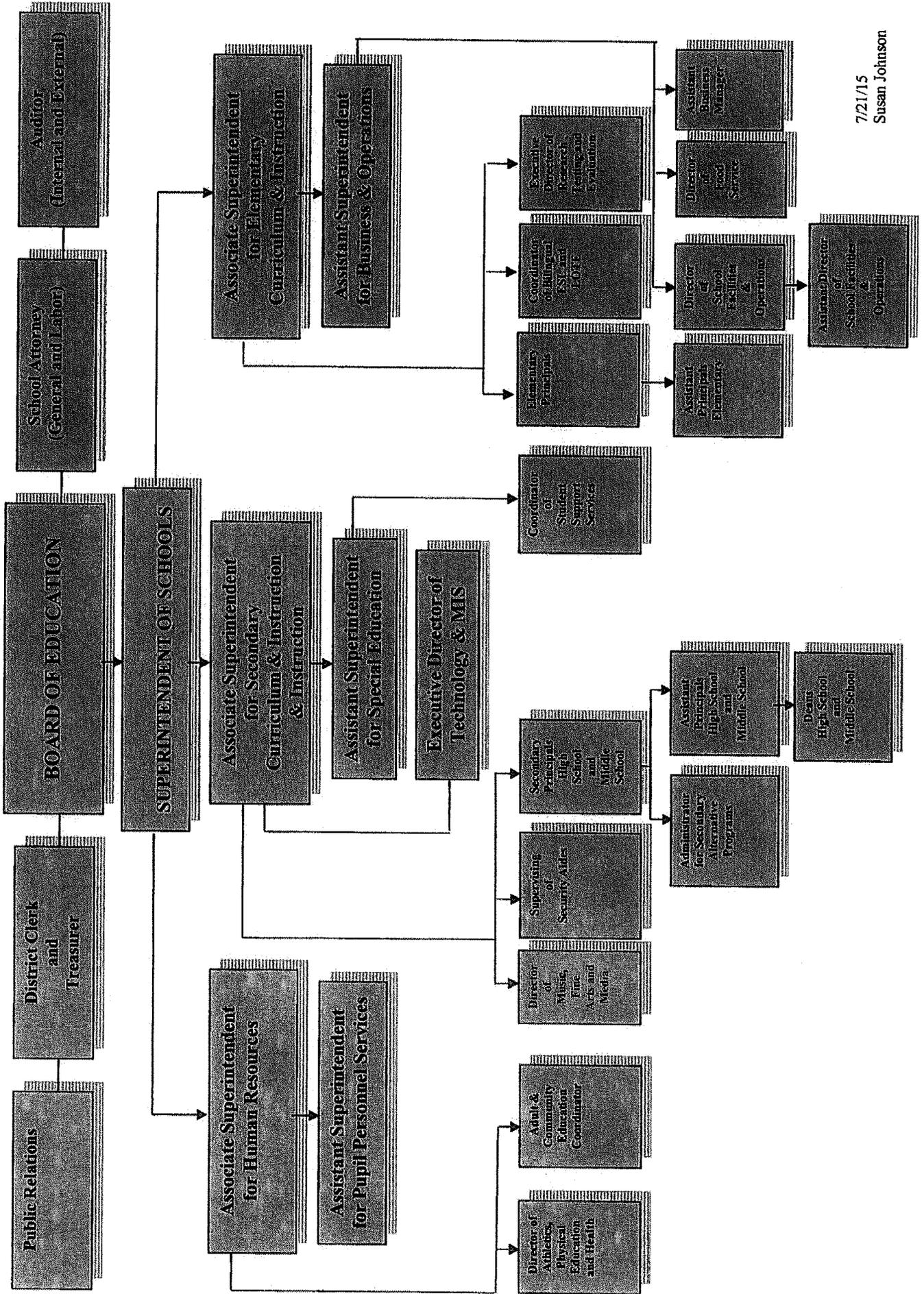
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**ATTACHMENT C**

<p><b>Partner Organization</b>  <b>Name and Contact Information and description of type of service provided.</b>   <b>Internationals Network for Public Schools</b>          50 Broadway, Suite 2200          New York, NY 10004           tel 212.868.5185          fax 212.868.5188  <a href="http://www.internationalsnps.org">www.internationalsnps.org</a></p>	<p><b>Schools in which the partner has managed/ supported in the last three years</b>          (attach additional trend-summary evidence of the academic success of each school and trend-summary evidence of partners fiscal performance)</p>	<p><b>References / Contracts</b>  <b>References / Contacts</b>          (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)</p>
<p>The Internationals Network for public Schools will support Hempstead High School in incorporating Internationals’ proven effective instructional strategies for working with ELLs. Internationals will collaborate with the Hempstead School District during the period of July 2015 - June 2016. Our support will include opportunities to orient the school leader and staff on the philosophy and practices of the Internationals Approach in anticipation of phasing in a cohort of English Language Learners at Hempstead HS into the Internationals’ model. Internationals will provide school development support, which will include a consultancy and community engagement phase, which will inform the implementation of the model at the Hempstead HS ELL Academy. Emphasis will be placed on building the capacity of the school leader to establish a sustainable instructional model. An Internationals coach will provide one-on-one mentoring to the school leader and the school’s instructional specialist, co-facilitate Internationals workshops that are tailored to suit the specific needs of the faculty, and coach teachers on instruction and curriculum development. Additionally, the development efforts will include Internationals’ on-site professional development, that will develop teachers’ ability to structure collaborative classrooms, develop rigorous, project-based curriculum that integrates language and content objectives, support students in advisories, and assess students’ academic and linguistic development.</p>	<ol style="list-style-type: none"> <li>1. International High School at LaGuardia Community College</li> <li>2. Manhattan International High School</li> <li>3. Brooklyn International High School</li> <li>4. Bronx International High School</li> <li>5. Flushing International High School</li> <li>6. International High School at Prospect Heights</li> <li>7. International High School at Lafayette</li> <li>8. International Community High School</li> </ol>	<p>Jacklyn Valane, Principal          JVALANE@ihsnyc.org</p> <p>Gladys Rodriguez, Principal          GRodriguez2@schools.nyc.gov</p> <p>Kathleen Rucker, Principal          krucker@schools.nyc.gov</p> <p>Joaquin Vega, Principal          jvega4@schools.nyc.gov</p> <p>Lara Evangelista, Principal          LEvange@schools.nyc.gov</p> <p>Nedda de Castro, Principal,          ndecastro@schools.nyc.gov;</p> <p>Jon Harriman, Principal          JHarrim@schools.nyc.gov</p> <p>Berena Cabarcas, Principal          bcabarc@schools.nyc.gov</p>

<p>George Badia, Principal IA gbadia@schools.nyc.gov</p>	<p>9. Pan American International High School</p>
<p>Bridgit Bye-Dyster, Principal bbye@schools.nyc.gov</p>	<p>10. Pan American International High School at Monroe</p>
<p>Norma Vega, Principal NVega12@schools.nyc.gov</p>	<p>11. ELLIS Academy</p>
<p>Daniel Walsh, Principal daniel@ihs-us.org</p>	<p>12. International High School at Union Square</p>
<p>Jessica Long, Principal JLong22@schools.nyc.gov</p>	<p>13. Crotona International High School</p>
<p>Anthony Finney, Principal CFinney2@schools.nyc.gov</p>	<p>14. International High School for Health Sciences</p>
<p>Elizabeth Demchak, Principal EDemchak@schools.nyc.gov</p>	<p>15. Claremont International High School</p>

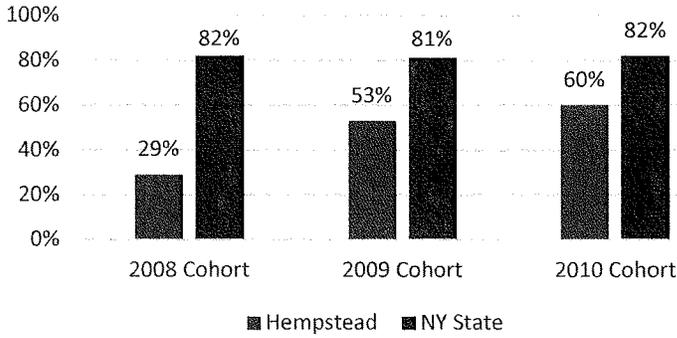
**HEMPSTEAD SCHOOL DISTRICT  
ADMINISTRATIVE TABLE OF ORGANIZATION  
2015-2016**



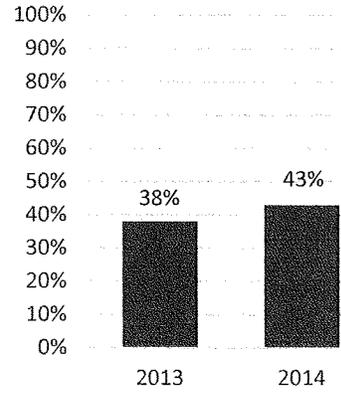
# HHS Data on Academic Performance and School Culture

## English-Language Arts

Percent Proficient (3's & 4's) after 4 Yrs of Instruction

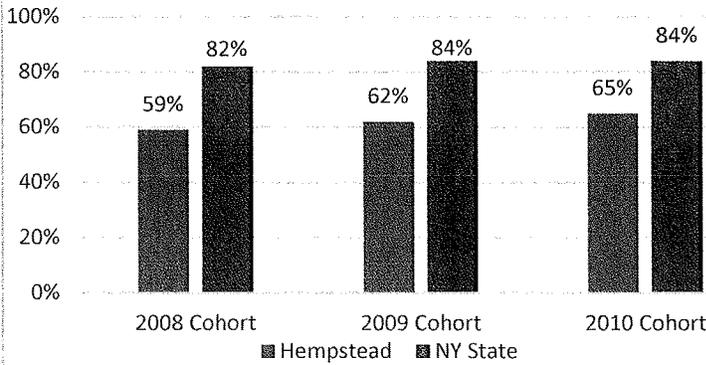


## School Graduation Rate

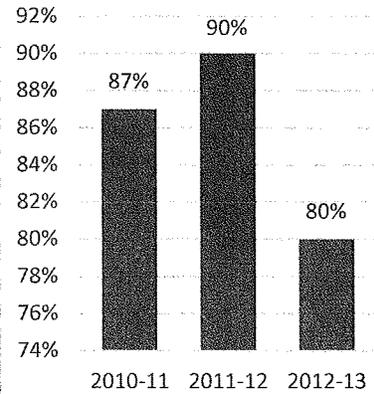


## Mathematics

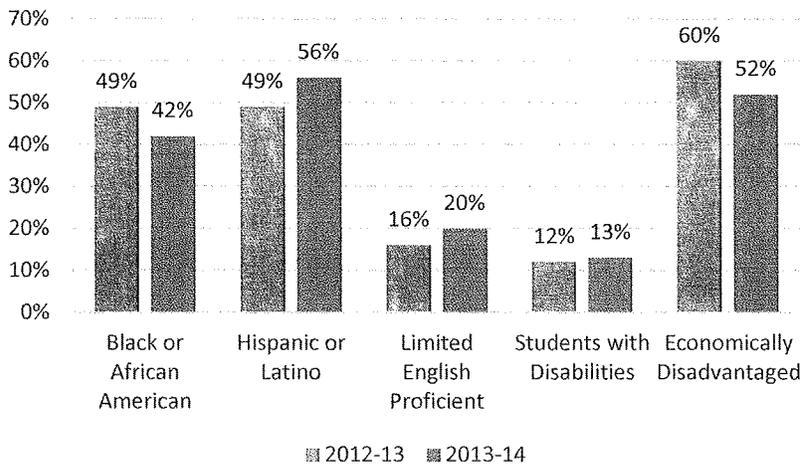
Percent Proficient (3's & 4's) after 4 Yrs of Instruction



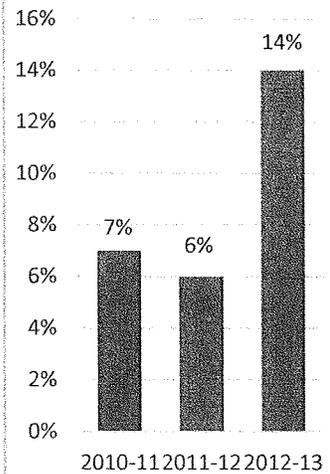
## Student Attendance



## Student Demographics at HHS



## Student Suspensions





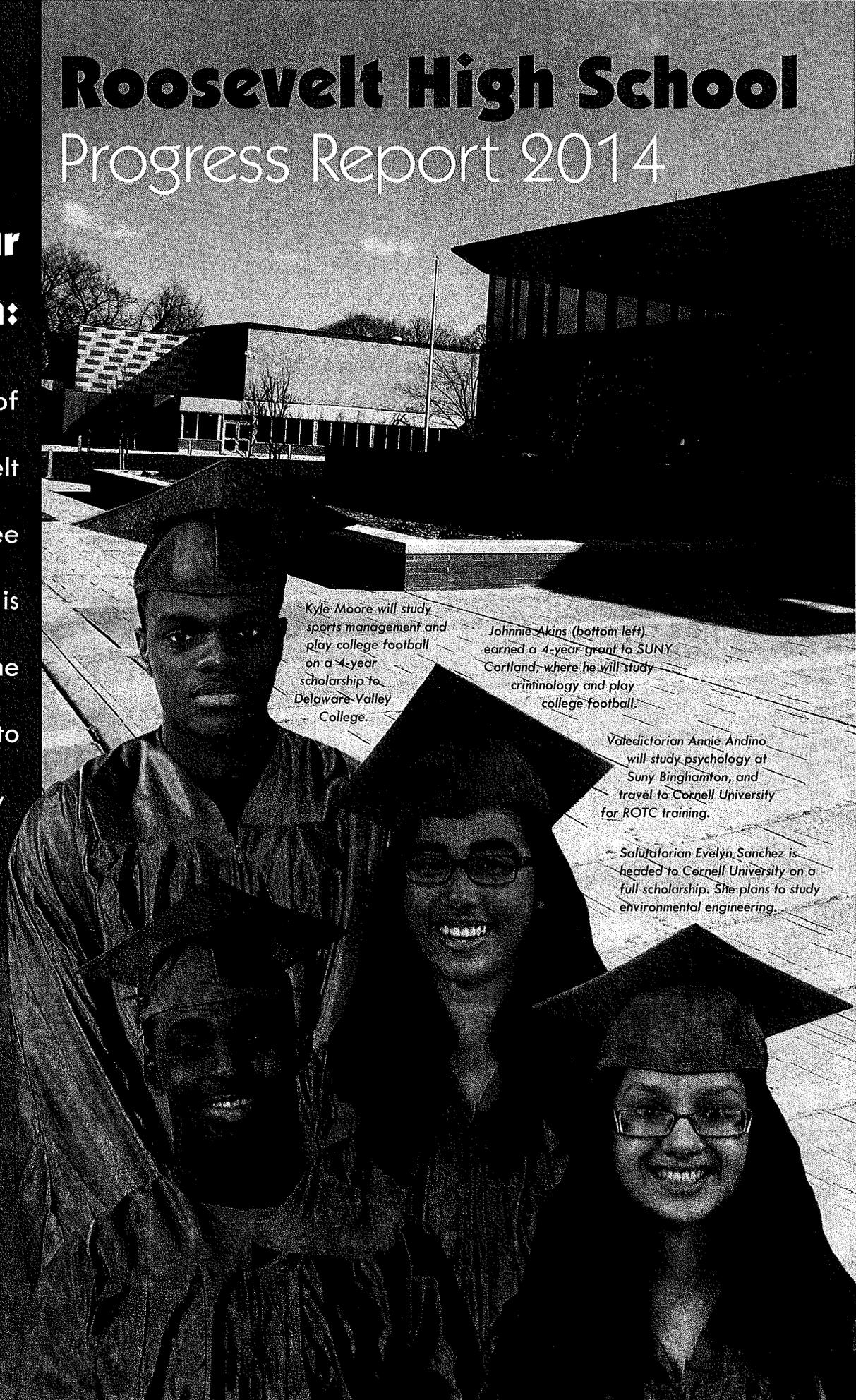
# Roosevelt High School

## Progress Report 2014

### Our Mission:

The mission of the Roosevelt Union Free School District is to educate the whole child to excel, thereby ensuring achievement for ALL.

**“Failure is not an option.”**



Kyle Moore will study sports management and play college football on a 4-year scholarship to Delaware-Valley College.

Johnnie Akins (bottom left) earned a 4-year grant to SUNY Cortland, where he will study criminology and play college football.

Valedictorian Annie Andino will study psychology at Suny Binghamton, and travel to Cornell University for ROTC training.

Salutatorian Evelyn Sanchez is headed to Cornell University on a full scholarship. She plans to study environmental engineering.

# Roosevelt High School

## Progress Continues

Dr. Stephen Strachan, Principal



There is much to be proud of at Roosevelt High School these days.

Classes are held in a modern new facility with state-of-the-art technology. The hallways are filled with chatter about college, sports, clubs, and school events. Our students are being accepted to the best colleges in the nation, many on scholarship. They are graduating from high school ready for college and careers.

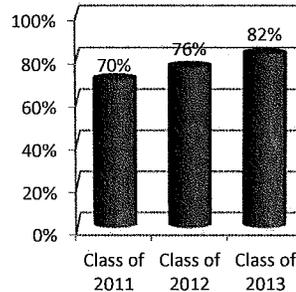
To get here, we spent three years transforming the school into career-based academies, with a three-pronged focus on academics, structure, and culture. Local colleges, organizations, and workforce groups partnered with us in this journey.

I would like to thank everyone who helped us get this far: the Board of Education and Roosevelt Union Free School District for supporting these initiatives; the teachers and school staff who implemented them; the parents, community members, and local groups that continue to provide opportunities for our students; and of course the students who put in the effort each and every day.

As far as we've come, there is still work to do. Please join us—not only in celebrating our achievements, but also as partners in a growing school community united around making Roosevelt High School (RHS) a place where every student experiences success.

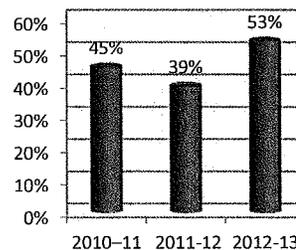
## Test Results Show What's Working

### Students Proficient in English/Language Arts after 4 Years of Instruction



\*2012-13 is the most recent year for which test scores are available; the 2013-14 test scores come out next spring.

### Integrated Algebra Percent Scoring 65 & Above



Each year, Roosevelt High School students take the Regents exams, which measure their knowledge in the core content areas. Their test results help teachers and school staff know what is working, and what more can be done to improve students' academic performance.

One of the ways to look at test scores is to compare the progress of each graduating class after four years of instruction. The top chart shows that RHS has been making multi-year gains in English/Language Arts, with 82% of the Class of 2013\* scoring at the proficient level, up 12% in the last two years. We are making significant progress toward our goal that all students master the English/Language Arts curriculum, so that they are well prepared for success in college and careers.

In 2012-13, RHS students not only met but exceeded the goal for Annual Yearly Progress (AYP) set

for them by the New York State Department of Education.

The school continues to focus on improving math performance, while at the same time increasing access to high-level and college gateway courses for all students. Two years ago, only 238 students were enrolled in Integrated Algebra. In 2012-13, that number increased to 299 students. Even with more students enrolled, the percentage of students scoring 65 or better increased from 39% to 53%. Test scores in Algebra 2 remained relatively consistent from 2011-12 to 2012-13, while 33 more students were enrolled. Students also made gains in geometry in 2012-13.

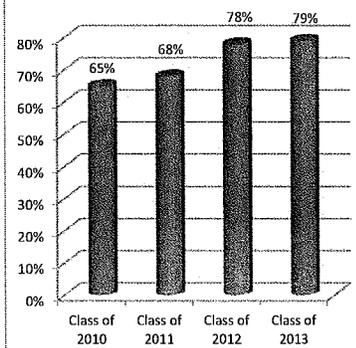
In social studies, there was a slight increase in the percentage of students scoring at or above 85 in 2012-13. Students' test scores on science measures including living environment, earth science, and chemistry also improved from 2011-12 to 2012-13.

### Goal: A Diploma for All

We want all students to earn a high school diploma. To support that goal, Roosevelt High School offers programs and assistance for struggling students, such as the **PUSH program** and the **Alternative Learning Academy** for students who are behind on credits, as well as **tutoring**, **Saturday Academy**, **distance learning**, **extended day**, and **technology-based instruction**. Each year, more Roosevelt High School students complete the necessary coursework to earn a high school diploma.

This means that more RHS students are graduating prepared to enter colleges and the workforce. The 2012-13 school year marked the second in which RHS made its Annual Yearly Progress (AYP) goal on the graduation rate measure.

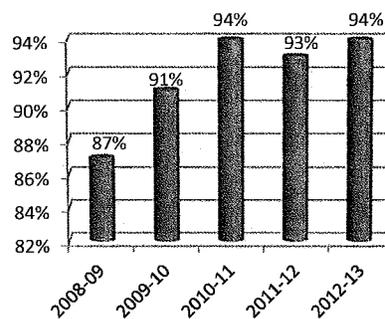
### Roosevelt High School Graduation Rate



### Student Attendance is Up

You can't learn if you don't go to school, so Roosevelt High School has made a concerted effort over the last four years to increase student attendance, while at the same time making sure to provide a safe and positive environment for learning. The result is increased student attendance, which helps all the other initiatives succeed.

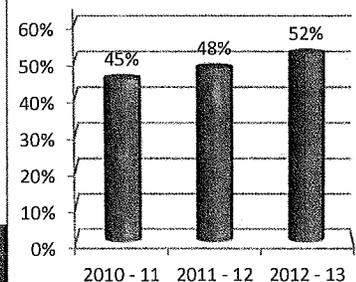
### Student Attendance Rate



### Great Teachers

It takes a great deal of preparation to become a teacher—years of study, not to mention exams. However, many Roosevelt teachers go above and beyond the requirements to earn master's and doctoral degrees. The percentage of Roosevelt teachers who hold advanced degrees is on the rise. "You become more of an experienced teacher when you go back to school," said Vivian Isom, who is studying for her doctorate in Educational Leadership. "I think the students wind up getting more of an enriched education."

### Percentage of Teachers with Master's Degree +30 Hours or Doctorate



# Roosevelt High School

## Headed for College

“The American dream is still attainable,” said Evelyn Sanchez, who will attend Cornell University on a four-year scholarship. At Roosevelt, Evelyn took Advanced Placement (AP) courses to prepare for college-level work. Students who score 3 or higher on an AP test often do not have to take that course in college, at the university’s discretion.

### Early College

RHS students can also prepare for college in the Smart Scholars program, offered in partnership with SUNY College at Old Westbury since 2010. Smart Scholars accepts up to 200 students, grades 9-12. Participants take college-credit courses at RHS and on campus at Old Westbury while still in high school. They get college textbooks, transportation, tutoring, mentoring by a college student, and help with college and financial aid applications. Upon graduating, they earn an official college transcript and credit for any courses in which they scored a “C” or better.

This year, some Smart Scholars were enrolled in a full college course load, and seniors earned up to 28 transferrable college credits. “The students have proven they can handle that level of work,” said the program’s coordinator, Reina Jovin. Smart Scholars was originally launched with help from the Bill and Melinda Gates Foundation. The NY Department of Education recently

Seniors in the Smart Scholars program hold up their first official college transcripts.



## Class of 2014 Earns More than \$1 Million in Scholarships

College is not always easy to afford, but thanks to a concerted effort by students, staff, and parents, RHS students amassed more than \$1 million in scholarships this year. Among the students to receive a full academic scholarship is Dhakenia Maxime, a Smart Scholars participant who earned 24 college credits while still in high school. In the fall she will pursue a degree in biology at Hofstra University.

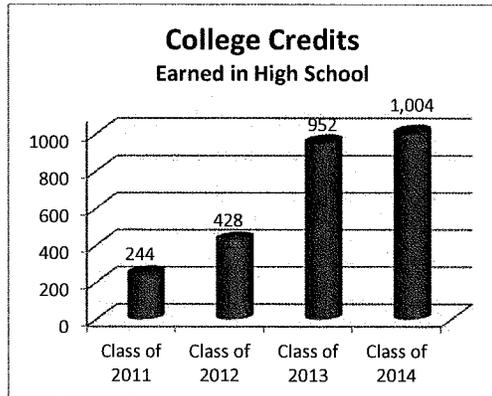
extended its funding for three more years.

### College Shopping

Students need to pick the college that’s right for them, so RHS offers trips to public, private, 2-year, 4-year, and technical schools to help them decide. This year, a 2-night, 3-day tour of Historically Black Colleges and Universities was added. On the tour, three students—Nahjeem Lowe, Isaiah Furline, and Matthew Plaisimond—connected with the admissions director at Virginia State University. All three applied and will attend VA State in the fall. In addition, this was the second year the high school held an overnight trip to the SUNY colleges of Binghamton, Albany, Oneonta, and Morrisville.

Students can also shop for schools and careers at **College & Career Day**. Facilitated by guidance counselor Minnie Livingston, this strong new RHS tradition boasts a college fair as well as classroom presentations by professionals who volunteer their time to tell students about their careers.

The **College & Career Center** has a “beautiful” new home in the brand new high school and is so popular, Jovin joked,



Above: In the Smart Scholars program, students can complete college courses while still in high school. The chart shows the total number of college credits earned by RHS students each year since the program’s start.

that she sometimes has to push students out the door. “It’s a hub for students,” she said. “They come in here every day. They inquire about college

scholarships and financial aid, or just do their work. It’s an atmosphere that encourages a college-going culture, and they like to be here.”

### College Attitude

Valedictorian Annie Andino has noticed an attitude shift at Roosevelt High School. “It seems as though the students want to become college and career ready,” she said. “They’re more eager to learn and enter the real world than before.”

## A Full AP and College Course Load

Advanced Placement (AP) courses prepare students for college-level work, and those who score a 3 or above on an AP test often do not have to take that course in college. RHS offers:

- AP Chemistry
- AP English, Language & Composition
- AP Enrichment Lab
- AP Government
- AP Literature & Composition
- AP Spanish Literature
- AP Statistics
- AP Studio Art
- AP U.S. History & Government
- AP World History
- English Composition I
- English Composition II
- Themes in U.S. History
- Plants and Society
- Intro to Biology
- College Algebra
- Pre-Calculus
- Introduction to Color
- Greek mythology

## From RHS to Ivy League

“No matter what you’re born into, it doesn’t determine your outcome,” said Vanessa Chicas (right), who will pursue a degree in human development at Cornell University in the fall. “You shouldn’t let anything stop you from becoming who or what you want to be.”



Vanessa is one of two students, including salutatorian Evelyn Sanchez (left), to earn a full financial aid package to the Ivy League school. They are believed to be the first RHS students to be accepted to an Ivy League

School in more than a decade. Both girls’ families are from El Salvador. “Our families both came here with nothing, and we are basically living out their American dream,” Vanessa told *Newsday* reporter Joie Tyrrell. Both expressed gratitude to teachers Christina Squillante and Yolette Wright; Vanessa also thanked softball coach Don Crummell for his support.

Superintendent Deborah Wortham (center) called the girls “role models.” Last fall, Dr. Wortham started the tradition of a senior commitment ceremony, where all seniors commit to taking the ACT and SAT college entrance exams, maintaining good grades and attendance, and applying to at least one college.

# Roosevelt High School

## Educators Seek National Board Certification

One of the highest certifications and greatest honors that a teacher can achieve is to be certified by the National Board.

This year, three Roosevelt High School teachers are taking on the challenge—Yolette Wright and Carleen Henry in science, and Erica Posada in World Languages/Spanish. To make a bid for National Board Certification, teachers have to put in a great deal of work videotaping and reviewing their lessons, volunteering for school and community projects, documenting their accomplishments, and taking an intensive subject area test to prove they are up to date on new developments in their fields. They will find out the results in November.

"It's a great way to become what they call a master teacher," said Vivian Isom, who earned the distinction in 2008, and to this day applies what she learned in the classroom. Her students are always busy with hands-on projects, like making videos. "I know I've done my job when students come to my classroom before school, during lunch, and after school to work on their videos," she said. "To me, that's proof positive right there that I've done my job—because they are so into whatever project it is that they're doing, that they do it for the love of the arts."

## RHS Welcomes New Teachers

### Class of 2002 Grad Now a Teacher

Roosevelt High School is pleased to welcome math teacher Despina Forakis, world history and government teacher Lauren Taylor, and chorus teacher Akira Regan to the teaching staff this year. "I'm extremely happy to have these educators join the Roosevelt family," said Principal Stephen Strachan. "They have come with the resilience and dedication needed to move us forward."

Among the new faces, however, one was already familiar to Roosevelt's veteran teachers. That's because Mrs. Taylor was a Roosevelt High School student, Class of 2002. "It's always been a dream to come back and teach in Roosevelt," she said. "When I got to Hofstra University, I thought, this was a pathway to give back to the community that I felt gave a lot to me."

Mrs. Taylor has been enjoying reconnecting with her former teachers. "I feel like a lot of people have been extremely supportive of me," she said.

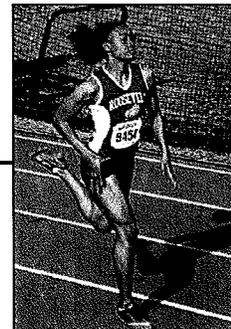
The dress code is new since she was a student, and she's noticed there's more involvement by administration.

"I'm excited about the change that's going on at Roosevelt," she said. "I've always thought it's been an amazing community. I've been in this district all my life. I live in Roosevelt. I raise my kids in Roosevelt. My husband graduated from Roosevelt. I'm just excited



Left to right: Despina Forakis, Lauren Taylor, and Akira Regan.

about the transformation—about what the future's going to bring us in this little hamlet of a town. I'm excited and happy to be a part of it."



Scholarship winner Ashe Davis has noticed a change during her time at Roosevelt High. "It's more of a family environment at Roosevelt now. We are coming together as a school and community." She was of course happy for the new track too.

## Athletes Earn Scholarships & Academic Awards

Five Roosevelt High School student-athletes were awarded full college scholarships in 2014.

From the football team, Raymond Jones earned a 5-year scholarship to Stoney Brook University, where he will study business. Robert Hansen will major in criminology or criminal justice and minor in psychology at American International University. Kyle Moore will attend Delaware Valley College, where he will study sports management; and Johnnie Akins will go to SUNY Cortland, where he will study criminology. All four will play college football while pursuing their degrees. Combined, the football scholarships are valued at more than half a million dollars. The offers came during a winning streak for RHS football, which took the Nassau County Championship this year for a third year under Coach Joseph Vito.

On girls' track, Ashe Davis sprinted and studied her way to a 4-year combined academic and athletic scholarship to St. Peters University.

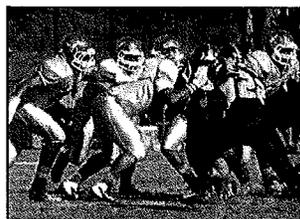
To qualify for athletic scholarships, students must meet (and hopefully exceed) NCAA academic standards. Student-athletes were projected to finish the 2013-14 season with a combined GPA of 82%, according to athletic director Joseph Mercado. "It's a good measure that our athletes are taking academics seriously," he said.

This year, the girls' volleyball, soccer, basketball, and softball teams were named NYS Scholar Athlete teams with a minimum GPA of 90%.

Raymond Jones advises that incoming students "stay on top of their grades while in 9th grade to start off their high school careers strong." He also suggests taking the

SAT in 9th grade and getting to know the guidance counselors.

Robert Hansen credits efforts by Roosevelt High School—including the block schedule and senior portfolio—with helping students prepare for the next steps in their lives. "The support of our school and community behind us helped us do well. It provided stepping stones and helped us become better people on our way to college as student-athletes," said Robert, who can feel the difference between Roosevelt High today and when



## More Sports News

- The boys' track team won the Nassau County Championship this year.
- The boys' and girls' basketball teams qualified for the playoffs.
- The girls' volleyball and tennis teams won sportsmanship awards from the Nassau County Coaches Association.
- Varsity wrestlers Dorkim Simeona and James Nuapah were named all-county.
- RHS hosted its first division championships and state qualifiers for track and field.
- Both the girls' and boys' 4x100 relay teams won the state championship.
- Raymond Jones came in 1st in the state in the 200 meter dash, and 2nd in the 100.
- Yusuf Young came in 2nd in the state in the triple jump.
- Students now enjoy a brand new gym.

# Roosevelt High School

## A Vibrant School Community

### Local Groups Partner with Career Academies



At RHS, all students in grades 10-12 belong to a career-based academy. Students choose from the Administration of Law & Law Enforcement Academy, STEM & Health Careers Academy, and the Family Consumer Science Academy. Each academy partners with local groups and organizations, and aims to provide workforce experiences to students. These academies were started with the help of a School Improvement Grant and are now being sustained with the help of school partners including BOCES.

The new school facility is providing additional resources, including the culinary lab pictured above.

"I took anatomy/physical science because I want to go into the medical field," said senior Vanessa Chicas. "There's virtual enterprises for business, constitutional law for law, and dance for performing arts. I appreciated these courses for expanding our ideas of what we could do."

### Bright, Modern School

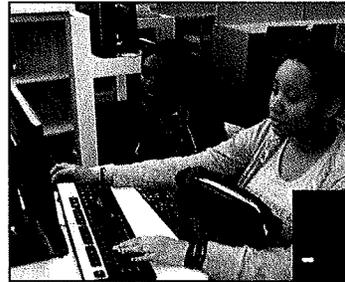
Everyone seems to be enjoying Roosevelt High School's new school facility.

"I like how colorful it is," said senior Evelyn Sanchez. "There's more sunlight, more windows."

"I like the technology in each classroom," added senior Vanessa Chicas. "Each classroom has two computers and a Smartboard. It makes learning easier. Also, there's central air."

"It's really bright and cheerful," said senior Annie Andino. "It's very clean and productive for us to continue our learning."

"Compared to the other school, it's a big facility," said senior Ashe Davis. "We get to use it for our advantage, especially the kids who are going to be coming up in the school."



### Talent & Fashion

Other activities brought back in recent years include the talent show (right) and the fashion show, both student favorites.



### JROTC Going Strong

Now in its second year, Roosevelt High School's JROTC program continues to support and prepare students for their futures. JROTC is a leadership program, preparing students with skills for college, careers, or military. There's a physical education component, and students earn a half credit per semester. It is led by Lieutenant Colonel Gr. Gulley and First Sergeant Kenneth Woods.



### Senior Academic & Scholarship Awards

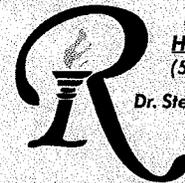
Each year, RHS holds a senior academic and scholarship awards ceremony to recognize high-achieving students. Students are recognized for staying on the Honor Roll and earn departmental awards. What started in the auditorium is now an occasion to dress up, because it's held at a nice catering hall with a jazz band. "You can look at the students and see—their attitudes are different because someone is paying them some attention," said RHS teacher Vivian Isom.

"High school has a lot of distractions, but if you stay focused on what you need to do, no dream is too big."

—Robert Hansen, Class of 2014

### Parents Get Involved

Parents can get involved in the Parent Teacher Student Association. For info, call the school at (516) 345-7200.



**ROOSEVELT HIGH SCHOOL**  
(516) 345-7200

Dr. Stephen Strachan, Principal

Shawn Farnum, Assistant Principal  
Carey Gray, Assistant Principal

Treva Patton, Assistant Principal  
Dr. Kim Nisbett, Coordinator of Guidance  
Desmond Poyser, School Implementation Mgr.

### ROOSEVELT UNION FREE SCHOOL DISTRICT

#### Board of Education

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Alfred Taylor, Vice President  
Wilhelmina Funderburke, Trustee  
Robert Miller, Trustee  
Willie Scott, Trustee

#### Administration

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Lyne Taylor, Asst. Supt. for Business & Operations  
Marilyn Zaretsky, Asst. to the Supt. for Secondary Education  
Marnie Hazellon, Asst. to the Supt. for Elementary Education

#### About this Publication:

This progress report is brought to you by Roosevelt High School, with information and photos contributed by the staff of RHS and The Rough Writer student newspaper, and writing/layout by Erica T. Marciniac.

#### Check Us Out Online!

[www.roosevelttfisd.org/Domain/8](http://www.roosevelttfisd.org/Domain/8)

## Honoring Dr. J's Coach: RHS Basketball's Ray Wilson

When Roosevelt High School and the Alumni Association invited RHS alumnus and NBA Hall of Famer Julius Erving to have the center square of the old high school's gym floor dedicated in his name, "Dr. J" asked that his coach,

Ray Wilson, be honored instead. Erving called Wilson, who coached many RHS athletes in the 1960's, "a coach, a teacher, a role model, a mentor, an inspiration," in an interview with Archie Snowden of Push Pause ([www.fios1news.com/longisland](http://www.fios1news.com/longisland)). The dedication was held on April 26, 2014. The plaque will be hung in the athletic hallway. Pictured are Coach Wilson (center) flanked by two of his former athletes, Julius Erving (right) and Stanley Tucker (left).

### Roosevelt Alumni Are Behind Students

The first class to graduate from Roosevelt High School was the Class

of 1964, and several members were in attendance at the dedication. Today, the RHS Alumni Association helps Roosevelt alumni reconnect with one another while offering senior scholarships, professional internships, and other programs that support the student body.

For information and to get involved, visit [www.rooseveltalumni.net](http://www.rooseveltalumni.net) or contact Rob Dixon at (516) 662-1521.



### We Want to Know What You Think

Please tell us what you think of this publication. Thanks!

#### Comments:

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#### Submit To:

Dr. Stephen Strachan, Principal, Roosevelt High School  
1 Wagner Ave., Roosevelt, N.Y. 11575

# Roosevelt High School

Informe del progreso 2014

## Nuestra misión:

La misión del Distrito Escolar de Roosevelt es educar al estudiante en su totalidad para que sobresalga y de esta manera asegurar el éxito para TODOS.

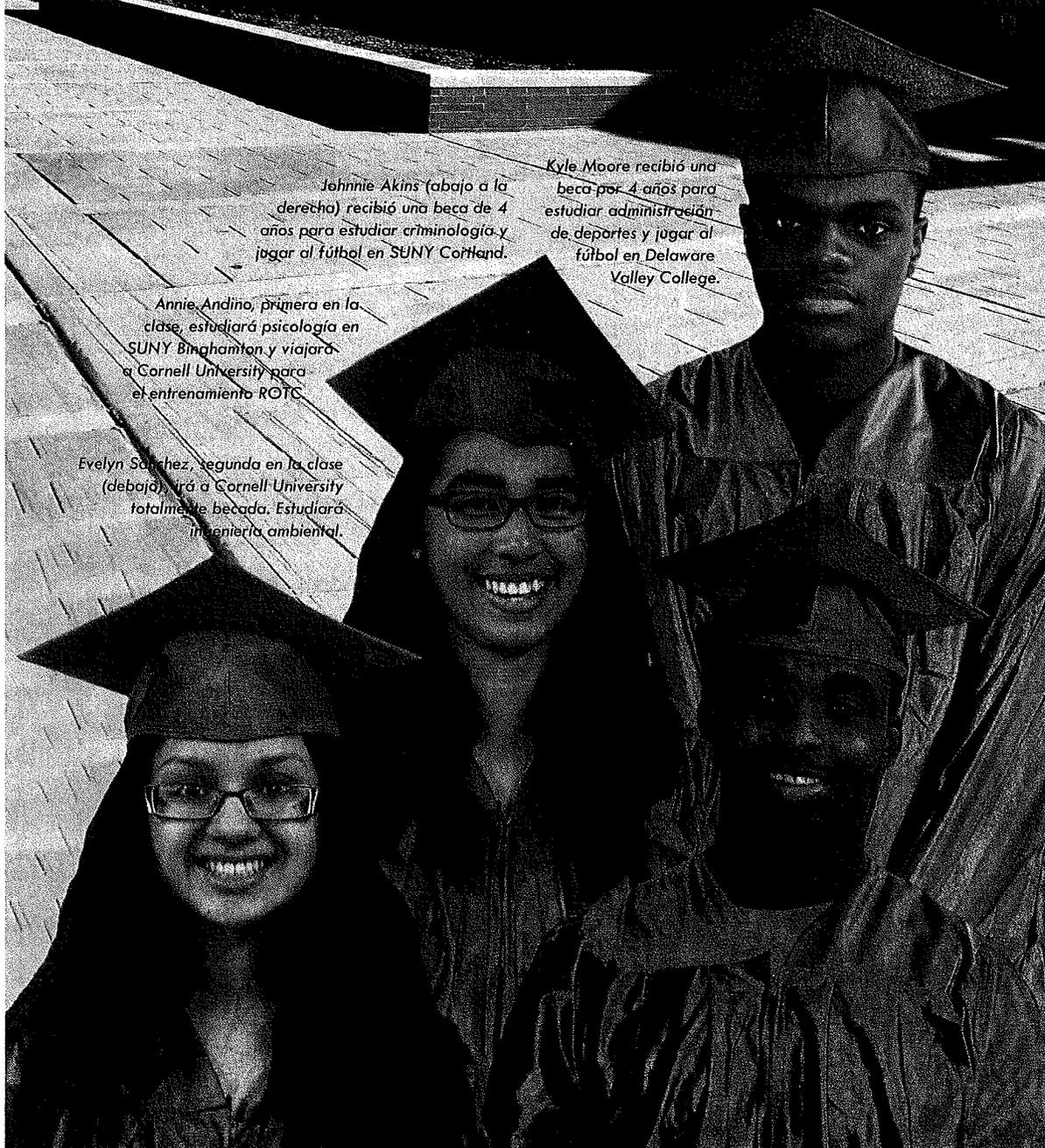
**“El fracaso no es una opción.”**

*Johnnie Akins (abajo a la derecha) recibió una beca de 4 años para estudiar criminología y jugar al fútbol en SUNY Cortland.*

*Kyle Moore recibió una beca por 4 años para estudiar administración de deportes y jugar al fútbol en Delaware Valley College.*

*Annie Andino, primera en la clase, estudiará psicología en SUNY Binghamton y viajará a Cornell University para el entrenamiento ROTC.*

*Evelyn Sánchez, segunda en la clase (debajo), irá a Cornell University totalmente becada. Estudiará ingeniería ambiental.*



# Roosevelt High School

## El progreso continúa

Dr. Stephen Strachan,  
Director



Estos días, hay muchos motivos de orgullo en la Escuela Secundaria Roosevelt. Las clases se dictan en una nueva instalación con tecnología moderna. Los alumnos hablan sobre la universidad, los deportes, los clubes y los eventos escolares. Los están aceptando en las mejores universidades del país y se están graduando de la secundaria listos para la universidad y para sus carreras.

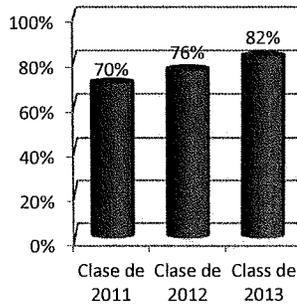
Para lograrlo, pasamos tres años transformando la escuela en academias basadas en carreras, concentrándonos en lo académico, la estructura y la cultura. Se asociaron a nosotros universidades, organizaciones y grupos laborales locales.

Gracias a todos los que nos ayudaron a llegar hasta aquí: al Consejo de Educación y el distrito escolar, por apoyar estas iniciativas; a los profesores y el personal, por implementarlas; a los padres, los miembros de la comunidad y los grupos locales que siguen brindando oportunidades a nuestros alumnos; y por supuesto a los alumnos que realizaron el esfuerzo cada día.

Llegamos lejos pero aún hay trabajo por hacer. Únanse a nosotros, no solo al celebrar nuestros logros, sino también como socios de una comunidad escolar creciente, unida para hacer de la Escuela Secundaria Roosevelt un lugar donde cada alumno tenga éxito.

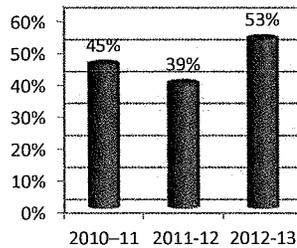
## Las pruebas muestran qué está funcionando

### Alumnos competentes en Inglés/Artes lingüísticas tras 4 años de instrucción



\*2012-13 es el año más reciente para el que hay resultados de pruebas disponibles; los puntajes de 2013-14 estarán la primavera siguiente.

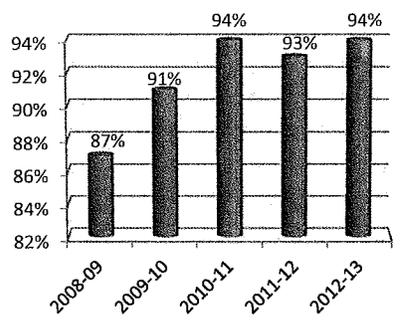
### Álgebra integrada Porcentaje con 65 o más



### Aumenta la asistencia de los alumnos

Si no vas a la escuela no puedes aprender; por eso, la Escuela Secundaria Roosevelt se ha esforzado los últimos cuatro años por aumentar la asistencia de los alumnos, así como por brindar un ambiente seguro y positivo para el aprendizaje.

### Tasa de asistencia



Cada año, los alumnos de Roosevelt dan los exámenes Regents, que miden sus conocimientos en las áreas de contenido básico. Los resultados de sus pruebas nos ayudan a ver qué es lo que está funcionando y qué más se puede hacer para mejorar el rendimiento académico de los alumnos.

Una forma de mirar los resultados de las pruebas es comparar el progreso de cada clase tras cuatro años de instrucción. Esto muestra que la Secundaria Roosevelt ha estado progresando varios años en Inglés/Artes lingüísticas, con un 82% de la clase de 2013\* en el nivel competente, un aumento del 12% en los últimos dos años. Estamos progresando hacia nuestra meta de que todos los alumnos dominen las materias para estar listos para la universidad y sus carreras.

En 2012-13, los alumnos sobrepasaron la meta del Progreso Anual Adecuado (AYP) establecidas por el Departamento de Educación del Estado de Nueva York.

La escuela sigue enfocándose en mejorar el rendimiento en matemáticas y a la vez aumentar el acceso a los cursos de nivel alto. Hace dos años, solo 238 alumnos se inscribieron en Álgebra integrada. En 2012-13, esa cifra aumentó a 299. Incluso con más alumnos inscriptos, el porcentaje de los que obtuvieron un puntaje de 65 o más aumentó de 39% a 53%. Los resultados de las pruebas de Álgebra 2

**"En la secundaria hay muchas distracciones, pero si te concentras en lo que debes hacer, ningún sueño es demasiado grande".**

—Robert Hansen, Clase de 2014

### Un diploma para todos

Queremos que todos los alumnos obtengan un diploma de secundaria. La Escuela Secundaria Roosevelt ofrece programas de ayuda para los alumnos con dificultades, como el programa PUSH y la Academia de Aprendizaje Alternativo para los alumnos que no tienen suficientes créditos, así como clases particulares, la Academia de los Sábados, el aprendizaje a distancia, la jornada extendida y la instrucción basada en tecnología. Cada año, más alumnos completan los cursos y obtienen un diploma de secundaria. En 2012-13, por segundo año, RHS alcanzó su meta de Progreso Anual Adecuado (AYP).

### Grandes profesores

Ser profesor lleva mucha preparación: años de estudio, sin mencionar los exámenes. Sin embargo, muchos profesores de Roosevelt se esfuerzan más de lo requerido y obtienen títulos de maestría o doctorado. El porcentaje de profesores de Roosevelt con títulos de posgrado está en aumento.

se mantuvieron relativamente constantes de 2011-12 a 2012-13, a la vez que se inscribieron 33 alumnos más. En 2012-13 también hubo progresos en geometría.

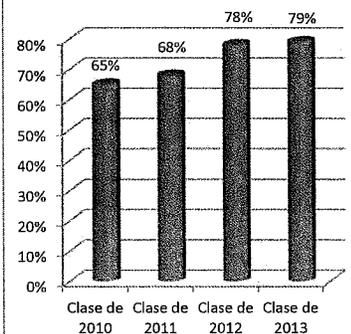
En los estudios sociales, hubo un ligero aumento del porcentaje de alumnos que obtuvieron 85 o más en 2012-13. De 2011-12 a 2012-13, los puntajes subieron en las ciencias, incluidas las de medio ambiente, ciencias de la tierra y química.

### Clases avanzadas

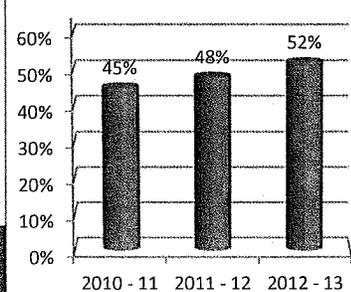
Las clases de AP (colocación anticipada) preparan a los alumnos para el trabajo de nivel universitario. RHS ofrece:

- Química AP
- Inglés, lengua y composición AP
- Laboratorio de enriquecimiento AP
- Gobierno AP
- Literatura y composición AP
- Literatura española AP
- Estadística AP
- Arte AP
- Gobierno e historia de los USA AP
- Historia mundial AP
- Composición inglesa I
- Composición inglesa II
- Temas en la historia estadounidense
- Plantas y sociedad
- Introducción a la biología
- Álgebra para diplomados
- Pre-cálculo
- Introducción al calor
- Mitología griega

### Tasa de graduación Roosevelt High School



### Porcentaje de profesores con maestría y 30 créditos o doctorado



# Roosevelt High School

## En camino a la universidad

“El sueño americano todavía se puede alcanzar”, dijo Evelyn Sanchez, que estudiará en Cornell University. En Roosevelt, Evelyn hizo varios cursos de Colocación Avanzada (AP) para prepararse para el trabajo de nivel universitario.

Los alumnos de RHS también se pueden preparar para la universidad con el programa Smart Scholars (Estudiosos Inteligentes), ofrecido en asociación con el SUNY College de Old Westbury desde 2010. Smart Scholars acepta hasta 200 alumnos de los años 9 a 12. Los participantes toman cursos con créditos universitarios en RHS y en el campus de Old Westbury, mientras siguen en la secundaria. Reciben libros de texto universitarios, transporte, clases particulares, asesoramiento de un estudiante universitario y ayuda con las solicitudes de ingreso a la universidad y de asistencia económica. Al graduarse, obtienen un certificado analítico oficial y créditos para los cursos en los que obtuvieron una calificación de “C” o más alta.

Este año, algunos Smart Scholars se

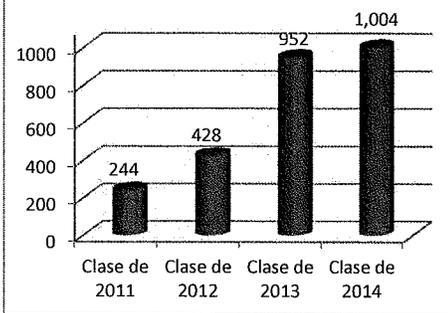
inscribieron en una carga de cursos universitarios completa, y algunos obtuvieron hasta 28 créditos universitarios transferibles.

### Eligiendo universidades

Los alumnos necesitan elegir la universidad apropiada; para ayudarlos a decidir, RHS ofrece viajes a universidades públicas y privadas, de 2 o 4 años y técnicas. Este fue el segundo año que la escuela secundaria realizó un viaje a las universidades SUNY de Binghamton, Albany, Oneonta y Morrisville. Los alumnos también pueden elegir universidades y carreras en el Día de las Universidades y las Carreras.

El Centro de Universidades y Carreras tiene una “hermosa” casa nueva en la flamante secundaria. “Es un centro de reunión para los alumnos”, dijo Jovin. “Vienen aquí todos los días. Preguntan sobre las becas universitarias y la asistencia económica, o simplemente trabajan. Es una atmósfera que

### Créditos universitarios Obtenidos en la secundaria



Arriba: La tabla muestra el número total de créditos universitarios que obtuvieron los alumnos de RHS cada año desde el inicio del programa.

alienta la cultura universitaria y les gusta estar aquí”.

### Actitud universitaria

La alumna Annie Andino ha observado un cambio de actitud en la Escuela Secundaria Roosevelt. “Parece como si los alumnos quisieran prepararse para la universidad y las carreras”, dijo. “Están más entusiasmados por aprender e ingresar al mundo real que antes”.

## De RHS a la Ivy League

“No importa dónde naces, eso no determina qué puedes hacer”, dijo Vanessa Chicas (derecha), quien comenzará sus estudios de desarrollo humano en Cornell University en otoño. “No debes dejar que nada te impida llegar a ser quien deseas ser”.

Vanessa es, con Evelyn Sanchez (izquierda), una de las dos alumnas que obtuvo un paquete de ayuda económica completo para la universidad de la “Ivy League”. Parece que son las primeras alumnas de RHS que ingresan a una universidad de la Ivy League en más de una década.

Ambos vienen de familias de El Salvador. “Nuestras familias vinieron aquí sin nada y nosotras, básicamente, estamos viviendo su sueño americano”, le dijo Evelyn al corresponsal de Newsweek Jaie Tyrrell.

La superintendente

Deborah Worthingham (centro) llamó a los jóvenes “modelos a seguir”. Este año, ella inició la tradición de una ceremonia de compromiso para los alumnos de último año, en la que todos se comprometen a dar los exámenes ACT y SAT de ingreso a la universidad, mantener buenas calificaciones y asistencia y solicitar el ingreso al menos a una universidad.



## Nuevos profesores

La Escuela Secundaria Roosevelt se complace en dar la bienvenida este año a la profesora de matemáticas Despina Forakis, la profesora de historia mundial y gobierno Lauren Taylor y la profesora de coro Akira Regan.

Una de las nuevas profesoras es una ex alumna de Roosevelt, de la clase de 2002. “Estoy entusiasmada por el cambio que está teniendo lugar en Roosevelt”, dijo la Sra. Taylor (centro). “Siempre me pareció una comunidad increíble. He vivido toda mi vida en este distrito. Vivo en Roosevelt. Crio a mis hijos en Roosevelt. Mi esposo se graduó de Roosevelt. Me entusiasma mucho la transformación, lo que nos traerá el futuro en esta pequeña aldea. Estoy entusiasmada y feliz de formar parte de ella”.



## Ceremonia de premios

Cada año, la escuela organiza una ceremonia de entrega de premios académicos para reconocer a los alumnos de último año con grandes logros. Los alumnos reciben premios de cada departamento y por permanecer en el cuadro de honor. Lo que comenzó en el auditorio ahora es una ocasión para ir bien vestida, porque tiene lugar en un bello salón de fiesta con una banda de jazz.

## La clase de 2014 obtiene más de \$1 millón en becas

Este año, los alumnos de RHS obtuvieron más de \$1 millón en becas. Una de las alumnas que recibió una beca completa es Dhakenia Maxime, una participante de Smart Scholars que obtuvo 24 créditos universitarios mientras estaba en la secundaria. En otoño comenzará sus estudios de biología gratis en Hofstra University.

Los alumnos del programa Smart Scholars muestran sus primeros certificados analíticos universitarios.



## Escuela moderna

Todos parecen estar disfrutando de la nueva instalación de la Escuela Secundaria Roosevelt. “Me gusta lo colorida que es. Hay más luz natural, más ventanas”, dijo la alumna Evelyn Sanchez.

“Me gusta la tecnología que hay en cada aula”, agregó Vanessa Chicas. “Cada aula tiene dos computadoras y un pizarrón inteligente. El aprendizaje es más fácil. Además, hay aire acondicionado central”.



Los padres pueden participar en la Asociación de Padres, Alumnos y Profesores llamando al (516) 345-7200.

## Academias de Carreras

En Roosevelt, todos los estudiantes de los años 10 a 12 pertenecen a una academia basada en carreras. Los estudiantes eligen entre la Academia de Administración Legal y Orden Público, la Academia de STEM y Carreras de la Salud y la Academia de Ciencias del Consumidor Familiar. Cada academia se asocia con los grupos locales con el objetivo de ofrecer experiencias laborales a los alumnos.

“Elegí anatomía/ciencias físicas porque quiero ingresar al ámbito médico”, dijo la alumna Vanessa Chicas. “Hay empresas virtuales para los negocios, ley constitucional para el derecho y danza para las artes escénicas. Aprecié esos cursos porque ampliaron nuestras ideas sobre lo que podíamos hacer”.

## Our Vision:

The Jordan High School community will foster the growth of all our students into

thoughtful, literate adults,

possessing the

academic, social, & technical skills

necessary to

think critically,

solve problems,

& successfully pursue academic & career

goals,

becoming

effective, responsible citizens.

In support of student

achievement, we will provide

a clean, safe, orderly, &

enriching environment &

culture based on

mutual respect,

collaboration, &

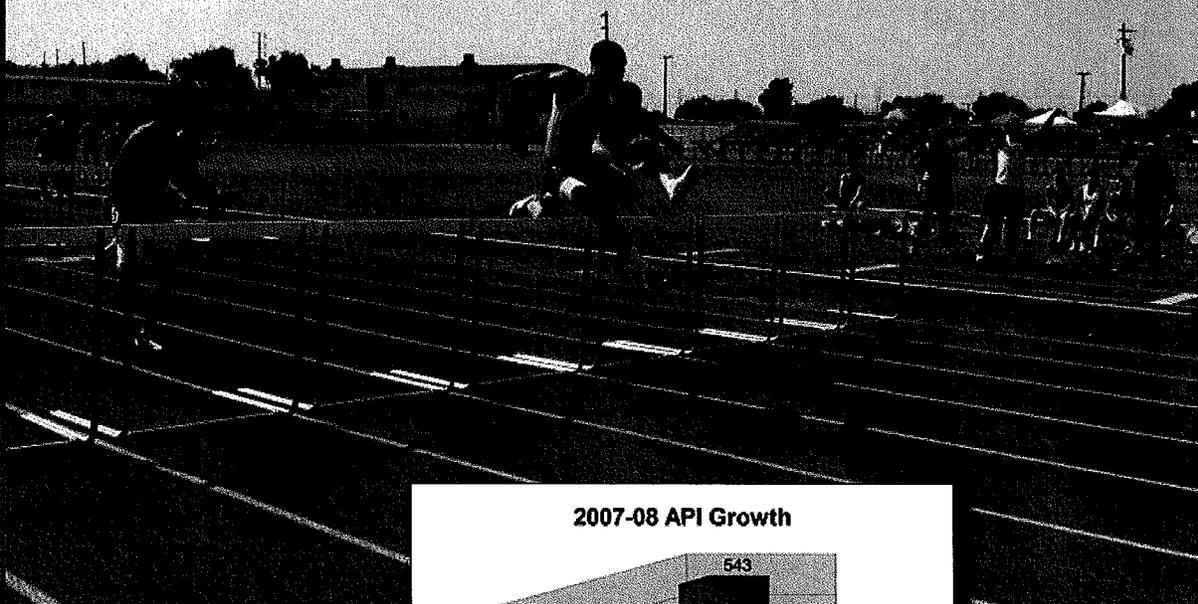
high expectations

for **ALL**

Jordan High School community members.

# Jordan High School

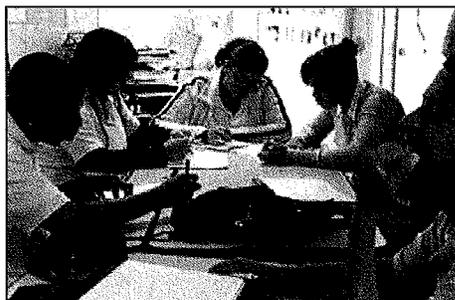
## A Year in Review: 2008-2009



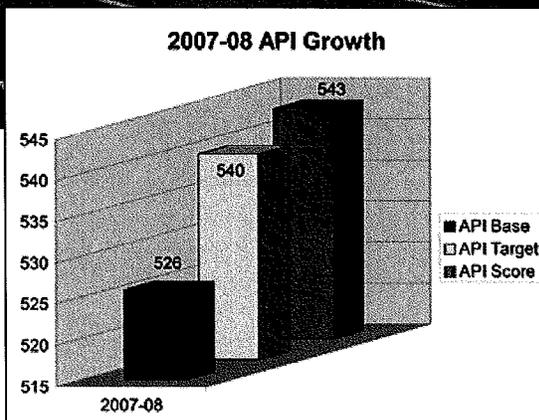
## Test Scores Climb Again

In 2008, Jordan High School's test scores rose for the second year in a row according to results of the California Academic Performance Index (API). Calculated using students' test results from both the CAHSEE and STAR tests in English-language arts, mathematics, science, and history, the API is like a report card for schools. Each year, the State sets a goal—called a growth target—for schools to meet.

In 2008, JHS students met and exceeded the API growth target set for them by the state with a respectable 17-point increase. Not only can



Above: STARR Academy students work together in Lacey Buidosik's economics class.



Above: In 2008, Jordan High made double-digit API gains for the second year in a row, surpassing the growth target set for it by the state. (The API score for 2009 will be released by the state in the upcoming school year.)

students boast two consecutive years of rising test scores based on improved academic performance, they can also celebrate long term growth since 2003—with Jordan High School's API rising by 16% from 468 to 543 API points over the last six years.

On the California Standards Tests (CST's), areas of note include biology, where students have improved their scores consistently over a 5-year period, and Algebra II, on which, after three years of growth, more students scored "proficient" or "advanced" in 2007-08 than in the last five years.

Above: Delvon Purvis on his way to taking first place in the 100-meter hurdles at the Eastern League Track Finals. The event was held on Jordan High School's brand new track, installed in December of 2008 along with other upgrades to athletic facilities.

## Student Athletes Shine on the Field... AND in the Classroom

Jordan High School's student athletes are not only accomplished at sports; they are also accomplished at academics.

In 2008-09, an impressive 77% of all 10th graders in the athletic program passed both sections of the California High School Exit Exam (CAHSEE) on their first try.

"It's the philosophy of our coaching staff that we support the academic program and constantly require athletes to meet high academic standards," explained Athletic Director Christopher Powell.

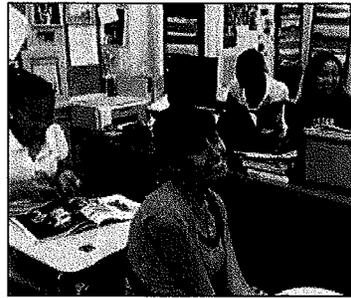
The CAHSEE pass rate for all student athletes, grades 10-12, was 71%.

# Jordan High School

## First-Ever Achievement Parade is 2,000 Strong!

In September of 2008, JHS held its first-ever Student Achievement Parade to celebrate students' academic and athletic successes. The parade featured not only Jordan High School students, but also students from local elementary schools. More than 2,000 people

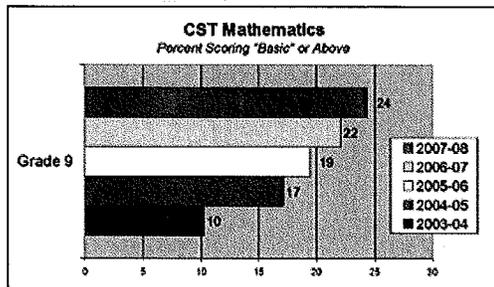
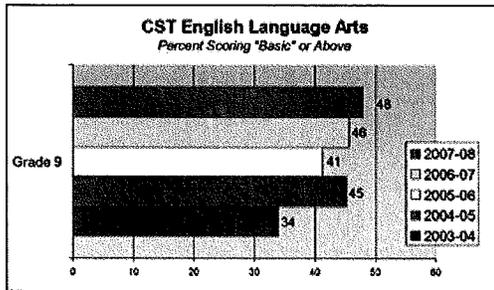
took part, including District 7 Superintendent Carol Truscott and Board of Education Member Richard Vladovic. This overwhelming participation goes to show just how much our community values education, and how much pride we all take in our students' accomplishments.



Right: Ninth-graders design sample MySpace pages for characters in *Romeo and Juliet* as part of a lesson on characterization in Jessica Butt's AVID English class.

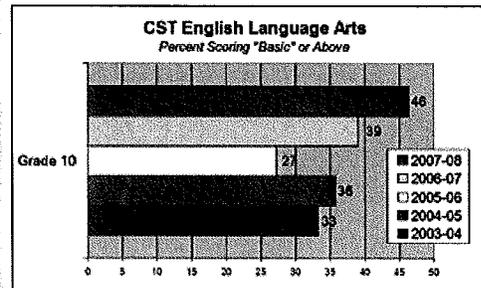
## Ninth Grade Gains Continue

Jordan High School is proud to announce that year after year, each class of 9th graders has done better than the last on the STAR program's California Standards Tests (CST's) in both English-language arts and mathematics.



## Tenth Graders Hold Their Own

Left: The percentage of 9th graders scoring at the "basic" level or above on the CST English-language arts and math continues to grow. It is significant since the majority of JHS students enter 9th grade scoring below grade level in English-language arts and math. This is why Jordan High enrolls 9th graders in a double block of English and math from the start—to help them build the strong academic foundation in 9th grade they will need to be successful throughout high school. You can see the results at JHS every day!



Above: Tenth graders show long-term growth on the CST English-language arts.

Tenth graders have been improving upon their successes in English-language arts for the past five years according to CST exam results. Since 2003-04, the percentage of 10th graders scoring "basic"

or above has grown by 39%.

## A Message from the Principal

Stephen Strachan, Ph.D.

Many good things are happening here at Jordan High School, and we are proud to share them with you in our second issue of *JHS: A Year in Review*.



This has been a year of budget challenges in the school district as it has been in the community. I would like to take this opportunity to commend our JHS teachers because even as many were unsure about their own positions as a result of the state's financial troubles, their care and love for our children prevailed and kept them here at Jordan, focused and dedicated to student learning and instruction.

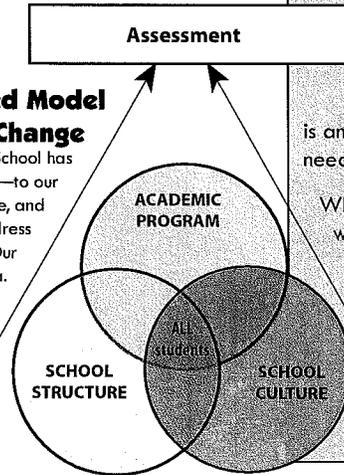
Our parent groups continue to get stronger, with new parents participating in workshops and parents reaching out to other parents. Thank you so much for being a part of the JHS community.

At left is a diagram explaining how we use data about our school to identify areas for improvement at JHS and then make changes for the better. This is an ongoing process because our needs continue to change.

While we look ahead to where we need to go, however, it is also important to look back and celebrate how far we've come. As you page through this report we invite you to celebrate our achievements with us.

## A Data-Based Model for Change

Since 2004 Jordan High School has undergone major changes—to our academic program, school structure, and school culture—designed to address the needs of all students. Our decision-making is based on data. In other words, we use assessment to inform the way we teach (our "delivery of instruction") as well as the programs we use to help students reach their academic goals ("targeted interventions").



Effective Delivery of Instruction

Targeted Interventions

**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
Ramon C. Cortines, Superintendent  
**Local District 7**  
Carol Truscott, Superintendent  
Irene Herrera-Stewart, Administrator of Instruction  
Russ Thompson, Director, High School Services

### DAVID STARR JORDAN HIGH SCHOOL (323) 568 - 4100

Dr. Stephen Strachan, Principal  
Gary Martinez, Assistant Principal  
Dr. Martin Avila, Assistant Principal  
Robert Whitman, Assistant Principal  
Elias Juarez, RLA Administrator  
Bonita Bradshaw, School Improvement Facilitator  
Lamont Millender, Diploma Project Advisor  
Velma Keller, Assistant Principal (retired)

### Check Us Out Online!

Please visit us online for updates on meetings, events, & other information: [www.jordanbulldogs.org](http://www.jordanbulldogs.org)

**About this Publication:** *Jordan High School: A Year in Review 2008-2009* is brought to you by Jordan High School with content/layout by Erica T. Marciniak, translation by Jean Caughell, and awesome photography assistance from JHS Class of '2009 graduate Valeria Vega. Thanks are also due to the friendly staff and students of JHS for their ongoing contributions and support.

# Jordan High School

## The Diploma Project

### Making Sure Students Graduate from High School

The percentage of students who earn their diplomas and successfully graduate from Jordan High has been on the rise for two years\*, even though all students are now required to pass the California High School Exit Exam (CAHSEE) in addition to their regular course requirements.

The state CAHSEE requirement went into effect in 2006. As of that year, students who do not pass the test in time for graduation cannot receive their high school diploma with their class.

To help students at risk for not graduating because of the CAHSEE or other reasons, JHS brought Lamont Millender on board as Diploma Project Advisor in 2006-07 through a program with the Los Angeles Unified School District (LAUSD): [www.myfuturemydecision.com](http://www.myfuturemydecision.com). Mr. Millender serves as a graduation coach, helping students who are low on credits by enrolling them in Credit Up, providing counseling, and making sure they receive CAHSEE test support.

There is also help for students who do not complete their graduation requirements on time to graduate with their classes. Mr. Millender keeps in touch with these 5th-year seniors, inviting them back to Jordan High to retake core classes, to get CAHSEE study support, or to sign up for Adult School to finish their course requirements.

"Last year we had a number of [5th year seniors] that came back," Millender said. "Out of 55 that came back, 48 of them were able to complete and get their high school diplomas. Thus far this year we've graduated about 20 that should have

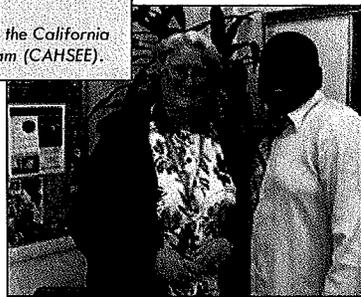
graduated last year."

A high school diploma is extremely important in this day and age. Statistics gathered by LAUSD show that high school graduates earn \$175 more per week on average than high school dropouts. If they could do it over again, 74% of dropouts would have stayed in school.

That's where Jordan

### JHS Graduation Requirements

- Earn 230 credits.
- Pass core classes with a "C" or better.
- Complete a community service learning project & 150 hours of community service.
- Pass both sections of the California High School Exit Exam (CAHSEE).



Above: Anne Lamont, Magnet Coordinator, and Lamont Millender, Diploma Project Advisor

High's Diploma Project Advisor comes in. "Jordan students don't see dropping out as an option anymore," Millender explained. "They know now that 'If I don't finish in four years I can at least do it in five—and I do have a place where I can go back and finish.'"

JHS would like to extend an invitation to anyone who has not earned his or her high school diploma but would like to do so. You are welcome here at Jordan. Come talk to us and find out what you need to do.

### More JHS Students Are Passing the CAHSEE

The percentage of students passing the CAHSEE while still in grade 10 has increased by leaps and bounds since 2003-04. In March of 2008, 53% of 10th graders passed the CAHSEE English-language arts and 49% passed the CAHSEE math. That's a 44% increase in the percentage of 10th graders passing math and a 33% increase in the percentage passing English-language arts since 2003-04.

\*This statement is based on 2008 data from the California Department of Education's NCES definition of graduation rate. According to school calculations, however, the graduation rate has risen considerably again in 2009.

## JHS Athletes at Home on New Track & Fields



Above: Kaneisha Grim takes home a victory at the Eastern League Track Finals held at JHS.

For the first time ever, JHS athletes now practice and compete at home on a new 400-meter synthetic track, installed in December of 2008. The new track is part of \$4 million in renovations and upgrades to athletic facilities that began with the gymnasium last year. Renovations to the football and softball fields are also underway.

## Parents and Alumni Support JHS Students

- Over 100 parents graduated from the workshop, "Breaking Down the Barriers between You and Your Child" this spring. Parent workshops are offered throughout the year. Please stop by the Parent Center for more information.
- Jordan's annual Parent and Volunteer Recognition Ceremony was a big success, with a large turnout of volunteers (dressed as cowboys and cowgirls) earning certificates and awards in between rounds of karaoke.
- The LA Jordanites held their annual brunch at Jordan High in June of 2009, awarding four scholarships to Class of 2009 graduates. Over 100 alumni attended—the biggest turnout ever!



Above: Jordan High's Resource Coordinating Team—a partnership between school & community groups—meets regularly to plan ways in which to provide resources for Jordan families.

### Did You Know?

James Marin earned his National Board Certification last year, making him the 3rd National Board certified educator at JHS, in addition to Assistant Principal Gary Martinez and special education teacher Dorothy Sweatt. Congratulations Mr. Marin!

"I go to school in Watts. While everybody thinks it's a bad place, it really isn't as bad as everyone thinks it is and I will have to change people's minds about that."  
-James Boyd, Class of 2009  
(Quote reprinted from The Bulldog Times)

## Athletic Feats!

Over 300 students participated on Jordan High School athletic teams in 2008-09. Here are some highlights from the past year:

- Boys' basketball won the league championship for the 6th year in a row under Coach Vander Myers.
- JHS football won the league championship for the 2nd year in a row under Coach Elijah Asante, and James Boyd was named the LA City Section Player of the Year.
- Cross Country had a frosh-soph girl qualify for the city finals for the first time under Coach Cambria D'Amico.
- Girls' basketball made it to the playoffs for the first time in five years under Coach Jason Simon.
- JHS baseball made the playoffs and advanced to the 2nd round under Coach Geoff West.
- Boys' tennis made the playoffs for the first time, had more students than ever compete in individuals, and one doubles team advance to the 2nd round of individual playoffs under Coach Tam Lam.
- Both boys' and girls' track and field teams won the league championship under Coach Sheron Butler.
- Boys' volleyball made the playoffs for the 3rd year in a row under Coach Leland Wang, with 2 players making the All-Academic Team.
- Boys' lacrosse won the Team Academic Excellence Award with a team GPA of 3.12. The award is given to the Varsity team in the LA City Section that attains the highest GPA during their season of sport. The lacrosse team is coached by Athletic Director Christopher Powell.

# Jordan High School

## Smaller Learning Communities at Jordan High

Jordan High School is structured into "smaller learning communities" (SLC's) within the larger JHS community. Like families, the SLC's are designed to provide each and every student with a support network of teachers and friends who help to make sure that he or she is successful in school. Every JHS student belongs—whether to a magnet, academy, or separate school within the school. The Class of 2009 is our second class of SLC graduates.

### Law & Justice Academy

The Law & Justice Academy is for students who are interested in the law, law-related fields, and legal and ethical issues. In partnership with Pepperdine Law School, students receive tutoring and mentoring by Pepperdine students. They also visit Pepperdine to take part in mock trials. Law & Justice students can also take part in Teen Court—where they hear real cases and determine a verdict of guilty or not guilty—as well as Police Explorers.



Above: Students take part in a mock trial hosted by Pepperdine University.

### 9th Grade Academy

The 9th Grade Academy gives students a strong academic foundation in math and language arts while building friendships and teacher-mentor relationships that last throughout their high school careers. Test scores and student input alike show that the design is working.



Above: Students take part in a mock trial hosted by Pepperdine University.

## College is Not Just for the Top 10

### JHS Prepares Many Students for College with AVID Program

For more than five years Jordan High School has offered a program called AVID, which stands for "Advancement Via Individual Determination." It is modeled after the nation-wide nonprofit AVID program, and the goal is to prepare students in the academic middle to be eligible for 4-year colleges and universities.

Students with a Grade Point Average between 2.0 and 3.0 are selected for the AVID class, explained Ilka Dupree, AVID counselor. They are tutored by



Left: AVID graduate Tramell Fantroy will attend Bethune Cookman University in Florida this fall with plans to major in business administration.

college students and high-achieving 12th graders to help them be successful in their Honors and AP classes. They also do a lot of college activities and field trips so that they have the interest and the know-how to select and apply to colleges while also pursuing financial aid and scholarships.

In the Class of 2009, all 15 AVID students completed their A-G requirements and are eligible to attend college, with the majority planning to attend two or four-year colleges and universities, said Erica Thomas, who coordinates the AVID and AP programs. In addition, JHS is proud to have been named an official AVID-affiliated school this year ([www.avidonline.org](http://www.avidonline.org)).

With approximately 100 participants, a waiting list of interested students, and graduates headed off to college, AVID is a proven success story—and just one more example of the kinds of things JHS is doing to prepare students for college and for life.

### STARR Academy for Visual & Performing Arts

The STARR Academy for Visual & Performing



Arts offers theater, computer graphics, video production, art, animation, dance, stagecraft, choir, and band in addition to its regular academic program. Partnerships with UCLA Arts Bridge, Paramount Studios, and Unite LA help to provide a wide range of opportunities in the arts for JHS students.

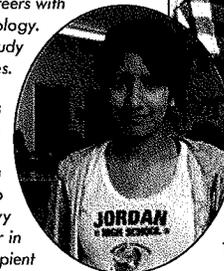


Visual arts classes are open to STARR students as well as other academies. Pictured: Portia Stroud's art class.

### Math/Science & Technology Magnet

Founded more than a decade ago, the Math/Science & Technology Magnet provides rigorous academic preparation for college and careers with an emphasis on science and technology. Many Magnet students go on to study at top colleges and universities.

Right: "The Magnet program has prepared me because...it has given me the opportunity to challenge myself," says Valedictorian Sara Rodriguez, who is headed to Brown University—an Ivy League school—to major in math. Sara is also a recipient of the Gates Millennium Scholarship—a 4-year scholarship that can be extended to eight years if she decides to pursue postgraduate studies.



### Health Science Academy



The Health Science Academy prepares students for vocational and college-bound careers in health sciences. For example, students can take ROP nursing classes, learn how to get certified as medical technicians, or follow the academic route to careers as doctors, scientists, or physician's assistants, to name a few.

Above: Students gain emergency training in their hospital occupations class.

"I think having academies within a high school is an excellent idea and here's the reason why: as teachers we get to know our students. We travel with them throughout the years. I have had 10th graders who are now seniors. They know me. I think having academies gives our students a sense of ownership [and] responsibility."  
-Irma Lemus, Health Science Academy teacher

### Gender-Specific Classes

JHS offers two gender-specific classes—an All-Male Academy and an All-Girls Academy. The idea is to give students the opportunity to learn in an environment free of distractions. Character development, rigorous academics, tutoring, and college planning are highlights of the program.



Left: Members of the All-Boys Academy study capitalism in Dorothy Cox's World History class.

"I think it's very helpful for us," said Danielle Clay, President of the All-Girls Academy. "It keeps us focused because there aren't any males in the class."



Above: A few members of the All-Girls Academy show off their uniforms.

For the All-Male Academy, Co-President Tommy Elam said, "I'm very excited to see how I turn out in the future because the All-Male Academy is giving me the opportunity to show my best so I can succeed when I get to college—and I like it. No matter what race you are, we all come together as brothers and do what we're [expected] to do."

### New Tech High School

New Technology High School (NTH) is located on the campus of Jordan High School. Although it is actually a separate school from JHS, it is open to all interested students. NTH uses project-based learning in a technology-rich environment. If you're a "techie" this is the place for you.



"New Tech is a great school. We learn a lot about technology and how to use computers."  
-Jonathan Arline

"It's a small community but we all know each other so it's really like a big family."  
-Emely Hernandez

# Jordan High School

## More Good News from the College Center

The College Center reports that even more JHS students have been accepted into 4-year colleges and universities this year—from Ivy League, out-of-state, and historically black colleges and universities to our own University of California (UC) and California State University (CSU) schools.



**Above:** Many JHS students consider the College Center their second home. Here are just a few of JHS' college-bound seniors caught in the College Center at lunchtime.

College acceptances are up in part due to something the College Center started doing last year. Basically, each 11th grader with a GPA of 2.0 or above filled out a high school planner online at CSU Mentor, the application portal of the CSU system. Students and counselors used the planner to make sure students completed all their A-G classes, or if not, signed up for them in 12th grade. Then as seniors, students were easily able to apply to the CSU system online. As a result, many more JHS seniors in the Class of 2009 have been accepted to California State Universities.

Also new through the College Center in 2008-09 is a partnership with LA Southwest College

that brought two college classes—anthropology and sociology—on campus for students who had already finished their graduation requirements. Approximately 60 students were able to take part and earn college credit.

JHS has worked hard along with its partners to build a culture where students not only expect

*"Especially for AB540 students, don't just stay quiet about stuff like that," advises Yaneth Conde, who was accepted to UC Irvine and Cal State Dominguez Hills. "Be more open about it. Talk to teachers [and counselors] you're close to, because otherwise you're on your own; it's way harder and you won't get where you want to be."*

to go to college, but also have the resources they need to successfully achieve that goal.

For information on USC Upward Bound, College Match, UCLA MAPPs tutoring, A-G and AP classes, college advising, SAT tutoring, financial aid, scholarships, AB540 tuition for undocumented students, and anything else college-related, please visit us at the College Center anytime!

**NOTE:** This page contains a snapshot of some of Jordan's college bound seniors. While we could not feature everyone here, we want to congratulate all JHS seniors. Good luck to you! Special thanks are due to all of the young people who contributed to this publication, both those who are featured and those who are not.

Magnet student Monica Alcantara is headed to UCLA this fall. She credits much of her success to her counselors. "They influenced me to be active," she said, and to "develop leadership qualities."



James Boyd earned a 4-year scholarship to USC, where he will study business administration and math while also playing on USC's football and basketball

teams. "I'm going to miss Jordan, but everybody's got to leave high school. I just want to say you can go anywhere out of anywhere."



Salutarian Selene Ceja is thankful to have had "great teachers who are experienced in their fields," AP courses, and programs that "give more opportunities to for low income students to go to college." Selene will attend Georgetown University.

The first in his family to go to college, Emmanuel Tecuatl is headed to Dartmouth College—an Ivy League school—this fall. At Jordan High, Emmanuel was pleasantly surprised by the quality of education, the support programs, and the school community.



ASB President Zindy Valdovinos, who is on her way to UCLA this fall, feels that Jordan's AP classes are what prepared her most for college. Her advice to other students is "to get involved, to participate in activities and community service," and to "work hard."



"I didn't want to go to college," says Chané Beard, who is bound for Cal State Northridge this fall. "I knew that college would help me but I didn't think that college was for everyone—and I didn't think that I was the type of person that would succeed in college. Ms. Shine, she kind of pushed me and stayed on me to just give myself a chance."

STARR Academy graduate Jovahny Herrera's success story starts at Jordan High, where he transferred short of credits in 10th grade. At JHS he went from being behind in school to graduating with his sights set on college. Jovahny will attend Cal State LA this fall.



Valeria Vega is on her way to Smith College in Massachusetts this fall. In addition to taking seven AP courses, Valeria was involved in many clubs, sports, and community service activities during high school—

making her exactly the kind of well-rounded student that colleges are looking for.

### A Full AP Courseload

Advanced Placement (AP) classes prepare students for college-level work, and students who score a 3 or above on AP tests do not have to take that class in college. JHS helps students get ready for post-secondary education by offering AP classes, which in 2008-09 included:

- AP English Literature
- AP English Language
- AP Calculus
- AP Physics AB
- AP Biology
- AP Environmental Science
- AP US History
- AP Spanish Literature
- AP Spanish Language
- AP Art History
- AP Studio Art/Drawing
- AP Human Geography

More AP courses are planned for next year:

- AP Computer Science
- AP World History

**THIS JUST IN:** In a Newsweek web exclusive on June 8, 2009, Jordan High was listed as one of 1,500 top U.S. schools. The list is based on the number of Advanced Placement exams taken by students in 2008 compared to the number of graduating seniors. Go Bulldogs!

### We Want to Know What You Think

Please tell us what you think of this publication. Thanks!

#### Comments:

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#### Submit To:

Dr. Stephen Strachan, Principal, David Starr Jordan High School  
2265 East 103rd Street, Los Angeles, CA 90002

# Jordan High School

## Comunidades Pequeñas de Aprendizaje en Jordan

Jordan High School está estructurada en "comunidades pequeñas de aprendizaje" (SLC's) dentro de la comunidad de JHS. Así como familias, los SLC's son diseñados a proveer a todos los estudiantes de una red de apoyo de maestros y amigos que ayudan a asegurar que ellos tengan una experiencia escolar exitosa. Cada alumno de JHS pertenece—sea a una escuela "magnet," academia, o escuela separada dentro de la escuela. La Clase del 2009 es la segunda clase para graduarse de nuestros SLC's.

### Academia de Derecho y Justicia



Esta academia es para los alumnos interesados en asuntos de derecho y la ética. En asociación con

la escuela de leyes Pepperdine, estudiantes reciben enseñanzas y programas de mentor por estudiantes de leyes. Pueden participar en juicios reales llamados "Teen Court", juicios simulados y Exploradores Policiacos.

### Academia STARR de Bellas Artes

Esta academia ofrece teatro, gráfica en computadora, producción de video, arte, animación, danza, escenografía, coro y banda además de los programas académicos regulares. Asociaciones con UCLA Arts Bridge, Paramount Studios, y Unite LA proporcionan oportunidades adicionales a los alumnos.



### Academia de Noveno Grado

Esta academia ofrece a los alumnos una fuerte base académica en matemáticas y artes de lenguaje, mientras engendra amistades y relaciones maestro/mentor que durarán hasta el final de sus estudios en escuela secundaria.



### Magnet de Matemáticas/Ciencias y Tecnología

Fundada hace más de una década, el programa Magnet provee preparación académica rigurosa para estudios universitarios y carreras. Muchos estudiantes de Magnet continúan estudiando en prestigiosos colegios y universidades.

Sara Rodriguez del programa Magnet se graduó en el primer lugar en la clase y asistirá a Brown University. Ella ganó una beca (Gates Millennium Scholarship) por cuatro años que puede ser extendida a ocho años si ella decide continuar con sus estudios posgraduados.

### Escuela Secundaria de Nueva Tecnología

Esta escuela está ubicada en el campo escolar de JHS. Aunque de hecho es una escuela separada, está abierta a cualquier alumno interesado. Si a usted le gusta la tecnología, éste es el lugar preciso para usted.

"Es una pequeña comunidad pero todos nos conocemos así que realmente es como una gran familia."  
-Emely Hernandez

### Clases Específicas al Género

JHS ofrece dos clases específicas al género—una Academia Varonil y una Academia Femenil. La meta es darles a los estudiantes la oportunidad de estudiar en un ambiente libre de distracciones. El desarrollo del carácter, académicas rigurosas, tutelaje y planeamiento universitario son los puntos sobresalientes de este programa.



"Estoy muy feliz de ver como saldré en el futuro porque la Academia Varonil me está dando la oportunidad de demostrar lo mejor que puedo para poder tener éxito cuando llegue a la universidad," dijo el Co-Presidente Tommy Elam. "No importa de que raza seas, nos unimos todos como hermanos y hacemos lo que se espera de nosotros."



### Academia de Ciencias de Salud



Esta academia prepara a estudiantes en carreras vocacionales y carreras encaminadas a la universidad en ciencias de salud. Estudiantes pueden tomar enfermería ROP y cursos de técnicos médicos a pueden empezar el camino a sus carreras de doctores o científicos.

## El Proyecto Del Diploma

### Asegurando que Alumnos se Gradúen de la Preparatoria

El porcentaje de graduados de Jordan High School (JHS) ha estado aumentando por los pasados dos años, esto a pesar de que todos los alumnos se les requiere pasar el Examen de Egreso de la Preparatoria de California (CAHSEE) antes de graduarse.

Para ayudar a alumnos a riesgo de no graduarse por el examen de CAHSEE u otras razones, JHS trajo a Lamont Millender como Consejero para el Proyecto del Diploma en 2006-2007 por medio de un programa del Distrito Escolar Unificado de Los Angeles (LAUSD).



Anne Lamont, Coordinadora de Magnet, y Lamont Millender, Consejero del Proyecto de Diploma

El Señor Millender ayuda a los alumnos que están bajo en créditos, inscribiéndolos al programa "Credit Up," dando consejos y asegurando que reciben apoyo para el examen CAHSEE. También se mantiene en contacto con alumnos que no se gradúan a tiempo, invitándolos a regresar a Jordan High a repetir clases, obtener ayuda para el examen CAHSEE o inscribirse en la Escuela para Adultos.

"El año pasado tuvimos un número de alumnos que regresaron," comentó Millender. "De los 55 alumnos que regresaron, 48 de ellos fueron

capaces de acabar y recibir sus diplomas. En lo que corre del año, ya hemos graduado a 20 alumnos que tenían que haberse graduado el año pasado."

Un diploma es sumamente importante en estos tiempos. Estadísticas muestran que los graduados de la preparatoria ganan un promedio de \$175 más por semana que aquellos que no se gradúan.

"Los alumnos de Jordan ya no están considerando abandonar sus estudios como una opción," Millender concluyó. "Ellos saben que 'si no acabo en cuatro años, por lo menos lo puede hacer en cinco—y tengo un lugar donde puedo regresar y acabar.'"

JHS extiende una invitación a toda persona que no ha logrado sacar su diploma, venir y hablar con nosotros sobre lo que usted vaya a necesitar para obtenerla.

## Un Mensaje del Director

Stephen Strachan, Ph.D.



Muchas cosas buenas están pasando en Jordan High School, y estamos orgullosos en compartirlas con ustedes en nuestra segunda edición de JHS: Un Año en Reseña.

Este año ha sido uno de desafíos en el presupuesto del distrito escolar. Quiero comendar a nuestros maestros, que aunque no sabían si iban a tener empleo por el estado financiero estatal, su cuidado por nuestros niños sobresalió y los mantuvo enfocados y dedicados a la instrucción y a la enseñanza.

Nuestros grupos de padres de familia continúan más fuertes, con nuevos padres de familia participando en talleres. ¡Gracias por ser una parte de JHS!

Por favor, únase con nosotros mientras tomamos un momento para celebrar qué tan lejos hemos llegado, a la vez que miramos a qué tan lejos tendremos que llegar.

### Primer Desfile de Mérito

En septiembre, JHS celebró su primer desfile de mérito estudiantil para celebrar los logros académicos y atléticos de los estudiantes. El desfile contó con la participación de estudiantes de Jordan High School, sino que también de estudiantes de otras escuelas primarias locales. Más de 2,000 personas participaron. Esta participación tan incontestable muestra la importancia que da la comunidad a la educación, y cuanto orgullo sentimos por los logros de nuestros estudiantes.

### Más Estudiantes Pasando el Examen CAHSEE

En marzo del 2008, el 53% de alumnos del décimo grado pasaron el examen de CAHSEE del inglés-arts del lenguaje, y 49% pasaron el examen de CAHSEE de matemáticas. Esto refleja un aumento de 44% de alumnos del décimo grado que pasan en matemáticas y un aumento de 33% en el porcentaje que pasan en inglés-arts del lenguaje, desde el año 2003-2004.

# Jordan High School

## Más Noticias Buenas desde el Centro Universitario

Aún más estudiantes han sido aceptados este año a universidades de 4 años—desde universidades "Ivy League," de otros estados, y las históricamente afro americanas—hasta nuestros propios sistemas de University of California (UC) y California State University (CSU).

Una razón es que el año pasado el Centro Universitario pidió que cada alumno del grado 11 con una GPA de 2.0 o más complete un documento de planificación de escuela secundaria en la red del sistema CSU. Luego, durante el grado 12, los alumnos llenaron sus solicitudes al sistema CSU por Internet. Como resultado, muchos estudiantes de la Clase del 2009 fueron aceptados a universidades de CSU.

También nuevo en 2008-2009 es una sociedad con LA Southwest College que llevó clases a nivel universitario al campo escolar de Jordan High. Se ofrecieron antropología y sociología con créditos universitarios a estudiantes que ya habían completado sus requisitos para graduación de escuela secundaria.



Algunos de los "seniors" de Jordan, con rumbo a las universidades, se reúnen en el Centro Universitario y de Carreras.

Aproximadamente 60 alumnos participaron en este programa.

JHS y sus socios laboran fuertemente para fomentar una cultura donde estudiantes no sólo esperan asistir a la universidad, sino también tienen los recursos que necesitan para hacerlo.

"Especialmente para los AB540 estudiantes, no se quedan callados sobre asuntos como esos," se aconseja Yaneth Conde, quien fue aceptada a UC Irvine y Cal State Dominguez Hills. "Hablen con maestros y consejeros que ustedes conocen, porque de otro modo van a tener que defenderse solos."

Para obtener información sobre derechos de matrícula para alumnos indocumentados (AB540), "USC Upward Bound," "College Match," "UCLA MAPPS," instrucción individual, clases de A-G y AP, asesoría para estudios universitarios, instrucción individual para el examen SAT, asistencia económica, becas, y cualquier consulta relacionada a las universidades, visítenos en el Centro Universitario.

## El Programa "AVID" Prepara a Muchos Alumnos para la Universidad

Por cinco años, JHS ha ofrecido un programa llamado "AVID," modelado sobre el programa nacional del mismo título. La meta es preparar a los alumnos del intermedio académico a ser calificados para las universidades.

Los alumnos que tienen una calificación promedio (GPA) entre 2.0 y 3.0 están seleccionados para el programa. Ellos reciben instrucción individual por estudiantes universitarios y del grado 12 para ayudarles con sus clases de Honores y Ubicación Avanzada (AP). También participan en actividades a nivel universitario y viajes educativos para que tengan el interés y los conocimientos para escoger y solicitar entrada a las universidades mientras busquen asistencia económica y becas.

Todos los 15 alumnos "AVID" en la Clase del 2009 completaron sus requisitos y están calificados a entrar en la universidad. La mayoría piensa asistir a universidades el año que viene. Además, JHS está muy complacida de haber sido nombrada una escuela oficialmente afiliada "AVID" este año. Hay aproximadamente 100 alumnos, grados 9 a 12, en el programa.

El programa "AVID" es un cuento de éxito—y otro ejemplo de lo que JHS está haciendo para preparar a los alumnos para la universidad y para la vida.



Tramell Fantray del programa AVID asistirá a Bethune Cookman University en Florida.

Derecha: Monica Alcantara asistirá a UCLA. "Mis consejeros me influenciaron para ser activa," dijo ella, y a "desarrollar calidades de líder."



Izquierda: Zindy Valdovinos, Presidente del Estudiantado, asistirá a UCLA. Ella dice que las clases de AP ofrecidas en Jordan High School la prepararon para la universidad.

Derecha: "No pensé que la universidad era para todos—y no pensé que yo era el tipo de persona que lograría tener éxito en la universidad," dijo Chané Beard. Pero, gracias al apoyo de su consejera universitaria, Chané asistirá a Cal State Northridge.



Derecha: La historia de éxito de Jovahny Herrera comienza en Jordan High, donde se transfirió en décimo grado. En JHS, cambió de estar atrasado en la secundaria a seguir planes de asistir a la universidad. Jovahny asistirá a Cal State LA.



Derecha: Selene Ceja se graduó en el segundo lugar en la clase. Ella está agradecida de haber tenido "maestros excelentes" y programas que "dan más oportunidades a estudiantes de bajos recursos que ir a la universidad." Selene asistirá a Georgetown University.



Abajo: Valeria Vega asistirá a Smith College in Massachusetts. En JHS, Valeria tomó siete cursos de AP y era activa en muchos clubes, deportes y actividades de servicio comunitario. También tomó muchas de las fotos que aparecen en este reporte.



Derecha: James Boyd ganó una beca de cuatro años a USC, donde estudiará administración de negocios y matemáticas mientras juega fútbol americano y baloncesto.



Abajo: El primer de su familia para asistir a la universidad, Emmanuel Tecuatl asistirá a Dartmouth College. Emmanuel está satisfecho con la calidad de la educación, los programas de apoyo y la comunidad en Jordan High.



NOTA: Esta página destaca a algunos de los "seniors" de JHS que seguirán su rumbo a las universidades. Aunque no pudimos incluir a todos aquí, queremos felicitar a todos los "seniors" de JHS. ¡Muy buena suerte a ustedes!

## Logros de Atletismo

Más de 300 estudiantes participaron en equipos atléticos de JHS en el año 2008-2009. Aquí hay algunos puntos sobresalientes del año pasado:

- El equipo de baloncesto varonil ganó el campeonato de la liga por el sexto año consecutivo.
- El equipo de fútbol americano ganó el campeonato de la liga por el segundo año consecutivo.
- El equipo de baloncesto femenil llegó a las eliminatorias por primera vez en 5 años.
- El equipo de béisbol llegó a las eliminatorias.
- El equipo de tenis varonil llegó a las eliminatorias por primera vez.
- Los equipos varonil y femenil de atletismo ganaron el campeonato de la liga.
- El equipo varonil de voleibol llegó a las eliminatorias por el tercer año consecutivo.
- El equipo de lacrosse varonil ganó el Premio de Excelencia Académica de Equipo, dado por el equipo Varsity en la Sección de Ciudad de LA con el más alto promedio escolar.

## Padres de Familia y Ex-Alumnos Apoyan a Estudiantes

- Esta primavera más de 100 padres de familia se graduaron del taller "Rompiendo las Barreras entre Usted y su Niño." Para más información sobre los talleres por favor pase al Centro de Padres de Familia.
- La ceremonia anual de reconocimiento de padres y voluntarios fue un gran éxito bien atendido con voluntarios ganando certificados y premios entre rounds de karaoke.
- Los Jordanites de LA, el grupo de ex-alumnos de Jordan, tuvieron su brunch anual en junio, confirmando becas a cuatro graduados. Más de 100 ex-alumnos asistieron.

# Jordan High School

## Un Año en Reseña: 2008-2009

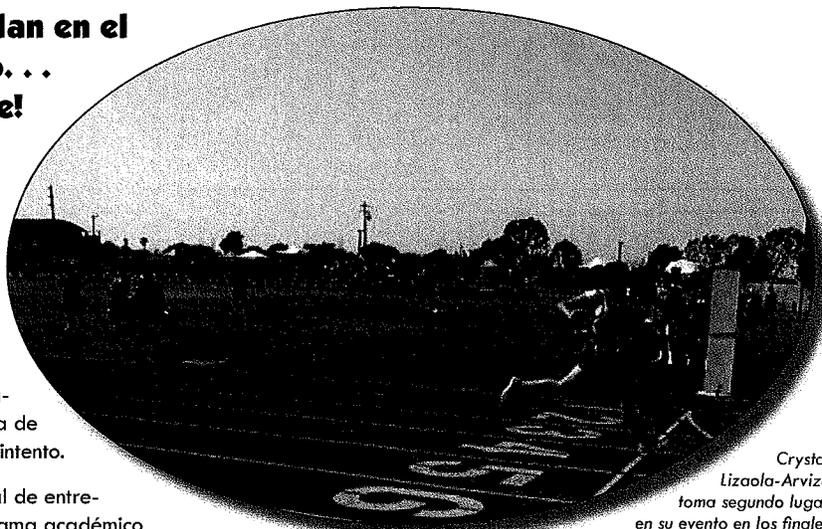
### Los Deportistas Brillan en el Campo de Atletismo. . . ¡Y en la Sala de Clase!

Los alumnos atletas de JHS no solamente sobresalen en los deportes; ellos también se destacan académicamente.

En 2008-2009, un porcentaje impresionante del 77% de todos los alumnos del grado 10 en el programa de atletismo aprobaron las dos partes del Examen de Egreso de la Preparatoria de California (CAHSEE) en su primer intento.

"Es la filosofía de nuestro personal de entrenamiento que apoyemos el programa académico y exijamos constantemente a los deportistas a alcanzar altos estándares académicos," explicó el Director de Atletismo, Christopher Powell.

El porcentaje de aprobación del CAHSEE de todos los deportistas, grados 10-12, fue del 71%.

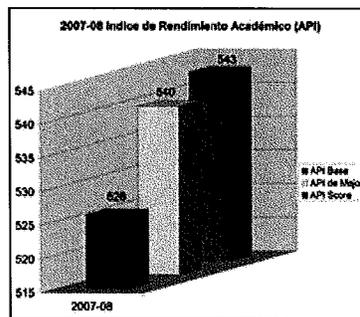


Crystal Lizaola-Arvizu toma segunda lugar en su evento en los finales de atletismo de la Liga Este, dejando atrás a las otras competidoras. Los finales se celebraron en la nueva pista de 400 metros recién instalada en Jordan High School además de otras renovaciones hechas a las instalaciones de atletismo.

### Suben las Calificaciones Otra Vez

En 2008, los alumnos de Jordan High School mejoraron su índice de rendimiento académico (API) por el segundo año consecutivo.

Las calificaciones API son similares a libretas de calificaciones para escuelas. Se calculan utilizando los resultados combinados de los exámenes estándares (CST's) en inglés-artes del lenguaje, matemáticas, ciencias, e historia. Cada año el Estado establece una meta—llamada API de Mejora—para ser alcanzada por las escuelas.



artes del lenguaje y matemáticas.

Esto se debe a que JHS matricula los estudiantes del grado 9 en clases extras de inglés y matemáticas (llamadas "double blocks" - agrupaciones dobles) para ayudarles a construir la fuerte base fundamental académica en el grado 9 que necesitarán para tener éxito durante todos sus años de escuela secundaria.

#### Más Logros Notables

Otros logros en los resultados de los exámenes de los alumnos incluyen:

- Notas de los alumnos del grado 10 en CST Inglés-artes del lenguaje han ascendido constantemente durante un período de 5 años.
- Notas en CST Biología han ascendido constantemente durante un período de 5 años.
- Notas en CST Algebra II han estado subiendo durante tres años. En 2007-2008, más estudiantes se calificaron "hábiles" o "avanzados" que durante los últimos 5 años.

### Muchas Clases de AP

Las clases de Ubicación Avanzada (Advanced Placement - AP) preparan a los estudiantes para estudios a nivel de universidad. Los alumnos que reciben una evaluación de "3" o mejor ahora no tienen que tomar esa clase en la universidad. En 2008-2009 JHS ofreció:

- AP Literatura en Inglés
- AP Lenguaje
- AP Cálculo
- AP Ciencia del Medioambiente
- AP Física AB
- AP Biología
- AP Historia de los EEUU
- AP Idioma Español
- AP Literatura en Español
- AP Historia de las Artes
- AP Arte de Estudio/Dibujo
- AP Geografía Humana

Se están programando más cursos AP para el próximo año:

- AP Ciencia de Computación
- AP Historia del Mundo

### Queremos Saber lo que Opina

Nos gustaría saber lo que usted piensa de esta publicación.

#### Comentarios:

#### Enviar A:

Dr. Stephen Strachan, Director  
David Starr Jordan High School  
2265 East 103rd Street  
Los Angeles, CA 90002

En 2008, los estudiantes de JHS excedieron su API de Mejora con un aumento respetable de 17 puntos. Los alumnos no sólo pueden ahora celebrar dos años consecutivos de notas ascendentes, ellos también pueden celebrar el crecimiento a largo plazo desde 2003—con el aumento del API del 16% de 468 a 543 durante los últimos seis años. (Se publicará el resultado del API para 2009 en el próximo año escolar.)

#### Continúan las Mejoras del Grado 9

Año tras año, cada clase del grado 9 ha rendido mejor que la anterior en los exámenes estándares (CST's) en inglés-

### Nuestra Visión:

La comunidad de Jordan High School fomentará el crecimiento de todos nuestros estudiantes en adultos pensativos e instruidos, que posean las habilidades académicas, sociales, y técnicas necesarias para pensar críticamente, resolver sus problemas, y realicen sus metas académicas y profesionales exitosamente, convirtiéndose en ciudadanos responsables y eficaces. En apoyo al aprovechamiento del estudiante, nosotros proveeremos un ambiente limpio y seguro basado en el respeto mutuo de cada cultura, con colaboración y expectativas altas para todos los miembros de la comunidad de Jordan.



# STEPHEN G. STRACHAN

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## High School Principal

### Program Management ♦ Administration ♦ Leadership Development

- Dynamic, results-oriented High School Principal with 16 years successful work history reflecting training, administration, and program management in uniquely challenging environments.
- Core competencies include:
  - Organizational Leadership
  - Strategic Planning
  - Continuous Improvements
  - Multimillion-Dollar Budget Management
  - Community Engagement
  - Staff Development
  - Consensus Building
  - Curriculum Alignment
  - Large Group Facilitation
  - Program Implementation
  - Partnership Building
  - Cultural Diversity Awareness
- Dedicated professional with a personal commitment to excellence in high school education.
- Innovative visionary leader with the ability to manage a large, complex organization with integrity.
- A dynamic communicator with talent in motivating staff and building strong community networks.

### CAREER HIGHLIGHTS

- Directed the instructional program and operation of a comprehensive, urban high school with more than 2,200 students in a high-poverty neighborhood.
- Led staff and students in making significant gains on the school's AYP and API, gaining more than 100 points on the school's API.
- Directly increased the number of graduates among minorities and low-income students.
- Demonstrated sensitivity to the needs of the rising number of culturally diverse students by incorporating multi-cultural programming in the lesson plans, addressing the needs of all students regardless of their cultural background.
- Effectively supervised more than 100 teachers, 6 administrators and numerous classified school personnel.
- Efficiently administered budgets of up to \$4 million.
- Managed and balanced the school budget during a budget crisis with minimal loss of staff and school programs.
- Met all state and federal requirements as well as implemented all district priorities.
- Supervised a special education program, ensuring that students were receiving equitable access to standard-based instruction.
- Achieved all special education IEP compliances established by the state and district.
- Participated in numerous home visitation programs aimed at promoting parent-teacher communication, bridging cultural gaps between the students and the school staff.

### EDUCATION AND FORMAL TRAINING

CHELSEA UNIVERSITY, Chelsea, England  
**Doctoral Degree in School Administration**, 2004  
Graduated Magna Cum Laude

UNIVERSITY OF LAVERNE, LaVerne, CA  
**Master of Education in Educational Management**, May 2001

THE UNION INSTITUTE, Cincinnati, OH  
**Bachelor of Arts in Education** May 1992

**Professional Clear Administrative Services Credential**  
**Professional Clear Multiple Subject Teaching Credential**

## ADMINISTRATIVE EXPERIENCE

- Principal** ROOSEVELT HIGH SCHOOL, Roosevelt, NY 2010 to Present
- Opened up a new \$67 million facility.
  - Secured federal Race to the Top grant in the amount of \$5.8 million over three years in order to expand opportunities for students.
  - Oversees implementation of the Common Core Learning Standards.
  - Provides professional development around implementation of the Common Core Learning Standards in English and Math.
  - Expands Advanced Placement course offerings to better prepare students for post-secondary learning.
  - Increases graduation rate from 58% to 81.3%.
  - Increases the number of students attending four-year colleges and universities.
  - Transformed a comprehensive high school into Small Learning Communities to improve student achievement.

- Principal** MARTIN LUTHER KING ACADEMY, Sausalito, CA 2009 to 2010
- Oversaw completion of a new state of the art middle school facility.
  - Secured \$500,000 in funding from private foundations for the school.
  - Provided guidance, supervision, and assistance in instructional practices and curriculum development.
  - Provided professional development for staff.

- Principal** JORDAN HIGH SCHOOL, Los Angeles, CA 2004 to 2009
- Assumed responsibility for all aspects of the school's operation including developing and facilitating the school improvement plans with short and long-term goals.
  - Created and assessed professional development opportunities for building staff capacity.
  - Oversaw the coordination of all student activities and events that created a positive learning environment.
  - Maintained building safety and security drills, processes and procedures for the learning community.
  - Provided guidance, supervision, and assistance in instructional practices and curriculum development.
  - Proactively monitored and reviewed the curriculum for alignment of state standards, coverage, and revisions.
  - Collaboratively worked with the staff, parents and community agencies to support student growth and learning.
  - Utilized data to diagnose, assess, and plan teacher instructions and student achievements.

- Assistant Principal** JOHN MUIR HIGH SCHOOL, Pasadena, CA 2003 to 2004
- Supervised the special education and counseling departments.
  - Established guidelines for proper student conduct and implemented disciplinary procedures and policies that ensured a safe and orderly environment.
  - Provided guidance and supervision for all staff, conducted performance appraisals, made reappointment recommendations for school personnel, and administered negotiated employee contracts at the school site.

- Principal** MORNINGSIDE HIGH SCHOOL, Inglewood, CA 2001 to 2003
- Simultaneously oversaw the school operations at City Honors High School.
  - Established, implemented, and assessed the instructional program for both schools.
  - Major contribution included converting the school into small learning communities in order to promote a high level of student achievement.

- Assistant Principal** COMPTON HIGH SCHOOL, Compton, CA 1998 to 2001
- Spearheaded initiatives in the development of the school's handbook for students, parents, and staff.
  - Led efforts in the implementation of a Saturday tutorial program.
  - Established and organized a 9<sup>th</sup> grade transition program. Developed the Student Master Schedule.

## TEACHING EXPERIENCE

- LINCOLN ELEMENTARY SCHOOL, Compton, CA 1994 to 1998  
**5<sup>th</sup> Grade Teacher / Middle School Teacher**
- Performed beyond the normal job duties and expectations of a Teacher by planning and organizing the school's culmination ceremonies, functioning as a mentor teacher to beginning and novice teachers.
  - Served as a key member of the school's leadership team, and acted as a Site Union Representative.

- HIGHLAND OAKS ELEMENTARY SCHOOL, Dade County Public Schools, FL 1992 to 1994  
**5<sup>th</sup> and 6<sup>th</sup> Grade Teacher**
- Utilized interactive discussions and 'hands-on' approaches in instructing 5<sup>th</sup> and 6<sup>th</sup> grade students.
  - Prepared, administered and graded written examinations to monitor and assess student's performance.
  - Served as a Basketball Coach.

### PROFESSIONAL SERVICE EXPERIENCE

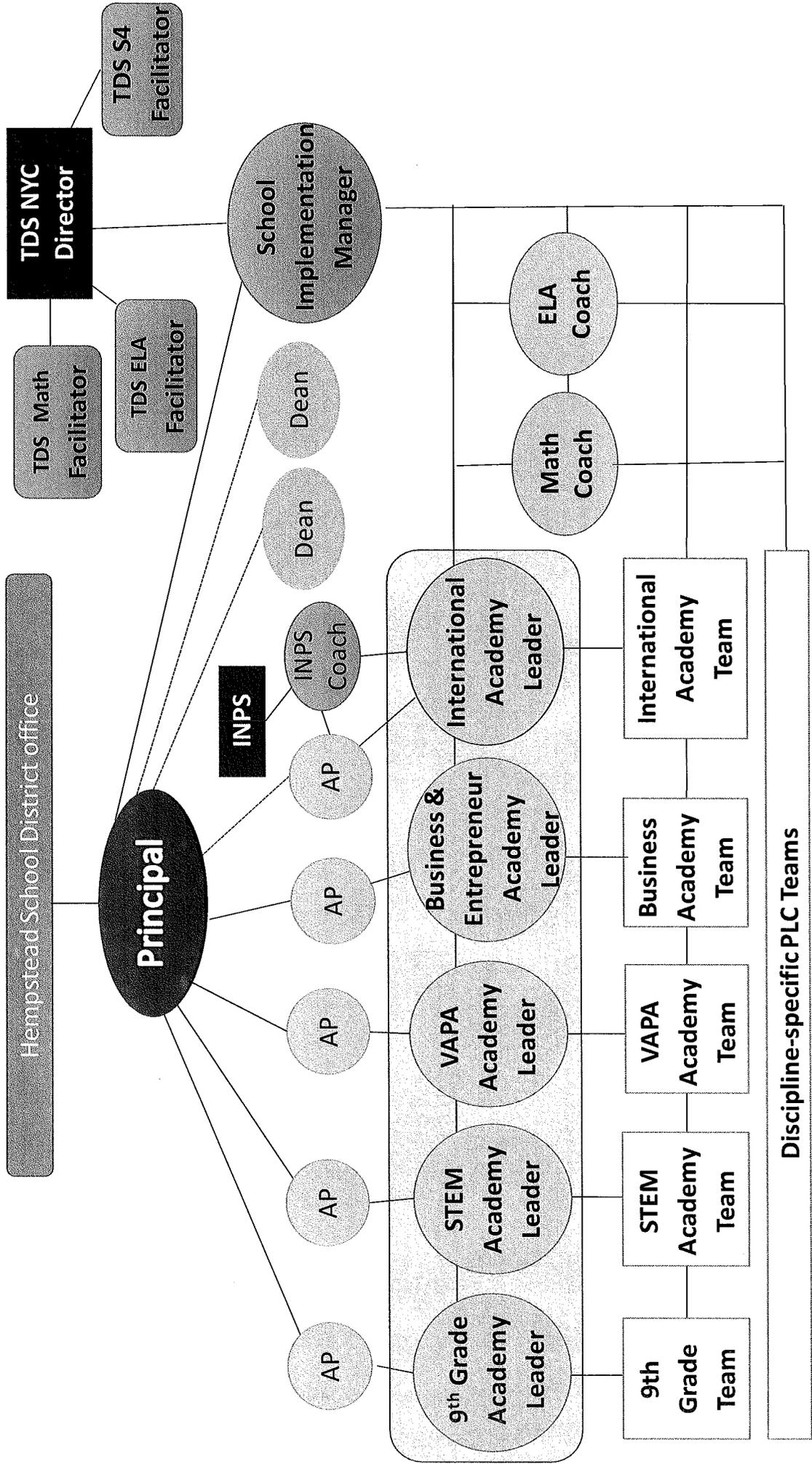
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC), Los Angeles, CA	2006 to 2009
<b>Accreditation Committee Member</b>	
<b>9<sup>th</sup> Grade Summer Bridge Program Coordinator</b> , Compton, CA	1998 to 2001
<b>Grade Level Chair</b> , Compton, CA	1999 to 2000
<b>Mentor Teacher K-12</b> , Compton, CA	

### PROFESSIONAL AFFILIATIONS

Administrator's Association of Los Angeles  
Association of Supervision and Curriculum Development  
California Teacher's Association  
National Association of Secondary School Principals

### PRESENTATIONS

**Using Data to Drive Instruction**, Los Angeles Unified School District, 2008  
**Developing Professional Learning Communities**, Los Angeles Unified School District, 2007  
**Preparing for Accreditation**, Los Angeles Unified School District, 2007



Hempstead Union Free School District  
Hempstead, New York 11550  
2015 - 2016 Calendar

Snow days

- 28-Mar 1st Snow Day (otherwise closed)
- 27-May 2nd Snow Day (otherwise closed)
- 25-Apr 3rd Snow Day (otherwise closed)

JULY						
S	M	T	W	T	F	S
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST T=1 S=0						
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23	24	25	26	27	28	29
30	31					

SEPTEMBER T=18 S=18						
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OCTOBER T=21 S=21						
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NOVEMBER T=18 S=18						
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29	30					

DECEMBER T=16 S=16						
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JANUARY T=19 S=19						
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FEBRUARY T=16 S=16						
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MAY T=20 S=20						
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29	30	31				

JUNE T=18 S=18						
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26	27	28	29	30		

28-Mar
27-May
25-Apr

31-Aug
1-Sep
6-Oct

3-Nov
28-Nov
29-Nov
25-Nov

12-Jan
15-Jan
10-Feb
11-Feb
1-Mar

Apr. 5-12
Apr. 13-20
1-Jun
Jun. 14-23
24-Jun

Superintendent Conference  
First Day for Students  
Closed for Labor Day  
Closed for Rosh Hashanah  
Closed for Yum Kippur  
PD (Half-Day for Students)  
Closed for Columbus Day

PD (Half-Day for Students)  
Closed for Veterans Day  
Conference Day - Elementary  
Conference Day - Secondary  
1/2 Day for Thanksgiving  
Closed for Thanksgiving Recess  
Closed for Holiday Recess

PD (Half-Day for Students)  
Closed for MLK Holiday  
Conference Day - Elementary  
Conference Day - Secondary  
Closed for Winter Recess  
PD (Half-Day for Students)  
Closed for Easter Recess

Closed for Spring Recess  
3-8 ELA Assessment  
3-8 Math Assessment  
Closed for Memorial Day  
CCLS Regents Algebra II  
Other Regents Exams  
Last Day of School

Last update 01/30/15

Total Day Students = 182

Total Day Teachers = 183

## Sample Bell Schedules 2015-2016

### EARLY SCHEDULE

PERIOD	BEGINNING	END	Length
1	8:00 A.M.	9:20 A.M.	80 min
2	9:23 A.M.	10:43 A.M.	80 min
3	10:43 A.M.	11:23 A.M.	40 min
Lunch A			
4	10:46 A.M.	12:06 P.M.	80 min
5	11:26 A.M.	12:46 P.M.	80 min
6	12:06 P.M.	12:46 P.M.	40 min
Lunch B			
7	12:49 P.M.	2:09 P.M.	80 min
Common Planning/PD	2:09 P.M.	3:00 P.M.	51 min

### LATE SCHEDULE

PERIOD	BEGINNING	END	Length
1	9:23 A.M.	10:43 A.M.	80 min
2	10:46 A.M.	12:06 P.M.	80 min
3	12:09 P.M.	1:29 P.M.	80 min
4	1:29 P.M.	2:09 P.M.	40 min
Lunch			
5	2:12 P.M.	3:32 P.M.	80 min
Common Planning/PD	3:32 P.M.	4:23 P.M.	51 min

## Sample Daily Schedules by Grade

Freshman Academy	
Semester 1	Semester 2
English 9	CC Algebra/CC Geometry (embedded AIS) or Elective (Advanced)
Advisory	Advisory
Earth Science or Living Environment	Spanish
Lunch	Lunch
Lab (A Day)/ P.E. (B Day)	Freshman Experience (A Day)/ P.E. (B Day)
CC Algebra or CC Geometry (Advanced)	U.S. History

Grade 10 Standard Track	
Semester 1	Semester 2
Geometry	Physical Education
Advisory	Advisory
Global 10	Elective
Lunch	Lunch
Chemistry/Earth Science/General Chemistry	English 10
Lab (A Day)/ P.E. (B Day)	SLC Seminar

<b>KEY STRATEGIES FOR YEAR 1 IMPLEMENTATION</b>		<b>DATE</b>
<b>Implement Summer Bridge for 9th graders (20 days):</b> Three-week summer bridge transition program for incoming 9th graders, designed to increase readiness for high school. Curriculum: Core ELA and Math, Advisory-style high school readiness		July 1, 2015
<b>Implement Pearson "COP" Summer Institutes:</b> Teachers take part in Change of Practice Summer Institutes. Total days: 6. For teachers in the areas of English Language Arts and Mathematics, to include foci on college and career-readiness in writing and reading, increasing rigor in English Language Arts, math practices in the Common Core, and algebra.		August 1, 2015
<b>Administrator PD:</b> HHS leadership, including the principal and AP's, will engage in several types of PD designed to build their leadership capacity, among them the <b>Summer Institute at Harvard Graduate School of Education</b> . The Summer Institute provides training for building-level administrators in redesigning high schools and improving instruction while ensuring internal and external accountability. The <b>REACH School Leader Coaching Program</b> will also be implemented to support the principal in any and all aspects of leadership coaching, addressing challenges inherent to leading a comprehensive school change transformation.		July 2016 Harvard; Sept 2015 - June 2016 REACH
<b>Implement John Hopkins TDS program for school change:</b> Multipronged, whole-school redesign is delivered jointly by TDS and HHS. It includes reorganizing the school into small learning communities; establishing a block schedule; managing PD program; and implementing and training staff on Early Warning Intervention system. TDS staff include the School Implementation Manager who leads all components of the redesign; ELA and Math facilitators who lead implementation of the double-dose 9th grade ELA and Math curriculum, plus PD and instructional support, including training school-based ELA and Math coaches who sustain instructional leadership after the 3-year partnership is over.		Sept 2015 - June 2016
<b>Implement Professional Learning Communities</b> - PLC's meet weekly in Academy teams and monthly in disciplinary teams for collaborative planning, lesson development and embedded PD.		Sept 2015 - June 2016
<b>Implement International Academy</b> - The International Academy, implemented as a homogenous, multi-grade SLC in grades 9-12, is designed to address the specific needs of newcomer SIFE and EL students who lack English and lack or have experienced gaps in their education. HHS engaged the International Network of Public Schools to help implement their successful program, which will serve approximately 280 students.		Sept 2015 - June 2016

<p><b>Implement Small Learning Communities</b> including Ninth Grade Success Academy, STEM (Science, Technology, Engineering, and Mathematics); Visual and Performing Arts; and Business and Entrepreneurship.</p>	<p>Sept 2015 - June 2016</p>
<p><b>Engage community-based organizations and institutions of higher learning</b> to partner with academics around specialized offerings and opportunities for students. Among the recently identified partners are Hofstra University, who will partner with the STEM and Business and Entrepreneurship academies, and Stony Brook, which will partner around the STEM Academy.</p>	<p>January 1, 2015</p>
<p><b>Hire new transformation teachers:</b> Six transformation teachers will be hired in the core subjects to reduce class size in courses that historically have a high failure rate. Competencies for these teachers include high student performance, experience in urban schools, and a commitment to implementing school change.</p>	<p>Summer 2015</p>
<p><b>Identify Academy Leaders:</b> Academy leaders are teachers who take a lead role in theme-based academy planning, partner engagement, and at PLC meetings.</p>	<p>Summer 2015</p>
<p><b>Identify ELA/Literacy and Math coaches:</b> These school-based ELA and Math coaches work with instructional staff, with assistance from TDS ELA/Math Facilitators to provide coaching, PD leadership, and assistance to instructional staff.</p>	<p>Summer 2015</p>
<p><b>Implement Tiger Academy Extended Day (20 hrs/week):</b> The school day will be extended 4 hours per day, 5 days a week. The time will be used for credit recovery, tutoring, college-prep, and enrichment programs for all students.</p>	<p>Sept 2015 - June 2016</p>
<p><b>Implement Saturday Academy:</b> A Saturday program will be used for credit recovery, tutoring, college-prep, and enrichment programs for all students.</p>	<p>Sept 2015 - June 2016</p>
<p><b>Implement JROTC program:</b> This program builds character while offering students interested in military service an additional pathway into careers, the workforce, and college. Components of JROTC will be delivered both after and during school.</p>	<p>August 1, 2015</p>
<p><b>Implement Pearson "COP" Institutes: Math, ELA, Leadership:</b> These standards-aligned institutes utilize the CCLS shifts to help teachers assess and collaborate to improve their curriculum and instructional delivery to impact student achievement. They are supported by embedded PD to ensure excellent implementation and support teachers.</p>	<p>Sept 2015 - June 2016</p>

<p><b>Implement REACH Data Program:</b> This program helps establish protocols for collection and use of data to drive instruction. Called School-wide Effective Practices for Using Data Program, it includes 20 face-to-face sessions including PD for teachers during monthly PLC meetings plus individual support to teachers, and consultation with the principal</p>	<p>Sept 2015 - June 2016</p>
<p><b>Implement new teacher mentor/PD program:</b> Teachers chosen from the HHS staff mentor new and struggling teachers.</p>	<p>Sept 2015 - June 2016</p>
<p><b>Implement vertical training with middle school,</b> with the goal of articulating and lining-up instructional standards to define what students should know leaving high school, and what they should learn upon entering high school</p>	<p>Sept 2015 - June 2016</p>
<p><b>Implement incentives for effective/highly effective teachers:</b> These include opportunities to take a leadership role at HHS such as Academy Leader or Instructional Coach; opportunities for school or district-funded additional PD; and scholarships for pursuing National Board Certification</p>	<p>December 1, 2015</p>
<p><b>Implement Early Warning Indicator system:</b> This TDS initiative is designed to have a positive impact on school culture by training teachers to monitor student data like attendance and academic achievement to identify needs and services to help the student. Academy teachers review the data weekly in PLCs.</p>	<p>Sept 2015 - June 2016</p>
<p><b>Establish College Center with College Counselor:</b> Establishing a technology-rich College Center, staff by a college counselor who supports students' college searches, applications, financial aid and scholarship applications, contributes to the school's college-going environment.</p>	<p>Sept 2015 - June 2016</p>
<p><b>Establish Parent Center with Parent/Community Liaison:</b> The school will also establish a Parent Center, staffed by a bilingual parent/community liaison who will coordinate parent workshop, activities, and programs that strengthen the home-school connection. This contributes to the school climate goal.</p>	<p>November 1, 2015</p>
<p><b>Implement Communications Projects</b> - To increase school-home communication, HHS will 1) update the school website; 2) create written communications such as bilingual newsletters and annual reports; 3) conduct public presentations.</p>	<p>Sept 2015 - June 2016</p>
<p><b>Implement year 2 of Smart Scholars ECHS with Farmingdale State College</b> - This program allows students to earn college credits, and a college experience, while still in high school.</p>	<p>Sept 2015 - June 2016</p>
<p><b>Implement Merit-based Discipline with Dignity program</b> - Students will have the opportunity to earn back merits through various avenues including community service with partnering agencies, school beautification assignments, after-school detention, Saturday detention, peer mediation, and conflict resolution.</p>	<p>January 1, 2016</p>

Partnerships	Student academic achievement
Stakeholder involvement	Staffing
School climate	Professional development



185 Peninsula Blvd.  
Hempstead, NY 11550

**Susan Johnson**  
Superintendent of Schools  
(516) 292-7111 ext. 1001  
Fax: (516) 292-0933

**Dr. William McLaurin**  
President  
Hempstead School  
Administrators Association  
(516) 292-7111 ext. 3145  
Fax: (516) 292-7830

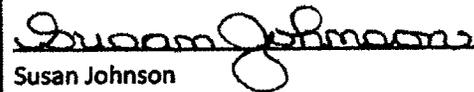
February 25, 2014

Dr. John King  
Commissioner of Education  
New York State Education Department  
89 Washington Avenue  
Albany, NY 12234

Dear Dr. King:

This letter is being written in support of the School Improvement Grant 1003(g) for the Hempstead Public School district's two schools, The Hempstead High School and the ABGS Middle School. The Hempstead Public School District and the Hempstead School Administrators Association Schools have agreed to work together to support the full implementation of a Transformation Model in each of the identified schools and hereby certify that discussions related to obstacles and activities that will be subject to negotiating collective bargaining agreements have been conducted and will continue to be conducted on a monthly basis with the goal of identifying and resolving contractual barriers through the negotiation and MOA process.

Sincerely,

  
Susan Johnson

Superintendent of Schools

  
Dr. William McLaurin

Hempstead School Administrators Association

02-26-14

Date

2/26/14

Date



185 Peninsula Blvd.  
Hempstead, NY 11550

**Susan Johnson**  
Superintendent of Schools  
(516) 292-7111 ext. 1001  
Fax: (516) 292-0933

**Rodney Gilmore, Ed.D.**  
Interim Assistant Superintendent  
for Personnel  
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**Regina Armstrong**  
Assistant Superintendent  
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**Deborah DeLong**  
Assistant Superintendent  
for Pupil Personnel Services  
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Fax: (516) 292-7692

**Gerard Antoine**  
Assistant Superintendent  
for Business  
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Fax: (516) 292-3115

**Allison Hernandez**  
Assistant Superintendent  
for Special Education  
(516) 292-7111 ext. 1015  
Fax: (516) 564-0349

**Nichelle Rivers, Ed.D.**  
Executive Director  
(516) 500-9952  
Fax: (516) 500-9949

February 26, 2014

John King, Ph.D.  
Commissioner of Education  
New York State Education Department  
89 Washington Avenue  
Albany, NY 12234

Dear Dr. King:

This letter is being written in support of the School Improvement Grant 1003(g) for the district's two Persistently Lowest Achieving Schools -- Hempstead High School and ABGS Middle School. The Hempstead School District (HPS) and Hempstead Classroom Teachers Association (HCTA) have agreed to work together to support the full implementation of a Transformation Model in each of the identified schools. The parties agree that they will engage in expeditious negotiations regarding mandatory subjects of bargaining related to changes in the collective bargaining agreement that are necessary to implement the transformational model.

  
Susan Johnson, Superintendent of Schools

02-26-14  
Date

  
Elias Mestizo, President of  
Hempstead Classroom Teachers Association

2/26/14  
Date

Attachment A  
 Consultation and Collaboration Documentation Form

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

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

Principal/Union President/Lead	Date	Summary Documentation/Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School Identified in the SIG application.
Signature (in blue ink) Dr. Ellen McGowan Type or print name DR. ELLEN MCGOWAN	2/26/14 2/26/14	
Signature (in blue ink) Tina Lake Type or print name Tina Lake	2-26-14	
Signature (in blue ink) S. Masfuzo Type or print name S. Masfuzo	2-26-14	
Parent Group President/Lead	Date	Summary Documentation/Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School Identified in the SIG application.
Signature (in blue ink) Tina Lake Type or print name Tina Lake	2-26-14	
Signature (in blue ink) Tina Lake Type or print name Tina Lake	2-26-14	

New York State Education Department:  
**M/WBE SUBCONTRACTORS AND SUPPLIERS NOTICE OF INTENT TO PARTICIPATE**  
 Under 1003(g) of the Elementary and Secondary Education Act of 1965

INSTRUCTIONS: Part A of this form must be completed and signed by the Bidder/Applicant unless requesting a total waiver. Parts B & C of this form must be completed by MBE and/or WBE subcontractors/suppliers. The Bidder/Applicant must submit a separate M/WBE Notice of Intent to Participate form for each MBE or WBE as part of the proposal/application.

Bidder/Applicant Name: Hempstead Union Free School District Federal ID No.: 116001965  
 Address: 100 Main Street Phone No.: (516) 434-4010  
 City: Hempstead State: NY Zip Code: 11550 E-mail: sjohnson1@hempsteadschools.org  
 Signature of Authorized Representative of Bidder/Applicant's Firm: SUSAN JOHNSON / SUPERINTENDENT OF SCHOOLS  
 Print or Type Name and Title of Authorized Representative of Bidder/Applicant's Firm

**PART B - THE UNDERSIGNED INTENDS TO PROVIDE SERVICES OR SUPPLIES IN CONNECTION WITH THE ABOVE PROCUREMENT/APPLICATION:**

Name of M/WBE: REACH Education Solutions Federal ID No.: 47-2322388  
 Address: 557 Grand Concourse Suite 3-16A Phone No.: (416) 389-8228  
 City, State, Zip Code: Bronx, NY 10451 E-mail: Ngfields@reachedsolutions.com

**BRIEF DESCRIPTION OF SERVICES OR SUPPLIES TO BE PERFORMED BY MBE OR WBE:**

Educational Consulting Services

DESIGNATION:  MBE Subcontractor  WBE Subcontractor  MBE Supplier  WBE Supplier

**PART C - CERTIFICATION STATUS (CHECK ONE):**

The undersigned is a certified M/WBE by the New York State Division of Minority and Women-Owned Business Development (MWBD).  
 The undersigned has applied to New York State's Division of Minority and Women-Owned Business Development (MWBD) for M/WBE certification.

**THE UNDERSIGNED IS PREPARED TO PROVIDE SERVICES OR SUPPLIES AS DESCRIBED ABOVE AND WILL ENTER INTO A FORMAL AGREEMENT WITH THE BIDDER/APPLICANT CONDITIONED UPON THE BIDDER/APPLICANT'S EXECUTION OF A CONTRACT WITH THE NYS EDUCATION DEPARTMENT.**

The estimated dollar amount of the agreement \$ \_\_\_\_\_  
7-20-2015 Signature of Authorized Representative of M/WBE Firm: Monica George-Fields  
 Date Printed or Typed Name and Title of Authorized Representative



Reimagine Excellence and Achievement Consultant House, LLC  
REACH® Educational Solutions

## **Instructional Leadership Coaching to Support Principal and School Leaders in School-Wide improvement Initiatives**

### **Rationale and Data:**

Since Hempstead is experiencing many layoffs and changes at the district level and the schools are in the midst of engaging in school reform, it is paramount that the administrators and teachers receive support focused on strategies to embrace and accomplish their school vision of shared accountability and strong collaboration often found in Transformation Schools. According to the 2015 Diagnostic Tool for School and District Effectiveness (DTSDE) Conceptual Four visit, Hempstead High School needed to focus immensely on the Statements of Practice aligned to leadership and instructional decisions and practices, teacher growth and support, and systems and structures. The visit further noted that staff aligned to supporting students and engaging families were developing. To address the crucial need of developing leadership across the school community, the Reimagine Excellence and Achievement Consulting House (REACH), LLC will combine their trademark School Leader Coaching Program™ (SLCP) and Teacher Leader Coaching Program™ (TLCP). This comprehensive approach will enable the school leaders and a subset of Hempstead High School teachers to develop the skills necessary to address curriculum development, teacher practices, and ultimately increase student achievement. It is clear that Hempstead High School can benefit from the support REACH©, LLC aims to provide via leadership and academic development, as well as, culture and climate dynamics in the school.

### **The Approach:**

The REACH School Leader Coaching Program™ (SLCP) is based on the premise that school leaders benefit from participating in a leadership support program that helps bridge the inevitable gap between credential leadership programs and the real world experiences of being a school leader. At the same time, we realize that teacher leadership is a growing practice in school improvement. It is particularly important to school leaders to have a teacher or group of teachers to assist with leading various aspects of the school improvement efforts. Coaching can begin anytime during a 12 month cycle, beginning in July and ending in June of the following year.

Cultivating teacher leaders is a sure way for a staff member to feel empowered. Research has proven that when teachers feel empowered, they begin to subscribe to a sense of shared accountability. According to Joyce and Showers (2002), teachers benefit immensely when they receive coaching focused on developing leadership skills versus one-off professional development workshops. The combined approach of supporting the school leader as well as, the teachers will be aimed to assist the school with preventing what York-Barr and Duke (2004) suggest that many teacher leaders get involved in; administrator roles, facilitating meetings, and other tasks that do not align to student achievement.

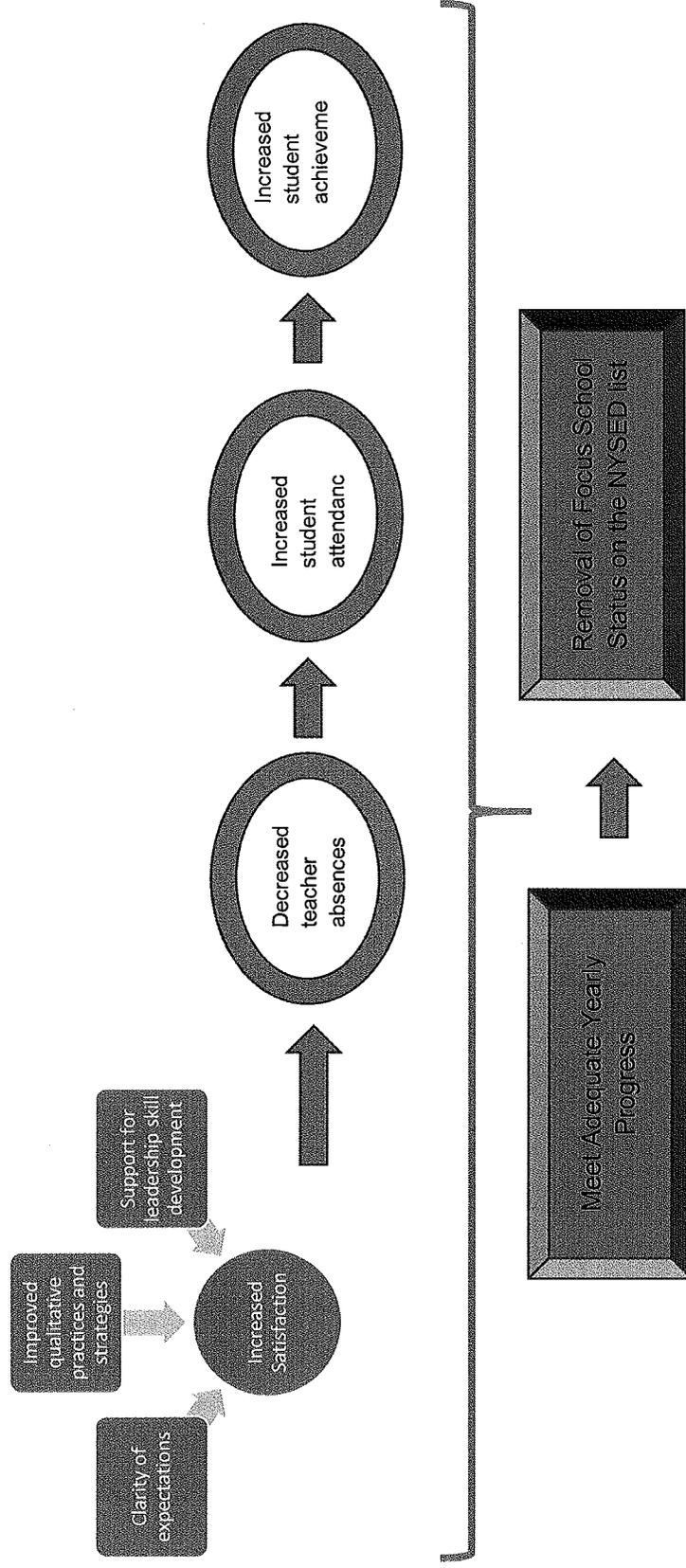
To be clear of the goals to be achieved during the 2015-2016 school year and every year thereafter during the SIG granting period will be to increase the following: qualitative ratings on the DTSDE school review report, student achievement, student attendance, positive perceptions aligned to leadership, and decrease teacher absences. The indicators will be mapped-out and monitored by REACH©, LLC, the district, and school community is in chart 1.1 below.

School Year	Indicator	Instrument of Evidence	Interim and Summative Assessment	Measurable Growth
2015-2016	DTSDE Tenet 2 SOPs 2.2, 2.3, 2.4, and 2.5	Diagnostic Tool for School and District Effectiveness Review Process	Mid-year (December) mock school review conducted by a trained DTSDE school reviewer ***** District-led Review with an independent Outside Educational Expert	There will be an increase of rating by at least one scale (ineffective ratings to developing and developing to effective)
	DTSDE SOPs 3.2, 4.2, 5.2, and 6.2	Diagnostic Tool for School and District Effectiveness Review Process	Mid-year (December) mock school review conducted by a trained DTSDE school reviewer ***** District-led Review with an independent Outside Educational Expert	There will be an increase of rating by at least one scale (ineffective ratings to developing and developing to effective)
	Increased perception of clear expectations and leadership	District Selected Survey Responses	REACH©, LLC interim surveys administered in December to inquire about leadership improvement ***** Administration of K-12 Insight Survey to be used as a pre-post SIG survey data set	There will be an increase of perceptions of effective leadership from the principal and identified teacher leaders in the school
	Increase in student assessment data	NYSEL ELA and mathematics assessments	District level interim assessments ***** Results of the Assessments	There will be an increase of 7-10% pts. In both ELA and mathematics across the school
2016-2017	Increase of consistent focused instruction across the grades and school	Lesson plans and classroom observations	School leader observation data and reports ***** Independent observer data and reports	There will be an increase of teachers providing rigorous teaching and learning opportunities throughout the school
	DTSDE Tenet 2 SOPs 2.2, 2.3, 2.4, and 2.5	Diagnostic Tool for School and District Effectiveness Review Process	Mid-year (December) mock school review conducted by a trained DTSDE school reviewer ***** District-led Review with an independent Outside Educational Expert	There will be an increase of rating by at least one scale (from developing to effective and at least sustainability of effective)

	DTSDE SOPs 3.2, 4.2, 5.2, and 6.2	Diagnostic Tool for School and District Effectiveness Review Process	Mid-year (December) mock school review conducted by a trained DTSDE school reviewer ***** District-led Review with an independent Outside Educational Expert	There will be an increase of rating by at least one scale (from developing to effective and at least sustainability of effective)
	DTSDE SOPs 3.3, 3.4, 4.3 and 4.4	Diagnostic Tool for School and District Effectiveness Review Process	Mid-year (December) mock school review conducted by a trained DTSDE school reviewer ***** District-led Review with an independent Outside Educational Expert	There will be an increase of rating by at least one scale (from developing to effective and at least sustainability of effective )
	Increase of teacher attendance	School-wide attendance record-keeping system	Monthly monitoring of teacher attendance ***** End-of-year average of absences	There will be a decrease in teacher absences by 10% pts.
	Increase of student attendance	School-wide attendance record-keeping system	Monthly monitoring of student attendance ***** End-of-year average of attendance	There will be an increase in student attendance by 2% pts.
2017-2018	Increase in student assessment data	NYSED ELA and mathematics assessments	District level interim assessments ***** Results of the Assessments	There will be an increase of 10-15% pts. In both ELA and mathematics across the school
	All DTSDE Tenets	Diagnostic Tool for School and District Effectiveness Review Process	Mid-year (December) mock school review conducted by a trained DTSDE school reviewer ***** IIT Review conducted by NYSED	There will be sustainability of all ratings and some movement towards highly effective in leadership .2 indicators
2018-2019	Meeting Adequate Yearly Progress in ELA and mathematics	New York State Education Department of School Accountability Report	District level interim assessments ***** Results of the Assessments	Increase in the 3 subgroups identified as needing improvement on NYSED report card
	Increase of teacher attendance	School-wide attendance record-keeping system	Monthly monitoring of teacher attendance ***** End-of-year average of absences	There will be a decrease in teacher absences by 10% pts.

	Increase of student attendance	School-wide attendance record-keeping system	Monthly monitoring of student attendance ***** End-of-year average of attendance	There will be an increase in student attendance by 2% pts.
	All DTSDE Tenets	Diagnostic Tool for School and District Effectiveness Review Process	Mid-year (December) mock school review conducted by a trained DTSDE school reviewer ***** IIT Review conducted by NYSED	There will be sustainability of all ratings and some movement towards highly effective in leadership .2 indicators
	Removal of Focus School Status	New York State Education Department of School Identification List	NYSED announcement of new list	REACH©, LLC partner Schools will be removed from the NYSED Focus School list
	Meeting Adequate Yearly Progress in ELA and mathematics	New York State Education Department of School Accountability Report	District level interim assessments ***** Results of the Assessments	Increase in the 3 subgroups identified as needing improvement on NYSED report card
2019-2020	Maintain of teacher attendance	School-wide attendance record-keeping system	Monthly monitoring of teacher attendance ***** End-of-year average of absences	There will be continued decrease in teacher absences by 10% pts. Until desired attendance is established
	Maintain of student attendance	School-wide attendance record-keeping system	Monthly monitoring of student attendance ***** End-of-year average of attendance	Maintenance of student attendance of 98%
	All DTSDE Tenets	Diagnostic Tool for School and District Effectiveness Review Process	Mid-year (December) mock school review conducted by a trained DTSDE school reviewer ***** IIT Review conducted by NYSED	There will be sustainability of all ratings and greater movement towards highly effective in leadership .2 indicators

These indicators were selected due to evidence that show the interconnections between teacher satisfaction, teacher attendance, student attendance, culture and climate indicators, and student achievement. Our conceptual framework for this work is in graph 1.2.



Both the REACH Teacher Leader Coaching Program™ and the REACH School Leader Coaching Programs begin with a StrengthsFinder assessment. This research-based personality assessment is based on positive psychology and allows respondents to build and develop their skills from a strength perspective versus a deficit model. Our REACH coaches take the approach of coaching leaders in the same manner. The Hempstead High School and teacher leaders will learn to align their strengths to the four types of leadership necessary to turnaround a school. Chart 1.2 outlines the REACH® Leadership Traits necessary for effective leadership.

<b>REACH®, LLC LEADERSHIP STYLES</b>			
<b>TRANSFORMATIONAL</b>	<b>TRANSACTIONAL</b>	<b>MANAGERIAL</b>	<b>SITUATIONAL</b>
Dynamic	Motivator	Decisive	Reactive
Influential	Delegator	Organizer	Analyzer
Visionary	Communicator	Disciplinarian	Learner
Innovative	Collaborator	Focused	Relator
Risk-taker	Strategic	Connector	Adaptive

This chart exemplifies that every type of leadership style that is necessary to respond to varying situations that occur on a daily basis in a school. The ability of a school and teacher leader to assess the situation and determine the appropriate response is pivotal for successful leadership. REACH® Coaches emphasize that necessity of developing all of the leadership traits with the transformational leader being dominant. Unlike other programs and supports, REACH® has recreated the typical leadership traits chart to a primary, secondary, and tertiary level chart that incorporates all of the essential traits. This chart and development is exhibited in chart 1.3.

<b>INTERCONNECTIONS TO LEADING TRANSFORMATION TRAITS</b>				
<b>Dynamic</b>	<b>Influential</b>	<b>Visionary</b>	<b>Innovative</b>	<b>Risk-taker</b>
Communicator	Collaborator	Motivator	Delegator	Strategic
Decisive	Disciplinarian	Focused	Connector	Organizer
Learner	Adaptive	Relator	Reactive	Analyzer

Our 12-month program for the Hempstead school and teacher leaders will teach the participants how caring for one trait leads to the development of other essential traits. Therefore, allowing for fluid movement through the transformation, transaction, managerial, and situational leadership styles.

**The Cycle of Leadership Support:**

There are five (5) cycles of leadership development that span across six (6) weeks. These cycles align to the REACH®, LLC leadership styles and the concepts highlighted for improvement as articulated by the Hempstead High School Principal.

**Pre-Cycle Assessment:**

- The Hempstead High School and teacher leaders will take the StrengthsFinder assessment and receive the report.
- The school and teacher leaders meet with their REACH®, LLC coach individually and discuss the results and the completion of an action plan.
- The REACH®, LLC coach completes the action plan and sends it to each leader, who then is given the opportunity to suggest changes
- All teacher leader action plans are then vetted with the school leader for final approval

The sample cycle for the year-long work is as follows. The below is a short action research cycle and data collection summary, which includes a point of reflection.

#### Cycle 1:

The REACH©, LLC coach works begins implementing the action plan, trait development cycle 1.

- Week 1: Each participant will receive a packet of quick reads (short chapters) aligned to the specific leadership traits they are working on developing or strengthening. After reading the quick reads, the REACH© coach and school or teacher leader communicate via the online platform set-up for the project
- Week 2: The specific action plan for this trait is reviewed and a short action research cycle is created to test the logistics of the plan. This short action research takes place across one week and gives the leader the ability to practice the steps and identify any issues that may impede the development cycle so that any issues that may interfere with the development cycle are resolved.
  - Identify a target for the development
  - Address the issue using the strategies aligned to the trait being developed
  - Check for resolution and determine success or the need to revisit
  - Reflect of what worked or did not work with REACH© coach
- Week 3: Revision of action plan and finalization of implementation of official cycle of trait development
- Week 3.5 – 5:
  - Identify the target for development;
  - Address the issue using the strategies aligned to the trait being developed;
  - Implement REACHin-REACHout™ protocol with REACH© coach;
  - Check for resolution and determine success or the need to revisit; and
  - Reflect of what worked or did not work with REACH© coach
- Week 6: Data gathering and revisiting

The REACHin-REACHout protocol includes online communication, job-embedded coaching, and face-to-face professional development with all leaders in the school.

- The leaders are visited 20 times, across 10 months.
- During the months of September-November, the REACH© coach will meet with the mentee three times a month.
- From December-March, the REACH© coach will visit the school twice a month, and the visits will be monthly during the months of April-June. The visits will include observations of the leader participant's implementation of the strategies and practices the school leader is developing within the specific cycle. These visits provide job-embedded coaching and direction for effective leadership practices.
- The REACH SLCP™ coach will conduct onsite workshops pertaining to the leadership traits in which all school and teacher leaders to participate. These workshops will focus on research-based practices around effective leadership practices and provide an opportunity for the leaders to meet and share professional experiences with colleagues engaged in the same work.

Our goal is also to provide unique and personal services that yield school level capacity, continuous excellence, and high levels of sustainability of achievement. Each participant will receive a REACH© SLCP Essential Notebook that is used as a guide for logging meetings, responses to the quick study, logging notes from the REACH© online SLCP series, and meetings with teachers aligned to their areas of need. The progress in this work will be juxtaposed to the findings of Hempstead High School's DTSDE report to

ensure that the program is leading towards an increase of at least on rating in the .2 Statements of Practice in the DTSDE rubric.

WORK TOWARDS BUILDING CAPACITY ACROSS THE SIG TIMELINE	
YEAR 1	REACH© coach leads the leadership work with the first cohort of school and teacher leaders
YEAR 2	REACH© coach leads the leadership work with the second cohort of school and teacher leaders, while providing cursory support to the first cohort
YEAR 3	REACH© coach leads the leadership work with the third cohort of school and teacher leaders, while providing cursory support to the first two cohort
YEAR 4	REACH© coach works with first three cohorts to create an internal coaching program led by school teachers
YEAR 5	REACH© coach works to continue support the school-based created and implemented coaching program

Joyce, B., & Showers, B. (2002). *Student achievement through staff development* (3rd ed.). Alexandria, VA: ASCD.

## **Embedding a System of Data-driven Planning and Instruction (DDI)/Inquiry in the Instructional Cycle of Chronically Underperforming Schools.**

### **The Approach:**

The use of data is becoming a resounding call to action for all school staff, but not many schools have established explicit protocols for how to analyze data. The REACH School-wide Effective Practices for Using Data Program™ (SEPUDP) not only assists the school community with the data sources that align to overall goals the school has established, but the program will also ensure that there are systems established to benefit from the protocols. Teachers receive professional development aligned to the use of the REACH data protocols. This program consists of monthly visits to the school where the REACH© consultant meets with staff members during teacher team meetings to review the ways in which teachers collect and track data against the school's missions. This program has a blended model that incorporates off-site support of creations of data charts and graphs for the school leader and community to use to discuss if the school is on track to achieve established goals or if adjustments of practices are needed. These reflection sessions take place four times a year and a REACH© consultant conducts the reflection meeting in person with the school leader.

The REACH SEPUDP™ facilitator works directly with teacher teams to develop their knowledge of the ways in which data should be used in their schools. This program typically has 20 face-to-face sessions. The facilitator meets with the teacher team 10 times, across 10 months, throughout the school year. The remaining 10 visits are dedicated to providing coaching to individual teachers participating in the teams. The individual sessions will focus on providing job-embedded coaching to the teachers aligned to the use of data to inform instructional practices before, during, and after classroom instruction.

Our goal is also to provide unique and personal services that yield school level capacity, continuous excellence, and high levels of sustainability of achievement.

## Outline of SEPUDP™

Type of Service		Description of REACH Facilitator	Description of Participant
Book study	<ul style="list-style-type: none"> <li>➤ The facilitator will introduce the book aligned to the SEPUDP™ focused on the lessons learned</li> </ul>	<ul style="list-style-type: none"> <li>✓ Fully participate in the study group and apply the lessons learned in the book to the everyday practices</li> </ul>	
Online platform	<ul style="list-style-type: none"> <li>➤ The facilitator will conduct online group conversations and discussions with participants</li> <li>➤ The facilitator will introduce the participants to the online video discussions aligned to the book study</li> <li>➤ The facilitator will introduce the participants to the learning series for the book study</li> </ul>	<ul style="list-style-type: none"> <li>✓ Participants will log-in and participate in group conversations about the lessons learned in the book study</li> <li>✓ Participants will have the ability to watch the video discussions between REACH Senior Achievement Facilitators about the book and practical application of the lessons in a school setting</li> <li>✓ Participants will have the option to use the self-paced learning series to advance their knowledge aligned to the book study</li> </ul>	
Face-to-Face professional development	<ul style="list-style-type: none"> <li>➤ The facilitator will provide face-to-face group facilitation to the teacher teams (up to 4 teams per school)</li> <li>➤ The facilitator will provide job-embedded coaching to individual teachers during classroom instructional time to coach the teacher in using timely data to inform instructional strategies and decisions, using the REACH© coaching-in model</li> <li>➤ The facilitator will lead regional workshops providing the participants of different districts and schools the opportunity to learn from each other and experts in the field of data-driven inquiry</li> </ul>	<ul style="list-style-type: none"> <li>✓ Participants will commit to fully engaging in the face-to-face SEPUDP™ face-to-face sessions held at their school</li> <li>✓ Participants will work with the REACH© facilitator and school leader to identify instructional supports needed to effectively deliver timely data-informed instruction</li> <li>✓ Participants have the option of participating in workshops sponsored by REACH©</li> </ul>	
REACH© SEPUDP templates and materials	<ul style="list-style-type: none"> <li>➤ REACH© facilitator will distribute all materials to be used in the program to participants during the launch meeting</li> </ul>	<ul style="list-style-type: none"> <li>✓ Each participant will receive a REACH SEPUDP Essential Notebook© that is used as a guide for conducting team meetings, responses to the book study, logging notes from the REACH© online SEPUDP series, and personal data-driven inquiry work with the REACH© facilitator</li> </ul>	

## **The Cycle of Implementation**

In this program, teacher teams receive support for using data to make instructional decisions. These meetings take place on a monthly basis beginning in October and ending in May. The focus of the meetings is to coach teachers around the effective use of analyzing data towards achieving a pre-determined S.M.A.R.T goal. These uniquely aligned school's goals, values, and any articulated theory of action are intended to expedite student achievement and increase teacher effectiveness. The selected teacher teams Hempstead High School will learn strategies and practices aligned to the Diagnostic Tool for School and District Effectiveness rubric. The following protocol is carried out throughout the school year:

- Week 1: A meeting is held with the school leader to determine and assist with creating a clear mission for student achievement and teacher effectiveness:
  - The mission is parsed into guiding ideas and goals for each grade/department in the school and
  - A school communication plan is created and implemented to articulate the goal to teams of teachers working horizontally on a grade or subject.
- Week 2: Support aligned to identifying individual goals are established and implemented:
  - Teachers receive guided coaching on ways to create individual targets based on a grade or subject goal and
  - Teachers create an action plan for accomplishing their targets.
- Weeks 3-4: Face-to-Face support is provided to staff members either identified in need of assistance or who request personal assistance with achieving the individual set of targets:
  - REACH©, LLC coach begins to provide individual support to teachers in classrooms and REACHin-REACHout protocols.
- Week 5: Teachers with the guidance of the REACH©, LLC coach assists teachers with employing a post-data cycle assessment. The assessment is explicitly aligned to the services and focus of the school.

The cycle is repeated during the beginning of week 6 focused on the next actionable expectation. This program continues throughout the school year based on overarching goal to be accomplished at the end of the school year.

During the cycle, the staff receives online communication, job-embedded coaching, and face-to-face professional development for 4 groups of teacher teams.

- The school is visited 40 times, across 10 months. The days are mapped out in the following manner:
  - Day 1: Meeting with the principal and assessment of teacher actions towards the goals;
  - Day 2: The first day of support and teacher team meetings;
  - Day 3: The second day of support and individual visits to classes to provide job-embedded support;
  - Day 4: The third day of support and individual visits to classes to provide job-embedded support; and
  - Day 5: Review of work with administrators and teachers in groups (group meetings can be held throughout the 5 days to minimize the disruptions in teaching and school schedules.
- Off-site days of support and work.
  - 10 days to provide platform support across 10 months
- The REACH SEDUDP™ facilitator will conduct onsite workshops pertaining to the actionable expectation in which all teachers participate. These workshops will focus on research-based practices aligned to the expectation so that all staff members can contribute towards the accomplishment of the school's goal.

REACH© facilitators create and use a summary of findings aligned to grade or subject level visits to conduct follow-up meetings with teachers. During the follow-up meetings, teachers can request additional assistance aligned to the target they are attempting to achieve. Teacher targets may focus on academic and/or student social-emotional or family engagement.

Each participant will receive a REACH SEDUDP Essential Notebook© that is used as a guide for conducting team meetings, responses to the quick study, logging notes from the REACH© online SEDUDP series, and personal monthly focus work with the REACH© facilitator.

WORK TOWARDS BUILDING CAPACITY ACROSS THE SIG TIMELINE	
YEAR 1	REACH© facilitator leads the SEDUDP work with the school focused on a set of actionable expectations
YEAR 2	REACH© facilitator leads the SEDUDP work with the school focused on the 2 <sup>nd</sup> set of actionable expectations
YEAR 3	REACH© facilitator leads the SEDUDP work with the school focused on the 3 <sup>rd</sup> set of actionable expectations
YEAR 4	REACH© facilitators mentor school staff to continue data-focused teacher team meetings and work towards mission
YEAR 5	REACH© facilitators mentor school staff to continue the data-focused teacher team meetings and work towards mission

**4.0 (4) Budget/Cost Summary – Teacher and School Leader Coaching**

<b>Description of Service</b>	<b>Projected Number of Service Days/Daily Rate</b>	<b>Total Cost</b>
Training of School and Teacher Leaders year 1	20 days @ 2,000 per day; plus 5 days of planning @ \$1,000 per day	\$45,000
Online Learning Platform	10 days @ 1,000	\$10,000
Materials for all participants	\$500 per participants (includes Kindle and all electronic books for study group)	\$10,000 (Based on 20 participants per school)
<b>Total</b>		<b>\$65,000</b>

**4.0 (5) Budget/Cost Summary – Data Teams**

<b>Description of Service</b>	<b>Projected Number of Service Days/Daily Rate</b>	<b>Total Cost</b>
Training of School and Teacher Leaders year 1	20 days @ 2,000 per day; plus 5 days of planning @ \$1,000 per day	\$45,000
Online Learning Platform	10 days @ 1,000	\$10,000
Materials for all participants	\$500 per participants (includes Kindle and all electronic books for study group)	\$10,000 (Based on 20 participants per school)
<b>Total</b>		<b>\$65,000</b>

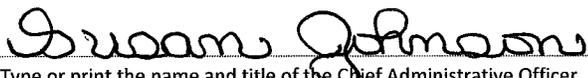
**New York State Education Department**  
Application Cover Sheet  
**School Improvement Grant (SIG) 1003[g]**

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

<b>District (LEA)</b>		<b>LEA Beds Code:</b>				
Hempstead Public Schools		28020201030000				
<b>Lead Contact (First Name, Last Name)</b>						
Dr. Stepehn Strachan						
<b>Title</b>	<b>Telephone</b>	<b>Fax Number</b>	<b>E-mail Address</b>			
Associate Superintendent for Secondary Curriculum and Instruction	( 516 ) 434-4201	( 516 ) 292-7885	sstrachan@hempsteadschools.org			
<b>Legal School Name for the Priority School Identified in this Application</b>		<b>School Beds Code</b>				
Hempstead High School		28020201030007				
<b>Grade Levels Served by the Priority School Identified in this Application</b>		<b>School NCES #</b>				
9,10,11,12, ungraded secondary		3614130				
<b>Total Number of Students Served by the Priority School Identified in this Application</b>		<b>School Address (Street, City, Zip Code)</b>				
2100		201 President St. Hempstead, NY 11550				
<b>School Model Proposed to be Implemented in the Priority School Identified in this Application</b>						
<b>Turnaround</b> <input type="checkbox"/>	<b>Restart</b> <input type="checkbox"/>	<b>Transformation</b> <input checked="" type="checkbox"/>	<b>Innovation Framework</b> <input type="checkbox"/>			
<b>Closure</b> <input type="checkbox"/>	<b>Evidence-based</b> <input type="checkbox"/>	<b>Early Learning Intervention</b> <input type="checkbox"/>	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center; border: none;"><b>College</b> <input type="checkbox"/></td> <td style="text-align: center; border: none;"><b>Community</b> <input type="checkbox"/></td> <td style="text-align: center; border: none;"><b>Career</b> <input type="checkbox"/></td> </tr> </table>	<b>College</b> <input type="checkbox"/>	<b>Community</b> <input type="checkbox"/>	<b>Career</b> <input type="checkbox"/>
<b>College</b> <input type="checkbox"/>	<b>Community</b> <input type="checkbox"/>	<b>Career</b> <input type="checkbox"/>				

**Certification and Approval**

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

CHIEF ADMINISTRATIVE OFFICER	
Signature (in blue ink)	Date
	07-21-15
Type or print the name and title of the Chief Administrative Officer	
Susan Johnson, Superintendent of Schools	
DO NOT WRITE IN THIS SPACE	

**SIG SUBMISSION CHECKLIST - Turnaround, Restart, Transformation, Innovation Framework, Evidence-based  
and Early Learning Intervention Models**

Documents for Submission	Checked – applicant	Checked – SED
Application Cover Sheet <i>(with original signatures in blue ink)</i>	✓	<input type="checkbox"/>
Proposal Narrative <i>(Including District-level Plan, School-level Plan)</i>	✓	<input type="checkbox"/>
Attachment A Consultation and Collaboration Form (required)	✓	<input type="checkbox"/>
Attachment B (required) School-level Baseline Data and Target Setting Chart	✓	<input type="checkbox"/>
Attachment C Evidence of Partner Effectiveness Chart	✓	<input type="checkbox"/>
Attachment D Budget Summary Chart	✓	<input type="checkbox"/>
FS-10 Form for Year-One Implementation Period. FS-10 available here: <a href="http://www.oms.nysed.gov/cafe/forms/">http://www.oms.nysed.gov/cafe/forms/</a>	✓	<input type="checkbox"/>
Budget Narrative	✓	<input type="checkbox"/>
Memorandum of Understanding <i>(required only if proposing Restart or Innovation model)</i>	<input type="checkbox"/>	<input type="checkbox"/>

M/WBE Documents Package (containing original signatures)			
<input checked="" type="checkbox"/> Full Participation <input type="checkbox"/> Request Partial Waiver <input type="checkbox"/> Request Total Waiver			
Type of Form	Full Participation	Request Partial Waiver	Request Total Waiver
M/WBE Cover Letter	✓	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 100 Utilization Plan	✓	<input type="checkbox"/>	N/A
M/WBE 102 Notice of Intent to Participate	✓	<input type="checkbox"/>	N/A
EEO 100 Staffing Plan and Instructions	✓	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 105 Contractor’s Good Faith Efforts	N/A	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 101 Request for Waiver Form and Instructions	N/A	<input type="checkbox"/>	<input type="checkbox"/>
<b>SED Comments:</b> Has the applicant submitted all of the documents listed above? <input type="checkbox"/> Yes <input type="checkbox"/> No			
Reviewer: _____		Date: _____	

## **I. District-level plan**

### **I. A. District Overview**

#### **I. A. i. Theories of Action Guiding District Strategies to Support Lowest Achieving Schools**

The Hempstead Union Free School District (HUFSD) is identified as a Focus School District. HUFSD is committed to the implementation of New York State's Regent Reform Agenda as a means to bring about school improvement at all HUFSD schools to help all students prepare for post-secondary success. The district is in the process of aligning all its resources with the elements of the Regents Reform Agenda: the implementation of the New York State P-12 Common Core Learning Standards (CCLS); Teacher and Leader Effectiveness (TLE) through the implementation of a comprehensive Annual Professional Performance Review (AAPR) system; Data-Driven Instruction (DDI) to design teaching and learning around the needs of staff and students; Professional Development for school leaders and the teaching staff; and Parental Portal to increase engagement and community amongst parents, teachers, and school leaders designed to build parents comprehension of the reform initiatives, and to track and support their child's academic needs and progress.

HUFSD's overall vision for preparing students for college and career are aligned to the President Obama's goals under the Race to the Top initiative. It is the district's responsibility to ensure every school has an effective leader and every classroom has an effective teacher, which will ensure every child can learn and achieve to his or her full potential. This effort begins with an intentional Professional Development Plan built on data collected for student performance and teacher practice. In order to reach our district-wide goals of preparing every student for college and careers, HUFSD is:

- Employing a strong core instructional program that will provide the framework for highly-effective instruction and equal access to academic opportunities for all students to occur through core program implementation, intervention courses and strategies (including the use of time), and acceleration prospects for all students;
- Implementing a strong TESOL/Bilingual program that will articulate rigorous grade level expectations in the areas of speaking, listening, reading, and writing;
- Building the capacity of teachers to deliver high-quality, highly effective instruction that is based on rigorous standards and curriculum with a focus on the differentiating instructions to meet the individual needs of students;
- Increasing the instructional expertise and effective coaching strategies of all central office and school leaders; and
- Holding everyone accountable for specific student and school outcomes by using the Diagnostic Tool for School and District Effectiveness (DTSDE) at a higher frequency for assessment.

The guiding principles for the HUFSD improvements in curriculum and instruction are grounded in the belief that college persistence dramatically increases life outcomes for all students. A coherent reform strategy will connect everything to improving teaching and learning. HUFSD will be deliberate in instruction, defining the curriculum, standards of performance, and accountability standards for all students. Accountability systems will connect student outcomes with adult outcomes. Central office staff is committed to working collaboratively with all schools to support the changes needed to transform its schools as outlined in the Transformation and

School Comprehensive Plans. It is the strong desire to provide the systems and structures necessary for our students to be able to compete with their neighboring peers and acquire the necessary skills to become productive members of global society.

#### I.A.ii. District Approach to Supporting School Turnaround

The District's Comprehensive Plan guides its work to improve student achievement and prepare students to be successful in the global economy. The plan outlines goals and strategies for improving schools and increasing student achievement, inclusive of measurable targets for graduation rate, academic performance, and school tone. The plan was developed from the belief that every child can succeed. It is aligned with NYS's Regents Reform Agenda and is based on three core values:

- Achievement- Student achievement will improve with a total focus on teaching and learning with an emphasis on results and rigor and "vigor" of instruction.
- Equity- Resources will be distributed equitably based on the needs of schools and students with the Core Instructional Program being the foundation of resource allocation.
- Accountability- Data will be used to ensure that we hold adults accountable for the success of all students and extensive monitoring will occur.

To achieve the goals of the Strategic Plan, HUFSD aligns its resources to ensure they are used where they are needed most, that is, in the classroom. Ongoing monitoring of plan implementation provides regular opportunities for the District to learn, reflect, and take quick and informed actions to make and sustain progress. HUFSD uses data to recognize, intervene, and adjust curriculum, instruction, and programs that directly correlate to enhance student achievement, as well as strives to model the culture of learning expected in the schools and classrooms throughout the district.

HUFSD's core instructional program anchors academic standards in the real world and requires all students to participate in a quality college and workplace ready curriculum. Academic high school standards are aligned with the knowledge required for college and workplace success, and back-mapped to create coherent, focused, grade-by-grade progression from prekindergarten through college. A course catalog has been designed to provide a detailed description of all courses offered at the high school and NYS requirements for high school graduation. Electives, academic interventions, and accelerated courses are outlined to support academic needs of students in all subgroups. The required curricular content will be individualized while keeping the NYS standards and tests constant. All disciplines reinforce college and workplace readiness expectations. A battery of assessments, including large-scale tests, performance-based tasks, and teacher-developed assessments monitor student academic progress and growth. Quality interim assessments evaluate mastery and are used to adjust instruction beginning in kindergarten. High school graduation performance exams are being developed to ensure that students meet standards before earning a high school diploma to ensure college readiness.

HUFSD has rewritten the District Comprehensive Improvement Plan (DCIP), incorporated the vision of the Regents Reform Agenda. The DCIP is also aligned with the State's new DTSDE tool and HUFSD's core instructional program. Full implementation of the plan will occur in 2015-2016. Hempstead DCIP is a living document and will be updated continually to reflect the District's new improvement plans and alignment with NYSED recommendations and requirements (e.g., incorporation of growth measurements). School Comprehensive Education Plans (CEPs) will align with the objectives of the DCIP and all elements of the core instructional

program. Quarterly school or district-led reviews will provide evidence as to the impact of the implementation of DCIP/SCEPs. Three additional supports for HHS were recently put in place:

1. The new Associate Superintendent of Secondary Schools assigned to Hempstead HS has been changed. The school will now report to the Superintendent directly and Mr. James Clark, who has been a successful principal for the past 10 years. Mr. Clark brings his expertise in the areas of at risk students, alternative and vocational programming.
2. HUFSD's Associate Superintendents of Elementary and Secondary Schools will take an active role in supporting the principal of HHS school by working collaboratively with the Hempstead principal and president of the teacher's association to ensure the successful implementation of the Transformation model.
3. The district will appoint a School Implementation Manager (SIM) who will work closely with the high school principal to monitor turnaround efforts closely by collaborating and examining school wide data with the School Principal, HS Leadership Team, and essential Central office staff on a bi-weekly basis to ensure efforts are consistent and moving forward according to the designated plan.

#### 1.A.iii Evidence of District Readiness for System-Wide Improvement of Priority Schools

Beginning in summer 2015, all HUFSD leadership, both in central administrative offices and schools, are participating in targeted leadership academies delivered by external educational partners. The academies will take the form of an Administrative Retreat and will develop a foundation of strong leadership for improvement in the instructional core within a context unique to Hempstead. District chiefs, directors, principals, and assistant principals are gaining a better understanding of the technical requirements for implementation of the Common Core State Standards through intensive workshops with associated executive coaching. Principals and assistant principals at Priority Schools are working coherently to support the District's instructional goals and use data to inform decisions. All workshop activities support the goals and objectives of the six tenets of the State's new DTSDE tool: 1) district leadership and capacity; 2) school leadership practices and decisions; 3) curriculum development and support; 4) teacher practices and decisions; 5) student social and emotional developmental health; and 6) family and community engagement.

HUFSD has demonstrated its commitment to building internal District capacity to improve student performance through implementation of the Regents Reform Agenda. More than 25 district and school leaders attended NYSED's Network Team Institutes in Albany last school year. Senior research fellows have provided follow up support from the Regents Research Fund in regard to the DTSDE. Additionally, HUFSD is in the process of collecting and triangulating data to determine the root causes of low student achievement and graduation rate. The data will be used to make decisions regarding best practices and approaches that will have the greatest impact on student results. Research dictates that teachers have the greatest impact on student achievement. Using the evidence collected through observations and learning walkthroughs, an intentional professional development plan will address specific needs of teachers.

Some of the district's current undertakings are to provide teachers with guidance how to effectively address rigor and relevance. A common definition of college- and career-ready must be developed and shared with staff, students, and parents. Based on this understanding, courses and programs must be designed and accessible that address the individual needs of all students. One major goal is for students to have the opportunity to take college level courses during their junior and senior years. Partnerships have already been established with Farmingdale and Nassau

Community Colleges. It is the district's desire to collaborate with CBOs and other nearby school districts to support the vocational programs. The District is looking to staff a career counselor to assist in this effort; vocational programs will include: cosmetology, cooking, nursing, mechanics, military, and business. The JROTC program will be operational for the 2015-16 school year.

Even though students in high poverty areas face enormous inequities compared to their peers in other districts, the outcomes for learning are expected to be the same. Recognizing that poverty in itself does not consign HUFSD students to poor academic results, an intense professional development plan (PDP) was implemented to increase teachers' ability to instruct students in a manner that is rigorous, relevant, and aligned to Common Core Learning Standards (CCLS). Providing ongoing intentional professional development in these areas will serve as the vehicle to increase students' proficiency levels in reading, math, writing, speaking, and language skills across the content areas and eventually decrease the achievement gap observed in the HUFSD compared to the region and the state.

During the 2013-2014 and 2014-2015 school years the HUFSD solicited the assistance of Scholastic Partners, International Center for Leadership and Education (ICLE) and Math Solutions, to deliver high quality professional development (PD) in implementing Common Core Learning Standards (CCLS) in English Language Arts (ELA) and Mathematics. Scholastic Partners delivered 8 grade/content specific professional development sessions for teachers on how to incorporate CCLS in ELA in the classroom to strengthen students' reading comprehension and evidence-based writing skills. Each elementary school and the middle school received 3-4 full-day job-embedded trainings from our partners. The partners modeled lessons taught in the professional development sessions in classrooms and debriefed with teachers and principals to ensure their understanding of the concepts being addressed (identified below). All of the HUFSD teaching staff, regardless of content and subject taught, were invited to attend a 2-day summer institute (2013, 2014 and 2015) to gain a better understanding of shifts in ELA and Math CCLS; unpacking the CCLS; creating lesson plans that address rigor and relevance; questioning techniques that tap into students' higher order thinking; close reading strategies; and a three-tiered system for academic vocabulary.

There is a plan for secondary content area teachers to participate in a 2 day Literacy Institute in August to address the implementation of CCLS and addressing rigor and relevance through the use of higher ordering thinking questions.

For the 2014-15 school year, the district math team, consisting of the director and three staff developers, led the charge by providing ongoing PD to all teachers of mathematics P - 12. Teachers participated in ten (10) 90-minute grade/course specific training during extended Wednesdays. Additionally, in preparation for the 2015-2016 school year teachers in P-8 participated in a two-day workshop (during the months of May or June) to strengthen their mathematics knowledge and enhance their ability to deliver high quality instruction to students. The district made a decision to fully implement the Engageny math modules in all classrooms, P -12, to ensure the effective implementation of the shifts in mathematical practice. The modules lend themselves for students to explore the shifts in mathematics, to develop fluency, conceptual understanding, and apply this knowledge to real-world situations.

## **I.B. Operational Autonomies**

### **I.B.i. Operational Autonomies for Hempstead High School**

Hempstead HS has the autonomy to staff positions outside of the Core Instruction Program that are unique to the model; determine how time is used after school; elect programs; and select educational partners

All HUFSD will be staffed centrally to the District's Core Instructional Program and the standardized schedule that supports the varying needs of all students. The Hempstead principal will have the autonomy to make staffing decisions that support implementation of positions beyond those required for the Core Instructional Program and are unique to the school's SIG transformation plan. Additionally, the Hempstead principal will work with the Hempstead Classroom Teachers Association (HCTA) be exempt from the voluntary teacher transfer process using the side Memorandum of Understanding (MOU) provision. The purpose of this exemption is to enhance Hempstead HS's ability to recruit new staff, provide stability, and support school change. Autonomy will also be provided to Hempstead HS in the selection of educational programs. Programs will be identified that address the unique needs of the school within the framework of the Core Instructional Program, will reflect the needs of high number of ENL speakers and SWD, as well as take into account the suggestions made by NYSED during the last review of the SCEP.

A standardized schedule has been created within the Core Instructional Program to support students, but significant flexibility is allowed in its implementation to individualize program at the school. The schedule was developed to provide better support for students who need remediation and acceleration and address the high mobility of the District's student population, as well as the needs of sub-groups who are in accountability status (e.g., ELL and SWD). Hempstead HS will have full autonomy to identify how the school day will be expanded to meet the Commissioner's requirement that priority schools add 200 or more additional student contact hours per year. In partnership with Talent Development Secondary and other selected partners, the required hours and more will be fully implemented to provide students additional time on task in order to accelerate learning. Hempstead HS will be able to determine whether the additional hours are added before or after school, on Saturdays, during school recess periods, or through intensive summer programming. Determining how the additional time (instructional, socio-emotional, or recreational support, etc.) will be used is also an autonomous decision that will be linked directly to Hempstead HS's transformational plan.

To increase school autonomy even further, Hempstead HS will work with HCTA to have a School-Level Living Contract. The purpose of the contract is to establish a joint committee to provide for discussions and decision-making on matters relating to improved union-management relations and system operations. The contract will allow HHS to enter into contractual agreements different than provisions in the central collective bargaining agreement.

#### I.B.ii/iii. Evidence of School Autonomies and Support

Contractual Agreement between HUFSD and HCTA provide the supporting labor-management documentation for the exemption from the voluntary teacher transfer process and School-Level Living Contract Committee respectively.

### **I.C. District Accountability and Support**

#### I.C.i. Senior Leadership Responsible for Coordination of District Turnaround

Two Associate Superintendents, who report directly to HUFSD's Superintendent, are key instructional managers in the district. Each School Associate Superintendent supervises a cluster

of schools. The District’s Associate Superintendents have wide latitude for independent judgment and decision-making and assist in the formation of educational policy and practices. HUFSD’s School Implementation Manager will provide additional support to both struggling schools as they expand learning time to meet the Commissioner’s requirements of 200 additional student contact hours per year. Technical assistance is being provided by Talent Development Secondary Schools (TDS).

HUFSD’s Department of Curriculum and Instruction is responsible for the academic and instructional needs of the District. The department includes managing directors of the content areas as well as Intervention Services, Special Education, and English Native Learners. The Associate Superintendents for Curriculum and Instruction design and implement ‘best practices’ instructional systems and work to ensure the alignment of curriculum, instruction, research, assessment, and supporting resources. The focus is to align the curriculum to the NYS CCLS so that all students are prepared for high school graduation and post-secondary education.

The School Superintendent ensures consistency of implementation of the Regents Reform Agenda and Race to the Top initiative that include: Common Core Learning Standards; Data-driven instruction; and Annual Professional Performance Review (APPR). The Superintendent’s Cabinet works with Priority Schools to utilize tools and technological instructional resources to analyze data and then use that data to inform instructional practices and necessitate professional development. See Attachment E for a chart showing HUFSD’s management structure.

I. C. ii Providing High Quality Accountability and Support to Hempstead High School

Led by the Superintendent of Schools, the HUFSD will develop structures and systems to ensure each struggling school is provided optimum support. The school principal will participate in bi-weekly meetings with the Transformation Team and Implementation Manager to monitor and ensure the plan is being implemented with fidelity. The district will also have a team composed of members responsible for curriculum and instruction, testing, assessment, and accountability, human resources, and other content specialists to provide ongoing dialogue, suggestions, and resources needed to support Hempstead HS. All members will be expected to have read, digested, and deciphered their responsibilities as this pertains to providing support the HS in their area. During meetings, different components of the transformation plan will be discussed to ensure our targets are being met, and adjustments will be made as indicated by evidence collected during building and instructional walkthroughs of teaching, learning, and school culture. Using the DSTDE tool, quarterly school and/or district led reviews will be conducted. Established partners and other outside educational experts will serve as active members of the review process. Feedback from the reviews will be used to make the necessary adjustments to maintain and sustain the integrity and intend of the transformation plan.

<b><u>Interaction</u></b>	<b><u>Frequency</u></b>	<b><u>Person Responsible</u></b>
Support Visits for Expanded Learning Implementation	Weekly during Pre-implementation Period; Bi-Weekly during Year 1 Implementation; As needed in Years 2 and 3	School Implementation Manager High School Principal
District Team Visit	Monthly	HUFSD Transformation Team Led by Superintendent of Schools
School/District Led Reviews	Quarterly Reviews	HHS Transformation Team in conjunction with Partners and

		Outside Educational Experts District Central Administration
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## **I.D. Teacher and Leader Pipeline**

### **I. D. i. Recruitment Goals and Strategies to Ensure Equal Access to High-Quality Educators**

Successful recruitment efforts rely heavily on strategic efforts throughout the year, not only when vacancies occur. The need to promote flexibility in teaching staff reaches beyond recruitment of new teachers. The benefit to the educational system to have teachers with multiple certifications is even more evident. HSD is faced each year with displacement or elimination of teachers and/or administrators who are critical to the programs in schools due to statutory and contractual requirements and budgetary restrictions. The District has an urgent need to develop both depth and breadth in programs so that changes in personnel will not negatively affect student learning. The district is also prepared to transfer underperforming staff; extend the school day for students to offer more instructional time; increase number of professional development sessions for teachers; add one additional parent/teacher conference (increasing it to 3 conferences) to for the school year; and to retrain and restructure the guidance office to enhance counselors' ability to review and analyze student transcripts.

Due to changes in enrollment and limited fiscal resources, reductions in force, and reduction in Title II A allocations for recruitment, the Office of Human Resources (HR) has established two overarching goals to ensure that students in SIG schools have equal access to high-quality leaders and teachers: 1) Increase efforts to recruit and retrain high-quality minority candidates for leader and teacher positions that reflect the student population; and 2) Integrate a talent management module into the current Human Resource System of record.

HUFSD will continue to provide the Master's degree Reimbursement Program as required for New York State professional teaching certification. HUFSD also will explore an agreement to use funds to pay for a certification for those seeking additional certification in shortage areas such as TESOL. Efforts will be continuously made to publicize these benefits to fill high need areas with experienced qualified teachers; tuition reimbursement is the incentive to attract more high quality teachers to work in high needs areas.

HUFSD's Career in Teaching (CIT) and Career in Administration and Supervision (CIAS) programs will become established cornerstones of HUFSD's strategic approach to ensure each student is taught by a highly qualified educator. CIT is a collaborative effort between the District and the Hempstead Teacher's Association. CIT's mentor/internship program provides full-year, one on-one, intensive professional support aligned with the Framework for Teaching (2012 Revised Edition), the same criteria that are used in HUFSD's teacher evaluation. New administrators will be given the same opportunity for individual mentoring through CIAS. CIAS is collaboration with the Association for Supervisors and Administrators that balance preparation in the areas of management and instructional leadership. Both panels provide one-on-one mentoring and engage educators in learning-focused conversations.

HUFSD will continue to pursue the NYSED's Strengthening Teacher and Leader Effectiveness (STLE) grant that will provide support for recruitment and teacher credentialing in shortage areas, development of a comprehensive coaching program, and enhancements to professional learning opportunities. Extra compensation will be paid for these positions through the grants. An effort will be made to develop salary guidelines to allow the District to offer additional

compensation for newly hired teachers in shortage areas, as the Hempstead Teacher Association contract will include a clause for schools classified as low performing. For low performing schools, the District may propose that openings be set aside for either Lead Teacher Mentors or national board certified teachers.

#### I. D. ii. District Policies that will Support the Required Changes

The District is moving towards better monitoring of the master schedule process. This change will allow for the creation of consistent and compatible schedules throughout HHS, which will in turn reduce the number of part-time and itinerant positions and increase the attractiveness of employment for the district. Proper master scheduling will also allow the district to identify vacancies earlier in the year to facilitate a more extensive search for qualified applicants and subsequently, a quicker hiring process. The District has also recently expanded its geographical area to nationally recruit highly qualified teachers and administrators. All vacant positions will be posted and will undergo a full recruitment process prior to selection of an applicant.

#### I. D. ii. District-Wide Training to Build Leadership Capacity for Leading Change

In efforts to promote leadership capacity for school leaders HUFSD has partnered with REACH School Leader Coaching Program. The REACH School Leader Coaching Program (SLCP) is based on the premise that school leaders benefit from participating in a leadership support program that helps bridge the inevitable gap between credential leadership programs and the real world experiences of being a school leader. The reality of dealing with competing priorities, lack of confidence around making the correct decisions, and navigating the political landscape, while honoring the sense of urgency a school may need to be at the forefront of actions, can be overwhelming to anyone. Through the REACH SLCP, school leaders learn how to and when to manage the aforementioned issues. REACH coaches share their experiences and proven methods for successfully addressing matters of a school community that impact improvement and success.

## **II. School-level plan**

### **II. A. Assessing the Needs of the School Systems, Structures, Policies, and Students**

#### II. A. i. Student Population and Subgroup Needs

Hempstead High School (HHS) has a diverse population of students for which it has lofty goals for academia, college, workforce, and life success. As of 2013-14 the school served 1,896 students, of whom 52% were economically disadvantaged, 56% African American, 42% Hispanic or Latino, 20% Limited English Proficient, and 13% students with disabilities. The vision is that “students will meet and exceed state and national standards; be college- and workforce-ready; and value diversity.” At present, however, Hempstead is a consistently low performing school that has experienced a great deal of turnover in leadership. In 2014, the school had a graduation rate of 43%.

Although gradual academic improvements have been achieved in English Language Arts (ELA) and Mathematics over the past three years, a significant achievement gap between HHS students and students across the state remains. The percentage of HHS students scoring proficient in these subjects trails behind cohorts statewide by 20% or more. HHS does not meet federal accountability targets in ELA, Mathematics, or Graduation Rate. In order to meet and exceed these targets, there is a need to improve student academic performance across the board. (Please see Attachment F for charts depicting key data for academic performance and school culture.)

HHS faces the additional challenge of a large influx of immigrant school-age children, new to the United States, with limited English skills. Many of these students have had traumatic experiences in their country of origin, have come to the U.S. without their parents, or are meeting their parents in the U.S. for the first time. A large majority of these students come with significant education gaps. They often come without transcripts, and either lack formal education or have interrupted formal education. Twenty percent (20%) of students were Limited English Proficient in 2013-14, an increase over the previous year. Special attention is required to ensure the acclimation and on-time graduation of this subgroup.

Students with disabilities make up 13% of the HHS population. Needs for this subgroup include individualized academic support, life skills training, and social and emotional supports. In addition, only a small percentage of HHS students graduate with plans to attend a 4-year college or university. In 2013-14, just 24% of graduates indicated plans to enter a 4-year college; with 51% planning to enter a 2-year college. The majority of HHS students are a group that is traditionally underrepresented in college, and many would be first-generation college-goers. To improve the college-going rate requires creating a college-going culture with built-in supports to ensure that students receive assistance in charting a path to college, including help with all necessary plans and forms; and build the strong academic foundation required to enter and succeed at an institution of higher learning.

A past attempt at transforming HHS did not achieve the desired results. In 2010 Hempstead High School was divided into 4 small schools with separate principals and BEDS codes—3 theme-based, and one Senior Academy. The manner of implementation encouraged competition instead of cooperation; a perception of inequitable resource allocation; and unclear staffing patterns and expectations. This change resulted in a pervasive lack of trust amongst stakeholder groups. Three of the four principals were given notice in April 2013 that their contracts would not be renewed.

Overall school climate data showed a turn for the worse in 2013-14, with student attendance diving 10%, and suspensions growing from 6% to 14%. To create change that has a lasting impact on student academic performance, school culture factors also need to be addressed.

#### II. A. ii. Diagnostic School Review

In April 2013, the International Center for Leadership in Education (ICLE) partnered with Hempstead Public Schools to facilitate an onsite needs assessment of HHS that involved 35 classroom observations using the Daggett System for Effective Instruction (DSEI). The team observed faculty commitment and student interest in learning as clear strengths. However, they also observed that the majority of learning was limited to Quadrant A—which is teacher-centered, and relies on student recall, comprehension, and memorization, with little to no application of learning. Staff reported feeling isolated from peers, and having no basis on which to reflect on the quality of instruction and curriculum. They reported little to no access to data, and said there was no organized plan to use the data.

Focus groups expressed an interest in the district “getting its act together.” They indicated a desire to implement standards that hold up beyond the HHS environment with exciting learning experiences for students and teachers. Focus groups with teachers, students, counselors and administrators revealed there was a lack of instructional leadership, inadequate teaching materials, and little direction on what and how to teach. The team found chaotic organizational leadership during the visit. The staff described the culture of the school as terrible, non-existent,

and worse than ever. Students and teachers pointed to their amazing tenacity to show up and persevere amidst the chaos. Annual surveys by the district and school indicated that parents and students seek a school that feels safe, with increased rigor in the classroom, and access to technology resources and college and career programs. Parents expressed a desire to see added social and emotional support for students.

#### II. A. iii. Results and Recommendations of Diagnostic School Review

The needs assessment identified the following challenges, and made a list of recommendations:

##### **Key Challenges**

- Absence of consistent school, district, and instructional leadership
- Absence of a clear vision, mission, and academic approach for the district
- Absence of a rigorous and relevant high school curriculum aligned to the CCSS
- Lack of adequate instructional materials
- Absence of inspirational district and school-based PD and professional support
- Lack of structured time for staff to learn from and collaborate with one another
- Lack of a formal system for the continued development and monitoring of the small learning communities (SLCs) to allow for increased student personalization and staff collaboration within and across the SLC's

##### **Recommendations**

- Create a recruitment and retention plan that will incentivize the hiring and retention of excellent district, school, and instructional leaders
- Implement a strategic planning process that involves student, faculty, staff, parent, school, and district leadership representation to develop a roadmap for the school based on instructional excellence and high student achievement for all students
- Collaboratively develop a rigorous and relevant CCSS-aligned district curriculum with an emphasis on literacy across the content areas and targeted support for students at varied achievement and English language proficiency levels
- Collaboratively develop a high school schedule that provides opportunities for staff collaboration across subjects, grade levels, and SLCs
- Develop a professional learning program with staff that creates opportunities for 1) staff to share their own best practices; 2) consistent in-class coaching from non-evaluative, school-based instructional and literacy coaches; 3) staff to learn how to analyze data and develop targeted learning plans; 4) staff to engage in common planning to benefit increased student achievement; 5) staff to be inspired by the possibilities of teaching; 6) staff to evaluate their teaching effectiveness

#### II. A. iv. How the SIG Plan Prioritizes Identified Needs

The LEA has already taken steps to address some of the challenges and recommendations outlined in the report, including hiring a new superintendent in 2012, and replacing the principal in the 2014-15 school year. The new high school principal, Dr. Stephen Strachan, is a leader with demonstrated success developing and implementing school-wide transformation plans. Dr. Strachan has begun a strategic planning process by engaging committees of stakeholders around whole-school reform designed to impact academic, structural, and cultural factors.

HHS has identified a lead partner in Talent Development Secondary (TDS) from John Hopkins University, which will co-lead the school transformation outlined in the SIG grant. Among the

elements identified in the ICLE report that are prioritized in the SIG plan with help from TDS are: 1) development of rigorous and relevant CCSS-aligned district curriculum with an emphasis on literacy across the content areas; 2) identification and provision of targeted support to students at various achievement and EL proficiency levels; 3) creation of a block schedule that provides for interdisciplinary and academy-based staff collaboration, common planning, and self-reflection via Professional Learning Communities; and 4) creation of a comprehensive professional development plan that includes in-class coaching from school-based Math and ELA coaches, while engaging two other providers— Pearson Professional Development Service’s “Change of Practice Institutes, the Internationals Network for Public Schools, and REACH—to help HHS align its curriculum to the standards, implement instructional strategies in line with the CCLS shifts; teach in the block schedule; use data to drive instructional decision-making; and address the needs of HHS’ significant population of students who are recent immigrants and/or Limited English Proficient.

School-culture factors are addressed in the SIG grant through by restructuring the high school into small learning communities (SLC’s) where students feel connected, engaged, interested in the subject matter, and less likely to fall through the cracks. As part of the proposal, TDS includes an Early Warning Indicator (EWI) system to identify students who need support, and to provide the appropriate interventions as quickly as possible.

The district currently offers Master’s Degree tuition reimbursement to teachers as an incentive. The creation of a district-level recruitment and retention plan to further incentivize the hiring and retention of excellent district, school, and instructional leaders is underway. In the meantime, HHS is recruiting four transformation teachers who have demonstrated success in the content areas and in working in urban inner city schools. The school site aims to bolster teacher retention by providing new teacher training, access to local and state professional development opportunities, and mentor teachers to assist and support new teachers so they are successful. Please see Attachment G for Dr. Strachan’s resume and Annual Reports (2) describing successes at Roosevelt High School and David Starr Jordan High School.

## **II. B. School Model Selection and Rationale**

### **II. B. i. Rationale for Model Selection**

HHS and Talent Development Secondary (TDS) will partner to implement a whole-school redesign that satisfies the requirements of the Transformation model. The first step was for the LEA to replace the principal. The new principal, Dr. Strachan, spearheaded the development of this plan. One of the key components of the Transformation Plan is to provide additional time for students to learn academic content and take part in enrichment activities that contribute to a well-rounded education. Extended schedule components to this effect include:

- Converting the school day into a **75-80 minute block schedule**. This makes it possible to recover instructional time lost to class changes, and allows for more in-depth, hands-on instruction. It makes it possible to implement a double-dose of ELA and mathematics for incoming 9<sup>th</sup> graders who are below grade level. It allows students to complete a course in a single semester, retaking it the following semester if necessary.
- An **extended day program** with Tiger Academy, which is open to all students and takes place daily from 3:15-7:15 p.m., along with a Saturday Academy for upperclassmen and specific subgroups, such as Limited English Proficient and Students with Disabilities. The extended day and Saturday programs offer Regents preparation and tutoring to support

students in need of credit recovery, as well as Princeton Review, which provides ACT and SAT preparation to support college-going goals. It will also provide additional opportunities for students to develop their English proficiency skills. The extended day program addresses the ICLE-identified need for academic supports, and the Transformation model requirement to provide enrichment activities.

- A **summer bridge transition program** for incoming 9<sup>th</sup> graders. This adds an additional 20 days of instruction to the school year for 9<sup>th</sup> graders. The program is designed to increase readiness for high school.

The Transformation Plan also builds time for teachers to collaborate, plan, and engage in professional development. Professional development components include:

- **Professional Learning Communities (PLC's)**, provided for in the new block schedule, in which teachers collaborate around instructional units, evaluating student work, reflecting on best-practices, and identifying and responding to student needs for intervention. This addresses the ICLE-identified concerns regarding staff isolation and related lack of basis on which to reflect on the quality of instruction.
- A **tiered professional development program**. Led by the School Implementation Manager (SIM), teachers work together to develop standards-based units that employ the CCLS shifts. The TDS team includes ELA and Math Facilitators who work with school-based ELA and Math Coaches to support classroom instruction, including modeling lessons and non-evaluative in-class coaching. Additional partners to be engaged around the school-wide professional development (PD) plan include Pearson Professional Development Services' "Change of Practice" Institutes; and REACH administrator training and School-wide Effective Practices for Using Data Program (SEPUDP). The tiered plan addresses the need for instructional leadership, and makes sure teachers have the tools they need to determine "what and how to teach."

To ensure that initiatives designed to impact student performance have their intended effects, instructional delivery by effective and highly effective educators is crucial. For instructional staff who earn a composite rating of ineffective or developing on the State's APPR rating system, the APPR plan and district receivership program provide a means for helping teachers and school leaders improve their performance through professional development (PD) on a specified timeline. If identified individuals fail to complete the required PD or make the necessary improvements, the school and/or district begins the necessary steps to remove teachers and/or administrators who are persistently underperforming as determined by their yearly composite rating. Teachers rated as effective and highly effective, on the other hand, have the opportunity to be considered for leadership positions in the high school. They can earn tuition reimbursement for advanced degrees from the LEA, and will be given the opportunity to pursue additional, district-sponsored professional development. The school will implement scholarships for teachers interested in pursuing National Board Certification as part of the transformation plan.

The overarching approach to success at HHS is to impact student academic achievement via a multi-pronged redesign that addresses overlapping factors of academics, school culture, and school structure. In addition to the initiatives that satisfy the requirements of the Transformation Model described above, TDS and HHS will jointly implement the following key components:

- **Small Learning Communities (SLC's)** - The SLC structure creates small communities of learning called academies, each with a team of teachers collectively teaching the same

students. It encourages students, teachers, and families to establish strong bonds and close, caring relationships. All academies have an Advisory period that gives students the opportunity to develop a trusting relationship with at least one adult in the academy. This adult serves as the student's advocate and bridge to the guidance team. The advisor develops a strong relationship with his or her advisee's family, parent, or guardian figure, positioning him or her to refer the student to the guidance team and other staff for additional support. The theme-based academies include:

- A **Ninth Grade Success Academy** that has an intensive academic focus delivered through a double-dose of ELA and mathematics instruction, designed to help students achieve grade level performance in the core subjects in the first semester of school, while building study skills that will help them succeed during their high school careers and beyond. This addresses the ICLE-identified need for academic supports.
- **Career Academies** in grades 10-12, including STEM (Science, Technology, Engineering, and Mathematics); Visual and Performing Arts; and Business and Entrepreneurship. Partnerships with local colleges and universities enhance the offerings of the academies, engaging the larger community around students' success. Hofstra University has already been engaged to partner with HHS around the STEM and Business & Entrepreneurship Academies, with the Hofstra journalism program in particular assisting the journalism program within the Business & Entrepreneurship Academy. Stony Brook University has also agreed to partner around the STEM academy, and vocational courses through the LEA will be aligned to the academy offerings too.
- An **International Academy**, implemented in partnership with the Internationals Network for Public Schools (INPS), that is designed to address the unique needs of SIFE and English Learner students. This multi-grade academy starts at grade 9, helping students of all ages and languages fill gaps in their education while receiving acculturation support and services.

Other major features of the school's Transformation Plan include:

- **Creation of a College-Going Culture** - Some work to this effect has already been done. Starting in 2014-15, HHS partnered with Farmingdale State College to offer Smart Scholars, a program in which students can take college courses and earn college credit while still in high school. HHS also recently earned the NY Gear Up grant in partnership with Nassau Community College, making it possible to offer this college readiness program starting in 2015-16. As part of the SIG grant, HHS proposes to establish a technology-rich College Center, staffed by a college counselor, to support all students' college-going activities. A college-going culture will constitute a huge positive change to the school climate, which was flagged as a major concern in the ICLE report. It also addresses the need identified by students and parents for additional college-going supports.
- **Early Warning Indicator (EWI) system** – This TDS system helps staff identify students' social, emotional, and academic needs early on, so that access to support systems can be provided early. Teacher teams meet weekly to review individual student data in Attendance, Behavior, and Course performance in math and English (the "ABCs"), identify students whose data indicates a need for additional support in one or more of these areas, and plan and evaluate necessary interventions.

The redesign work is possible because the LEA has provided HHS with sufficient operating flexibility in staffing, calendars and time management, and budgeting to implement a full school redesign aimed toward substantially improving student achievement outcomes.

The plan takes into account lessons learned from the mistakes made in the 2010-12 era under Dr. Garcia, who attempted to implement a small school model in a manner that encouraged rivalry instead of teamwork, rather than communal and collective accountability. Instead of creating competing small schools as was done in the past, HHS will now have SLC's that complement one another and remain under one BEDS code.

#### II. B. ii. Process by which the Model was Chosen

Dr. Strachan came on board in November of 2014 and immediately began to engage the community, staff, students, and partners around the school's transformation, proposing an SLC-structured, multipronged approach to impacting academic, structural, and cultural factors at HHS. Dr. Strachan has demonstrated success creating school-wide change at Roosevelt High School in New York, which recently came out of state receivership for the first time in more than a decade, and David Starr Jordan High School in Watts, California. In both he used a broad SLC model that can be tailored to a school's individual needs. At Jordan High School, he partnered with TDS in that effort.

In December 2014, HHS held the first stakeholder meeting, at which 50-75 parents, community members, teachers, school staff, labor union representatives, and students participated. The purpose was to identify concerns and develop a common vision that would help staff to begin formulating an action plan for school change. The reception was overwhelmingly positive; school stakeholders were energized by the possibility of creating real, sustainable change at the high school that addresses their concerns for improved academic performance and college readiness, as well as the creation of a safe and positive school learning environment. Monthly meetings with instructional staff; focus groups with students including a monthly breakfast with the principal; and a spring parent meeting followed, providing the opportunity to engage stakeholders around the plan's development while addressing needs and concerns.

HHS instructional staff expressed support for a structured professional development program with clear leadership and the opportunity for professional collaboration. Teachers and administrators visited several International Schools to understand what the International Academy for SIFE and ELL students could look like. They visited two TDS schools in New York and Washington D.C., observing best practices and meeting with directors. HHS leadership also met with potential school partners to discuss New York's school reform agenda, and the school's plan to meet the needs of its stakeholders through a whole-school redesign.

The Transformation Model was agreed upon as the best framework for providing needed academic supports and enrichment to students while also building in time for necessary professional development and collaboration.

### **II. C. Determining Goals and Objectives**

#### II. C. i. ELA Goal and Objective

**Goal:** To achieve proficiency in all subgroups on the ELA Common Core Regents Exam.

**Objective:** To increase the percentage of students scoring proficient or above on each ELA benchmark assessment throughout the school year.

**Objective:** To increase the percentage of students scoring proficient or advanced on the ELA Common Core Regents Exam to 80% by 2018 and 90% by 2020 in all subgroups.

II. C. ii. Math Goals and Objectives

**Goal:** To achieve proficiency in all subgroups on Regents math assessments.

**Objective:** To increase the percentage of students scoring proficient or above on each Math benchmark assessment throughout the school year.

**Objective:** To increase the percentage of students scoring proficient or advanced on the Algebra 1 Regents exam to 80% by 2018 and 90% by 2020 in all subgroups.

**Objective:** To increase the percentage of students scoring proficient or advanced on the Geometry Regents exam to 80% by 2018 and 90% by 2020 in all subgroups.

**Objective:** To increase the percentage of students scoring proficient or advanced on the Algebra 2 Regents exam to 80% by 2018 and 90% by 2020 in all subgroups.

**Objective:** To increase the percentage of students scoring proficient or advanced on the Summative Regents exam to 80% by 2018 and 90% by 2020 in all subgroups.

II. C. iii. Additional Goals and Objectives

**Goal:** 100% of HHS students will graduate in 4 years with a Regents or Advanced diploma.

**Objective:** To increase the overall graduation rate to 70% by 2018 and 85% by 2020.

**Objective:** To increase the percentage of students receiving a Regents or Advanced Regents diploma to 16% by 2008 and 25% by 2020.

**Objective:** To increase the number of students graduating within 4 years each year.

**Goal:** To build the capacity of HHS instructional staff to deliver all students a challenging, rigorous curriculum aligned to Common Core and State standards that utilizes the CCLS shifts.

**Objective:** To increase the percentage of teachers employing standards-aligned lessons that utilize CCLS shifts, as measured on administrator observation forms during regularly scheduled walk-throughs.

**Objective:** Teachers will develop and utilize formative and summative assessments to monitor student academic progress around the CCLS and NYS content standards.

**Goal:** To increase staff satisfaction and involvement.

**Objective:** To increase the teacher retention rate annually.

**Objective:** To increase the number of incidences of teacher leadership—such as teachers taking on leadership roles, serving as mentor teachers, and participating on committees—each year, as measured by participation data collected by the school.

**Goal:** To create a climate of high expectations that is safe, positive, and conducive to learning.

**Objective:** To increase student attendance to 95% by 2008.

**Objective:** To decrease the out-of-school suspensions to 5% by 2008 and 3% by 2020.

**Objective:** To reduce the drop-out rate by 6% in 2016 and 3% annually after that.

**Objective:** To increase the percentage of high school graduates accepted into two or four year colleges by 15% annually.

**Goal:** To extend the school community outside HHS walls by rallying stakeholders and partners around the success of the school redesign and students.

**Objective:** To increase the number and rate of organizations and groups partnering with theme-based academies annually as measured by participation records.

**Objective:** To increase the rate of involvement of parents in school activities and workshops as measured by Parent/Community Liaison participation records.

**Objective:** To increase the number and frequency of representation by diverse stakeholder groups including parents, community members, students, and staff on school-based decision-making committees as measured by participation records.

## II. C. iv. School-level Baseline Data and Target-Setting Chart - Please see Attachment B.

### **II. D. School Leadership**

#### II. D. i. Characteristics and Competencies of an Effective School Principal

The following core competencies, selected from the State's list of qualifications for Priority School leaders, were identified as crucial to the unique needs of HHS:

1. Identifies effective teaching and learning, and conveys to staff the impact of effective teaching and learning to the change process.
2. Develops cohesive improvement plans in collaboration with key stakeholders, informed by a theory of action, current data, and evidence of best practice.
3. Identifies and supports necessary adaptations to make curriculum, programming, and instruction fully accessible to groups such as English Learners and students with disabilities, to positively impact their educational outcomes.
4. Has a clear vision to ensure that all teachers fully implement high quality, deeply rigorous curriculum aligned fully to the Common Core Learning Standards.
5. Demonstrates expertise to implement a whole-school strategy for data driven instruction, based on analysis of periodic common assessments or performance tasks, and supported by appropriate PD in a way that ensures teachers use data to make instructional decisions.
6. Develops/shares a clear vision ensuring all students access resources and supports necessary to put them on the path for college and career readiness.
7. Incorporates data in the development of school policies and procedures; uses data to monitor progress and make adjustments; and to determine success.
8. Understands the need for staff, parents, caregivers and community to be involved in the life of the school as participants with voice and input.

#### II. D. ii/iii. School Principal

Dr. Stephen Strachan was selected as the new principal of HHS for his track record leading the redesign and turnaround of low-performing, high-poverty, urban inner city schools in New York and Los Angeles. The most recent was Roosevelt High School (RHS) in Long Island, where he applied for and secured a federal Race to the Top grant in the amount of \$5.8 million to implement over three years for school redesign. That process involved engaging partners and implementing SLC's with a block schedule, as well as implementing a Smart Scholars early college high school program. During his tenure at RHS, the graduation rate increased from 58% to 81.3%. Student attendance increased from 87% in 2009 to 94% in 2013. The total number of college credits students earned in high school increased from 244 in 2011 to 1,004 in 2014, and the number of students attending four-year colleges and universities also increased. The school cut the ribbon on a \$67 million new school facility. HHS was removed from the Persistently Low

Performing School list after 20 years, and recently came out of State Receivership for the first time in more than a decade.

Prior to that, in Los Angeles, Dr. Strachan led a whole-school redesign—using the SLC structure with a block schedule in partnership with Talent Development—at David Starr Jordan High School in the low-income community of Watts. During his tenure, the school’s Academic Performance Index (API)—a school “report card” figure calculated from test results on the California High School Exit Exam (CAHSEE) and STAR test results in ELA, math, science, and history—rose from 468 in 2003 to 543 in 2008, surpassing state targets for multiple years.

Dr. Strachan has 16 years of experience as a high school principal, reflecting training, administration, and program management in uniquely challenging environments. He has led comprehensive, urban high schools with more than 2,200 students; supervised more than 100 teachers, six administrators, and classified personnel; and administered budgets of up to \$10 million. He has managed and balanced a school budget during a budget crisis with minimal loss of staff and school programs. He has a track record of engaging stakeholders including parents, community members, students, and staff around visioning and strategic planning, and experience implementing comprehensive, data-driven professional development plans designed to build capacity among staff. He is an innovative, visionary leader with the ability to manage a large, complex organization with integrity, and a dedicated professional with a personal commitment to excellence in high school education. This combination of traits and experience make him an excellent choice to lead the whole-school redesign at HHS.

Dr. Strachan earned his doctoral degree in school administration from Chelsea University in England in 2004, graduating Magna Cum Laude. He earned his masters of education in educational management from the University of LaVerne in California in 2011.

#### II. D. iv. Job Description and Duties of AP’s and SIM

Each HHS Assistant Principal is responsible for one of the SLC Academies. Responsibilities include managing operations and providing support and oversight to the Academy Teams. Assistant principals will be evaluated on the basis of student progress data from interim assessments and State test measures, student and staff survey data, and climate data such as student attendance and suspension referrals in their academies.

Day-to-day operations of the redesign process at HHS are coordinated by the School Implementation Manager (SIM). HUFSD has created a job description to hire someone to fill this role effective July 1, 2015. The SIM will serve in the capacity of an Assistant Principal at HHS, 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 comprehensive high school to SLC’s, and assisting with initiatives to enhance student advisement, school themes, and college culture at HHS. The SIM provides instructional coaching support in the Freshman Seminar classes and coordinates the reporting and review of weekly EWI data. Serving as a coordinator, the SIM is the point person for TDS in the high school. 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 District and the school, and provide documentation of implementation to the District.

## II. D. v. Supporting Leadership Profile

The current high school leadership is fairly new. None has been at the high school for more than two years. There are five assistant principals and two deans who currently serve in a leadership capacity along with the principal. The dean hired this year is bilingual in Spanish and has a strong instructional background. All of the site administrators are certified as lead evaluators and have extensive training on the use of the New York State United Teachers (NYSUT) teacher evaluation protocol. The school administrators have participated in site visits in preparation for the conversion of the comprehensive high school to SLC's, and sit on committees established to transform the high school. They have participated in all planning sessions and are currently actively involved with recruiting partners to support the career-themed SLC's.

The principal has scheduled weekly administrative meetings that all administrators are required to attend, where each school leader provides input and participates in the decision-making process. The principal will work with staff to ensure the following is in place to build a strong leadership team and support the unique talents each administrator brings to the high school:

- Recognizable team structure and legitimacy among the administrators
- Opportunity to reframe and clarify existing roles collectively
- Regular meetings and time allocated for administrative responsibilities
- Maintenance of a school-wide perspective and commitment
- Supervisory responsibility assigned for teachers can facilitate school-wide implementation of instructional vision

There are no identified barriers at this time.

## **II. E. Instructional Staff**

### II. E. i. Instructional Staff in the Building

In 2013-14 HHS had 114 teachers, a number that will increase to 118 with the hiring of four additional transformation teachers. They are led by one principal and five assistant principals. In addition, the school will hire two full-time instructional coaches in the areas of ELA and math.

In 2013-14, the overall composite rating of instructional staff was reported as follows: 2% ineffective, 10% developing; 63% effective; and 25% highly effective. Prior to that, in 2012-13, no APPR educator evaluation data were reported. The current administration is thoroughly trained in the APPR review system and teacher effectiveness is evaluated in accordance.

### II. E. ii. Staffing Picture: Current & Future

According to the State's composite rating of teacher effectiveness, 88% of HHS instructional staff is rated effective or highly effective. All teachers are highly qualified and work in their certification area. Because students' low level of academic performance does not correspond with the expertise of the instructional staff, HHS will seek a qualitative change among teachers, helping them look at enhancing the learning experience for all students, and increasing the rigor of instruction to align with the CCLS. This self-reflection and adjustment in teaching strategies will be bolstered by the comprehensive PD program to be put in place as a part of the SIG grant.

On the quantitative side, to implement the SLC redesign, HHS will hire six additional core content teachers so that there are two teachers per content area. This will bolster the professional collaboration to take place in the PLC's, while reducing the class size in math and English 9 to

provide more one-one-one attention to students in classes where they historically fail. The goal is to increase the number and percentage of students passing courses and matriculating to the next grade level, so that they remain on course to graduate with their cohort.

### II. E. iii. Instructional Staff Characteristics and Core Competencies

Instructional staff key to the transformation model implementation include:

- **English Language Arts (ELA) and Mathematics Instructional Coaches (2)** - These full-time content-area leaders, employed by the school district, are focused on providing ongoing, job-embedded PD for language arts and mathematics teachers. The coaches are responsible for maintaining contact with the TDS Instructional Facilitator on instructional issues and priorities in preparation for and between TDS technical assistance visits. The ELA Coach ensures the implementation of the TDS reading and writing programs, assisting all staff members with literacy issues in the classroom. The Math Coach is focused on providing ongoing, job-embedded professional development for mathematics teachers, ensuring implementation of the TDS math program, and assisting all staff members with math issues in the classroom. Both coaches facilitate the process of designing the core ELA and mathematics curriculum for grades 9-12, and support the school's reading and math labs. As instructional leaders, ELA and Math coaches they must develop and maintain a model classroom, actively participate on the Transformation Team, and attend PD trainings to stay current in content area and pedagogical strategies. Responsibilities include arranging for teachers to participate in interclass visitations; providing assistance with key administrators to develop and update curriculum maps, reviewing and adjusting curriculum as needed to ensure rigor and relevance; assisting in the selection and distribution of resources and materials to support individual student needs; coordinating NY State Regents exams; conducting peer class visitations and providing informal feedback; using evidence from informal classroom walk-throughs to plan for purposeful PD; reviewing and providing feedback on teachers' lesson plans; collecting and analyzing student writing samples as a vehicle to monitor curriculum and their progress toward meeting standards; conducting data analysis of trends from NYS exams and providing strategies for improvement; and mentoring new and struggling teachers in collaboration with the principal.
- **Academy Team Leaders** – Academy Team Leaders are committed teacher leaders who help create a team identity, set goals, meet regularly with their team's teachers, participate in scheduling of their students and teachers, handle team discipline, keep team files and plan field trips, team ceremonies, and other activities. Team Leaders are teachers who are committed to helping students become successful. Qualifications and core competencies for Academy Team Leaders include: 1) a minimum of three years of satisfactory teaching experience; 2) a record of satisfactory attendance not to exceed seven absences within each of the last two school years, except for mitigating circumstances; 3) demonstrated knowledge of best practices, standards-driven instruction, and assessment; 4) willingness to work successfully in team building and motivation; 5) good interpersonal skills; 6) must be a member of the 2015-2016 Academy; 7) should have experience in a leadership position.
- **Transformation Teachers** – In addition to training existing teachers to implement the transformation process as members of a theme-based academy, HHS is recruiting transformation teachers selected because they have demonstrated success 1) in the core content areas; and 2) working in urban inner city schools, where they have gained practice supporting the unique needs of a diverse student population.

- **Smart Scholars Coordinator** – The Smart Scholars program coordinator handles the school-based management of the Smart Scholars early college high school program. The position involves forming partnerships with institutions of higher education (IHE) and community organizations; ensuring ongoing engagement in college coursework, tutoring, advising, effective strategies for time management, study skills and communication; embedding enrichment opportunities such as SAT/ACT prep; facilitating the Memorandum of Understanding between HHS and the IHE's; promoting a district-wide college-going culture; arranging workshops on financial literacy and financial aid; ensuring support from partner college faculty on classroom instruction; facilitating a curriculum planning committee; collaborating with the master scheduler to include college courses in the HHS schedule; facilitating the ongoing recruitment of at-risk and underrepresented students; logistics such as transportation to the college; securing meals and materials for courses; ensuring fidelity of implementation; evaluating courses and transferability of college credit; assessment and maintenance of data; addressing program issues; overseeing expenditures; and reporting. The Smart Scholars Coordinator's performance will be assessed via rubric.

#### II. E. iv. LEA Staff Screen Mechanism

The transformation model requires instructional staff who are rated effective and highly effective on the State's APPR system. Staff must be willing to participate in extensive professional development. They should be enthusiastic about implementing school change for the success of all students. New transformation teachers exhibiting the characteristics described in the previous section are recruited through the OLAS system. Existing staff cannot be transferred, since there is only one high school and one middle school in HUFSD, both identified as Priority Schools. Year 1 staff identified as underperforming through school-based assessments receive intensive support and professional development. Year 1 staff who do not succeed after these supports are provided, or any instructional staff that earns a composite rating of ineffective or developing on the State's APPR system, are placed on an improvement plan with specific goals and objectives that must be reached by an established timeline. These staff members are required to attend school-year and summer professional development programs. Instructional coaches are engaged to work with them around lesson planning and effective instructional delivery. Those who fail despite the intensive supports, as measured by quarterly benchmark assessments and classroom observations by administrators, will be identified as teachers who must be removed from the high school. The principal will make that recommendation to the superintendent, who, as the designated School Receiver, has the authority to require teachers to reapply for their positions.

The LEA offers programs to incentivize the retention of high-performing staff, including tuition reimbursement for advanced degrees. In addition, effective and highly effective instructional staff will be considered for leadership positions and assignments at the high school, such as Academy Leader, instructional coaches, and leaders of professional development and Professional Learning Communities. They will be given the opportunity to pursue additional, district-sponsored professional development. HHS will implement scholarships for teachers interested in pursuing National Board Certification as part of the transformation plan.

#### **II. F. Partnerships**

##### II. F. i. Partner Organizations

HHS has engaged several educational partner organizations to provide services critical to the implementation of the new school design.

**1) Lead Partner: Johns Hopkins University Talent Development Secondary (TDS)**

The transformation framework to be implemented at HHS draws in large part from the Talent Development Secondary (TDS) model for organizational and instructional reforms developed by Johns Hopkins University. For the past 20 years, TDS has helped schools across the nation reorganize in ways that promote strong relationships for students and adults; implement innovative, evidence-based curricula and instructional strategies; and build professional communities that support distributed leadership, shared decision-making, and increased capacity for continual improvement. TDS was the major partner in the transformation of California's Jordan High School under Dr. Strachan, and will be engaged as a major partner in Hempstead High School's transformation.

Schools that implement TDS organizational and instructional reforms see increases in student attendance, reductions in suspensions and other data related to student discipline and school climate, improved course passing and graduation rates, and increased scores on student achievement tests. TDS helps schools obtain such outcomes by offering research-based strategies, developed at Johns Hopkins University, that are paired with intense technical assistance provided by master educators who serve as TDS organizational and instructional facilitators. They work in the school, with the HHS administrators, to ensure that the strategies provided will be effectively implemented, monitored, and managed. The goal is to create a school that meets *all* students where they are and takes them where they need to be to graduate from high school ready to succeed in college, career, and civic life. This comprehensive school restart model uses organizational, instructional, and curricular innovations in concert with multi-level professional development to address the extensive needs of low-achieving schools. The function of TDS is to build capacity within the school so that the school continues to utilize and build upon the practices established during the TDS support period.

The TDS model integrates the following key elements and core strategies:

1. Research and evidence-based comprehensive whole school reform model with intensive instructional and organizational support for students, teachers, and administrators. This includes implementation of the block schedule, Professional Learning Communities, student Advisory period and curriculum, and theme-based small learning communities.
2. A teacher-friendly Early Warning Indicator system tied to research-based prevention, intervention, and recovery strategies in the areas of Attendance, Behavior, and Course performance in English and math.
3. A team-based organizational structure and collaborative work environment to make the job manageable.
4. An on-site School Implementation Manager (SIM) who works with the principal to coordinate the entire transformation process and implementation, including the various PD components;
5. TDS regional team Instructional Facilitators (IFs) in ELA and math who provide professional development and technical assistance to support expert school-based content coaches in ELA and math employed by the Hempstead school district; and a TDS regional School and Student Support Services (S4) Facilitator who provides technical assistance in the areas of school climate and classroom management.
6. Acceleration curriculum in Literacy, Mathematics, and Student Success in grades 9-11. ELA and Math classes are intended to teach students the skills they will need to succeed

in their regular English and Mathematics classes in those grades. The double-dose of ELA and Math for 9<sup>th</sup> graders is a major component.

7. An emphasis on the use of data to drive instruction and to provide tiered whole school and individual interventions.

## 2) **Partner: The Internationals Network for Public Schools**

HHS will engage a second partner, the Internationals Network for Public Schools (INPS), to create an additional academy option which will support its growing number of newcomer SIFE students and English Learners. This multi-grade academy starts at grade 9, helping students of all ages and languages fill gaps in their education while receiving acculturation support and services. The academy will serve a subgroup of approximately 280 students who continue to struggle academically due to education and language gaps.

The research-based approach was developed by expert practitioners in EL education and is based on more than 30 years of school-based experience. It combines quality education for EL students with support to districts, schools, and educators, and involves: 1) Heterogeneity and Collaboration: Schools and classrooms are heterogeneous and collaborative structures that build on the strengths of every individual member of the school community to optimize learning; 2) Experiential Learning: Expansion of the 21st century schools beyond the four walls of the school building motivates adolescents and enhances their capacity to successfully participate in modern society; 3) Language and Content Integration: Language skills are most effectively learned in context and emerge most naturally in purposeful, language-rich, experiential, interdisciplinary study; 4) Localized Autonomy and Responsibility: Linking autonomy and responsibility at every level within a learning community allows all members to contribute to their fullest potential; 5) One Learning Model for All: All learners, faculty, and students participate in similar collaborative learning and work structures which maximize their ability to support one another.

INPS was selected because of the outstanding results it has had with newcomer and English Learners in its International High Schools. In its network of 19 high schools and academies in California, New York, and Virginia, students' standardized test performance, persistence, graduation, and college-going rates are significantly above both native English speaking and English Language Learner averages in these regions. International High Schools have consistently out-performed NYC schools for EL student achievement using a model that has been proven effective in multiple contexts, geographies, and with a large range of ethnic and language groups.

## 3) **Partner: Pearson Professional Development Services**

Pearson Professional Development Services has been engaged by HHS to provide targeted professional development to teachers, instructional staff, and school leaders through its "Change of Practice" Institutes and administrator coaching in the areas of school leadership, ELA, and mathematics. While TDS focuses on the acceleration program, Pearson's Change of Practice professional development program works with all teachers to support Common Core, NY Standards-based lessons. There are summer and school-year components.

"Change of Practice" professional development is geared toward all teachers' implementation of standards-aligned curriculum. Each COP institute starts with a 1 day needs assessment tailored to developing a Data Driven Culture. Data is collected from multiple data points, including classroom observations, focus groups, and teacher and

administrator surveys, and each needs assessment is built flexibly to incorporate existing district or school level tools. Following the needs assessment process, the Pearson team collaborates with the school team to design a flexible training schedule in which participants receive targeted professional learning modules designed to impact the knowledge and skills that are the subject of the Data Driven Culture Institute. The job-embedded coaching can take various forms, including one-on-one coaching, classroom modeling, small group lesson study, teacher or leader network facilitation, co-teaching, co-planning, guided practice (such as walk-throughs), and classroom observation and feedback. The combination of short, targeted training modules (that can be offered during planning periods, team meetings etc.) and job-embedded coaching and differentiated consultative supports (informed by the initial needs assessment) provides schools with highly comprehensive support that does not require time away from the regular daily tasks of teaching and leading. Progress monitoring is embedded within onsite service days over multiple visits and culminates in a final report to stakeholders to debrief implementation, measure the achievement of institute objectives, and define next steps. “COP” institutes are designed to give educators the flexibility to prioritize and target areas of need, and allow them to incorporate professional development flexibly into daily instructional and leadership practice. Because change occurs only with practice, the approach is to nest professional development within the greater context of long-term, systemic solutions. That is, training is accompanied by job-embedded supports that verify fidelity of implementation and entail committed involvement by participating educators.

Pearson was selected as a partner because of its proven results implementing school-wide PD around the core content areas, and because of the customizable tools and program it offers, which allow implementation to be tailored to a school’s specific needs. It was also chosen for the level of service provided to schools and teachers through embedded PD, designed to verify and support the integrity of implementation.

**4) Partner: REACH School Leader Coaching Program (SCLP) and School-wide Effective Practices for Using Data Program™ (SEPUDP)**

In efforts to promote leadership capacity for school leaders, HUFSD engaged REACH School Leader Coaching Program (SCLP). Through the REACH SLCP, school leaders learn how to and when to manage issues of competing priorities, lack of confidence around making the correct decisions, and navigating the political landscape, while honoring the sense of urgency a school may need to be at the forefront of actions. REACH coaching begins in July and ends in June of the following year. During the 12-month program, The REACH school leader coach spends at least one full day per week, 3 times a month, coaching the school leader. The program is designed to address the specific needs of participating school leaders.

HHS will also engage the assistance of REACH as a partner to facilitate the use of instructional data to support the alignment of curriculum and instruction through its SEPUDP program. This will be provided through embedded professional development. It will help instructional staff build capacity to monitor the school’s progress around assessments and other established benchmarks for student achievement.

REACH was selected as a partner because it has a proven track record helping schools develop a protocol for collecting and analyzing data, and using it to drive instructional decision-making. HHS has long lacked such a system, which is crucial to implementing effective school change that identifies and addresses need areas.

II. F. ii. Evidence of Partner Effectiveness - Please see Attachment C and supporting documents.

II. F. iii. Partner Accountability

The LEA will hold the external partners accountable for all areas as specified in the signed contract. A detailed summation of the services rendered must be provided to the district on a quarterly basis. Any changes to the contract without district or school knowledge will not be honored. Partners will also provide the Superintendent of Schools with an overall summary of their work with supporting data (pre and post) that demonstrates the impact of the partnership. Upon completion of the above reporting, the LEA will engage an external evaluator on an annual basis to conduct a review of the services rendered against the contract. Partners will not receive payment from the district until have met all deliverables.

**II. G. Organizational Plan**

II. G. i. Organizational Chart - Please see Attachment H.

II. G. ii. Day-to-Day Operations

**School Staff and Partner Roles**

- **Principal and Assistant Principals:** The principal and assistant principals will continue to manage the day-to-day operations of the entire school program, conducting classroom observations to monitor the instructional program, participating in site and district level meetings around instructional initiatives and priorities that directly impact the high school, and developing and implementing school-wide discipline policies and procedures to maintain a safe and orderly campus. Personnel decisions, budgeting, financial management, legal compliance, and special staffing needs are managed by the principal with assistance from the leadership team.
- **Lead Partner:** Talent Development Secondary (TDS) will serve as a Lead Partner managing the transformation process at HHS. A Lead Partner is a specialized organization that coordinates the transformation of low performing schools by providing intensive, embedded support. The Lead Partner will establish a team providing staggered support five days a week at HHS. This team includes but is not limited to the district-hired School Implementation Manager/School Transformation Facilitator (SIM/STF) and TDS regional Instructional Facilitators in ELA and Mathematics, as well as a School and Student Support Services (S4) Facilitator. TDS will provide targeted services and supports in designing and executing a comprehensive school model including scheduling, academic programming, and support services; professional development and technical assistance in instructional strategies, effective teaming, and the use of data to drive instruction and interventions; implementing activities necessary to create a positive learning environment through change management, media relations, and family and community engagement; designing a strong human capital strategy and investing in school staff through recruitment and hiring processes, coaching, professional development and staff incentives; and supporting school operations by coordinating central office services and supporting budgeting and management.
- **Distributed Leadership and School Committees:** HHS will employ a distributed leadership model to help govern school activities and frame the decision-making process. TDS and other partner leaders meet weekly with administrators, teacher leaders, and department

representatives to support and guide school leaders and faculty members in this effort. This approach to school leadership and governance acknowledges that schools cannot rely on a single, heroic leader; rather, all members of the school community are, in part, responsible for the success of the school. As Alma Harris and James Spillane explain in a recent *Management in Education* article, “Distributed leadership is not a panacea or a blueprint or a recipe. It is a way of getting under the skin of leadership practice, of seeing leadership practice differently, and illuminating the possibilities for organizational transformation.”

- **Instructional Leadership Team:** Comprised of TDS staff, school administrators, faculty members, staff, parents, community partners, and students when appropriate. The purpose of this team will be to guide the overall transformation work. The school will create additional sub-committees to address school needs in areas such as operations, professional development, climate and culture, and community engagement. These committees will create a structure and process that is conducive to community involvement and shared accountability. The committees will provide recommendations to the school’s leadership team; in other instances, the committee may have decision-making authority.

### **Key Transformation Personnel**

- **TDS School Transformation Facilitator** - The School Transformation Facilitator (STF), hired by the district, is full-time onsite at HHS and will be trained and supported by TDS to ensure that the TDS model is implemented in the school. Specifically, the STF plans and facilitates common planning time meetings, leads the planning for implementation of career academies, and ensures that team, academy, and whole school TDS events are planned and implemented. The STF provides instructional coaching support in the Freshman Seminar classes and coordinates the reporting and review of weekly EWI data. Serving as a coordinator, the STF is the point person for TDS in the high school.
- **TDS Instructional Facilitators** – TDS instructional facilitators (2) in the areas of English Language Arts and Mathematics provide support to instructional coaches and teachers in specific content areas. Facilitators work with coaches and teachers on planning courses, units, and lessons; demonstrating teaching techniques; and reflecting on current practices. Instructional Facilitators are responsible for maintaining contact with the school instructional coaches on instructional issues and priorities in preparation for and in between monthly TDS technical assistance visits.
- **TDS Support and Student Support Services Facilitator** – This TDS regional facilitator provides support on school climate and classroom management, including PD around the Early Warning Intervention system.
- The **International Academy instructional coach**, from INPS, plays a key role in supporting the International Academy. The instructional coach and specialists will collaborate with the academy leader to develop a professional development plan that meets the specific needs of teachers over time.
- For school-based instructional transformation personnel descriptions, see section II. E.

### **II. G. iii. APPR Plan**

HUFSD was a part of six school districts that worked with NYSUT to develop the Teacher Evaluation Development (TED) System and teacher rubric as it relates to APPR. Training on the components of APPR and requirements for observations and evaluations began with teachers and administrators in January of 2012 and continued throughout the 2012-2013 and 2013-2014 school years. Teachers throughout the district participated in five 90-minute module trainings

called APPR Educator Academy. The training focused on understanding the language within the teacher’s rubric and developing a common understanding of highly effective teacher practice and collection of evidence to support learning. Teachers were able to preview videos, collect evidence of teacher practice, align practice to the rubric, and determine HEDI rating.

Currently, at the beginning of each school year, building administrators provide an overview of the APPR process. New teachers participate in a half-day training orchestrated by the Office of Human Resources. (All new administrators attend a 5-day training given by either Educational Leadership Trust (ELT) or the local BOCES. Once the Superintendent of Schools certifies the administrators, they are able to conduct formal observations of classroom teachers.) District-level administrators, in collaboration with the principal, make decisions regarding which administrator will be most effective in observing teachers within the school. Collectively, a schedule is developed and adhered to. Each administrator is responsible for following the agreed upon APPR Plan executed between the district and the collective bargaining unit, as it pertains to scheduling and conducting observations. Tenured teachers receive two formal observations, one announced and one unannounced. Non-tenured teachers can receive a minimum of 2 formal observations and unlimited informal observations. The principal completes the final evaluation of all teaching staff.

Teacher observations are conducted from October 1 through May 15 of each year. Throughout the observation process, teachers and observer work together to determine pre-observation, observation, and post-observation dates. Notification of all schedule observations is conducted via the OASYS platform. All formal observations must be signed by the observer and teacher and submitted to personnel. Original copies are maintained in the in the HR office.

**II. G. iv. Calendar**

<b>Event</b>	<b>Dates</b>
APPR Overview by building administrators	September 2015
APPR half-day training by HR dept	August 25-26, 2015
APPR new administrator training	August 3-4, 2015
Tenured teacher observations (2)	October 2015 – May 2016
Non-tenured teacher observations	October 2015 – May 2016
Creation of APPR schedule	September 30, 2015
Final evaluation by principal	May 30, 2016

**II. H. Educational Plan**

**II. H. i. Curriculum**

With the help of TDS, HHS will implement acceleration curriculum and a double dose of ELA and Mathematics for students who enter HHS below grade level in ELA or Math (scoring 1 or 2 in 8th grade), a format that will be replicated beyond the three-year implementation period. With the help of Pearson Professional Development Services’ “Change of Practice” Institutes, teachers will revisit the standards and work as teams to develop standards-based units around them in the areas of English Language Arts and Mathematics. The framework for collaboration, made possible by new Professional Learning Communities, is supported by TDS facilitators. Curriculum and instructional strategies from INPS will address the specialized needs of newcomer and limited English students.

### **Standards-Aligned Curriculum**

HHS began the implementation of Engage New York's state-approved instructional modules in English Language Arts and Mathematics last year. The modules are aligned with the New York State Learning Standards and the Common Core, and the curriculum was adopted by the school district to support implementation of the CCLS shifts. HHS will continue to build capacity around the utilization of the modules and other instructional materials to support the shift to Common Core ELA and Mathematics. Over the four years of high school, all students' schedules will include:

- At least three credit-bearing courses in mathematics that meet or exceed the Common Core Standards and can include competency at or above Algebra II;
- A sequence of four credit-bearing courses in English that meet or exceed the Common Core Standards at the proficient or advanced level;
- At least three college-preparatory science courses;
- At least four college-preparatory social science/history courses;
- Up to three years of foreign language instruction;
- Freshman Seminar, which facilitates and lays the groundwork for students' transition to high school and college and career preparation.
- Art, music, or drama electives.

Enhancing teachers' ability to deliver this curriculum is New York Learns ([www.nylearns.org](http://www.nylearns.org)), a Standards-based curriculum management and sharing system that will be made available to teachers in the Hempstead School District starting in the 2015-16 school year. This online system includes searchable Standards by grade level and subject, along with shared lesson plans, assessments, and other teaching tools.

### **Curriculum for Acceleration from Talent Development**

The TDS curriculum serves the high school's need for academic acceleration, particularly for incoming 9th graders. It is for acceleration only, and forms the full instructional approach when combined with curriculum from the district. TDS provides curricula in literacy, mathematics, and Student Success for grades 9-11. ELA and math classes are intended to teach students the skills they will need to succeed in their regular English and mathematics classes in those grades. Their effectiveness has been proven in national studies. TDS deploys ELA and math curricula that are Common-Core aligned, and implemented with research-based best-practice strategies. The instructional strategies embedded in the courses are utilized across all courses.

- **Literacy:** The TDS high school model includes intensive double-dose courses designed to build literacy skills for students who are two or more years below grade level to close skills gaps and prepare them for the challenging, standards-based curriculum required of all students. Students are enrolled in TDS double-dose literacy courses during the first semester, and complete the district's required English course during the second semester. Students who enter high school inadequately prepared in literacy take Strategic Reading, a non-traditional approach to accelerating fluency and comprehension skills with emphasis on modeling, reasoning and metacognition, and guiding students through reading authentic literature. These students then go on to take the district ninth-grade English course in the 90 minute block during the second semester. The tenth grade acceleration course, Reading and Writing in Your Career, is provided in the first semester to prepare students for the standard district tenth-grade course during the second semester.

- **Mathematics:** The TDS model for 9th grade students entering high school below grade level proficiency provides a research-based curriculum, **Transition to Advanced Mathematics (TAM)**, which is offered first semester in an extended block schedule. The district-level Common Core-aligned course is taught second semester. **Geometry Foundations (GF)** offers the same beneficial double-dose strategy in the first semester of 10<sup>th</sup> grade to prepare student for geometry. GF reviews basic algebraic skills and fosters students’ conceptual understanding of key ideas in high school geometry. GF helps students learn missing math components, develop new concepts, broaden depth of understanding, and strengthen skills and mathematical reasoning.
- **Student Success and Career Academies - Freshman Seminar** is taught as a full-year course for all students in 9th grade. Students practice the note-taking, time management, study, social, and human relations skills they need every day in their academic and elective subjects and in their lives outside of school. They learn more about themselves and their futures in the worlds of post-secondary education and careers as they prepare to choose a Career Academy for subsequent grade levels. In-depth lessons use both innovative and traditional teaching techniques including long-range projects, cooperative learning activities, role-play, and reflective journal writing.

**English Learner Curriculum**

INPS provides targeted support for newcomer students and other English Learners through its International Schools model, which HHS will implement in the form of an academy. The curriculum includes:

- I-SHARE, Internationals’ online curriculum sharing website with over 850 Common Core aligned curriculum units in all content areas, and resources to support educators in developing their practice. There are also resources, articles, formative assessment rubrics, guidance and college readiness resources posted by teachers.
- Internationals also has systems in place to capture critical knowledge that is generated across its portfolio of schools. The following tools provide schools with direct access to best practices and help to identify particular school components in need of support: 1) LISTSERVs – Online venues organized by academic discipline to facilitate teacher collaboration; 2) Network Curriculum Library – Exemplary curricula and resources chosen for their effectiveness in improving student achievement. Available online through I-SHARE, at the Network office, and via email on request from the INPS office.

II. H. ii. Instruction

The pedagogical shifts demanded by the Common Core Learning Standards will be implemented in joint by TDS and HHS using the following instructional strategies in core courses and common-branch subjects.

<b>ELA and Literacy Instructional Strategies</b>	
Shift I: Balancing Informational and Literary Text	TDS ELA Facilitator will assist ELA coach and teachers in choosing materials that meet the recommended CCLS guidelines for a balance of informational and literary texts. CORE ACTION1 planning sheets from NY CCSS Instructional Practice Guides will be used to ensure that texts are carefully chosen and that tasks are text-dependent while providing all students opportunities to engage in the work of the lesson.
Shift II: Knowledge	Students are taught to view text as their main source of knowledge as teachers move from the role of lecturer to facilitator, teaching students to think critically

in the Disciplines	about the text. A rich variety of reading and metacognition strategies (e.g., reflection, using reference tools, using graphic organizers) are provided, and student independence is fostered so that students become self-directing and self-assessing.
Shift III: Staircase of Complexity	ELA facilitator will guide ELA coach and teachers in scaffolding texts so that students reach targeted complexity bands by providing training in examining texts and identifying strategies for close reading when planning lessons. The Lexile Framework will be used to identify students' entry reading levels (as tested by the Gates-MacGinitie Reading Tests) in order to differentiate and scaffold toward Common Core Lexile Bands. Teachers will be expected to apply differentiation strategies in order to meet the needs of every student.
Shift IV: Text-based Answers	Across content areas, a focus on providing text-based evidence when answering questions or writing will continue to be reinforced throughout the year. The TDS facilitators and building coaches will support a school-wide literacy initiative that emphasizes the importance of using text-based evidence to support responses. TDS materials have been designed to engage students collaboratively in small learning teams around rigorous text-based conversations. After discussion, students write individual text-based answers that serve as ongoing formative assessments. This will give students frequent practice in using text-based evidence to support claims.
Shift V: Writing from Sources	Teachers are taught to require students to provide evidence from sources when supporting claims or explaining their reasoning. ELA, social studies, and other content areas will include MLA documentation and citation in research-based assignments.
Shift VI: Academic Vocabulary	Best-practice vocabulary training has been provided by TDS Facilitator and ELA coach, and will continue to be emphasized school-wide, across all subject areas. Special emphasis will be given to "Tier 2" academic vocabulary, teaching critical CCLS words while keeping the cognitive verbs in mind, such as <i>analyze</i> , <i>evaluate</i> , <i>compare</i> , etc., that focus on processing skills and lead to cross-curricular academic success. A morning announcement vocabulary program will be instituted, and keeping words alive through illustrated word walls, activities, and contests.

<b>Math Instructional Strategies</b>	
Shift I: Focus	TDS math facilitator will work with math coach and teachers to focus on Common Core Learning Standards in all lesson planning. Planning conferences for TDS math facilitator or coach and teacher will include building practice rubrics for task selection.
Shift II: Coherence	TDS math facilitator, math coach, administrators, and representatives from each math course meet periodically as a vertical team to align the overall curriculum with CCLS, avoiding gaps or overlaps.
Shift III: Fluency	Teachers provide opportunities for students to master core functions that contribute to speed and accuracy. TDS facilitator and math coach will support teachers in differentiation strategies and extra supports for students who are identified as having weak core skills. TDS facilitator and coach will model classroom discourse supports.
Shift IV: Deep Understanding	TDS facilitator, math coach, and teachers work together to design formative assessments that go beyond the correct answers by requiring students to explain their thinking. Students are provided small learning team experiences in which they can discuss processes and insights related to math concepts. TDS facilitator, math coach and teachers design rigorous tasks and appropriate rubrics during planning sessions which support a deep understanding of the standards.

Shift V: Application	TDS facilitator, math coach, and teachers will design lessons that require students to provide evidence of their ability to choose appropriate concepts and processes for problem-solving on their own rather than being directed by the teacher. Scaffolding and support will be provided as students work toward independence. This shift will be modeled and/or co-taught with TDS facilitator and/or math coach.
Shift VI: Dual Intensity	Students are presented with situations in which they can prove their ability to apply concepts independently and explain their thinking processes. TDS math facilitator and math coach support teachers in designing instruction to accommodate this shift.

II. H. iii. Use of Time - See Attachment I for the district school-year calendar.

**Block Schedule**

HHS will implement a block schedule starting in the fall of 2015. The current class schedule consists of 45- 48 minute periods. These will increase to approximately 75-80-minute blocks. The block schedule allows students to recoup minutes normally spent traveling from one class to the next, increasing instructional time in core classes while reducing movement in the building. Less movement in the building also helps decrease disciplinary issues that can arise during multiple class changes and dense student traffic.

The new schedule allows for the double period of English Language Arts and Mathematics utilized in the TDS model for students scoring at levels 1 and 2 as measured by state standard assessments. Academic acceleration in that framework occurs in large part due to the innovative instructional practices teachers can implement in the longer class periods. Teachers have time to model skills for students, engage students through cooperative learning activities, offer authentic assessments through project-based learning, and create individual learning centers that allow students to focus on the specific skills and content they need to succeed in a course. To support this change, teachers will take part in professional development around teaching in the block. The schedule will allow for instructional units to be taught in depth” and not just a focus on breadth of the curriculum, thus aligning to the common learning standards.

The block schedule will also allow for a 15-20 minute student **Advisory/ homeroom** period. HHS aims for Advisory to take place a minimum of three times each week. The Advisory period will be used to help students develop study skills and chart a course to college and careers. It will also be used for character education initiatives, team-building opportunities, and establishing a strong connection between teachers and students. It will be a venue for teachers to identify student needs and appropriate services to support those needs using the EWI System. The focus of the International Academy’s first year Advisory is acculturation, emphasizing students’ transition to the U.S., the Hempstead community, and the larger high school campus. This includes socio-emotional supports and delivery of services as needed.

An added benefit of the block schedule is that students can cover the academic content and complete classes in a semester. For example, a traditional year-long class can be completed in one semester allowing additional courses to be completed during the year or repeat courses embedded into the school day for credit recovery. This makes it possible to offer the same classes more than once during the school year as needed, so that students who fail a class can take it again, completing it that year instead of waiting until summer or the following year to complete it and allow students to make progress towards meeting graduation requirements .

Any schedules that are selected will be in alignment with an agreement with the collective bargaining unit.

**Sample Bell Schedules 2015-2016** - Please see Attachment J for bell schedules for 2015-16

### **Common Planning Time**

The new schedule also allows for common planning time for teacher teams, called Professional Learning Communities (PLC's), which help to build the collective capacity of the school's staff. Common planning time is a fixed time during the professional day to engage in collective data analysis and decision-making, professional learning, and planning and preparation of student activities. It will be built into the teacher teams' schedules. The teams meet multiple times per week, and each meeting has a specific focus, such as:

- Identifying students in need of individualized instructional time and devising individualized instructional plans of actions for such students.
- Analyzing student data such as Early Warning Indicators and achievement data
- Developing individual student intervention plans based on student data
- Planning for team-wide incentives, celebrations, or interventions to promote a positive school and team culture and identity
- Utilizing Data Driven Instructional (DDI) practices to examine, discuss, and analyze student work
- Sharing best practices, and engaging in other interdisciplinary professional development activities

TDS helps schools implement common planning time within teacher team schedules, and provides technical assistance and capacity-building activities that help teachers do focused work targeting improved student outcomes.

Professional development from Pearson COP Institutes will also be embedded in the common planning time provided for by the PLC's.

At the International Academy, the PLC's will allow for meetings of **interdisciplinary and discipline-based teams**. Each has a team leader who sets the agenda and facilitates weekly meetings. The interdisciplinary team develops projects that address academic themes from multiple content perspectives, discusses student progress through analysis of work and behavior, fine-tunes the design and use of DY0 formative assessments in literacy and numeracy, shares ideas and curricula to mutually support one another's pedagogical growth, holds constructive critical dialogues about one another's instructional effectiveness after organized lesson studies, and plans Advisory curriculum based on the affective needs of their students. Teachers of the same content area will gather once a week during PLC's to engage in inquiry work focused on instructional and language development strategies to use in their non-ELA courses that will also prepare students for success on the ELA Regents exam, and create performance-based benchmarks and portfolio rubrics used to assess the growth of individual students in their specific content class.

**Summer Bridge Program for Incoming 9<sup>th</sup> Graders** - HHS will extend the school year for incoming 9<sup>th</sup> graders, who will take part in a three-week summer bridge transition program. This adds 20 days of instruction to the school year for 9<sup>th</sup> graders. The program is designed to increase readiness for high school. Course offerings include Pre-English 9; Real-world Mathematics; Organization and Study Skills for High School; Financial Mathematics; Advisory; and Dance.

**Extended Learning Time** - HHS will also implement an extended day with its new **Tiger Academy**, a program that adds 4 hours daily, Monday through Friday, from 3:15 p.m. to 7:15 p.m., for a total of 20 hours per week. It operates as a continuation of the regular school day, with the same policies and procedures. Tiger Academy will also offer college entrance exam test support for juniors and seniors. Subject areas are led by full-time HHS faculty members. The offerings are as follows:

- **Tiger Academy weekdays** include:
  - **After-school Credit Accrual program** for students who need to accrue credits required for graduation.
  - **After-school tutoring programs** - Students may take part in tutoring assistance to support their academic needs, including remediation and Regents preparation.
  - **Enrichment programs** - The extended day also allows for enrichment classes. Some classes offered will be Princeton Review SAT/ACT preparation classes, Smart Scholars college readiness classes through Farmingdale State College, JROTC, sports, and enrichment classes.
- **Tiger Academy Saturdays** include programs like Princeton Review to help juniors and seniors on college entrance exams such as the ACT, PSAT, and SAT, in addition to Regents exams test preparation. It will also continue to support students with limited English build their English reading comprehension, speaking, and writing skills.
- **0 Period** – HHS will also implement a before-school, 0-period class to accommodate additional elective and enrichment courses, such as Advanced Placement classes.

**Additional Extended Learning Time Options** - Guidance counselors will collaborate with students and their parents to present all of the options available after reviewing each interested student's transcript. Students may elect to enroll in such extended day programs:

- **Twilight Academic Program at the BOCES Career and Technical Center**— Students may take part in this academic program for Regents-bound students.
- **Tech Plus Program at the BOCES Career and Technical Center**—Students may take part in the technology career track programs and/or credit recovery programs offered.
- **Summer School** is an additional credit recovery option.
- HHS is also adding an early morning, **0-period class** that takes place before the start of school. The added flexibility of a 0-period class would allow for additional enrichment, Advanced Placement, and college courses.
- **JROTC program** – HHS is bringing back its JROTC program. The program builds character while offering students interested in military service an additional pathway into careers, the workforce, and college. Components of JROTC will be delivered both after and during school.

#### II. H. iv. Data-Driven Instruction/Inquiry (DDI)

The use of data to drive decision-making is an ongoing focus at HHS, both during and beyond the three-year transformation period. This includes instructional decision-making in the classroom, assessment and provision of support services for individual students, as well as school initiatives designed to create a climate conducive to student success.

The functional cycle of Data-Driven Instruction is as follows:

- Formative and summative assessments are conducted at the beginning and end of each instructional unit, during the first and second semester.

- Benchmark or interim assessments are conducted quarterly in the core content areas.
- Teachers meet monthly in content-specific PLC's to review and analyze instructional data from formative, benchmark, and summative assessments in addition to student work. Instructional delivery is modified as needed based on the findings. This takes place in classrooms or other spaces as assigned.
- Teachers meet with administrators quarterly, following the benchmark assessments, to review concerns about student progress and develop intervention plans as needed.
- Teachers meet weekly in interdisciplinary academy-based PLC teams during which data review and planning are conducted.

**Talent Development Data Supports** - A portion of PLC meeting time is devoted to an Early Warning Indicator meeting to examine student data in the areas of attendance, behavior, and course performance. The school will use TD Access Tracker as a data management system to capture student data in real time so that staff can identify individual students in need of academic, behavioral, or socio-economic supports, as well as broader trends that inform instructional strategies and decision-making. The SIM will play a key role in assisting and training school staff in the use of student data to drive instruction. In addition, Math and ELA facilitators will monitor student achievement data in these two key areas and will assist teachers of these subjects to adjust instructional practice as warranted, both individually and in the context of content-area teams. Content area teachers (math, ELA, science, and US history) will meet across grade levels to ensure coherence of instruction both within a grade level and in the articulation of skills taught in 7<sup>th</sup> and 9<sup>th</sup> grade. Finally, TDS instructional Facilitators in Math and ELA will each provide two days per month of technical assistance in the form of PD, coaching, and facilitation in their respective content areas.

**REACH School-wide Effective Practices for Using Data Program (SEPUDP)** - HHS has engaged REACH SEPUDP as an additional resource to assist the school community in making use of data sources to align to overall goals the school has established. The program will ensure that there are systems established with explicit protocols for how to analyze and use data. HHS teachers will receive PD aligned to the use of the REACH data protocols during monthly PLC meetings, during which the REACH SEPUDP Facilitator meets with staff members to review the ways in which teachers collect and track data against the school's mission. The facilitator works directly with teacher teams to develop their knowledge of the ways in which data should be used in the school. He or she also initiates a system of school-wide data collection to enable HHS to better understand school-wide progress indicators. This program has 20 face-to-face sessions. The facilitator meets with the teacher team 10 times, across 10 months, throughout the school year. The remaining 10 visits are dedicated to providing coaching to individual teachers participating in the teams. The individual sessions will focus on providing job-embedded coaching to the teachers aligned to the use of data to inform instructional practices before, during, and after classroom instruction. This program will blend a model that incorporates off-site supports, including the creation of data charts and graphs for the school leader and community to use to discuss if the school is on track to achieve established goals, or if adjustments of practices are needed. Reflection sessions between the REACH consultant and the school leader take place quarterly.

## II. H. v. Student Support

**Small Learning Communities** - The Small Learning Communities structure, in which each student belongs to a smaller community led by a team of teachers within the larger high school, helps to keep students from falling through the cracks. It encourages a close-knit community of students, teachers, and families. Research and experience have shown that the quality of student-teacher interactions and the quality of instruction are critical to the levels of student motivation, effort, and engagement required for sustained academic progress.

At the International Academy, students will develop a sense of pride in their own backgrounds and the diverse experiences of others through classroom projects, school-wide initiatives, Advisory-based lessons, and culture/language clubs. Students will be continually encouraged to celebrate their cultural and linguistic individuality while embracing their new home in the United States. Many of the students in the International Academy have faced recent trauma, separation from family members, and reunification with others. The Academy will develop strategic partnerships with community-based organizations in order to provide family reunification workshops, adult English language courses, access to mental health and legal services. Positioning the academy as the community's bridge to such services will strengthen the relationship between the families of ELLs and HHS.

**Summer Bridge for 9<sup>th</sup> Graders** - The summer bridge transition program for incoming 9th graders is designed to increase readiness for high school via math, ELA, advisory, and study skills curricula.

**Early Warning Indicator System** - The Early Warning Indicator (EWI) system from TDS is designed to identify students early who need support, and to provide the appropriate interventions as quickly as possible. School staff members who closely follow and use the EWI's of attendance, behavior, and core course failure quickly identify students who begin to exhibit warning signs. In addition, the system helps to identify the intensity of services needed, and to monitor impact. Teams hold weekly EWI meetings in which teachers, school administrators, and support staff meet to analyze EWI data, assign and assess interventions, and determine the professional development needed to strengthen the success of student-teacher interactions and support high-quality instruction in every classroom. These meetings, as well as the EWI system, are facilitated by an on-site facilitator experienced in supporting school-based implementation of EWI and intervention systems. EWI meetings result in very specific supports to individual students along with follow-up from committed staff and partner organizations. The TDS EWI system incorporates three distinct tiers of support:

- Tier 1 supports are provided for all students to help them raise their attendance rates, teach and reinforce expected behaviors, and ensure a high level of achievement;
- Tier 2 supports are interventions for students who need more than Tier 1 supports. These include group supports such as tutoring, anger management or after-school activities.
- Tier 3 are for students with academic issues, or challenges outside the school building requiring off-site one-on-one support such as services from a psychologist or social worker, or off-site clinical personnel.

#### **Academic & College-Going Supports**

- The **Ninth Grade Success Academy** supports students transitioning to high school while providing the academic and social foundation they need to succeed. Students begin to select their post-secondary pathway and prepare for college in *Freshman Seminar*, a transition-to-high-school course that emphasizes the study skills, social skills, and career and post-

secondary planning skills necessary to succeed in and beyond high school. They begin to explore their strengths and interests, using this information to research career fields and relevant post-secondary pathways. The double-dose courses in Strategic Reading and Transition to Advanced Mathematics during the first semester provide students with the extra help and support they need to succeed. Throughout the **sophomore and junior years**, students receive academic support that prepares them to be successful post-secondary students. Career electives challenge them to apply academic skills in workplace settings and develop skills that will benefit them after high school.

- The **Student Support Team (SST)** assists in the facilitation of a caring, structured, and nurturing environment in which each student's educational and physical needs are met. The SST is prepared to obtain needed resources or services for each student's particular needs as well as collaborate with parents, case managers, health care providers, and other service providers in the students' best interest.
- HHS also implements the **Safe & Civil Schools program**, which employs strategies to increase student respectfulness, responsibility, and motivation. As a Response to Intervention (RtI) model, Safe & Civil schools complements the TDS model and the EWI tiered system of supports.
- **Check-in/Check-out (CICO)** is another behavior intervention which requires students to check in with a faculty member in the morning and in the afternoon. Faculty members volunteer to become lead CICO Facilitators in the building, and are assigned a small group of students. Students receive positive contact, pre-corrects, reminders of school-wide expectations and, if needed, basic school supplies. The facilitator receives updates from the student and his/her teachers and discusses daily performance with the student.
- **Social/Academic Instructional Groups (SAIG)** are led during lunches and extended periods by members of the Student Support Team (SST). Youth are supported in a small group for direct instruction of school-wide expectations and/or replacement behaviors, including structured practice and direct behavioral feedback. Interventions leading to generalization are most effective when youth are also supported by CICO.
- HHS uses positive behavior certificates called **Tiger Certificates** which are provided to all faculty members to give to students who perform good deeds, follow school rules, or at the discretion of the faculty member for a student who is acting as a good citizen or caring for the Hempstead community. The school will explore various incentives to encourage positive behavior for students who earn the certificates.
- **Say Yes** works with TDS and other partners to provide individualized supports for students. Services currently include a student monitoring system to ensure students are on track to thrive and successfully graduate high school, scholarships to attend vocational training and/or two and four year colleges, mentoring, tutoring and academic assistance, and after-school programming.
- HHS is bringing back its **JROTC program**, which builds character while offering students an additional pathway into careers, the workforce, and college.

**Empowered Teachers, School Climate** - The TDS model and teacher team organization empowers teachers to take charge of creating a safe environment that promotes high-quality teaching and learning. School climate celebrations and interventions include quarterly **Report Card Conferences** and monthly and quarterly **student recognition programs** and end-of-season team recognition programs. Teachers also work together during planning meetings to

design, implement, and adjust academy-level policies regarding students' academic responsibilities and behavior. These policies provide students with a consistent and fair set of procedures for all classes.

**A College-Going Culture** - HHS aims to create a college-going culture where students set their sights on college early, then develop a plan, build the necessary skills, and access resources that will help them enter and succeed at college.

- **Advanced Placement (AP) courses** - HHS currently offers 7 AP courses, but intends to expand the number of AP courses to 10 or 11 over the next 3 years.
- **NYGEARUP** – As part of the transformation, HHS is implementing NYGEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) in conjunction with Nassau Community College, a federal initiative designed to increase the number of students who are prepared to enter and excel in postsecondary education. The goals of NYGEAR UP are to increase the academic performance and preparation for postsecondary education of participating students, with an emphasis on career readiness and college fit; increase the rate of high school graduation, with an emphasis on college and career readiness; increase participation in postsecondary education with an emphasis on college fit and alignment with high-demand fields and sectors of the economy; increase participation in postsecondary education without need for remedial coursework; increase the rate of college persistence and completion of participating students; and increase student and family knowledge of postsecondary education options, preparation, and financing.
- **SMART Scholars Early College High School** – A SMART Scholars program is in place at HHS. This is an early college high school program, delivered in partnership with Farmingdale State College, through which students take college classes and then graduate from high school with college credits. HHS will continue this program, working to make it more robust and better utilized by HHS students.
- **College Center** – HHS will establish a College Center with a computer lab and resources to aid students in their college search, as well as applications for financial aid and scholarships.
- **College counselor** - The College Center will be staffed with a college counselor who can assist students with all aspects of the college selection, application, and funding process.
- **College visits** – HHS will create more opportunities for students to visit colleges, including trips to historically black colleges and universities, NYS CUNY system, and other schools. The goal is to increase student interest and enrollment in postsecondary education.

#### II. H. vi. School Climate and Discipline

While the multi-pronged approach to improving school climate described in the previous section is an excellent preventative strategy that will benefit a majority of students, those who continue to be disruptive, cause disciplinary incidents, or miss school will necessitate school responses. Discipline with Dignity is a concept based on creating a connection with students so ultimately they are motivated by the realization that positive behavior will make their lives better.

An HHS committee headed by the Dean of Students will explore options for a dignity-based disciplinary system featuring a **merit system**. Students will have the opportunity to earn back merits through various avenues including community service with partnering agencies, school beautification assignments, after-school detention, Saturday detention, peer mediation, and conflict resolution. These alternatives to suspension ensure that students are not out of school

even when a suspension is merited. The ultimate goal is to restore an opportunity for students to experience discipline with dignity.

The overall approach to school climate transformation is designed to address the needs of all HHS students, including students with special needs. In addition to the components described above, the Committee on Special Education will develop behavior intervention plans for special needs students who illustrate a pattern of repeated behavioral incidents. These will be monitored by the school social workers and school psychologists.

**School Climate Surveys** - In order to gauge satisfaction with the school climate, HHS will implement annual student, staff, and parent surveys. Additional information will be gathered informally at Breakfasts with the Principal and other events.

#### II. H. vii. Parent and Community Engagement

Community and parental involvement is another component that helps address challenges with non-academic barriers to learning. HHS makes a diligent effort to engage the school community with timely notification of school services and programs. Literature is sent home in English and Spanish. Parents are invited to visit the school during Open House, Back to School Night, and parent-teacher conferences. In addition to the current outreach efforts, the school will recruit and hire a bilingual Parent Community Liaison to support HHS adding the following components to strengthen the school-to-home connection:

- Town Hall Meetings – Town Hall Meetings are good ways to engage parents on important topics, such as introducing the parents of 9<sup>th</sup> graders to the school, or to explain the transformation process. The format allows for question-and-answer sessions with school staff. This initiative will commence in August of 2015.
- A communications campaign about the school transformation process
- Bilingual annual progress reports to parents and community members, and/or a monthly newsletter from the principal
- Updated, active school website
- Parent Symposium – Organized by staff, this event invites parents to the school to take part in workshops and become active members of the school community.

Parent Center – Many schools have a Parent Center staffed by parent volunteers and a bilingual parent/community liaison, where parents can go to obtain information and become involved in the school. HHS is planning to implement a Parent Center replete with classes designed to help parents support their children.

#### **II. I. Training, Support, and Professional Development**

HHS will employ a three-tier model of job-embedded professional development (PD) in which TDS ELA and Math facilitators and school-based ELA and Math instructional coaches work with school administration, the Instructional Leadership Team, and classroom teachers. Much of the support of the instructional team takes place during Professional Learning Community meeting time embedded into the school day on a weekly (SLC teams) and monthly (discipline teams) basis. Major partners to be engaged in school PD include TDS, which manages the PD program while also deploying an academic PD component that revolves around its acceleration curriculum and an Early Warning Indicator system to help teachers identify student needs and support systems; and Pearson Professional Development Services, which addresses whole-school implementation of CCLS-aligned curriculum. Both utilize embedded professional development

strategies that take the form of working with teachers by co-teaching and/or modeling lessons. This is bolstered by structured sharing and team planning among teachers.

II. I. i. School Leadership/Staff Role in Plan Development

The plan was developed by Dr. Strachan and the Instructional Leadership Team, with feedback from teacher focus groups and assistance from TDS.

II. I. ii. Implementation Period

<b>YEAR 1</b>			
<b>Training, Support, and PD Events</b>	<b>Agency</b>	<b>Measurable Outcomes</b>	<b>Method of Assessment</b>
<b>Pearson Change of Practice Summer Institutes:</b> Total days: 6. For teachers in the areas of English Language Arts, Mathematics, college readiness. Emphasis on CCLS/shifts. Aug. 2015	Pearson	Progress toward benchmarks in student achievement and culture	Analysis of student data; external evaluator tool
<b>Summer Institute at Harvard Graduate School of Education:</b> Principal and AP's (4) attend this training for building-level administrators in redesigning high schools and improving instruction while ensuring internal and external accountability.	Harvard Institute	Progress toward benchmarks in student achievement and culture in individual SLC's, including attendance and discipline referrals. Student surveys show positive climate.	Principal uses student data and surveys to assess APs' performance. Principal evaluated under APPR by LEA.
<b>REACH School Leader Coaching Program</b> Supports the principal in any and all aspects of leadership coaching, addressing challenges inherent to leading a comprehensive school change transformation. One full day per week, 3 times a month. Sept. 2015-June 2016	REACH	Successful leadership of school transformation implementation evidenced by leading indicators.	Principal evaluated under APPR by LEA. REACH by external eval.
<b>Academy Professional Learning Communities (PLC's)</b> – One block class per week dedicated to academy meetings that include PD and coaching from TDS Facilitators around Early Warning Intervention System for students, Advisory curriculum.	TDS	Successful use of Early Warning Indicators to ID and match students to services. Successful implementation of Advisory curriculum.	TDS facilitators and ILT confirms practice at monthly meeting.
<b>Content-specific Professional Learning Communities (PLC's)</b> – One block class per month dedicated to content-specific meetings that includes: PD, coaching, and team planning assistance from TDS Facilitators, with assistance from school-based ELA and Math coaches, around 9 <sup>th</sup> grade Math and ELA intervention curriculum, plus multi-grade planning. The monthly PLC's also provide the framework for PD from Pearson Institutes in ELA and Math.	TDS, Pearson	Progress toward benchmarks in student achievement in the core content areas.	Analysis of student data; external evaluator tool

<p><b>“Change of Practice” Leadership Network Institute</b> – Delivered in the form of half-day sessions each month September 2015 – June 2016</p>	<p>Pearson</p>	<p>Successful leadership of school transformation implementation evidenced by leading indicators.</p>	<p>Principal evaluated under APPR by LEA. REACH by external eval.</p>
<p><b>Instructional Leadership Team</b> - Principal and AP’s, school instructional leaders, and partner leaders meet monthly around transformation efforts and to take part in embedded PD from TDS, Pearson, and REACH. A major focus is the alignment of student data to PD opportunities.</p>	<p>TDS, Pearson, REACH</p>	<p>Successful alignment of data to PD opportunities</p>	<p>Successful alignment of data to PD opportunities.</p>
<p><b>International Academy PD</b> – Internationals Network will provide this academy’s teachers, leader, and AP with coaching to align curriculum to the Common Core, leverage best practices in teaching ELLs, and differentiate for a heterogeneous classroom through workshops and embedded coaching and curriculum development support to teachers one day per week in PLC’s.</p>	<p>INPS</p>	<p>Progress toward benchmarks in student achievement and culture in International Academy</p>	<p>Analysis of student data; external evaluator tool</p>
<p><b>Pearson “Change of Practice” Professional Development</b> – Pearson Professional Development implements their research-based ELA and Math institutes accompanied by job-embedded supports for participating educators. While TDS focuses on the acceleration program, Pearson’s program works with all teachers to support Common Core, NY Standards-based lessons. September 2015-June 2016.</p>	<p>Pearson</p>	<p>Progress toward benchmarks in student achievement</p>	<p>Analysis of student data; external evaluator tool</p>
<p><b>REACH School-wide Effective Practices for Using Data Program™ (SEPUPDP)</b> -Facilitates the use of instructional data to support the alignment of curriculum and instruction, provided through embedded PD. SEPUPDP helps school staff monitor progress around assessments and other established benchmarks for student achievement. September 2015-June 2016.</p>	<p>REACH</p>	<p>Progress toward benchmarks in student achievement</p>	<p>Analysis of student data; external evaluator tool</p>
<p><b>New teacher training</b> - Teachers chosen from the HHS staff mentor new and struggling teachers. Monthly mini-workshops to support their transition into the teaching profession on top of other PD. Mentoring is ongoing; mini-workshops are 1x/month September 2015-June 2016</p>	<p>ELA &amp; Math coach; HHS teacher leaders</p>	<p>Progress toward benchmarks in student achievement</p>	<p>Analysis of student data</p>

II. I. iii. PD Evaluation

Hempstead High School is committed to providing teachers and instructional leaders with high quality professional development to improve teaching and learning. To that end the school site will follow the protocol listed below to effectively evaluate the professional development outlined in this transformation application and make adjustments as needed.

Evaluation of the implementation will consist of the following:

- **Changes in Educator Practice:** School leadership will conduct monthly evaluations of the PD plan to assess its impact on educator practices at the classroom and/or school level. Data is collected each month (10x/year) by the Instructional Leadership Team via formal classroom walk observations, in addition to more regular informal observations, followed by a monthly meeting to study the data and plan changes as needed. The evidence collected from teacher practice observations is not only shared with teachers, but is also used to make decisions regarding ways to address additional performance needs of staff through PD.
- **Changes in Students:** The Instructional Leadership Team will also assess the PD program's impact on student performance at the monthly meeting—using summative and formative data from state achievement measures, district achievement tests, progress monitoring, educator-constructed tests, interim assessments, action research results, discipline referrals, and/or portfolios of student work—to assess the impact of professional learning.
- Annually, the school will conduct an evaluation of the degree of fidelity with which the school's PD plan is implemented.
- Annually, school administrators and the ILT will review school-level evaluation data as part of the needs assessment process for the subsequent school year's PD planning in order to eliminate ineffective programs and strategies and to expand effective ones.

#### **Use of Teacher Input**

- At the end of each school year, as a part of the APPR process, teachers meet with the principal evaluator. The teacher and evaluator determine workshops/conferences that most benefit the teacher to improve on his or her practice. It becomes the responsibility of building administration in conjunction with Office of Curriculum and Instruction (OCI) to develop a plan of action to enhance teacher practice based on their areas of growth.
- HUFSD requires staff to complete an evaluation form for all PD sessions. Evaluation forms are submitted to OCI for analysis. The information gained is used to determine whether or not future PD sessions need to be adjusted to ensure the individual and collective needs of staff are being addressed. Teachers' suggestions to what they feel is needed to improve the teaching and learning environment is crucial to buy-in and promoting successful practices.

#### **Pearson Professional Development Services Self-Assessment**

Pearson Professional Development Services offers multiple evaluation tools around the services that they provide to HHS staff. These tools include post-training participant surveys, observational and instructional rubrics utilized during the course of job-embedded coaching and modeling, and field notes summarizing change over time. This data is used on an ongoing basis to tailor Pearson PD to the needs of the instructional staff.

#### **II. J. Communication and Stakeholder Involvement/Engagement**

- It is especially important at the start of the transformation process to inform parents of the changes they and their children will experience as a result of the school redesign. In August 2015, the school will take a proactive approach by mailing home a bilingual flyer in English

and Spanish highlighting the key components of the process. The informational flyer will also be posted on the district and school websites.

- **Bi-monthly Town Hall Meetings** – One of the key goals of the bi-monthly Town Hall Meetings is to inform parents about the school's Priority status and progress on SIG plan implementation. Presentations are informed by an analysis of evidence and leading indicator data. They generally begin with a PPT presentation by the principal, followed by a question-and-answer session. This initiative will commence in August of 2015. Town Hall Meetings are held in the school auditorium.
- The school website has lain dormant for some time. HHS will revitalize the site, using it to provide updates about the SIG process and serve as a vehicle for parents and community to leave comments and voice concerns. This initiative is planned for August 2015, with weekly updates occurring after that.
- The principal will produce a monthly bilingual newsletter to update stakeholders on the progress of the SIG implementation and related indicators.

## **II. K. Project Plan Narrative/Timeline**

### II. K. i. Key Strategies for Year 1 Implementation

Please see Attachment K for an annotated chart illustrating Key Strategies for Year 1 Implementation, categorized into areas of student academic achievement, staffing, professional development, partnerships and stakeholder involvement, with implementation dates. Strategies:

- **Hire new transformation teachers:** Six transformation teachers will be hired in the core subjects to reduce class size in courses that historically have a high failure rate. Competencies for these teachers include high student performance, experience in urban schools, and a commitment to implementing school change.
- **Identify Academy Leaders:** Academy leaders are teachers who take a lead role in theme-based academy planning, partner engagement, and at PLC meetings.
- **Identify ELA/Literacy and Math coaches:** These school-based ELA and Math coaches work with instructional staff, with assistance from TDS ELA/Math Facilitators to provide coaching, PD leadership, and assistance to instructional staff.
- **Implement Tiger Academy Extended Day (20 hrs/week):** The school day will be extended 4 hours per day, 5 days a week. The time will be used for credit recovery, tutoring, college-prep, and enrichment programs for all students.
- **Implement Saturday Academy:** A Saturday program will be used for credit recovery, tutoring, college-prep, and enrichment programs for all students.
- **Implement JROTC program:** This program builds character while offering students interested in military service an additional pathway into careers, the workforce, and college. Components of JROTC will be delivered both after and during school.
- **Implement Pearson "COP" Institutes:** Math, ELA, Leadership: These standards-aligned institutes utilize the CCLS shifts to help teachers assess and collaborate to improve their curriculum and instructional delivery to impact student achievement. They are supported by embedded PD to ensure excellent implementation and support teachers.
- **Implement REACH Data Program:** This program helps establish protocols for collection and use of data to drive instruction. Called School-wide Effective Practices for Using Data Program, it includes 20 face-to-face sessions including PD for teachers during monthly PLC meetings plus individual support to teachers, and consultation with the principal

- **Implement new teacher mentor/PD program:** Teachers chosen from the HHS staff mentor new and struggling teachers.
- **Implement vertical training with middle school,** with the goal of articulating and lining-up instructional standards to define what students should know leaving high school, and what they should learn upon entering high school
- **Implement incentives for effective/highly effective teachers:** These include opportunities to take a leadership role at HHS such as Academy Leader or Instructional Coach; opportunities for school or district-funded additional PD; and scholarships for pursuing National Board Certification
- **Implement Early Warning Indicator system:** This TDS initiative is designed to have a positive impact on school culture by training teachers to monitor student data like attendance and academic achievement to identify needs and services to help the student. Academy teachers review the data weekly in PLCs.
- **Establish College Center with College Counselor:** Establishing a technology-rich College Center, staffed by a college counselor who supports students' college searches, applications, financial aid and scholarships, contributes to the school's college-going environment.
- **Establish Parent Center with Parent/Community Liaison:** The school will also establish a Parent Center, staffed by a bilingual parent/community liaison who will coordinate parent workshop, activities, and programs that strengthen the home-school connection. This contributes to the school climate goal.
- **Implement Communications Projects:** To increase school-home communication, HHS will 1) update the school website; 2) create written communications such as bilingual newsletters and annual reports; 3) conduct public presentations.
- **Implement year 2 of Smart Scholars ECHS with Farmingdale State College:** This program allows students to earn college credits, and a college experience, while at HHS.
- **Implement Merit-based Discipline with Dignity program:** Students will have the opportunity to earn back merits through various avenues including community service with partnering agencies, school beautification assignments, after-school detention, Saturday detention, peer mediation, and conflict resolution.

#### II. K. ii. “Early Wins” Indicators of Successful Implementation

Some of the “early wins” anticipated are:

- A shift in the academic environment in the building
- Increased in seat attendance
- Reduction of 1) referrals to office and 2) out of school suspensions
- More 1) students passing courses and 2) credits earned meeting graduation requirements
- Increased teacher attendance and morale
- Increased parent and community participation in school activities

The school leadership will meet with stakeholders on a quarterly basis to evaluate the systems and structures that have yielded success so the school can continue to build them, ensuring they become systemic in the culture of the school building. The school will conduct an annual parent and community symposium to engage parents in meaningful activities, presented by school partners, to build their knowledge and understanding of the shifts in the building, and the implementation status of the school-wide initiatives.

Other “early wins” that serve as indicators of successful SIG implementation include:

- Successful hiring of the school-based SIM and math and ELA coaches
- Successful organization of SLCs (Freshman Academy, International Academy, and Career Academies)
- Creation of a block schedule that allows for double-dose acceleration courses in math and ELA, and Freshman Seminar for 9th graders
- Successful Town Hall meeting in August to communicate the Transformation Plan to students, teachers, families, and other stakeholders
- Revamping of school website, up and running by August 15
- Creation of a school-wide Early Warning data system, with all teachers trained in its use
- Early functioning of EWI meetings in all SLCs, with appropriate tiered interventions at academy, classroom, subgroup, and individual levels (e.g., parents of absentee students receive a phone call the same day)
- Successful implementation of after-school Tiger Academies
- Successful Back-to-School night, parent-teacher conferencing, and Report Card Conference
- Timely submission of 1st quarter EWI data, showing evidence of appropriate and effective interventions provided to students slipping off-track
- Successful pre-implementation and 1st quarter tiered professional development, including TA from TDS instructional facilitators and onsite support from math and ELA coaches

Some of the major initiatives intended to ensure the long-term sustainability of the plan include:

- Heavy investment in professional development and support systems to teachers including incentives for becoming effective and highly effective educators who use data to inform standards-based instruction.
- Building capacity among school-based Math and ELA Coaches to support teachers with coaching and other embedded PD plus instructional leadership beyond the SIG grant period.
- Restructuring the school into small learning communities led by a team of teachers. The SLC structure makes it possible to build in supports for students' individual needs. The SLC's and corresponding block schedule are implemented as part of the grant and practiced for five years, so that school leadership and staff are well-trained and practiced in the new structure, ensuring their ability to utilize it beyond the SIG grant period.
- Training on the Early Warning Indicator system to help teachers identify and respond to student needs. This system, too, will have ample PD support and time for educator practice so that it is incorporated into school staff's weekly practice, ensuring sustainability.

#### II. K. iii. Leading Indicators of success.

Leading indicators of success will draw from several sources of data:

- Ongoing individual student EWI data (Attendance, Behavior, and Course performance in math and English)
- School-wide daily and monthly data for attendance and behavior
- School-wide long-term data on promotion and graduation rates, and percentage of students going on to two- and four-year colleges and vocational training
- Number of students enrolled in and regularly attending after-school Tiger Academies and other extended learning options
- Student achievement data as measured by statewide test scores
- End-of-year student, teacher, and parent school climate and satisfaction surveys

Information not collected by the TD Access Tracker will be collected by the Instructional Leadership Team (ILT) from participation records and surveys. The data will be examined quarterly (every 5 weeks, after the benchmark assessments) 1) by the instructional staff at academy and discipline team meetings in PLC's, and 2) by the ILT with assistance from REACH. Results will be reported to stakeholders via Town Hall Meetings, faculty meetings, parent conferences, and newsletters.

#### II. K. iv. How Key Strategies Meet Model Requirements

- The 6 Key Strategies that describe a tiered, intensive approach to professional development for the instructional staff and school leadership ensure that all staff members, including those identified as underperforming, have a matrix of support at their disposal, giving them every opportunity to improve their practice so as to avoid being removed from the school as described under the APPR plan with the Superintendent as Receiver. These also provide a support system designed to ensure teacher success and engagement, thereby improving retention. An additional Key Strategy speaks to additional incentives to reward high-performing teachers to be considered in Year 1 to bolster current incentives already offered by the LEA.
- Key Strategies that speak to increased instructional time for students and increased collaboration time for teachers include implementation of the block schedule with assistance from TDS, the Tiger Academy extended day program and Saturday Academy, and the Summer Bridge program for incoming 9<sup>th</sup> graders. These components provide additional time for students to learn core academic content as well as participate in enrichment activities.
- The Key Strategies around the entire redesign speak to the operating flexibility afforded HHS by the LEA in order to accomplish major change during the SIG grant period.

### **III. SIG Budget**

#### **III. A. Budget Forms**

i/ii. FS-10 and Budget Summary Chart - See Attachment D.

#### **III. B. Budget Narrative**

##### III. B. i. Budget Narrative

YEAR 1

##### **School Redesign**

- *School Implementation Manager* - **\$130,000 (SIG)** - To ensure implementation of the school improvement grant with fidelity, the school will recruit and hire a highly qualified School Implementation Manager (SIM). The SIM will be assigned to the school site and will support the school site administrative staff. The district will sustain these actions by identifying additional funding sources through Title I, Receivership Funds, and General Funds.
- *John Hopkins TDS program* – \$253, 940 (receivership) - The TDS program includes reorganizing the school into SLC's; establishing a block schedule; managing PD program; implementing and training staff on Early Warning Intervention system. TDS staff include the school-based School Implementation Manager who leads all components of the redesign; ELA and Math facilitators who lead implementation of the double-dose 9th grade ELA and

Math curriculum, plus PD and instructional support, including training school-based ELA and Math coaches who sustain instructional leadership after the 3-year partnership is over.

- *Internationals Academy* - \$100,000 (receivership) The International Academy, a homogenous, multi-grade SLC in grades 9-12, is designed to address the specific needs of newcomer SIFE and EL students who lack English and lack or have experienced gaps in their education. HHS engaged the International Network of Public Schools to help implement their successful program, which will serve approximately 280 students. This is sustainable beyond the grant period because it creates a structure and trains teachers on strategies that can be used into the future.

### **Professional Development**

- *Pearson PD COP Institutes, summer and school year* - **\$100,000 (SIG)** - Pearson will provide intense comprehensive PD to the high school instructional staff in the core subjects. On-site instructional coaching will take place in classrooms in supporting teachers with teaching in an extended period, CCLS shifts, and developing instructional units utilizing the Understanding by Design protocol. Strategies learned can be used beyond the grant period.
- *Summer Institute at Harvard* - **\$12,000 (SIG)** - Administrative staff at the high school will participate in the Leadership Training in Urban Schools to build leadership capacity in the school building and shift the academic culture, becoming instructional leaders who effectively utilize and analyze instructional data. Strategies and practices learned can be used beyond the grant period.
- *REACH School Leader Coaching Program & Data Team* – **\$20,000 (SIG)** - REACH consultants will facilitate the development of a school site data inquiry team to develop instructional leader expertise in understanding and interpreting school-wide data and identifying best practices to intervene chronic underperformance of students.
- *CCLS & Technology Workshops* - **\$5,000 (SIG)** - Workshops for administrators and teachers to increase staff capacity in CCLS instructional shifts and technology integration. The funds will cover costs of registration, travel reimbursement, conference attendance reimbursement, and materials. Strategies and practices learned can be used beyond the grant period.
- *Full-time Math & ELA Coaches (2)* - \$250,000 (General Fund/Title 1) - These school-based ELA and Math coaches work with instructional staff, with assistance from TDS ELA/Math Facilitators to provide coaching, PD leadership, and assistance to instructional staff. These positions will be sustained by the district beyond the grant period to provide ongoing support.

### **Student Academic Achievement & Enrichment**

- *Instructional Materials* – **\$9,000 (SIG)** - To support the instructional program at the high school, students will be provided with calculators and flash drives for their technological portfolio to help with their mathematic and technology skills in the Common Core Algebra I and Common Core ELA 9.
- *Right Reason software* – **\$5,000 (SIG)** - Right Reason provides access to accredited online courses for students who have fallen behind during a particular quarter/semester in a specific discipline. This credit recovery program provides a mechanism for students to continue in their course of study and enables them to close the gap on lost course work from the previous quarter. It will be used in the TIGER Academy extended day program. The district will sustain this program beyond the grant period to support students with academic needs.
- *4 Transformation Teachers* - \$400,000 (Title 1/receivership) – These additional teachers in the core subjects will reduce student-teacher ratios in classes where students historically fail.

- *Tiger Academy Extended Day* - \$250,000 (General Fund) - The school day will be extended 4 hours per day, 5 days a week. The time will be used for credit recovery, tutoring, college-prep, and enrichment programs for all students.
- *Saturday Academy* - \$150,000 (General Fund/Title I) - A Saturday program will be used for credit recovery, tutoring, college-prep, and enrichment programs for all students.
- *Summer Bridge Program for Incoming 9<sup>th</sup> Graders* - \$85,000 (General Fund) - Three-week summer bridge transition program for incoming 9th graders, designed to increase readiness for high school. Curriculum: Core ELA and Math, Advisory-style high school readiness.
- *BOCES Career & Technical Education* – (BOCES) – Students may take part in the technology career track programs and/or credit recovery programs offered.

### **College-Going Culture**

- *College & Career Counselor* - **\$40,000 (SIG)** - Will assist the school with the development of a college and career culture through the development of a college & career center, facilitating parent workshops, coordinating college tours, and providing school-wide orientations. The district will sustain this position beyond the grant period.
- *Naviance Software* -**\$7,000 (SIG)** - Naviance software provides a comprehensive college and career readiness solution for high schools that helps align student strengths and interests to post-secondary goals and improve student outcomes. It also tracks college-bound data.
- *College and Career Trips* - **\$5,000 (SIG)** - Local and interstate college and career trips to expose students to the options of higher education that are available to them. This will provide transportation, reimbursement of teacher travel costs for offsite meetings, conferences, workshops, and registrations. The district will cover the cost of these trips beyond the grant period; additionally, the school will seek outside funding.
- *Development of College and Career Center* - **\$100,000 (SIG)** - A one-time cost to establish a College and Career Center that will assist students in researching and developing college options and career paths beyond the grant period. This center will provide information and support for students to research scholarships, receive admission counseling and other post-secondary guidance. This cost will cover the expenditures of computer technology for student access, furniture to develop a room environment to support high expectations give students access to Naviance, the interactive board will help to engage students with out of state schools and participate in satellite interviews. The purchase of a fax, printer, and copy machine will give student access and designated space as they prepare applications for career and college. The poster maker will help to effectively communicate with the student body of deadlines and events taking place at the school site.
- *Smart Scholars* \$250,000 (ECHS grant) - This program, offered in partnership with Farmingdale State College, allows students to earn college credits while still in high school.

### **School Climate**

- *Safe Schools Conference* - **\$5,000 (SIG)** – This conference in Denver, Colorado helps administrators and support learn strategies and solutions for promoting safer school environments.

### **Community Engagement**

- *Bilingual Parent/community Liaison* - **\$50,000 (SIG)** - The bilingual parent/community liaison will engage all parents in the community, organize the parent center, coordinate parent activities such as parent orientations and parent workshops, and serve as liaison between school and homes, increasing parental engagement. The bilingual parent/community liaison will also development a bilingual monthly parent newsletter to inform parent and

community of the schools progress and needs, and provide translation service for the school's increasing Hispanic population five days a week. The district will sustain this position beyond the grant period.

- *Development of a Parent Center* - \$50,000 (General Fund) - A one-time cost to establish a Parent Center that will serve as a home base for the coordination of parent workshop, activities, and programs that strengthen the home-school connection. This contributes to the school climate goal.
- *Parent Center activities including Workshops, Guest Speakers* - **\$7,000 (SIG)** - These resources and materials will be purchased to develop and establish the Parent Center that will function as a parent resource and hub to promote and increase parent involvement and engagement.

### **Stakeholder Communications**

- *Communications: Annual Report, Principal Newsletter, Website* - **\$3,000 (SIG)** - The school will create ten monthly publications to inform and communicate essential information about the high school. The expenditure will offset the cost of mailing, printing, and writing.
- *Publication Printing* - **\$2,000 (SIG)** - Offset printing costs for school wide publication to inform community of school progress on a quarterly and annual basis

## **YEAR 2**

### **School Redesign**

- *School Implementation Manager* - **\$130,000 (SIG)**
- *TDS program and components* - \$193,940 (receivership)
- *International Academy* - \$100,000 (receivership)

### **Professional Development**

- *Pearson PD COP Institutes, summer and school year* - **\$100,000 (SIG)**
- *Summer Institute at Harvard* - **\$12,000 (SIG)**
- *REACH School Leader Coaching Program & Data Team* – **\$20,000 (SIG)**
- *CCLS & Technology Workshops* - **\$5,000 (SIG)**
- *Full-time Math & ELA Coaches (2)* - \$250,000 (General Fund/Title 1)

### **Student Academic Achievement & Enrichment**

- *Instructional Materials* – **\$9,000 (SIG)**
- *Right Reason software* – **\$5,000 (SIG)**
- *4 Transformation Teachers* - \$400,000 (Title 1 & receivership)
- *Tiger Academy Extended Day* - \$250,000 (General Fund + **\$13,000 SIG**)
- *Saturday Academy* - \$150,000 (General Fund/Title I)
- *Summer Bridge Program for Incoming 9<sup>th</sup> Graders* - **\$85,000 (SIG)**
- *BOCES Career & Technical Education* – (BOCES)

### **College-Going Culture**

- *College & Career Counselor* - **\$40,000 (SIG)**
- *Naviance Software* - **\$7,000 (SIG)**
- *College and Career Trips* - **\$5,000 (SIG)**
- *NY Gear Up* – \$250,000 (NYGEARUP grant) – This college prep program with Nassau Community College is designed to increase student readiness for college.
- *Smart Scholars* - \$250,000 (ECHS grant)

### **School Climate**

- *Safe Schools Conference - \$5,000 (SIG)*

#### **Community Engagement**

- *Bilingual Parent/community Liaison - \$50,000 (SIG)*
- *Parent Center activities including Workshops, Guest Speakers - \$7,000 (SIG)*

#### **Stakeholder Communications**

- *Communications: Annual Report, Principal Newsletter, Website - \$5,000 (SIG)*
- *Publication Printing - \$2,000 (SIG)*

### **YEAR 3**

#### **School Redesign**

- *School Implementation Manager - \$130,000 (SIG)*
- *TDS program and components - \$193,940 (General Fund)*
- *International Academy - \$100,000 (General Fund)*

#### **Professional Development**

- *Pearson PD COP Institutes, summer and school year - \$100,000 (SIG)*
- *Summer Institute at Harvard - \$12,000 (SIG)*
- *REACH School Leader Coaching Program & Data Team – \$20,000 (SIG)*
- *CCLS & Technology Workshops - \$5,000 (SIG)*
- *Full-time Math & ELA Coaches (2) - \$250,000 (General Fund/Title 1)*

#### **Student Academic Achievement & Enrichment**

- *Instructional Materials – \$9,000 (SIG)*
- *Right Reason software – \$5,000 (SIG)*
- *4 Transformation Teachers - \$400,000 (Title 1 & receivership)*
- *Tiger Academy Extended Day - \$250,000 (General Fund + \$15,000 SIG)*
- *Saturday Academy - \$150,000 (General Fund/Title I)*
- *Summer Bridge Program for Incoming 9<sup>th</sup> Graders - \$85,000 (SIG)*
- *BOCES Career & Technical Education – (BOCES)*

#### **College-Going Culture**

- *College & Career Counselor - \$40,000 (SIG)*
- *Naviance Software - \$7,000 (SIG)*
- *College Trips - \$5,000 (SIG)*
- *NY Gear Up – \$250,000 (NYGEARUP grant)*
- *Smart Scholars (General Fund/Seek alternate funding sources)*

#### **School Climate**

- *Safe Schools Conference - \$5,000 (SIG)*

#### **Community Engagement**

- *Bilingual Parent/community Liaison - \$50,000 (SIG)*
- *Parent Center activities including Workshops, Guest Speakers - \$7,000 (SIG)*

#### **Stakeholder Communications**

- *Communications: Annual Report, Principal Newsletter, Website - \$3,000 (SIG)*
- *Publication Printing - \$2,000 (SIG)*

### **YEAR 4**

#### **School Redesign**

- *School Implementation Manager - \$65,000 (General Fund/Title 1) – part-time*

- *International Academy* – No additional cost

#### **Professional Development**

- *Pearson PD COP Institutes, summer and school year* - **\$50,000 (SIG)**
- *REACH School Leader Coaching Program* – **\$10,000 (SIG)**
- *CCLS & Technology Workshops* - **\$5,000 (SIG)**
- *Full-time Math & ELA Coaches (2)* - \$250,000 (General Fund/Title 1)

#### **Student Academic Achievement & Enrichment**

- *Instructional Materials* – **\$11,000 (SIG)**
- *Right Reason software* – **\$5,000 (SIG)**
- *4 Transformation Teachers* - \$400,000 (Title 1 & receivership)
- *Tiger Academy Extended Day* - \$250,000 (General Fund)
- *Saturday Academy* - \$150,000 (General Fund/Title I)
- *Summer Bridge Program for Incoming 9<sup>th</sup> Graders* - \$85,000 (General Fund)
- *BOCES Career & Technical Education* – (BOCES)
- *TDS student consumables* - **\$100,000 (SIG)** – To continue implementation of the TDS-designed curriculum, HHS will need to purchase student consumables for Strategic Reading (\$28,000), Freshman Seminar (\$31,000), and Transition to Advanced Mathematics (\$41,000). These costs are folded into the TDS price for the first three years.

#### **College-Going Culture**

- *College & Career Counselor* - **\$40,000 (SIG)**
- *Naviance Software* - **\$7,000 (SIG)**
- *College Trips* - **\$5,000 (SIG)**
- *NY Gear Up* – \$250,000 (NYGEARUP grant)
- *Smart Scholars* (General Fund/Seek alternate funding sources)

#### **School Climate**

- *Safe Schools Conference* - **\$5,000 (SIG)**

#### **Community Engagement**

- *Bilingual Parent/community Liaison* - \$50,000 (General Fund/Title 1)
- *Parent Center activities including Workshops, Guest Speakers* - **\$7,000 (SIG)**

#### **Stakeholder Communications**

- *Communications: Annual Report, Principal Newsletter, Website* - **\$3,000 (SIG)**
- *Publication Printing* - **\$2,000 (SIG)**

### **YEAR 5**

#### **School Redesign**

- *School Implementation Manager* - \$65,000 (General Fund/Title 1) – part-time
- *International Academy* – No additional cost

#### **Professional Development**

- *Pearson PD COP Institutes, summer and school year* - **\$50,000 (SIG)**
- *REACH School Leader Coaching Program* – **\$10,000 (SIG)**
- *CCLS & Technology Workshops* - **\$5,000 (SIG)**
- *Full-time Math & ELA Coaches (2)* - \$250,000 (General Fund/Title 1)

#### **Student Academic Achievement & Enrichment**

- *Instructional Materials* – **\$11,000 (SIG)**
- *Right Reason software* – **\$5,000 (SIG)**

- *4 Transformation Teachers* - \$400,000 (Title 1 & receivership)
- *Tiger Academy Extended Day* - \$250,000 (General Fund)
- *Saturday Academy* - \$150,000 (General Fund/Title I)
- *Summer Bridge Program for Incoming 9<sup>th</sup> Graders* - \$85,000 (General Fund)
- *BOCES Career & Technical Education* – (BOCES)
- *TDS student consumables* - **\$100,000 (SIG)**

#### **College-Going Culture**

- *College & Career Counselor* - **\$40,000 (SIG)**
- *Naviance Software* -**\$7,000 (SIG)**
- *College Trips* - **\$5,000 (SIG)**
- *NY Gear Up* – \$250,000 (General Fund/Seek alternate funding sources)
- *Smart Scholars* (General Fund/Seek alternate funding sources)

#### **School Climate**

- *Safe Schools Conference* - **\$5,000 (SIG)**

#### **Community Engagement**

- *Bilingual Parent/community Liaison* - \$50,000 (General Fund/Title 1)
- *Parent Center activities including Workshops, Guest Speakers* - **\$7,000 (SIG)**

#### **Stakeholder Communications**

- *Communications: Annual Report, Principal Newsletter, Website* - **\$3,000 (SIG)**
- *Publication Printing* - **\$2,000 (SIG)**

### III.B. ii. How Funds Support the Model

The SIG funds and supporting funding sources from the LEA, federal, and local grants complete the picture of school redesign. The budget features a heavy investment in professional development and partner support in the first three years of implementation, during which staff is trained to implement standards-based curriculum and CCLS shifts in a way that will not only impact student achievement, but also serve the goal of improving teacher morale, engagement, and retention. This speaks to the development of all teachers into effective and highly effective teachers who have every opportunity to improve their practice so as to avoid being removed from the school as described under the APPR plan.

SIG funds are allocated toward a School Implementation Manager, who, in conjunction with TDS as a district-supported partner, will lead the school redesign into SLC's with a block schedule that regains instructional minutes lost to passing periods. This begins to address the Transformation Model requirement of increased learning time, which is additionally supported by district funds for the Tiger Academy extended day, Saturday academy extended week, and Summer Bridge extended year programs. The SIM-led school redesign also builds PLC's into the schedule, during which teachers have a year-long structure of added time for professional collaboration, also a stipulation of the Transformation Model.

Again, the Key Strategies around the entire redesign speak to the operating flexibility afforded HHS by the LEA in order to accomplish major change during the SIG grant period.

The LEA and HHS worked collectively to make sure the requested resources address the needs outlined in the ICLE needs assessment, while equitably allocating funds that will support all subgroups of students.

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

<b>SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART</b>	<b>Unit</b>	<b>District Average</b>	<b>Baseline Data</b>	<b>Target for 2015-16</b>	<b>Target for 2016-17</b>	<b>Target for 2017-18</b>	<b>Target for 2018-19</b>	<b>Target for 2019-20</b>
<b>I. Leading Indicators</b>								
a. Number of minutes in the school year	min	69,184	69,184	76,244	76,244	76,244	TBD	TBD
b. Student participation in State ELA assessment	%	90%	90%	95%	95%	95%	100%	100%
c. Student participation in State Math assessment	%	96%	96%	100%	100%	100%	100%	100%
d. Drop-out rate	%	17%	11%	-6%	-3%	-3%	-3%	-3%
e. Student average daily attendance	%	89%	80%	90%	95%	95%	95%	95%
f. Student completion of advanced coursework	%		7%	15%	20%	35%	45%	50%
g. Suspension rate	%	7%	14%	10%	7%	5%	3%	3%
h. Number of discipline referrals	num							
i. Chronic absenteeism rate	%							
j. Teacher attendance rate	%							
k. Teachers rated as “effective” and “highly effective”	%	81%	88%	90%	95%	100%	100%	100%
l. Hours of professional development to improve teacher performance	num	10	10	20	30	20		
m. Hours of professional development to improve leadership and governance	num	10	10	20	30	20	20	20
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num	0	20	20	20	20	20	20
<b>II. Academic Indicators</b>								
a. ELA performance index	PI		92	105	150			
b. Math performance index	PI		79	90	145			
c. Student scoring “proficient” or higher on ELA assessment	%	53%	60%	70%	73%	80%	85%	90%
d. Students scoring “proficient” or higher on Math assessment	%	58%	65%	70%	73%	80%	85%	90%
e. Average SAT score	score							
f. Students taking PSAT	%							
g. Students receiving Regents diploma with advanced designation	%	3%	4%	9%	13%	16%	18%	25%

h. High school graduation rate	%	37%	43%	55%	65%	70%	80%	85%
i. Ninth graders being retained	%		44%	-10%	-10%	-10%	-10%	-10%
j. High school graduates accepted into two or four year colleges	%							

*\*Bi-monthly telephone calls will be conducted with LEA's to consider interim data and progress being made toward yearly targets*

\*Some of the above data was not previously collected by the school. HHS is implementing a school-wide focus on data including a data team, with the assistance of partner REACH, to collect and track data. In addition, the LEA will acquire the college data-tracking program Nabiance that HHS can use, with help from the new College Counselor, to collect and analyze college-going data. This form will be updated as needed to reflect additional data sources.

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

Attachment C  
Evidence of Partner Effectiveness Chart

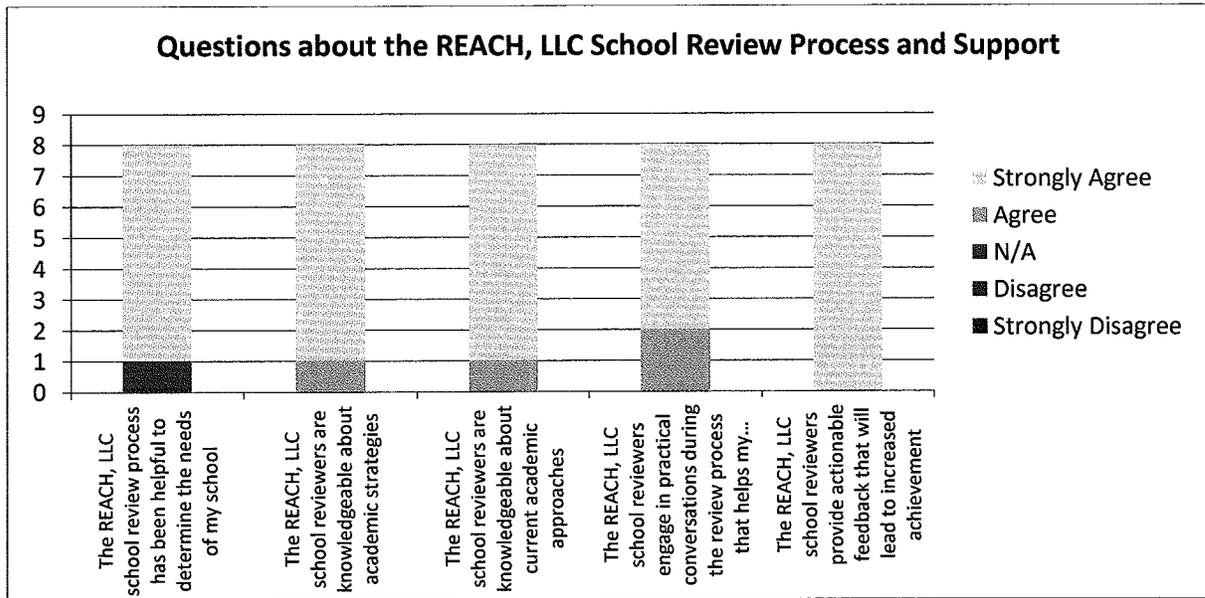
<b>Partner Organization Name and Contact Information and description of type of service provided.</b>	<b>Schools the partner has successfully supported in the last three years</b> (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	<b>References / Contacts</b> (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.)
REIMAGINE EXCELLENCE AND ACHIEVEMENT CONSULTING HOUSE (REACH), LLC 557 Grand Concourse Suite 3-167 Bronx, New York 10451 <a href="http://www.reachedsolutions.com">www.reachedsolutions.com</a> President and CEO Dr. Monica George-Fields <a href="mailto:mgfields@reachedsolutions.com">mgfields@reachedsolutions.com</a> 646-389-8228	<ol style="list-style-type: none"> <li>1. St. Paul, Minnesota School District</li> <li>2. EAA School District of Detroit School District</li> <li>3. Urban Scholars Elementary School</li> <li>4. Bronx Design and Construction High School</li> <li>5. PS/MS 178 Saint Clair Mckelway School</li> <li>6. Danny Kaye School</li> <li>7.</li> <li>8.</li> <li>9.</li> <li>10.</li> </ol>	<ol style="list-style-type: none"> <li>1. Cheryl Carlstrom Director of Title I Federal Programs (Cheryl.carlstrom@spps.org)</li> <li>2. Veronica Conforme, Chancellor of EAA Detroit Schools (vconforme@eaafmichigan.org)</li> <li>3. Debra Jones, Principal (Djones51@schools.nyc.gov)</li> <li>4. Abigail Lovett, Principal (alovett@bxdc.org)</li> <li>5. Joseph Henry, Principal (Jhenry1@schools.nyc.gov)</li> <li>6. Yvette Donald, Principal (yschoff@schools.nyc.gov)</li> <li>7.</li> <li>8.</li> <li>9.</li> <li>10.</li> </ol>
<b>Partner Organization Name and Contact Information and description of type of service provided.</b>	<ol style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ol>	<b>References / Contacts</b> (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.) <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> </ol>





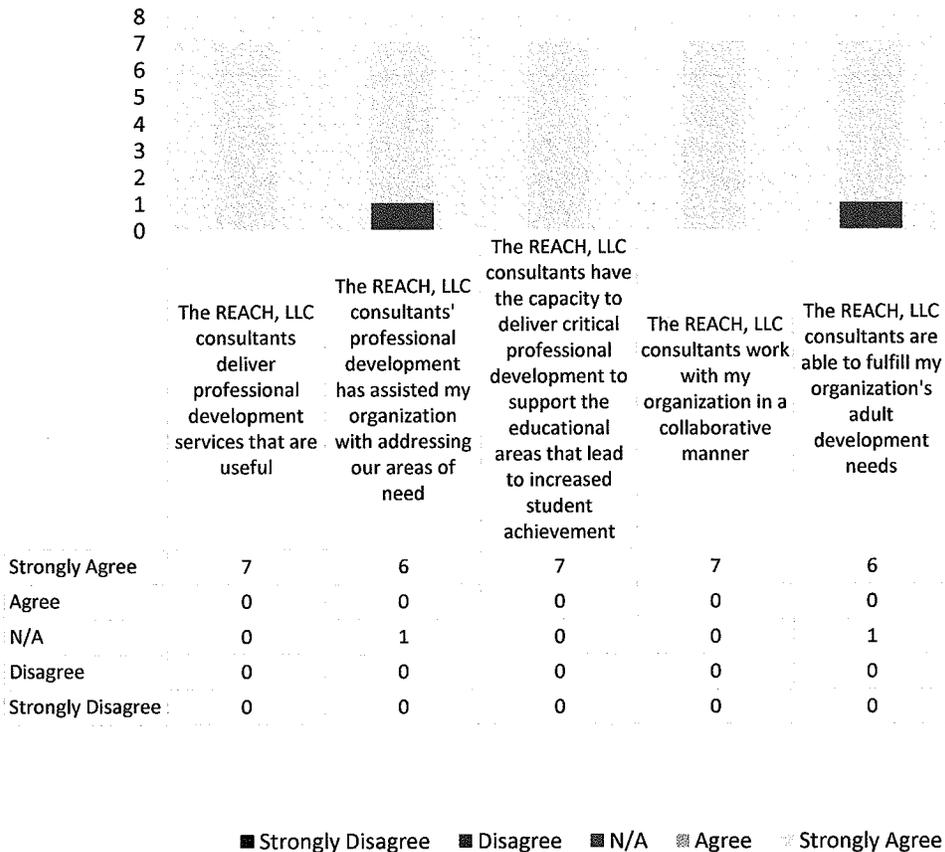
**Attachment C - Evidence**  
**Evidence of Partner Effectiveness Chart**

Currently, REACH©, LLC supports several districts and schools around the country. Our work in St. Paul, Minnesota and Detroit, Michigan includes assessing their Focus and Priority Schools' effectiveness using the REACH©, LLC DROCLSD process and protocol. This protocol is similar to the DTSDE Conceptual Frames. It was created by the architect of the DTSDE, Dr. Monica George-Fields, in order to resemble the process and protocols of the DTSDE; however, the DROCLSD™ is based on concepts, which is fundamentally different than the DTSDE. In addition, REACH©, LLC works with schools in other states, such as New Jersey and Utah, to use the self-assessment component of the DROCLSD™ for their high-achieving schools. The feedback from principals and district administrators is extremely positive and there is consensus that our process and expertise has and will continue to assist them with increasing student achievement. A recent survey administered to our clients, which was focused on school and district reviews, yielded the following results:



We were thrilled to confirm that 100% of our clients find that the feedback reports and information provided through our process lead to increased student achievement. The satisfaction expressed by our clients around school and district reviews reflects the sentiments of our clients receiving professional development support and services. Our organization provides professional development and programs to schools that are attempting to change their educational environments. The face-to-face professional development, coaching, and mentoring provided to school leaders and other school members have been instrumental for districts and the school communities receiving the support. Thus far, REACH©, LLC provides services to schools aligned to strategic planning, school culture development and improvement, perception monitoring (via survey administration), and data collection and analysis. The following chart demonstrates the level of satisfaction with these services.

## Professional development services from REACH, LLC consultants.



Our organization executives have worked and partnered with the New York State Education Department and are well versed in the federal, state, and local policies and guidelines, as it pertains to Title I funding sources, School Improvement Grants, and other regulatory statues that this RFP may encompass. Our executives regularly provide guidance to superintendents throughout New York State about compliance with regulations. Below is a chart that exemplifies the types of schools our consultants have worked and/or led.

**Specific Outcome of the Services Provided the Following Schools and Districts**

Location	Deliverable	Specific Outcome	When Delivered
St. Paul, Minnesota School District	Diagnostic Review for the Optimal Conditions of Learning in Schools and Districts – Onsite training, licensing of reviews, and face-to-face professional development, which included job-embedded training for reviews	<ol style="list-style-type: none"> <li>Central office staff received intensive professional development aligned to conducting school reviews</li> <li>School review of Priority Schools</li> <li>District received a license to use the DROCLSD for the school year</li> </ol>	2014-2015 School Year
EAA School District of Detroit School District	Assessment of all EAA of Detroit Michigan elementary schools	<ol style="list-style-type: none"> <li>Intensive and comprehensive assessment of Chancellor Schools in Detroit Michigan, which yielded an assessment report and recommendations for school leadership</li> </ol>	2014-2015 School Year
Urban Scholars Elementary School	Perception survey on conditions for teaching and response to accountability tools and school assessment	<ol style="list-style-type: none"> <li>Analysis of survey report</li> <li>Assessment report of instructional practices in the school</li> </ol>	2013-2014 and 2014-2015 School Years
Bronx Design and Construction High School	Leadership team training	<ol style="list-style-type: none"> <li>Full-day leadership training team training focused on vision, mission, and action planning work</li> </ol>	2014 – 2015 School Year
PS/MS 178 Saint Clair McKelway School	Quality review training teacher team inquiry training and data driven instruction professional development	<ol style="list-style-type: none"> <li>Quality review professional development for staff and administrators yielded a mock review with specific recommendations for improvement</li> <li>Teacher team training using a specific protocol created by REACH©, LLC President Monica George-Fields that yielded more focused instructional practices aligned to specific data targets</li> </ol>	2012 -2015
Danny Kaye School	Systems thinking professional development	<ol style="list-style-type: none"> <li>Staff professional development that provided specific strategies and practices to address school culture change</li> </ol>	2012 – 2013 School Year

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.)
<p>The Princeton Review 6900 Jericho Tpke, Ste. LL 102 Syosset, NY 11791 Lesley Kniffin, Executive Director of Educational Partnerships <a href="mailto:Lesley.kniffin@review.com">Lesley.kniffin@review.com</a> 516-714-5458</p> <p>Content and test prep review for: Math, ELA, SAT, ACT, PSAT, Regents, ASVAB, SAT Subject Test</p>	<p>1. Roosevelt Union Free School District</p> <p>2. Valley Stream Central High School District</p> <p>3. Sachem School District</p> <p>4.</p> <p>5.</p> <p>6.</p> <p>7.</p> <p>8.</p> <p>9.</p> <p>10.</p>	<p>Reina Jovin Guidance Roosevelt High School 1 Wagner Avenue Roosevelt, NY 11575 <a href="mailto:rjovin@rufsd.org">rjovin@rufsd.org</a> 516-345-7377</p> <p>Tara Richards District Director of Guidance Valley Stream Central High School District 1 Kent Road Valley Stream, NY 11580 <a href="mailto:richardt@vschsd.org">richardt@vschsd.org</a> 516-872-5625</p> <p>Paul Mianzo Deputy Superintendent Sachem School District 51 School Street Lake Ronkonkoma , New York 11779 <a href="mailto:pmianzo@sachem.edu">pmianzo@sachem.edu</a> (631) 471-1350</p>

## Talent Development Evidence of Effectiveness

There is much research to support Talent Development Secondary. For the sake of the limitations of this application, one will be cited here. MDRC, an independent nonprofit education and social policy research organization, conducted a third-party evaluation of Talent Development. This rigorous evaluation focused on the first five high schools to begin using the model in the School District of Philadelphia. The evaluation follows 20 cohorts of ninth-grade students for up to four years of high school using a comparative interrupted time series research design. Key Findings include the following:

- **Talent Development produced substantial gains in attendance, academic course credits earned, and promotion rates during students' first year of high school.** These impacts emerged in the first year of implementation and were reproduced as the model was extended to other schools in the district and as subsequent cohorts of students entered the ninth grade.
- **Talent Development's strong positive impacts during the first year of high school are consistent with the model's intensive initial focus on the ninth grade** and its emphasis on combining high-quality curricular and instructional enhancements with pervasive structural reforms aimed at building supportive and personalized learning environments.
- **The improvements in credits earned and promotion rates for ninth-graders were sustained as students moved through high school.** Improvements in student performance on the eleventh-grade state standards assessment began to emerge for later cohorts of students as the most intensive components of the model were extended beyond the ninth grade. There are also early indications that Talent Development is improving graduation rates. The findings in this report provide encouraging evidence that real improvements can be made in some of the lowest-performing high schools in the country.

([http://www.mdrc.org/sites/default/files/full\\_432.pdf](http://www.mdrc.org/sites/default/files/full_432.pdf))

The primary strengths of the TDS model are its strong research base, its experience with low-performing schools over the last 20 years, its ability to influence the culture of a school through intensive support and capacity building professional training. An on-site school transformation facilitator (STF) coordinates the restart process and implementation, and instructional facilitators (IFs) support expert school-based content coaches assigned or hired by the Hempstead school district (HSD). The additional personnel, combined with the core components of the TDS model and the re-organized and supported efforts of the school staff, create the opportunity for multi-year school improvement. TDS' double-dose courses in mathematics and English language arts enable all students to strengthen basic skills and achieve academic success. TDS stresses the use of data to drive instruction and to provide whole school and individual interventions.

## **Pearson Professional Development – Evidence of Effectiveness**

### **Case Study: DeKalb County Schools, DeKalb, Georgia**

In 2009 Pearson began a partnership with DeKalb County Schools, for the purpose of helping to improve student achievement. A total of 40 schools adopted Pearson's school reform model, which is grounded in job-embedded training and coaching support for teachers and leaders. This model includes a laser-like focus on the core areas of English Language Arts and Mathematics, including classroom based coaching and modeling that presents and supports evidence-based instructional and assessment practices. The model is also grounded in teacher and leader workgroup efforts, meaning Pearson coaches worked closely with their monthly Professional Learning Communities to introduce, model, and explore new practices for improved student outcomes.

**Results:** After only one year of reform, many of the schools were showing respectable improvements in student achievement. On the End of Course Test in mathematics for "Math 2" (an integrated math course for high school students), student proficiency increased. Across the state of Georgia most high schools showed a 3% increase in student proficiency as compared to the prior year. In DeKalb, that percentage increased to 5%. But among the DeKalb schools working directly with Pearson for school reform, there was approximately a 10% increase in student proficiency over the prior year.

Clarkston High School (one of DeKalb's many high schools) showed highly impressive advancements in student mathematics proficiency. From 2010 to 2011 the percentage of students proficient on the Math 2 End of Course test increased from 45% to 54% (a change of 9% in only one year).

In addition to significant gains in mathematics, one of the greatest results evidenced in DeKalb County Schools is the increased attention to and promotion of ongoing coaching efforts. Follow up visits to the school revealed that coaches are now working together to determine next steps, and tiered support for teachers is now just "the way they do business." The school leadership teams provide regular focus for instructional and assessment support, and peers support one another through collaborative learning opportunities.

In summary, Pearson's job embedded supports (coaching, modeling, lesson study) for some very low performing schools resulted in improved school cultures, increased mathematics proficiency, and greater support for the teaching, leading, and learning process.

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15955 New Halls Ferry Road  
Florissant, MO 63031

Telephone: 314-953-5000, ext 35034

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email: [creiter@hazelwoodschools.org](mailto:creiter@hazelwoodschools.org)

**Brief Description of Engagement and Results** (with similarities and differences from Mississippi requirements highlighted):

Pearson rigorously worked side by side with the Hazelwood School District in 2012-2013 to introduce, implement, and help sustain a rigorous data-driven approach that included formal professional development, coaching, and local collaboration. Utilizing resources and inputs from our Assessment Training Institute, the district systematically inched staff closer to a broader understanding of the role of assessments and student data to drive instruction and leadership. Pearson coaches worked side by side with teachers helping them gain a deeper understanding of data and assessment literacy, as a solid construct was required before staff could implement data-driven practices. As a result of our work, the district has begun to see a major shift in staff understanding and willingness to embrace data practices as a normal part of the teaching, leading, and learning experience.

## **Similar Services: Positively Impacting Student Achievement**

Multiple rural and urban schools across the nation and in Puerto Rico have implemented Pearson's school improvement model with great success and many have used SIG funds to do so. The following case studies provide evidence to that success.

### **Escuela Superior Medardo Carazo, Puerto Rico**

Escuela Superior Medardo Carazo, named after a dedicated local teacher and administrator, was built in the 1950s to serve the community of Trujillo Alto in Puerto Rico. After educating students for more than a half century, the school needed to update its pedagogy and facilities for the 21st century.

#### **Challenge**

Students at Escuela Superior Medardo Carazo were receiving only average grades on key high stakes tests which negatively affected teacher, student, and school community morale. "Medardo Carazo [was] the school that no one chose to go to because students were known for cutting class," says Director Mayra Monroy. The school was formally identified by the Department of Education of Puerto Rico as a school in need of transformation and as a result was eligible for SIG funds made available by the US Department of Education. To raise achievement and engagement, the school needed a new vision, strong leadership, and targeted professional development. The school also needed an updated building with new technology so that students could learn the technical skills required to succeed in college and career.

#### **Solution**

The Puerto Rico Department of Education engaged Pearson in March 2012 to assist in the transformation of Escuela Superior Medardo Carazo. Pearson partnered with the school and the Puerto Rico Department of Education to implement SIM, the research-based framework which builds a data-driven culture; aligns curriculum, instruction, and assessment; and improves student, teacher, and community engagement.

Pearson worked closely with staff members to understand stakeholder concerns. Before implementation, a needs assessment and gap analysis was conducted at Medardo Carazo to determine strengths and areas for growth. In addition, a variety of data was gathered from across the school and community. In 2012, targeted professional development sessions were conducted and the decision was made to move into a new, 21st century building that incorporated new technology and modular seating more conducive to group projects in each classroom.

## Results

Over the past two years, Pearson education specialists have been mentoring teachers daily to help them better align curriculum, instruction, and assessment programs. Classroom observations and ongoing professional development also confirm that teachers have the necessary knowledge to prepare their students for critical high stakes assessments. With the intervention of Pearson education specialists, the percentage of students scoring “proficient” or “advanced” has increased 12 points in English and five points in mathematics.

Medardo Carazo’s new data-driven culture has fostered a strong accountability for both teachers and students and improved engagement. For example, the front office of the school features data walls that illustrate core concepts, grade distributions, and high stakes testing scores. “Students set their own goals and manage their own path toward those. It encourages them to strive for better. Data is used for education so teachers can better help students,” Monroy states.

With the new building, Medardo Carazo offers a more inviting atmosphere to prospective students. As a result, enrollment has increased since the redesign, from 593 students in 2012–2013 to 672 in 2013–2014. Students and teachers work in more collaborative classrooms with flexible seating for group work. “The students teach each other and they feel more free. They feel like they’re in college,” says Monroy. “Even the teachers are more comfortable with this type of instruction. The Schoolwide Improvement Model has changed their way of thinking.”

In addition, some after school programs were launched with Pearson’s assistance, as part of an initiative known as extended learning time. Pearson contracted with staff from the Polytechnical University to coach Medardo Carazo’s teachers in robotics. From there, a robotics program was introduced at the school. Remarkably, Medardo Carazo students entered in a robotics competition and won, marking the first time a new team entry came away with first place.

Even more impressive is the 98 percent graduation rate that Medardo Carazo is now seeing. Monroy concludes, “Medardo Carazo is now the school that everyone wants to go to. We’re exceeding student capacity and the new building has encouraged that.”

*With the intervention of Pearson education specialists, the percentage of students scoring “proficient” or “advanced” has increased 12 points in English and five points in mathematics.*

## Kendrick High School, GA

Facing many challenges, Kendrick High School in Georgia, was designated as a school in need of improvement three years in a row. The school applied for and received a SIG funds. Part of the grant was used to fund professional development for the science department, with the goals of changing

instructional practices, adopting data-analysis processes, and instituting more collaboration among teachers and administrators. In the three years since the school improvement plan was initiated, passing rates for end-of-course tests have increased in biology and physical science.

## **Challenge**

At Kendrick High School, a Title I school, more than 85 percent of students face economic disadvantages, and many have low motivation and lack support. By the time they are in high school, many students are struggling because of deficient mathematics and reading skills, and they are unable to reach state-level benchmarks in all subjects, including science. Before Kendrick High School applied for the SIG funds, students were beginning to leave the school or choosing to attend a different high school, which caused enrollment to decline 30 percent over three years. Due to these circumstances, the graduation rate dropped below 50 percent.

The Georgia Department of Education designated Kendrick High School as a “Needs Improvement” school three years in a row because of its poor academic performance. By 2011, school officials knew they needed to make changes and applied for SIG money. Once the grant was approved, teachers and administrators chose to implement the High Schools That Work improvement model, a research-based transformation program established by the Southern Regional Education Board, because other schools in the district had experienced higher student achievement with this approach.

Teachers and administrators then faced the challenge of applying the approach in various departments. School leaders turned to Pearson to help implement the model’s professional development component in the science department, specifically in biology and physical science.

## **Solution**

The grant was approved in the spring of 2011, and Kendrick High School began implementing the model in the fall of 2011. “We had low science scores in both our formative and end-of course assessments,” said Carolyn Randolph, an academic coach. “From the start, our goal was to increase overall student achievement.” Pearson’s education specialist, Dr. Jacquelyn Walton, created a professional development plan centered on changing teachers’ instructional practices to achieve the school’s goal within the parameters of the transformation model.

“The science teachers already had a good work ethic and were very dedicated. They also had great support from their principal, department chair, and instructional coach, so it was easier to help get the teachers on target,” explained Dr. Walton. “At first we held training days with all of the science teachers going over the new standards-based teaching practices. From there I worked with teachers individually, understanding their needs and developing new instructional practices in the classroom. Plus I modeled the practices for them with their kids, so they could see what I was talking about. This made it much easier for the teachers to grasp.”

The new practices entailed analyzing student data, working collaboratively, and assessing the effectiveness of lessons and activities. Physical science teacher LaJoyce Sanders explained, “We scheduled weekly collaborative meetings by course content. One of the things we always discussed was where we were with the state standards and how our students were performing. Then we would look at some of the strategies and discuss what was modeled for us in class. The driving force, though, was the

data. We would look at the types of questions we were giving the students, asking whether they were valid. We looked at what we were teaching and how it aligned to the standards, how we were assessing the students, and then how we could re-teach or re-assess them.”

Teachers also used data to meet students’ individual needs. Dr. Sheila Jones, science department chair, said, “One thing we did as part of our improvement plan was to increase the length of the school day. This gave us the time we needed to implement increased-learning-time classes. In these 45-minute classes, students received direct instruction or remediation on the content. This was done daily. We assessed students weekly, and from the reports we placed them into these classes based on their needs. If they needed help with biology, they were placed in a biology increased-learning-time classroom. This supplemented what teachers were already doing. There was a lot of collaboration on the part of the teachers in doing this, and the test scores showed that it did help the kids overall.”

## **Results**

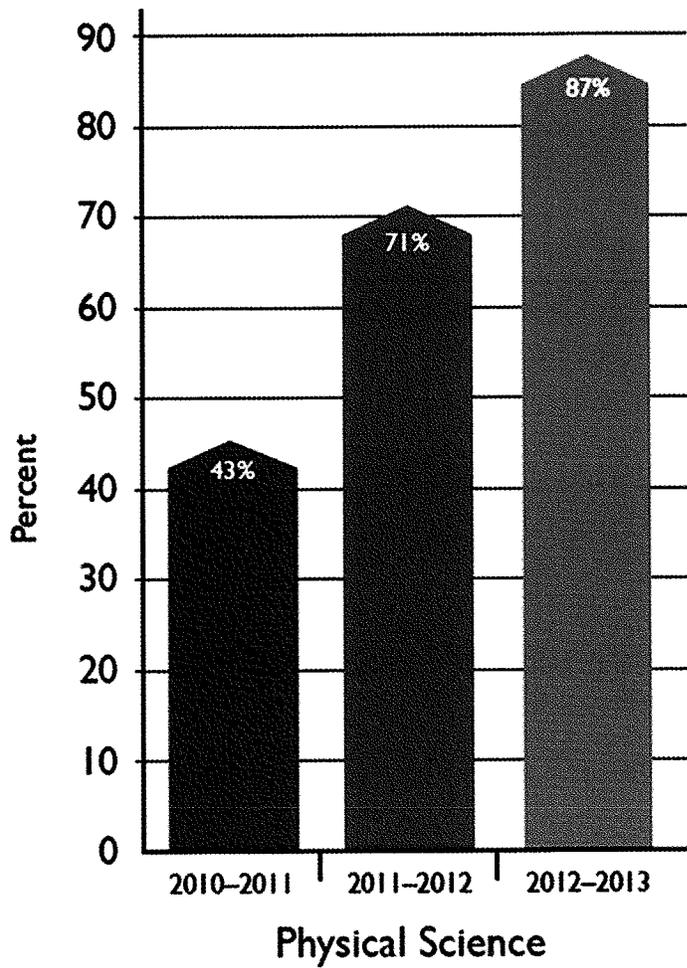
The results reflect all of the students’ and teachers’ hard work. At the end of the 2011–2012 school year, the first year of implementation, the percent of students who passed the Grade 9 physical science end-of-course test rose from 43 to 71 percent, a 28-point increase. End-of-course test passing rates for Grade 10 biology increased from 35 to 64 percent, a 29-point gain.

During the 2012–2013 school year, the second year of implementation, 87 percent of Grade 9 students passed the physical science end-of-course test, an increase of 16 points from the prior year and an increase of 44 points over two years. In biology, 76 percent of Grade 10 students passed the end-of-course test, a 12-point gain from the previous year.

In the third year of using the new instructional practices, end-of-course test passing rates continued to increase. In Grade 10 biology, 81 percent of students passed the test, a gain of five points from the prior year and a 46 point increase since the instructional practices were implemented. Administrators decided to move physical science to Grade 11 that year, and 90 percent of students passed the end-of-course test.

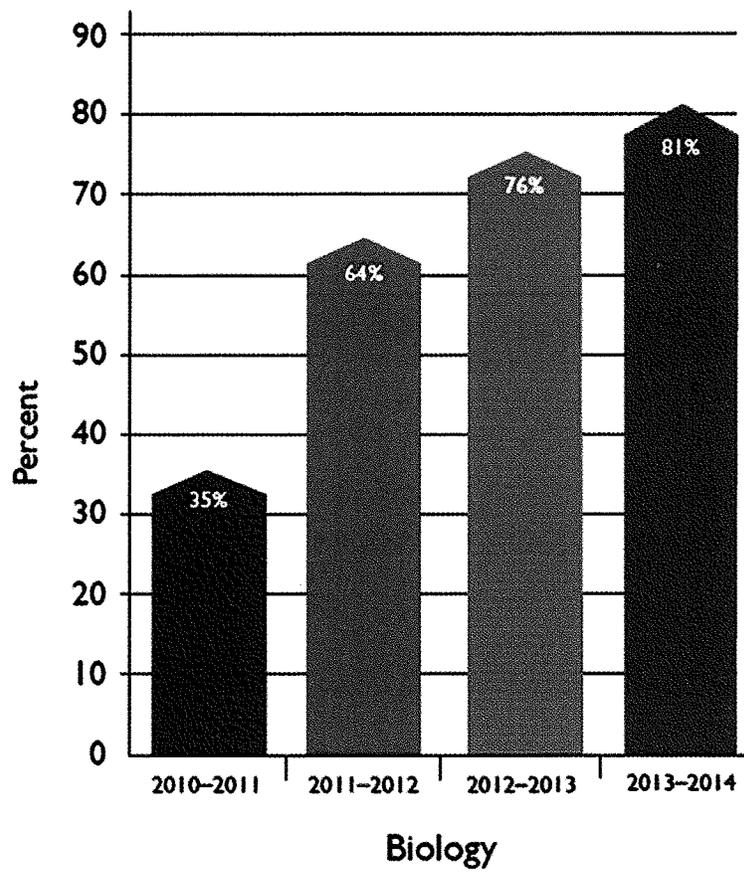
Kendrick High School has seen other indicators of success in addition to test scores. In 2013, the school surpassed the state’s overall College and Career Ready Performance Index (CCRPI) for the first time, scoring 72 percent whereas the state average was 68 percent. In 2014, Kendrick High Schools’ graduation rate reached 69.4 percent, a gain of 20 points since it began implementing new instructional practices. The school also exited the state’s Priority Schools list, a testament to the gains it has achieved.

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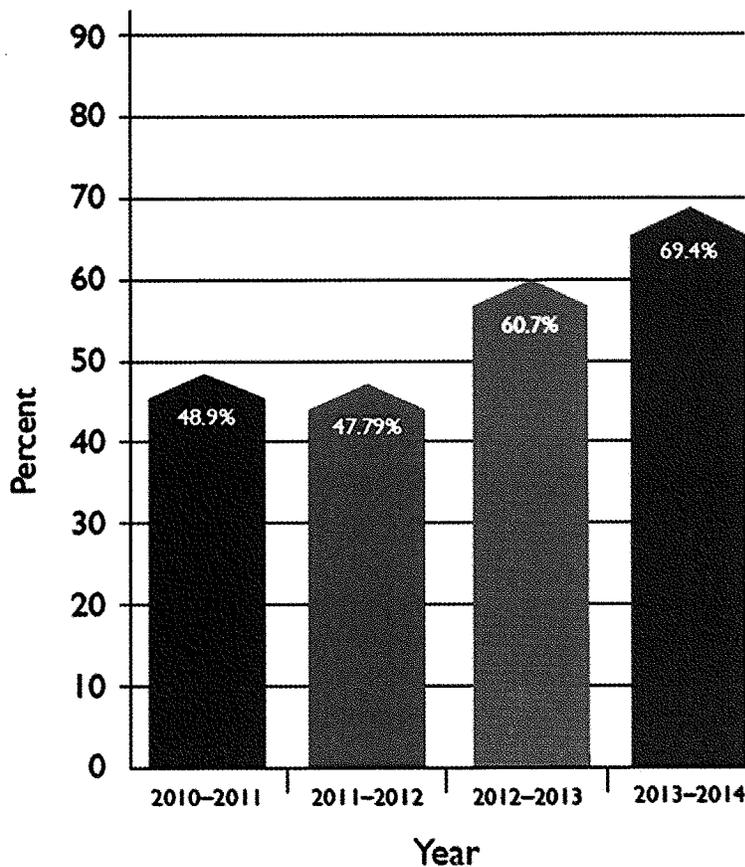


**Note: In the 2013-2014 school year,  
physical science was moved to 11th grade**

**Physical Science Passing Rates. By 2012-2013, passing rates reached 87 percent.**



**Biology Passing Rates.** By 2012-2013, passing rates reached 81 percent.



**Increasing Graduation Rates.** By 2013–2014, graduation rates neared 70 percent.

## **President William McKinley High School, HI**

McKinley High School in Honolulu is in its first year of implementing SIM. A key part of this implementation is training to help the school use data more effectively to inform instruction. The school uses a formative assessment tool, and we are training the teachers to use data from these assessments to plan and deliver instruction. The school's Leadership Team now functions as a data team and participates in trainings to build their capacity to plan and prepare using data from several sources. Our education specialists are using Teacher Success, a complete, customizable online teacher evaluation and coaching system, to gather and share data regarding student engagement in classrooms.

In addition, McKinley High School is using several Pearson intervention programs to help students who are struggling to meet grade-level standards. To strengthen literacy services for ELLs, the school has started using iLit, the first and only complete instructional solution built and delivered on the iPad that offers each student personalized learning support based on their own instructional needs, engaging interactivities, and built-in reward systems that motivate students and track their progress.

McKinley High School is also using our Navigator and Ramp-Up intervention programs to help students narrow the gaps in their performance. Literacy Navigator and Math Navigator provide strategies for

students who struggle with reading and mathematical concepts. Ramp-Up Literacy and Ramp-Up Mathematics provide intervention strategies for students who are performing two or more years behind their peers.

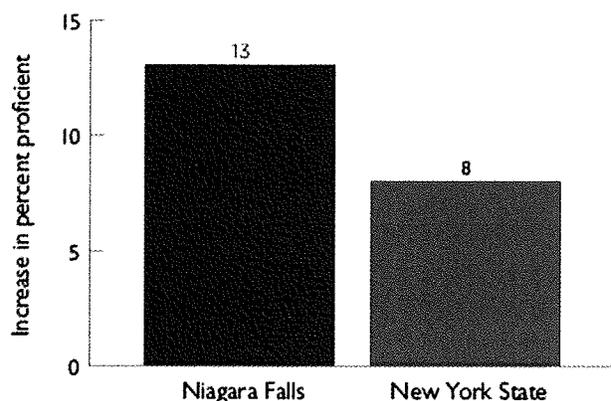
## Niagara Falls City School District, NY

Our engagement with the Niagara Falls City School District in New York began in 1998 when two of the district's elementary schools received Comprehensive School Reform Grants. In 2003, the district used its own resources to bring its remaining six elementary and middle schools into the project. Two years later work began with the district's high school. From 1998 to 2009, we provided whole school reform at all elementary (grades K–6) and preparatory schools (grades 7–8) and since 2008 we have provided targeted literacy and mathematics support at Niagara Falls High School.

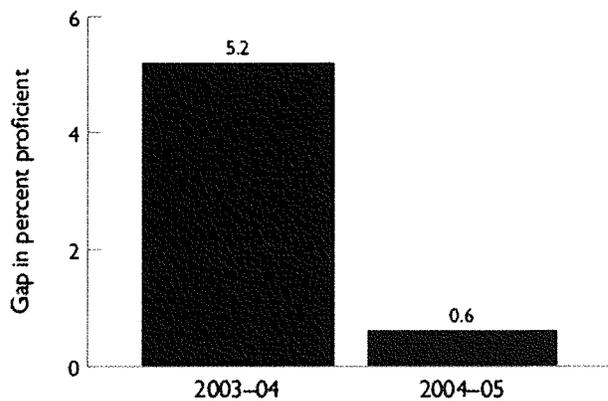
We also began providing K–12 professional development and in-class support in 2010 around implementing the CCSS in literacy, mathematics, social studies, and science and continue to do so. Our programs include content training on instructional shifts and building teacher capacity, as well as the Tools for Understanding program. We work on the development of unit plans for middle and high school mathematics, as well as collection, annotation, and development of anchor papers for performance indicators at each grade level in middle school and high school algebra.

Our working relationship has been maintained through changes in district leadership and changes in education specialists assigned to the district, and the project has evolved through collaborative goal setting and review of progress. Changes in assessments and scaling of assessments make it difficult to consistently track improvements in scores over the period.

However, sample data include an increase from 56 percent of students passing Regents English in 2005–2006 to 72 percent in 2009–2010, and from 58 percent to 76 percent passing Regents Math A over the same period. By 2008, Niagara Falls High School and six other district schools had been designated by New York State as a “high performing/gap closing school.”



**Niagara Falls Schools Outpace State Growth Rate.** During 2004–2005, the district showed an increase in the percentage of students proficient on New York’s Grade 4 ELA assessment.



**Achievement Gap Between Niagara Falls and State Narrows.** The difference between Niagara Falls and New York State in percent proficient and above narrowed on New York's grade 4 ELA assessment.

We enjoy a continuing partnership with Niagara Falls City School District to develop units of study aligned to the New York Common Core Learning Standards for ELA and mathematics. We also pilot performance tasks to inform instruction and professional development at the secondary level. Additionally, we provide ongoing professional development for district coaches, content leads, principals, and supervisors of mathematics and literacy in elementary, prep, and high school.

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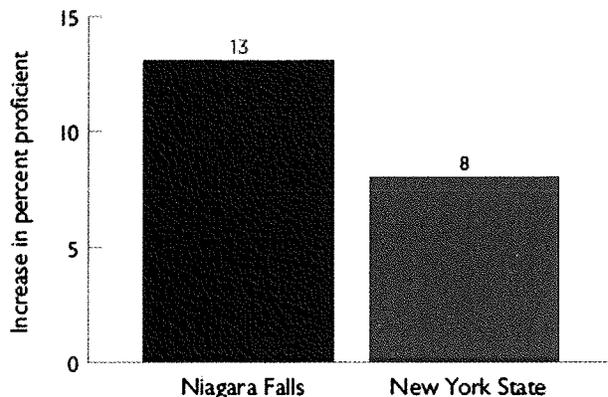
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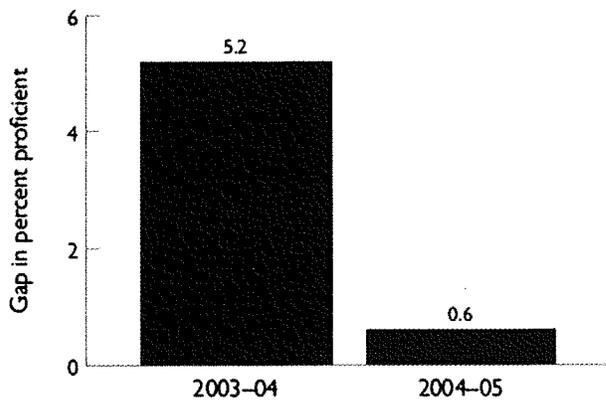
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Attachment D - (1003g) Budget Summary Chart

Agency Code	2	8	0	0	2	0	0	1	0	3	0	0
<b>HEMPSTEAD HIGH SCHOOL</b>												
<b>Year 1 Implementation Period (September 1, 2015 - June 30, 2016)</b>												
<b>Categories</b>	<b>Code</b>	<b>Costs</b>										
Professional Salaries	15	170,000										
Support Staff Salaries	16	50,000										
Purchased Services	40	134,000										
Supplies and Materials	45	31,000										
Travel Expenses	46	15,000										
Employee Benefits	80	00										
Indirect Cost (IC)	90	00										
BOCES Service	49	00										
Minor Remodeling	30	100,000										
Equipment	20	00										
		<b>Total</b>	500,000									
<b>Year 2 Implementation Period (July 1, 2016 - June 30, 2017)</b>												
<b>Categories</b>	<b>Code</b>	<b>Costs</b>										
Professional Salaries	15	220,000										
Support Staff Salaries	16	50,000										
Purchased Services	40	150,000										
Supplies and Materials	45	70,000										
Travel Expenses	46	10,000										
Employee Benefits	80	00										
Indirect Cost (IC)	90	00										
BOCES Service	49	00										
Minor Remodeling	30	00										
Equipment	20	00										
		<b>Total</b>	500,000									
<b>Year 3 Implementation Period (July 1, 2017 - June 30, 2018)</b>												
<b>Categories</b>	<b>Code</b>	<b>Costs</b>										
Professional Salaries	15	220,000										
Support Staff Salaries	16	50,000										
Purchased Services	40	120,000										
Supplies and Materials	45	100,000										
Travel Expenses	46	10,000										
Employee Benefits	80	00										
Indirect Cost (IC)	90	00										
BOCES Service	49	00										
Minor Remodeling	30	00										
Equipment	20	00										
		<b>Total</b>	500,000									

<b>Year 4 Post-Implementation Period (July 1, 2018 - June 30, 2019)</b>												
<b>Categories</b>	<b>Code</b>	<b>Costs</b>										
Professional Salaries	15	50,000										
Support Staff Salaries	16	50,000										
Purchased Services	40	50,000										
Supplies and Materials	45	100,000										
Travel Expenses	46	00										
Employee Benefits	80	00										
Indirect Cost (IC)	90	00										
BOCES Service	49	00										
Minor Remodeling	30	00										
Equipment	20	00										
		<b>Total</b>	250,000									
<b>Year 5 Post-Implementation Period (July 1, 2019 - June 30, 2020)</b>												
<b>Categories</b>	<b>Code</b>	<b>Costs</b>										
Professional Salaries	15	50,000										
Support Staff Salaries	16	50,000										
Purchased Services	40	50,000										
Supplies and Materials	45	100,000										
Travel Expenses	46	00										
Employee Benefits	80	00										
Indirect Cost (IC)	90	00										
BOCES Service	49	00										
Minor Remodeling	30	00										
Equipment	20	00										
		<b>Total</b>	250,000									
<b>TOTAL Project Period (September 1, 2015 - June 30, 2020)</b>												
<b>Categories</b>	<b>Code</b>	<b>Costs</b>										
Professional Salaries	15	710,000										
Support Staff Salaries	16	250,000										
Purchased Services	40	504,000										
Supplies and Materials	45	401,000										
Travel Expenses	46	35,000										
Employee Benefits	80	00										
Indirect Cost (IC)	90	00										
BOCES Service	49	00										
Minor Remodeling	30	100,000										
Equipment	20	00										
		<b>Total</b>	2,000,000									

= Required Field

Local Agency Information			
<b>Funding Source:</b>	School Improvement Grant SIG 6 - 1003g		
<b>Report Prepared By:</b>	Stephen Strachan		
<b>Agency Name:</b>	Hempstead Union Free School District		
<b>Mailing Address:</b>	201 President Street		
	Street		
	Hempstead	NY	11550
	City	State	Zip Code
<b>Telephone # of Report Preparer:</b>	516-434-4255	<b>County:</b> Nassau	
<b>E-mail Address:</b>	sstrachan@hempsteadschools.org		
<b>Project Funding Dates:</b>	_____		
	Start	End	

INSTRUCTIONS
<ul style="list-style-type: none"> <li>• 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.</li> <li>• The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee.</li> <li>• 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.</li> <li>• For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at <a href="http://www.oms.nysed.gov/cafe/guidance/">http://www.oms.nysed.gov/cafe/guidance/</a>.</li> </ul>

SALARIES FOR PROFESSIONAL STAFF			
Subtotal - Code 15			\$170,000
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
College counselor	1.00	\$40,000	\$40,000
School Improvement Manager	1.00	\$150,000	\$130,000

SALARIES FOR SUPPORT STAFF			
Subtotal - Code 16			\$50,000
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Bilingual parent/community liaison	1.00	\$50,000	\$50,000

PURCHASED SERVICES			
Subtotal - Code 40			\$134,000
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Pearson PD COP Institutes, summer and school year	Pearson	50 days of embedded professional development and coaching @ \$2000 per day.	\$100,000
Summer Institute at Harvard	Harvard	(4 administrators @ \$3,000)	\$12,000
REACH School Leader Coaching Program & Data Team	REACH Program	20 Teachers @ \$1,000 / teacher	\$20,000
Publication Printing		10 Publications @ \$2000	\$2,000

<b>SUPPLIES AND MATERIALS</b>			
Subtotal - Code 45			<b>\$31,000</b>
Description of Item	Quantity	Unit Cost	Proposed Expenditure
Instructional materials	500 Flash Drives 40 Calculators	Flash Drive \$6 each- \$,3000 40 T180 Series Graphing Calculators \$150 each - \$6,000	\$9,000
Technology Software	20.00	Navient Software \$7,000 Right Reason Technology \$5,000	\$12,000
Parent Center activities including workshops, guest speakers	40.00	Guest Presenters- \$2500 Parent/Student Refresments \$3500	\$7,000
Communications: annual report, principal newsletter, website	10 total reports throughout the year.	\$300 x 10 Publications	\$3,000

<b>TRAVEL EXPENSES</b>			
Subtotal - Code 46			<b>\$15,000</b>
Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures
Administrator, Teachers and Students	Local and interstate college and career trips to expose students to the options of higher education that are available to them.	5 trips at \$1,000 per trip.	\$5,000
Administrator and Teachers	Workshops for staff to increase staff capacity in CCLS instructional shifts and technology integration.	5 workshops @ \$1,000 each	\$5,000
Administrators and Support Staff	Safe Schools Conference, Denver Colorado *To learn strategies and solutions for promoting safer school environments.	4 trips @ \$1,250 each trip.	\$5,000

MINOR REMODELING		
Subtotal - Code 30		\$100,000
Description of Work to be Performed	Calculation of Cost	Proposed Expenditure
Development of College and Career Center	25 Desktop Computers @ \$1500 each - \$37,500 Furniture - Desks, tables, chairs, \$50,000 Interactive White Board @ \$3,300 Postermaker \$6,200 Postermaker Paper Printer/Fax/Copier @\$3,000	\$100,000



## **Pearson Professional Development – Evidence of Effectiveness**

### **Case Study: DeKalb County Schools, DeKalb, Georgia**

In 2009 Pearson began a partnership with DeKalb County Schools, for the purpose of helping to improve student achievement. A total of 40 schools adopted Pearson’s school reform model, which is grounded in job-embedded training and coaching support for teachers and leaders. This model includes a laser-like focus on the core areas of English Language Arts and Mathematics, including classroom based coaching and modeling that presents and supports evidence-based instructional and assessment practices. The model is also grounded in teacher and leader workgroup efforts, meaning Pearson coaches worked closely with their monthly Professional Learning Communities to introduce, model, and explore new practices for improved student outcomes.

**Results:** After only one year of reform, many of the schools were showing respectable improvements in student achievement. On the End of Course Test in mathematics for “Math 2” (an integrated math course for high school students), student proficiency increased. Across the state of Georgia most high schools showed a 3% increase in student proficiency as compared to the prior year. In DeKalb, that percentage increased to 5%. But among the DeKalb schools working directly with Pearson for school reform, there was approximately a 10% increase in student proficiency over the prior year.

Clarkston High School (one of DeKalb’s many high schools) showed highly impressive advancements in student mathematics proficiency. From 2010 to 2011 the percentage of students proficient on the Math 2 End of Course test increased from 45% to 54% (a change of 9% in only one year).

In addition to significant gains in mathematics, one of the greatest results evidenced in DeKalb County Schools is the increased attention to and promotion of ongoing coaching efforts. Follow up visits to the school revealed that coaches are now working together to determine next steps, and tiered support for teachers is now just “the way they do business.” The school leadership teams provide regular focus for instructional and assessment support, and peers support one another through collaborative learning opportunities.

In summary, Pearson’s job embedded supports (coaching, modeling, lesson study) for some very low performing schools resulted in improved school cultures, increased mathematics proficiency, and greater support for the teaching, leading, and learning process.

Hazelwood School District  
15955 New Halls Ferry Road  
Florissant, MO 63031

Telephone: 314-953-5000, ext 35034

Fax: 314-953-5038

email: [creiter@hazelwoodschoools.org](mailto:creiter@hazelwoodschoools.org)

**Brief Description of Engagement and Results** (with similarities and differences from Mississippi requirements highlighted):

Pearson rigorously worked side by side with the Hazelwood School District in 2012-2013 to introduce, implement, and help sustain a rigorous data-driven approach that included formal professional development, coaching, and local collaboration. Utilizing resources and inputs from our Assessment Training Institute, the district systematically inched staff closer to a broader understanding of the role of assessments and student data to drive instruction and leadership. Pearson coaches worked side by side with teachers helping them gain a deeper understanding of data and assessment literacy, as a solid construct was required before staff could implement data-driven practices. As a result of our work, the district has begun to see a major shift in staff understanding and willingness to embrace data practices as a normal part of the teaching, leading, and learning experience.

## **Similar Services: Positively Impacting Student Achievement**

Multiple rural and urban schools across the nation and in Puerto Rico have implemented Pearson's school improvement model with great success and many have used SIG funds to do so. The following case studies provide evidence to that success.

### **Escuela Superior Medardo Carazo, Puerto Rico**

Escuela Superior Medardo Carazo, named after a dedicated local teacher and administrator, was built in the 1950s to serve the community of Trujillo Alto in Puerto Rico. After educating students for more than a half century, the school needed to update its pedagogy and facilities for the 21st century.

#### **Challenge**

Students at Escuela Superior Medardo Carazo were receiving only average grades on key high stakes tests which negatively affected teacher, student, and school community morale. "Medardo Carazo [was] the school that no one chose to go to because students were known for cutting class," says Director Mayra Monroy. The school was formally identified by the Department of Education of Puerto Rico as a school in need of transformation and as a result was eligible for SIG funds made available by the US Department of Education. To raise achievement and engagement, the school needed a new vision, strong leadership, and targeted professional development. The school also needed an updated building with new technology so that students could learn the technical skills required to succeed in college and career.

#### **Solution**

The Puerto Rico Department of Education engaged Pearson in March 2012 to assist in the transformation of Escuela Superior Medardo Carazo. Pearson partnered with the school and the Puerto Rico Department of Education to implement SIM, the research-based framework which builds a data-driven culture; aligns curriculum, instruction, and assessment; and improves student, teacher, and community engagement.

Pearson worked closely with staff members to understand stakeholder concerns. Before implementation, a needs assessment and gap analysis was conducted at Medardo Carazo to determine strengths and areas for growth. In addition, a variety of data was gathered from across the school and community. In 2012, targeted professional development sessions were conducted and the decision was made to move into a new, 21st century building that incorporated new technology and modular seating more conducive to group projects in each classroom.

## Results

Over the past two years, Pearson education specialists have been mentoring teachers daily to help them better align curriculum, instruction, and assessment programs. Classroom observations and ongoing professional development also confirm that teachers have the necessary knowledge to prepare their students for critical high stakes assessments. With the intervention of Pearson education specialists, the percentage of students scoring “proficient” or “advanced” has increased 12 points in English and five points in mathematics.

Medardo Carazo’s new data-driven culture has fostered a strong accountability for both teachers and students and improved engagement. For example, the front office of the school features data walls that illustrate core concepts, grade distributions, and high stakes testing scores. “Students set their own goals and manage their own path toward those. It encourages them to strive for better. Data is used for education so teachers can better help students,” Monroy states.

With the new building, Medardo Carazo offers a more inviting atmosphere to prospective students. As a result, enrollment has increased since the redesign, from 593 students in 2012–2013 to 672 in 2013–2014. Students and teachers work in more collaborative classrooms with flexible seating for group work. “The students teach each other and they feel more free. They feel like they’re in college,” says Monroy. “Even the teachers are more comfortable with this type of instruction. The Schoolwide Improvement Model has changed their way of thinking.”

In addition, some after school programs were launched with Pearson’s assistance, as part of an initiative known as extended learning time. Pearson contracted with staff from the Polytechnical University to coach Medardo Carazo’s teachers in robotics. From there, a robotics program was introduced at the school. Remarkably, Medardo Carazo students entered in a robotics competition and won, marking the first time a new team entry came away with first place.

Even more impressive is the 98 percent graduation rate that Medardo Carazo is now seeing. Monroy concludes, “Medardo Carazo is now the school that everyone wants to go to. We’re exceeding student capacity and the new building has encouraged that.”

*With the intervention of Pearson education specialists, the percentage of students scoring “proficient” or “advanced” has increased 12 points in English and five points in mathematics.*

## Kendrick High School, GA

Facing many challenges, Kendrick High School in Georgia, was designated as a school in need of improvement three years in a row. The school applied for and received a SIG funds. Part of the grant was used to fund professional development for the science department, with the goals of changing

instructional practices, adopting data-analysis processes, and instituting more collaboration among teachers and administrators. In the three years since the school improvement plan was initiated, passing rates for end-of-course tests have increased in biology and physical science.

## **Challenge**

At Kendrick High School, a Title I school, more than 85 percent of students face economic disadvantages, and many have low motivation and lack support. By the time they are in high school, many students are struggling because of deficient mathematics and reading skills, and they are unable to reach state-level benchmarks in all subjects, including science. Before Kendrick High School applied for the SIG funds, students were beginning to leave the school or choosing to attend a different high school, which caused enrollment to decline 30 percent over three years. Due to these circumstances, the graduation rate dropped below 50 percent.

The Georgia Department of Education designated Kendrick High School as a “Needs Improvement” school three years in a row because of its poor academic performance. By 2011, school officials knew they needed to make changes and applied for SIG money. Once the grant was approved, teachers and administrators chose to implement the High Schools That Work improvement model, a research-based transformation program established by the Southern Regional Education Board, because other schools in the district had experienced higher student achievement with this approach.

Teachers and administrators then faced the challenge of applying the approach in various departments. School leaders turned to Pearson to help implement the model’s professional development component in the science department, specifically in biology and physical science.

## **Solution**

The grant was approved in the spring of 2011, and Kendrick High School began implementing the model in the fall of 2011. “We had low science scores in both our formative and end-of course assessments,” said Carolyn Randolph, an academic coach. “From the start, our goal was to increase overall student achievement.” Pearson’s education specialist, Dr. Jacquelyn Walton, created a professional development plan centered on changing teachers’ instructional practices to achieve the school’s goal within the parameters of the transformation model.

“The science teachers already had a good work ethic and were very dedicated. They also had great support from their principal, department chair, and instructional coach, so it was easier to help get the teachers on target,” explained Dr. Walton. “At first we held training days with all of the science teachers going over the new standards-based teaching practices. From there I worked with teachers individually, understanding their needs and developing new instructional practices in the classroom. Plus I modeled the practices for them with their kids, so they could see what I was talking about. This made it much easier for the teachers to grasp.”

The new practices entailed analyzing student data, working collaboratively, and assessing the effectiveness of lessons and activities. Physical science teacher LaJoyce Sanders explained, “We scheduled weekly collaborative meetings by course content. One of the things we always discussed was where we were with the state standards and how our students were performing. Then we would look at some of the strategies and discuss what was modeled for us in class. The driving force, though, was the

data. We would look at the types of questions we were giving the students, asking whether they were valid. We looked at what we were teaching and how it aligned to the standards, how we were assessing the students, and then how we could re-teach or re-assess them.”

Teachers also used data to meet students’ individual needs. Dr. Sheila Jones, science department chair, said, “One thing we did as part of our improvement plan was to increase the length of the school day. This gave us the time we needed to implement increased-learning-time classes. In these 45-minute classes, students received direct instruction or remediation on the content. This was done daily. We assessed students weekly, and from the reports we placed them into these classes based on their needs. If they needed help with biology, they were placed in a biology increased-learning-time classroom. This supplemented what teachers were already doing. There was a lot of collaboration on the part of the teachers in doing this, and the test scores showed that it did help the kids overall.”

## **Results**

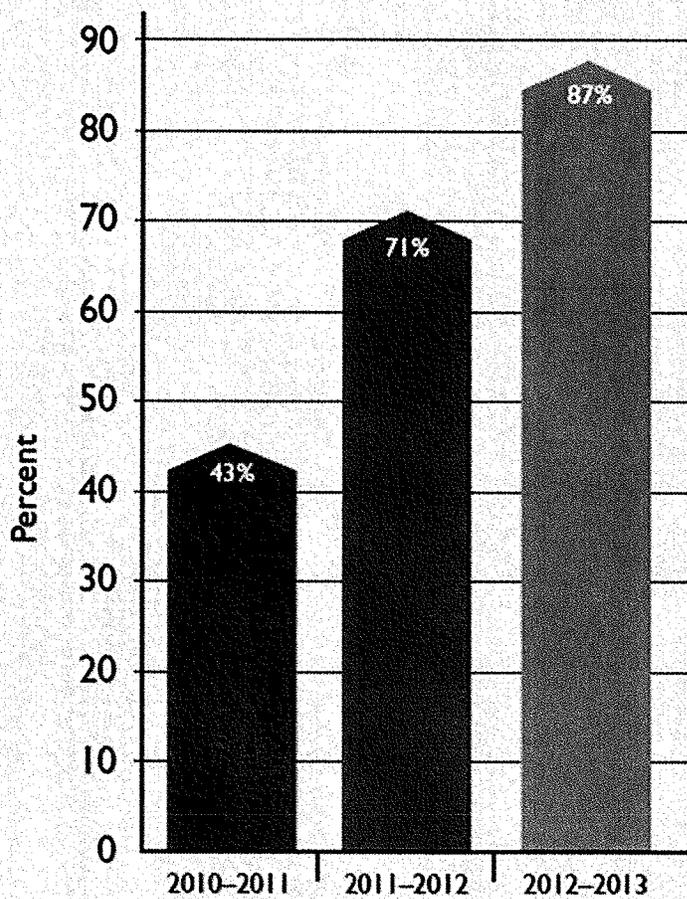
The results reflect all of the students’ and teachers’ hard work. At the end of the 2011–2012 school year, the first year of implementation, the percent of students who passed the Grade 9 physical science end-of-course test rose from 43 to 71 percent, a 28-point increase. End-of-course test passing rates for Grade 10 biology increased from 35 to 64 percent, a 29-point gain.

During the 2012–2013 school year, the second year of implementation, 87 percent of Grade 9 students passed the physical science end-of-course test, an increase of 16 points from the prior year and an increase of 44 points over two years. In biology, 76 percent of Grade 10 students passed the end-of-course test, a 12-point gain from the previous year.

In the third year of using the new instructional practices, end-of-course test passing rates continued to increase. In Grade 10 biology, 81 percent of students passed the test, a gain of five points from the prior year and a 46 point increase since the instructional practices were implemented. Administrators decided to move physical science to Grade 11 that year, and 90 percent of students passed the end-of-course test.

Kendrick High School has seen other indicators of success in addition to test scores. In 2013, the school surpassed the state’s overall College and Career Ready Performance Index (CCRPI) for the first time, scoring 72 percent whereas the state average was 68 percent. In 2014, Kendrick High Schools’ graduation rate reached 69.4 percent, a gain of 20 points since it began implementing new instructional practices. The school also exited the state’s Priority Schools list, a testament to the gains it has achieved.

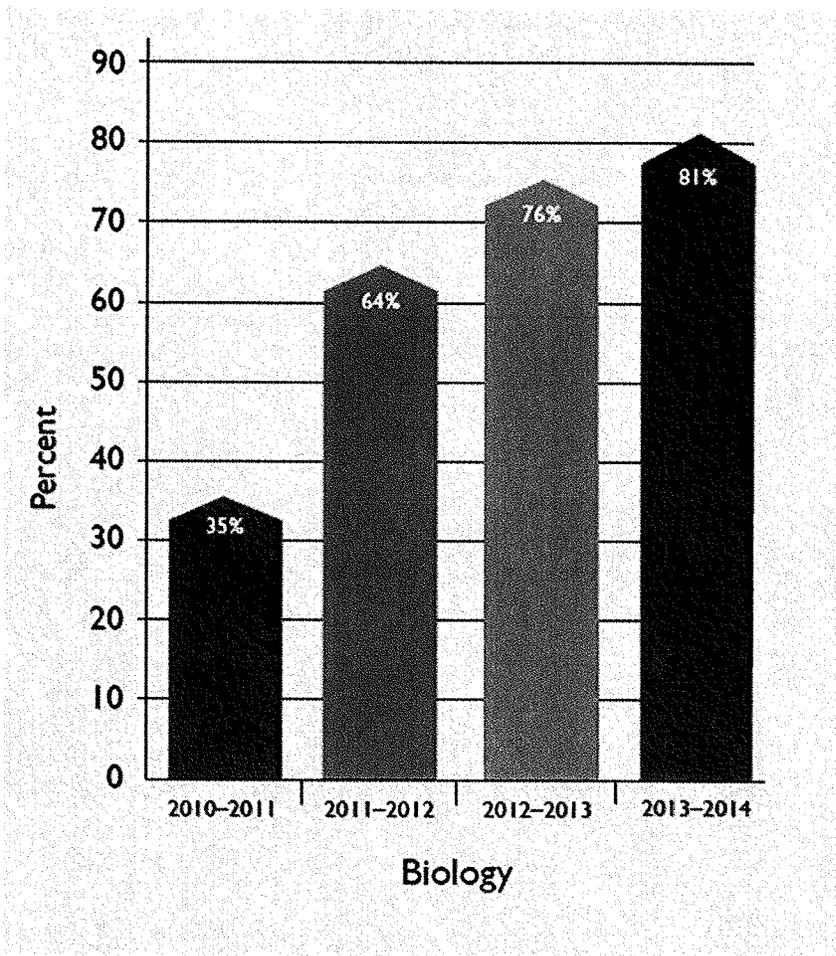
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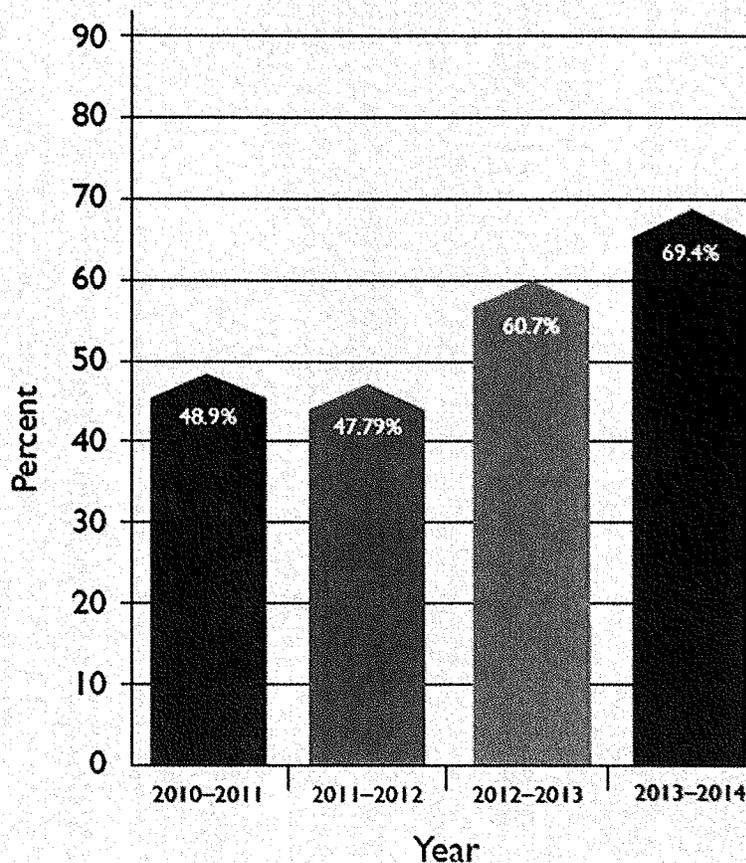
### Physical Science

Note: In the 2013-2014 school year,  
physical science was moved to 11th grade

**Physical Science Passing Rates.** By 2012-2013, passing rates reached 87 percent.



**Biology Passing Rates.** By 2012-2013, passing rates reached 81 percent.



**Increasing Graduation Rates.** By 2013–2014, graduation rates neared 70 percent.

### **President William McKinley High School, HI**

McKinley High School in Honolulu is in its first year of implementing SIM. A key part of this implementation is training to help the school use data more effectively to inform instruction. The school uses a formative assessment tool, and we are training the teachers to use data from these assessments to plan and deliver instruction. The school’s Leadership Team now functions as a data team and participates in trainings to build their capacity to plan and prepare using data from several sources. Our education specialists are using Teacher Success, a complete, customizable online teacher evaluation and coaching system, to gather and share data regarding student engagement in classrooms.

In addition, McKinley High School is using several Pearson intervention programs to help students who are struggling to meet grade-level standards. To strengthen literacy services for ELLs, the school has started using iLit, the first and only complete instructional solution built and delivered on the iPad that offers each student personalized learning support based on their own instructional needs, engaging interactivities, and built-in reward systems that motivate students and track their progress.

McKinley High School is also using our Navigator and Ramp-Up intervention programs to help students narrow the gaps in their performance. Literacy Navigator and Math Navigator provide strategies for

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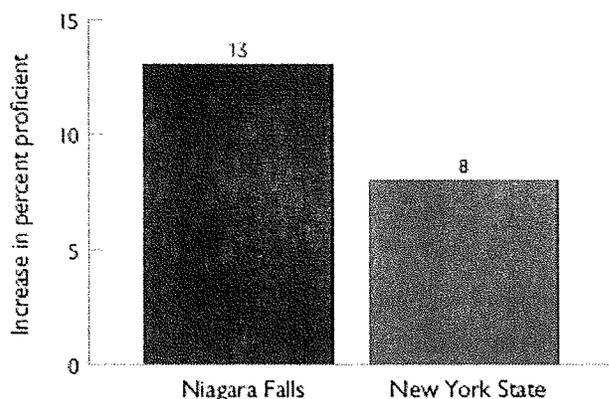
## Niagara Falls City School District, NY

Our engagement with the Niagara Falls City School District in New York began in 1998 when two of the district's elementary schools received Comprehensive School Reform Grants. In 2003, the district used its own resources to bring its remaining six elementary and middle schools into the project. Two years later work began with the district's high school. From 1998 to 2009, we provided whole school reform at all elementary (grades K–6) and preparatory schools (grades 7–8) and since 2008 we have provided targeted literacy and mathematics support at Niagara Falls High School.

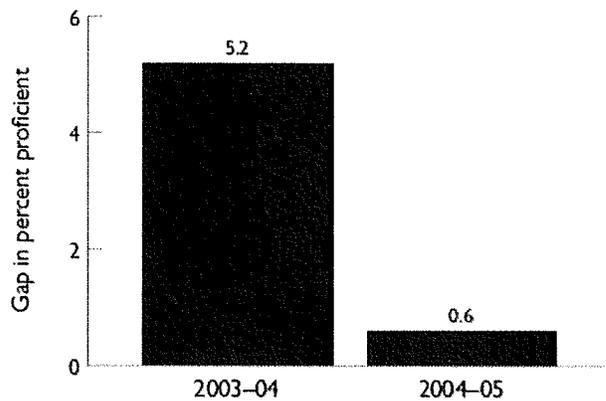
We also began providing K–12 professional development and in-class support in 2010 around implementing the CCSS in literacy, mathematics, social studies, and science and continue to do so. Our programs include content training on instructional shifts and building teacher capacity, as well as the Tools for Understanding program. We work on the development of unit plans for middle and high school mathematics, as well as collection, annotation, and development of anchor papers for performance indicators at each grade level in middle school and high school algebra.

Our working relationship has been maintained through changes in district leadership and changes in education specialists assigned to the district, and the project has evolved through collaborative goal setting and review of progress. Changes in assessments and scaling of assessments make it difficult to consistently track improvements in scores over the period.

However, sample data include an increase from 56 percent of students passing Regents English in 2005–2006 to 72 percent in 2009–2010, and from 58 percent to 76 percent passing Regents Math A over the same period. By 2008, Niagara Falls High School and six other district schools had been designated by New York State as a “high performing/gap closing school.”



**Niagara Falls Schools Outpace State Growth Rate.** During 2004–2005, the district showed an increase in the percentage of students proficient on New York's Grade 4 ELA assessment.



**Achievement Gap Between Niagara Falls and State Narrows.** The difference between Niagara Falls and New York State in percent proficient and above narrowed on New York's grade 4 ELA assessment.

We enjoy a continuing partnership with Niagara Falls City School District to develop units of study aligned to the New York Common Core Learning Standards for ELA and mathematics. We also pilot performance tasks to inform instruction and professional development at the secondary level. Additionally, we provide ongoing professional development for district coaches, content leads, principals, and supervisors of mathematics and literacy in elementary, prep, and high school.

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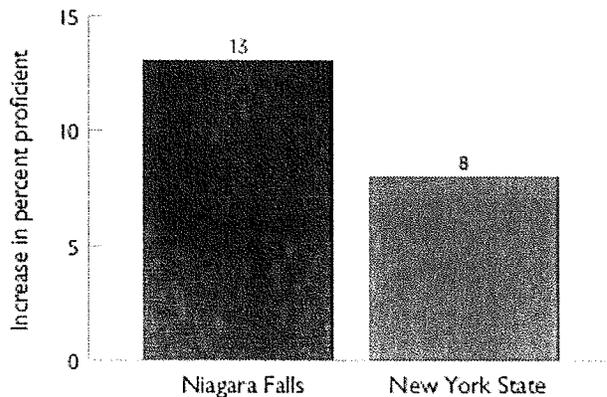
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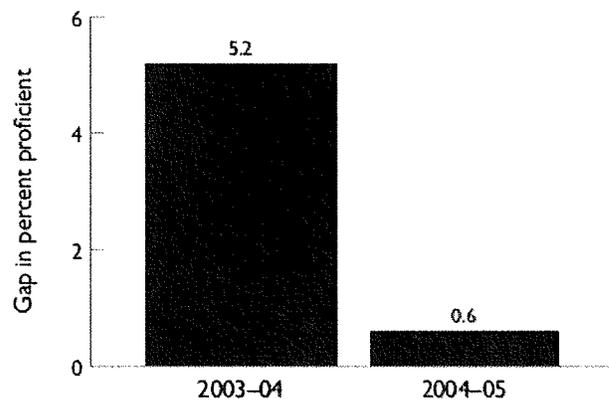
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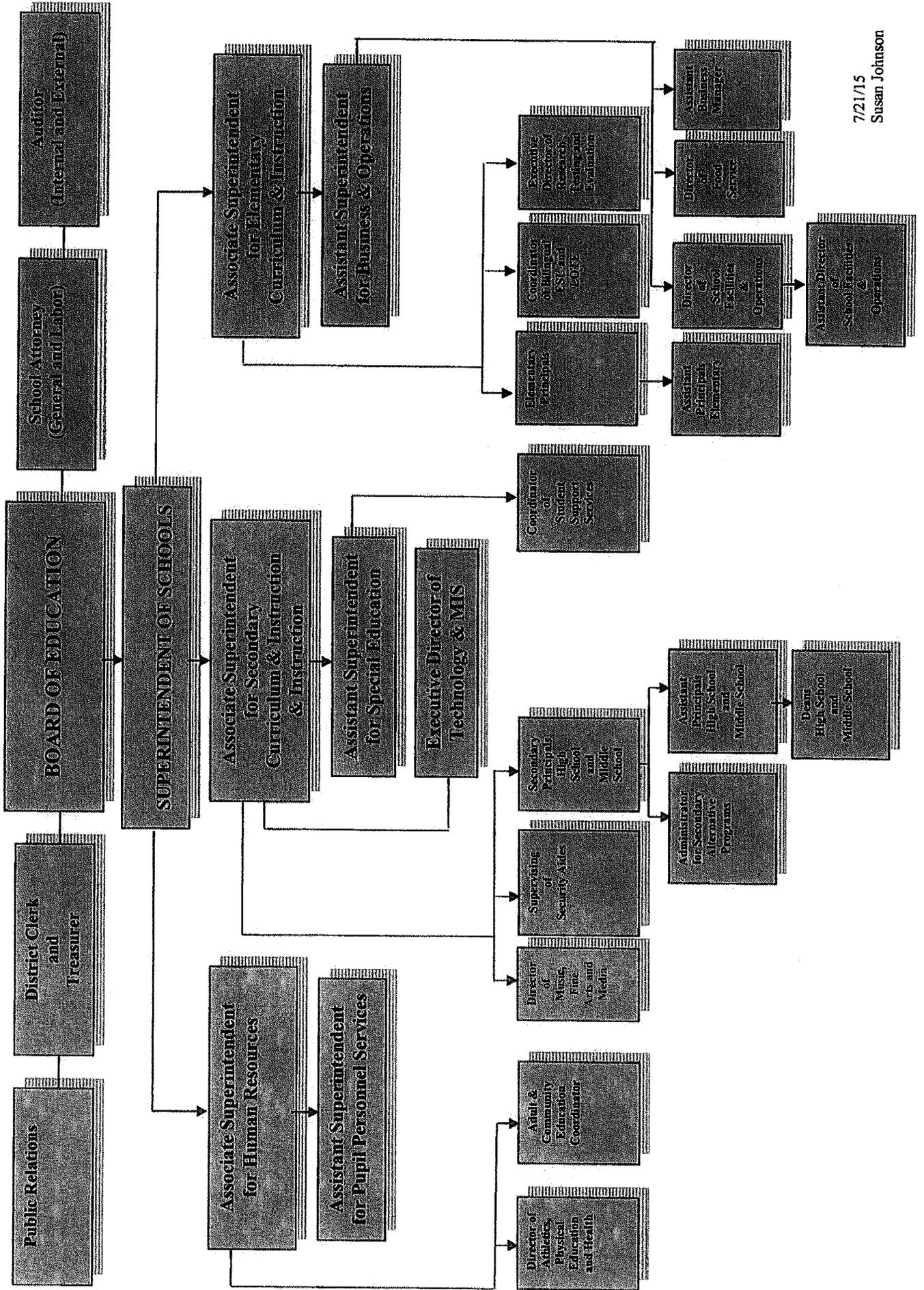
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**ATTACHMENT C**

<p><b>Partner Organization</b>  <b>Name and Contact Information and description of type of service provided.</b>   <b>Internationals Network for Public Schools</b>          50 Broadway, Suite 2200          New York, NY 10004           tel 212.868.5185          fax 212.868.5188  <a href="http://www.internationalsnps.org">www.internationalsnps.org</a></p>	<p><b>Schools in which the partner has managed/ supported in the last three years</b>          (attach additional trend-summary evidence of the academic success of each school and trend-summary evidence of partners fiscal performance)</p>	<p><b>References / Contracts</b>  <b>References / Contacts</b>          (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)</p>
<p>The Internationals Network for public Schools will support Hempstead High School in incorporating Internationals’ proven effective instructional strategies for working with ELLs. Internationals will collaborate with the Hempstead School District during the period of July 2015 - June 2016. Our support will include opportunities to orient the school leader and staff on the philosophy and practices of the Internationals Approach in anticipation of phasing in a cohort of English Language Learners at Hempstead HS into the Internationals’ model. Internationals will provide school development support, which will include a consultancy and community engagement phase, which will inform the implementation of the model at the Hempstead HS ELL Academy. Emphasis will be placed on building the capacity of the school leader to establish a sustainable instructional model. An Internationals coach will provide one-on-one mentoring to the school leader and the school’s instructional specialist, co-facilitate Internationals workshops that are tailored to suit the specific needs of the faculty, and coach teachers on instruction and curriculum development. Additionally, the development efforts will include Internationals’ on-site professional development, that will develop teachers’ ability to structure collaborative classrooms, develop rigorous, project-based curriculum that integrates language and content objectives, support students in advisories, and assess students’ academic and linguistic development.</p>	<ol style="list-style-type: none"> <li>1. International High School at LaGuardia Community College</li> <li>2. Manhattan International High School</li> <li>3. Brooklyn International High School</li> <li>4. Bronx International High School</li> <li>5. Flushing International High School</li> <li>6. International High School at Prospect Heights</li> <li>7. International High School at Lafayette</li> <li>8. International Community High School</li> </ol>	<p>Jacklyn Valane, Principal          JVALANE@ihsnyc.org</p> <p>Gladys Rodriguez, Principal          GRodriguez2@schools.nyc.gov</p> <p>Kathleen Rucker, Principal          krucker@schools.nyc.gov</p> <p>Joaquin Vega, Principal          jvega4@schools.nyc.gov</p> <p>Lara Evangelista, Principal          LEvange@schools.nyc.gov</p> <p>Nedda de Castro, Principal,          ndecastro@schools.nyc.gov;</p> <p>Jon Harriman, Principal          JHarrim@schools.nyc.gov</p> <p>Berena Cabarcas, Principal          bcabarc@schools.nyc.gov</p>

<p>George Badia, Principal IA gbadia@schools.nyc.gov</p>	<p>9. Pan American International High School</p>
<p>Bridgit Bye-Dyster, Principal bbye@schools.nyc.gov</p>	<p>10. Pan American International High School at Monroe</p>
<p>Norma Vega, Principal NVega12@schools.nyc.gov</p>	<p>11. ELLIS Academy</p>
<p>Daniel Walsh, Principal daniel@ihs-us.org</p>	<p>12. International High School at Union Square</p>
<p>Jessica Long, Principal JLong22@schools.nyc.gov</p>	<p>13. Crotona International High School</p>
<p>Anthony Finney, Principal CFinney2@schools.nyc.gov</p>	<p>14. International High School for Health Sciences</p>
<p>Elizabeth Demchak, Principal EDemchak@schools.nyc.gov</p>	<p>15. Claremont International High School</p>

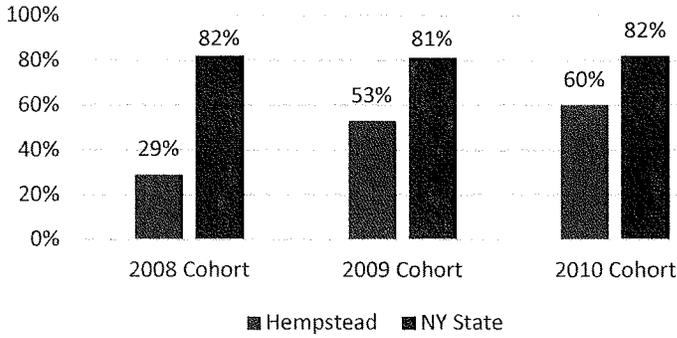
**HEMPSTEAD SCHOOL DISTRICT  
ADMINISTRATIVE TABLE OF ORGANIZATION  
2015-2016**



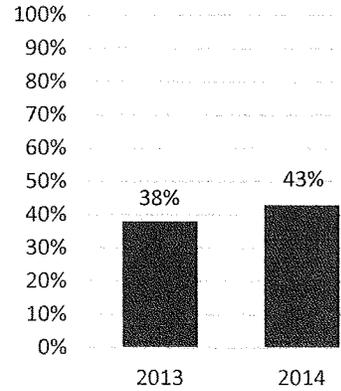
# HHS Data on Academic Performance and School Culture

## English-Language Arts

Percent Proficient (3's & 4's) after 4 Yrs of Instruction

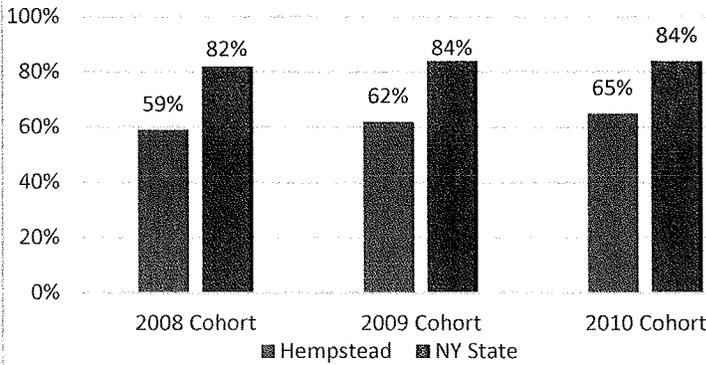


## School Graduation Rate

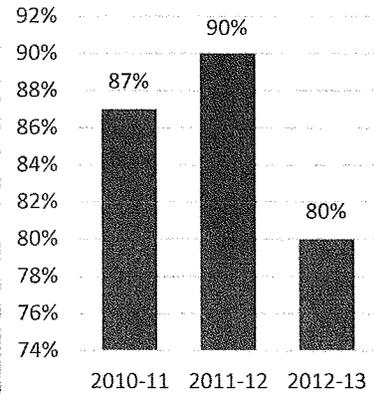


## Mathematics

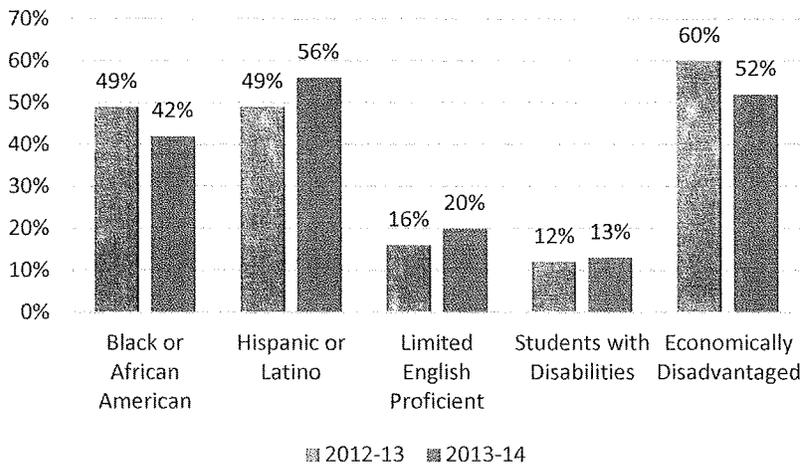
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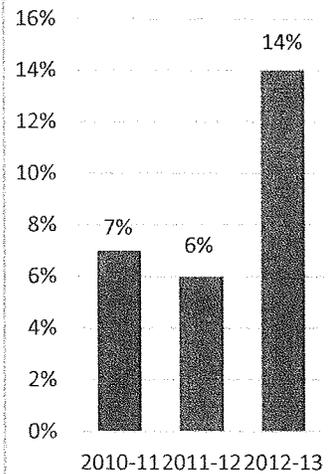
## Student Attendance



## Student Demographics at HHS



## Student Suspensions





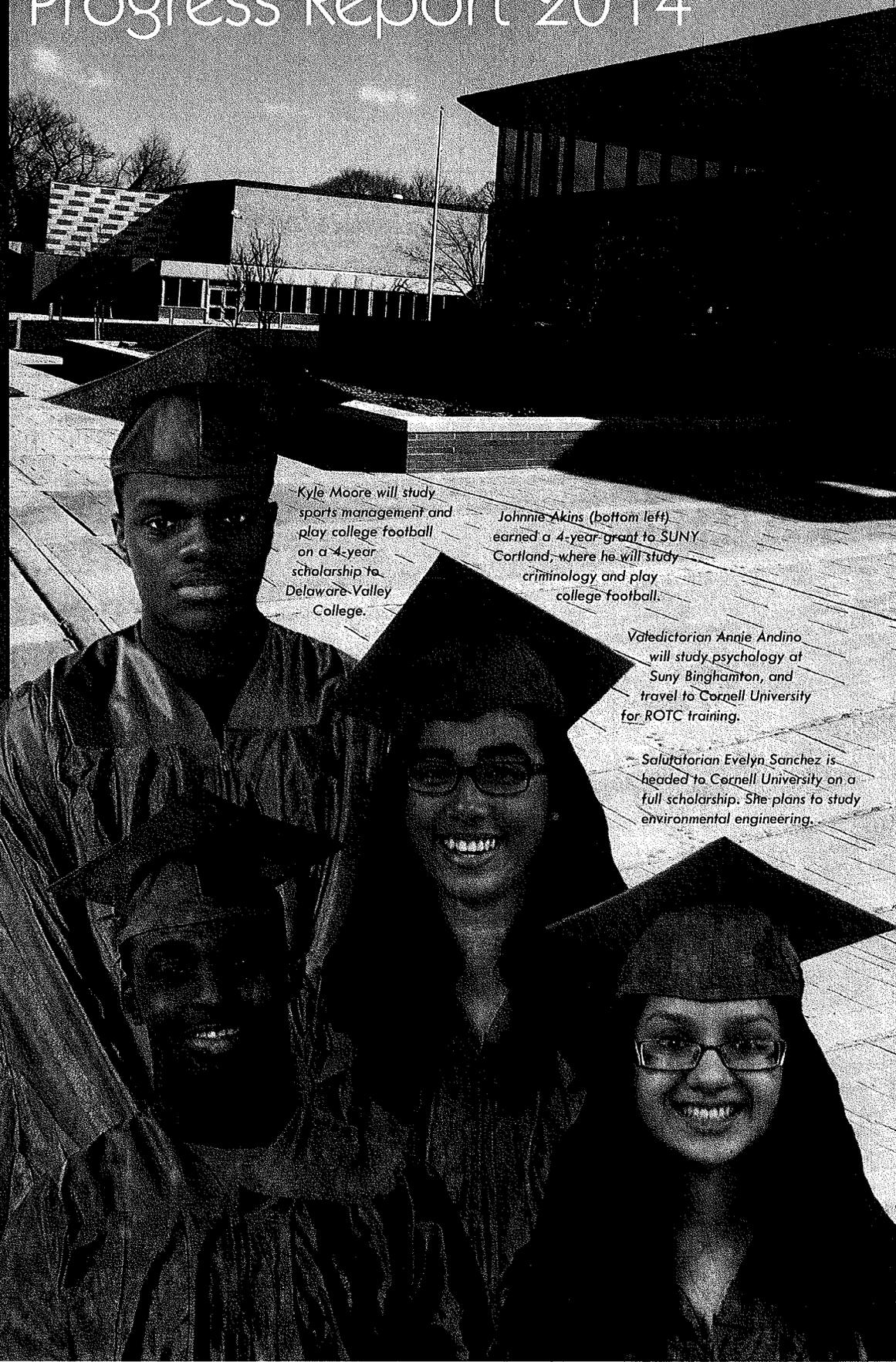
# Roosevelt High School

## Progress Report 2014

### **Our Mission:**

The mission of the Roosevelt Union Free School District is to educate the whole child to excel, thereby ensuring achievement for ALL.

**“Failure is not an option.”**



*Kyle Moore will study sports management and play college football on a 4-year scholarship to Delaware-Valley College.*

*Johnnie Akins (bottom left) earned a 4-year grant to SUNY Cortland, where he will study criminology and play college football.*

*Valedictorian Annie Andino will study psychology at Suny Binghamton, and travel to Cornell University for ROTC training.*

*Salutatorian Evelyn Sanchez is headed to Cornell University on a full scholarship. She plans to study environmental engineering.*

# Roosevelt High School

## Progress Continues

Dr. Stephen Strachan, Principal



There is much to be proud of at Roosevelt High School these days.

Classes are held in a modern new facility with state-of-the-art technology. The hallways are filled with chatter about college, sports, clubs, and school events. Our students are being accepted to the best colleges in the nation, many on scholarship. They are graduating from high school ready for college and careers.

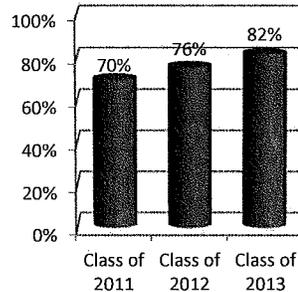
To get here, we spent three years transforming the school into career-based academies, with a three-pronged focus on academics, structure, and culture. Local colleges, organizations, and workforce groups partnered with us in this journey.

I would like to thank everyone who helped us get this far: the Board of Education and Roosevelt Union Free School District for supporting these initiatives; the teachers and school staff who implemented them; the parents, community members, and local groups that continue to provide opportunities for our students; and of course the students who put in the effort each and every day.

As far as we've come, there is still work to do. Please join us—not only in celebrating our achievements, but also as partners in a growing school community united around making Roosevelt High School (RHS) a place where every student experiences success.

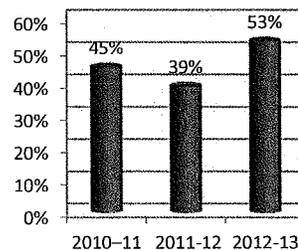
## Test Results Show What's Working

### Students Proficient in English/Language Arts after 4 Years of Instruction



\*2012-13 is the most recent year for which test scores are available; the 2013-14 test scores come out next spring.

### Integrated Algebra Percent Scoring 65 & Above



Each year, Roosevelt High School students take the Regents exams, which measure their knowledge in the core content areas. Their test results help teachers and school staff know what is working, and what more can be done to improve students' academic performance.

One of the ways to look at test scores is to compare the progress of each graduating class after four years of instruction. The top chart shows that RHS has been making multi-year gains in English/Language Arts, with 82% of the Class of 2013\* scoring at the proficient level, up 12% in the last two years. We are making significant progress toward our goal that all students master the English/Language Arts curriculum, so that they are well prepared for success in college and careers.

In 2012-13, RHS students not only met but exceeded the goal for Annual Yearly Progress (AYP) set

for them by the New York State Department of Education.

The school continues to focus on improving math performance, while at the same time increasing access to high-level and college gateway courses for all students. Two years ago, only 238 students were enrolled in Integrated Algebra. In 2012-13, that number increased to 299 students. Even with more students enrolled, the percentage of students scoring 65 or better increased from 39% to 53%. Test scores in Algebra 2 remained relatively consistent from 2011-12 to 2012-13, while 33 more students were enrolled. Students also made gains in geometry in 2012-13.

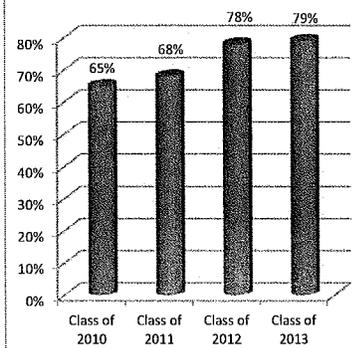
In social studies, there was a slight increase in the percentage of students scoring at or above 85 in 2012-13. Students' test scores on science measures including living environment, earth science, and chemistry also improved from 2011-12 to 2012-13.

### Goal: A Diploma for All

We want all students to earn a high school diploma. To support that goal, Roosevelt High School offers programs and assistance for struggling students, such as the **PUSH program** and the **Alternative Learning Academy** for students who are behind on credits, as well as **tutoring**, **Saturday Academy**, **distance learning**, **extended day**, and **technology-based instruction**. Each year, more Roosevelt High School students complete the necessary coursework to earn a high school diploma.

This means that more RHS students are graduating prepared to enter colleges and the workforce. The 2012-13 school year marked the second in which RHS made its Annual Yearly Progress (AYP) goal on the graduation rate measure.

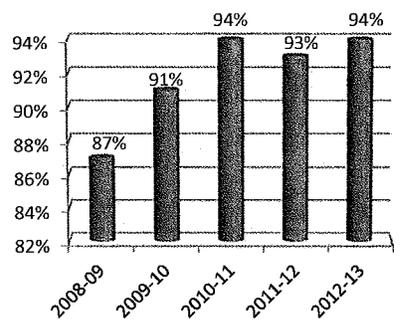
### Roosevelt High School Graduation Rate



### Student Attendance is Up

You can't learn if you don't go to school, so Roosevelt High School has made a concerted effort over the last four years to increase student attendance, while at the same time making sure to provide a safe and positive environment for learning. The result is increased student attendance, which helps all the other initiatives succeed.

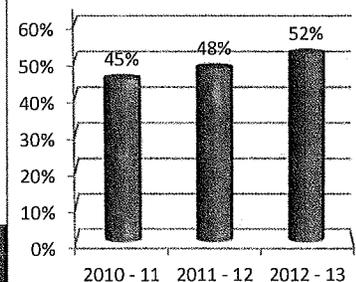
### Student Attendance Rate



### Great Teachers

It takes a great deal of preparation to become a teacher—years of study, not to mention exams. However, many Roosevelt teachers go above and beyond the requirements to earn master's and doctoral degrees. The percentage of Roosevelt teachers who hold advanced degrees is on the rise. "You become more of an experienced teacher when you go back to school," said Vivian Isom, who is studying for her doctorate in Educational Leadership. "I think the students wind up getting more of an enriched education."

### Percentage of Teachers with Master's Degree +30 Hours or Doctorate



# Roosevelt High School

## Headed for College

“The American dream is still attainable,” said Evelyn Sanchez, who will attend Cornell University on a four-year scholarship. At Roosevelt, Evelyn took Advanced Placement (AP) courses to prepare for college-level work. Students who score 3 or higher on an AP test often do not have to take that course in college, at the university’s discretion.

### Early College

RHS students can also prepare for college in the Smart Scholars program, offered in partnership with SUNY College at Old Westbury since 2010. Smart Scholars accepts up to 200 students, grades 9-12. Participants take college-credit courses at RHS and on campus at Old Westbury while still in high school. They get college textbooks, transportation, tutoring, mentoring by a college student, and help with college and financial aid applications. Upon graduating, they earn an official college transcript and credit for any courses in which they scored a “C” or better.

This year, some Smart Scholars were enrolled in a full college course load, and seniors earned up to 28 transferrable college credits. “The students have proven they can handle that level of work,” said the program’s coordinator, Reina Jovin. Smart Scholars was originally launched with help from the Bill and Melinda Gates Foundation. The NY Department of Education recently

Seniors in the Smart Scholars program hold up their first official college transcripts.



## Class of 2014 Earns More than \$1 Million in Scholarships

College is not always easy to afford, but thanks to a concerted effort by students, staff, and parents, RHS students amassed more than \$1 million in scholarships this year. Among the students to receive a full academic scholarship is Dhakenia Maxime, a Smart Scholars participant who earned 24 college credits while still in high school. In the fall she will pursue a degree in biology at Hofstra University.

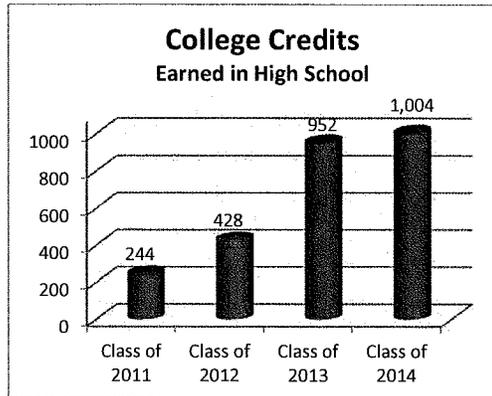
extended its funding for three more years.

### College Shopping

Students need to pick the college that’s right for them, so RHS offers trips to public, private, 2-year, 4-year, and technical schools to help them decide. This year, a 2-night, 3-day tour of Historically Black Colleges and Universities was added. On the tour, three students—Nahjeem Lowe, Isaiah Furline, and Matthew Plaisimond—connected with the admissions director at Virginia State University. All three applied and will attend VA State in the fall. In addition, this was the second year the high school held an overnight trip to the SUNY colleges of Binghamton, Albany, Oneonta, and Morrisville.

Students can also shop for schools and careers at **College & Career Day**. Facilitated by guidance counselor Minnie Livingston, this strong new RHS tradition boasts a college fair as well as classroom presentations by professionals who volunteer their time to tell students about their careers.

The **College & Career Center** has a “beautiful” new home in the brand new high school and is so popular, Jovin joked,



Above: In the Smart Scholars program, students can complete college courses while still in high school. The chart shows the total number of college credits earned by RHS students each year since the program’s start.

that she sometimes has to push students out the door. “It’s a hub for students,” she said. “They come in here every day. They inquire about college

scholarships and financial aid, or just do their work. It’s an atmosphere that encourages a college-going culture, and they like to be here.”

### College Attitude

Valedictorian Annie Andino has noticed an attitude shift at Roosevelt High School. “It seems as though the students want to become college and career ready,” she said. “They’re more eager to learn and enter the real world than before.”



Vanessa is one of two students, including salutatorian Evelyn Sanchez (left), to earn a full financial aid package to the Ivy League school. They are believed to be the first RHS students to be accepted to an Ivy League

School in more than a decade. Both girls’ families are from El Salvador. “Our families both came here with nothing, and we are basically living out their American dream,” Vanessa told *Newsday* reporter Joie Tyrrell. Both expressed gratitude to teachers Christina Squillante and Yolette Wright; Vanessa also thanked softball coach Don Crummell for his support.

Superintendent Deborah Wortham (center) called the girls “role models.” Last fall, Dr. Wortham started the tradition of a senior commitment ceremony, where all seniors commit to taking the ACT and SAT college entrance exams, maintaining good grades and attendance, and applying to at least one college.

## A Full AP and College Course Load

Advanced Placement (AP) courses prepare students for college-level work, and those who score a 3 or above on an AP test often do not have to take that course in college. RHS offers:

- AP Chemistry
- AP English, Language & Composition
- AP Enrichment Lab
- AP Government
- AP Literature & Composition
- AP Spanish Literature
- AP Statistics
- AP Studio Art
- AP U.S. History & Government
- AP World History
- English Composition I
- English Composition II
- Themes in U.S. History
- Plants and Society
- Intro to Biology
- College Algebra
- Pre-Calculus
- Introduction to Color
- Greek mythology

# Roosevelt High School

## Educators Seek National Board Certification

One of the highest certifications and greatest honors that a teacher can achieve is to be certified by the National Board.

This year, three Roosevelt High School teachers are taking on the challenge—Yolette Wright and Carleen Henry in science, and Erica Posada in World Languages/Spanish. To make a bid for National Board Certification, teachers have to put in a great deal of work videotaping and reviewing their lessons, volunteering for school and community projects, documenting their accomplishments, and taking an intensive subject area test to prove they are up to date on new developments in their fields. They will find out the results in November.

"It's a great way to become what they call a master teacher," said Vivian Isom, who earned the distinction in 2008, and to this day applies what she learned in the classroom. Her students are always busy with hands-on projects, like making videos. "I know I've done my job when students come to my classroom before school, during lunch, and after school to work on their videos," she said. "To me, that's proof positive right there that I've done my job—because they are so into whatever project it is that they're doing, that they do it for the love of the arts."

## RHS Welcomes New Teachers

### Class of 2002 Grad Now a Teacher

Roosevelt High School is pleased to welcome math teacher Despina Forakis, world history and government teacher Lauren Taylor, and chorus teacher Akira Regan to the teaching staff this year. "I'm extremely happy to have these educators join the Roosevelt family," said Principal Stephen Strachan. "They have come with the resilience and dedication needed to move us forward."

Among the new faces, however, one was already familiar to Roosevelt's veteran teachers. That's because Mrs. Taylor was a Roosevelt High School student, Class of 2002. "It's always been a dream to come back and teach in Roosevelt," she said. "When I got to Hofstra University, I thought, this was a pathway to give back to the community that I felt gave a lot to me."

Mrs. Taylor has been enjoying reconnecting with her former teachers. "I feel like a lot of people have been extremely supportive of me," she said.

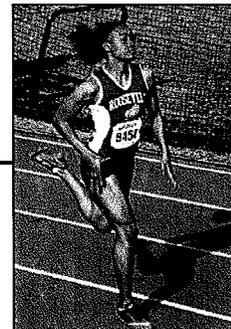
The dress code is new since she was a student, and she's noticed there's more involvement by administration.

"I'm excited about the change that's going on at Roosevelt," she said. "I've always thought it's been an amazing community. I've been in this district all my life. I live in Roosevelt. I raise my kids in Roosevelt. My husband graduated from Roosevelt. I'm just excited



Left to right: Despina Forakis, Lauren Taylor, and Akira Regan.

about the transformation—about what the future's going to bring us in this little hamlet of a town. I'm excited and happy to be a part of it."



Scholarship winner Ashe Davis has noticed a change during her time at Roosevelt High. "It's more of a family environment at Roosevelt now. We are coming together as a school and community." She was of course happy for the new track too.

## Athletes Earn Scholarships & Academic Awards

Five Roosevelt High School student-athletes were awarded full college scholarships in 2014.

From the football team, Raymond Jones earned a 5-year scholarship to Stoney Brook University, where he will study business. Robert Hansen will major in criminology or criminal justice and minor in psychology at American International University. Kyle Moore will attend Delaware Valley College, where he will study sports management; and Johnnie Akins will go to SUNY Cortland, where he will study criminology. All four will play college football while pursuing their degrees. Combined, the football scholarships are valued at more than half a million dollars. The offers came during a winning streak for RHS football, which took the Nassau County Championship this year for a third year under Coach Joseph Vito.

On girls' track, Ashe Davis sprinted and studied her way to a 4-year combined academic and athletic scholarship to St. Peters University.

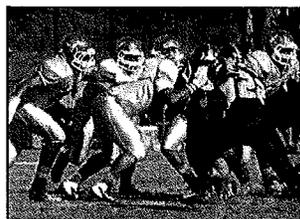
To qualify for athletic scholarships, students must meet (and hopefully exceed) NCAA academic standards. Student-athletes were projected to finish the 2013-14 season with a combined GPA of 82%, according to athletic director Joseph Mercado. "It's a good measure that our athletes are taking academics seriously," he said.

This year, the girls' volleyball, soccer, basketball, and softball teams were named NYS Scholar Athlete teams with a minimum GPA of 90%.

Raymond Jones advises that incoming students "stay on top of their grades while in 9th grade to start off their high school careers strong." He also suggests taking the

SAT in 9th grade and getting to know the guidance counselors.

Robert Hansen credits efforts by Roosevelt High School—including the block schedule and senior portfolio—with helping students prepare for the next steps in their lives. "The support of our school and community behind us helped us do well. It provided stepping stones and helped us become better people on our way to college as student-athletes," said Robert, who can feel the difference between Roosevelt High today and when



he started. "Even on the sports teams, I feel like there are more kids aiming to do well in school and do something productive with their lives after high school," he said. "Kids are more goal-oriented, and eager to go to college."

## More Sports News

- The boys' track team won the Nassau County Championship this year.
- The boys' and girls' basketball teams qualified for the playoffs.
- The girls' volleyball and tennis teams won sportsmanship awards from the Nassau County Coaches Association.
- Varsity wrestlers Dorkim Simeona and James Nuapah were named all-county.
- RHS hosted its first division championships and state qualifiers for track and field.
- Both the girls' and boys' 4x100 relay teams won the state championship.
- Raymond Jones came in 1st in the state in the 200 meter dash, and 2nd in the 100.
- Yusuf Young came in 2nd in the state in the triple jump.
- Students now enjoy a brand new gym.

# Roosevelt High School

## A Vibrant School Community

### Local Groups Partner with Career Academies



At RHS, all students in grades 10-12 belong to a career-based academy. Students choose from the Administration of Law & Law Enforcement Academy, STEM & Health Careers Academy, and the Family Consumer Science Academy. Each academy partners with local groups and organizations, and aims to provide workforce experiences to students. These academies were started with the help of a School Improvement Grant and are now being sustained with the help of school partners including BOCES.

The new school facility is providing additional resources, including the culinary lab pictured above.

"I took anatomy/physical science because I want to go into the medical field," said senior Vanessa Chicas. "There's virtual enterprises for business, constitutional law for law, and dance for performing arts. I appreciated these courses for expanding our ideas of what we could do."

### Bright, Modern School

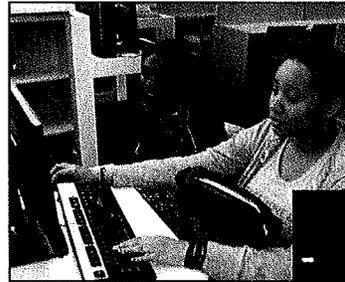
Everyone seems to be enjoying Roosevelt High School's new school facility.

"I like how colorful it is," said senior Evelyn Sanchez. "There's more sunlight, more windows."

"I like the technology in each classroom," added senior Vanessa Chicas. "Each classroom has two computers and a Smartboard. It makes learning easier. Also, there's central air."

"It's really bright and cheerful," said senior Annie Andino. "It's very clean and productive for us to continue our learning."

"Compared to the other school, it's a big facility," said senior Ashe Davis. "We get to use it for our advantage, especially the kids who are going to be coming up in the school."



### Talent & Fashion

Other activities brought back in recent years include the talent show (right) and the fashion show, both student favorites.



### JROTC Going Strong

Now in its second year, Roosevelt High School's JROTC program continues to support and prepare students for their futures. JROTC is a leadership program, preparing students with skills for college, careers, or military. There's a physical education component, and students earn a half credit per semester. It is led by Lieutenant Colonel Gr. Gulley and First Sergeant Kenneth Woods.



### Senior Academic & Scholarship Awards

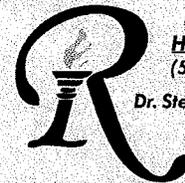
Each year, RHS holds a senior academic and scholarship awards ceremony to recognize high-achieving students. Students are recognized for staying on the Honor Roll and earn departmental awards. What started in the auditorium is now an occasion to dress up, because it's held at a nice catering hall with a jazz band. "You can look at the students and see—their attitudes are different because someone is paying them some attention," said RHS teacher Vivian Isom.

**"High school has a lot of distractions, but if you stay focused on what you need to do, no dream is too big."**

—Robert Hansen, Class of 2014

### Parents Get Involved

Parents can get involved in the Parent Teacher Student Association. For info, call the school at (516) 345-7200.



**ROOSEVELT HIGH SCHOOL**  
(516) 345-7200

**Dr. Stephen Strachan,**  
Principal

Shawn Farnum,  
Assistant Principal  
Carey Gray,  
Assistant Principal

Treva Patton, Assistant Principal  
Dr. Kim Nisbett, Coordinator of Guidance  
Desmond Poyser, School Implementation Mgr.

### ROOSEVELT UNION FREE SCHOOL DISTRICT

#### Board of Education

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Wilhelmina Funderburke, Trustee  
Robert Miller, Trustee  
Willie Scott, Trustee

#### Administration

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Lyne Taylor, Asst. Supt. for Business & Operations  
Marilyn Zaretsky, Asst. to the Supt. for Secondary Education  
Marnie Hazellon, Asst. to the Supt. for Elementary Education

#### About this Publication:

This progress report is brought to you by Roosevelt High School, with information and photos contributed by the staff of RHS and The Rough Writer student newspaper, and writing/layout by Erica T. Marciniac.

#### Check Us Out Online!

[www.roosevelttusd.org/Domain/8](http://www.roosevelttusd.org/Domain/8)

## Honoring Dr. J's Coach: RHS Basketball's Ray Wilson

When Roosevelt High School and the Alumni Association invited RHS alumnus and NBA Hall of Famer Julius Erving to have the center square of the old high school's gym floor dedicated in his name, "Dr. J" asked that his coach,

Ray Wilson, be honored instead. Erving called Wilson, who coached many RHS athletes in the 1960's, "a coach, a teacher, a role model, a mentor, an inspiration," in an interview with Archie Snowden of Push Pause ([www.fios1news.com/longisland](http://www.fios1news.com/longisland)). The dedication was held on April 26, 2014. The plaque will be hung in the athletic hallway. Pictured are Coach Wilson (center) flanked by two of his former athletes, Julius Erving (right) and Stanley Tucker (left).

### Roosevelt Alumni Are Behind Students

The first class to graduate from Roosevelt High School was the Class

of 1964, and several members were in attendance at the dedication. Today, the RHS Alumni Association helps Roosevelt alumni reconnect with one another while offering senior scholarships, professional internships, and other programs that support the student body.

For information and to get involved, visit [www.rooseveltalumni.net](http://www.rooseveltalumni.net) or contact Rob Dixon at (516) 662-1521.



## We Want to Know What You Think

Please tell us what you think of this publication. Thanks!

### Comments:

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### Submit To:

Dr. Stephen Strachan, Principal, Roosevelt High School  
1 Wagner Ave., Roosevelt, N.Y. 11575

# Roosevelt High School

Informe del progreso 2014

## Nuestra misión:

La misión del Distrito Escolar de Roosevelt es educar al estudiante en su totalidad para que sobresalga y de esta manera asegurar el éxito para TODOS.

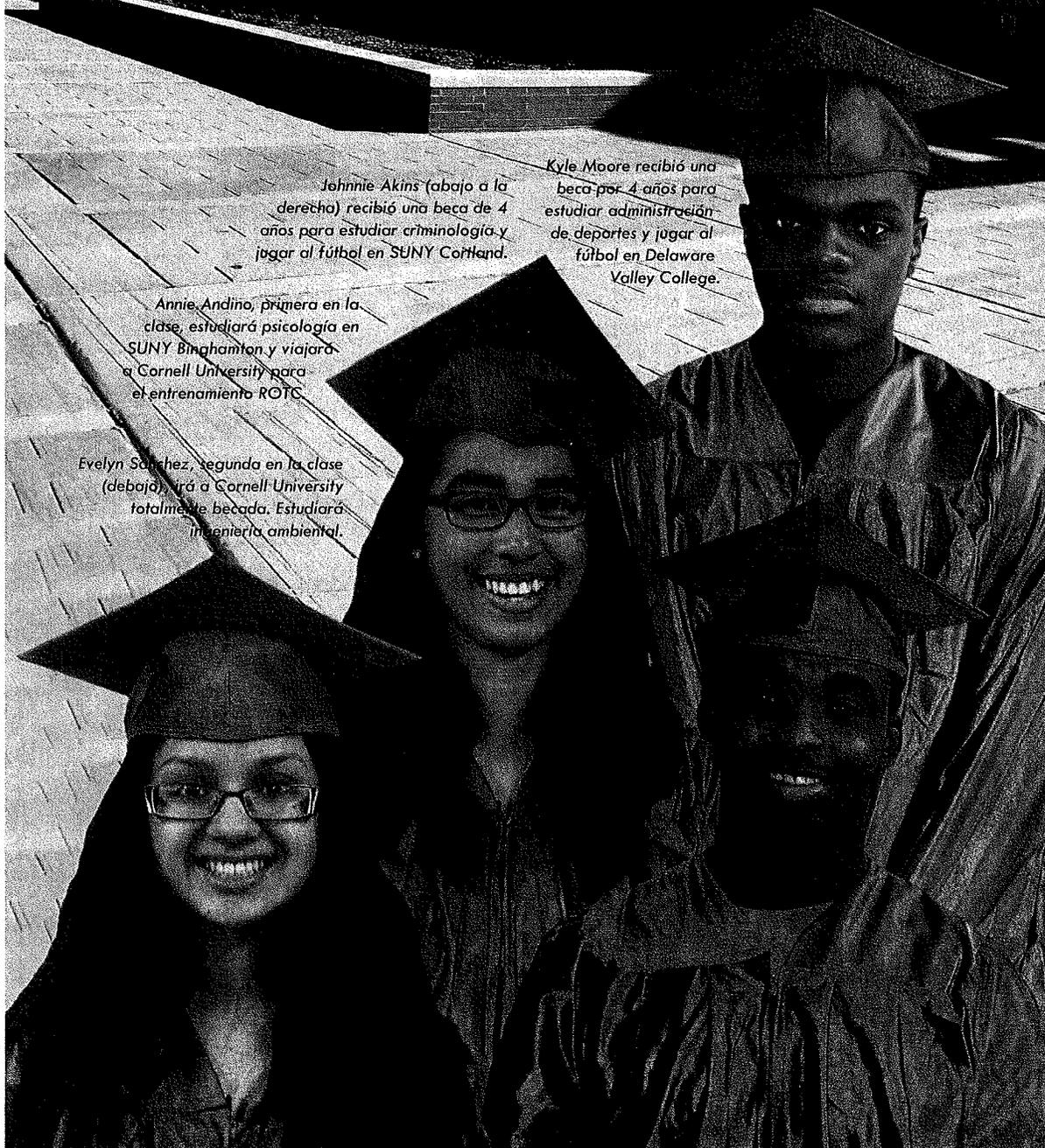
**“El fracaso no es una opción.”**

*Johnnie Akins (abajo a la derecha) recibió una beca de 4 años para estudiar criminología y jugar al fútbol en SUNY Cortland.*

*Kyle Moore recibió una beca por 4 años para estudiar administración de deportes y jugar al fútbol en Delaware Valley College.*

*Annie Andino, primera en la clase, estudiará psicología en SUNY Binghamton y viajará a Cornell University para el entrenamiento ROTC.*

*Evelyn Sánchez, segunda en la clase (debajo), irá a Cornell University totalmente becada. Estudiará ingeniería ambiental.*



# Roosevelt High School

## El progreso continúa

Dr. Stephen Strachan,  
Director



Estos días, hay muchos motivos de orgullo en la Escuela Secundaria Roosevelt. Las clases se dictan en una nueva instalación con tecnología moderna. Los alumnos hablan sobre la universidad, los deportes, los clubes y los eventos escolares. Los están aceptando en las mejores universidades del país y se están graduando de la secundaria listos para la universidad y para sus carreras.

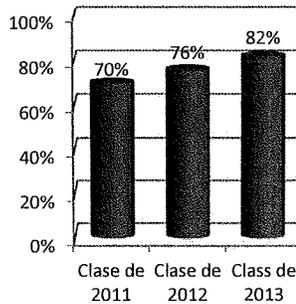
Para lograrlo, pasamos tres años transformando la escuela en academias basadas en carreras, concentrándonos en lo académico, la estructura y la cultura. Se asociaron a nosotros universidades, organizaciones y grupos laborales locales.

Gracias a todos los que nos ayudaron a llegar hasta aquí: al Consejo de Educación y el distrito escolar, por apoyar estas iniciativas; a los profesores y el personal, por implementarlas; a los padres, los miembros de la comunidad y los grupos locales que siguen brindando oportunidades a nuestros alumnos; y por supuesto a los alumnos que realizaron el esfuerzo cada día.

Llegamos lejos pero aún hay trabajo por hacer. Únanse a nosotros, no solo al celebrar nuestros logros, sino también como socios de una comunidad escolar creciente, unida para hacer de la Escuela Secundaria Roosevelt un lugar donde cada alumno tenga éxito.

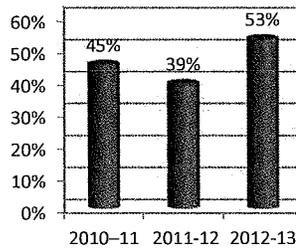
## Las pruebas muestran qué está funcionando

### Alumnos competentes en Inglés/Artes lingüísticas tras 4 años de instrucción



\*2012-13 es el año más reciente para el que hay resultados de pruebas disponibles; los puntajes de 2013-14 estarán la primavera siguiente.

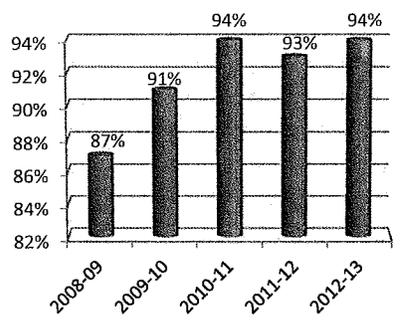
### Álgebra integrada Porcentaje con 65 o más



### Aumenta la asistencia de los alumnos

Si no vas a la escuela no puedes aprender; por eso, la Escuela Secundaria Roosevelt se ha esforzado los últimos cuatro años por aumentar la asistencia de los alumnos, así como por brindar un ambiente seguro y positivo para el aprendizaje.

### Tasa de asistencia



Cada año, los alumnos de Roosevelt dan los exámenes Regents, que miden sus conocimientos en las áreas de contenido básico. Los resultados de sus pruebas nos ayudan a ver qué es lo que está funcionando y qué más se puede hacer para mejorar el rendimiento académico de los alumnos.

Una forma de mirar los resultados de las pruebas es comparar el progreso de cada clase tras cuatro años de instrucción. Esto muestra que la Secundaria Roosevelt ha estado progresando varios años en Inglés/Artes lingüísticas, con un 82% de la clase de 2013\* en el nivel competente, un aumento del 12% en los últimos dos años. Estamos progresando hacia nuestra meta de que todos los alumnos dominen las materias para estar listos para la universidad y sus carreras.

En 2012-13, los alumnos sobrepasaron la meta del Progreso Anual Adecuado (AYP) establecidas por el Departamento de Educación del Estado de Nueva York.

La escuela sigue enfocándose en mejorar el rendimiento en matemáticas y a la vez aumentar el acceso a los cursos de nivel alto. Hace dos años, solo 238 alumnos se inscribieron en Álgebra integrada. En 2012-13, esa cifra aumentó a 299. Incluso con más alumnos inscriptos, el porcentaje de los que obtuvieron un puntaje de 65 o más aumentó de 39% a 53%. Los resultados de las pruebas de Álgebra 2

*"En la secundaria hay muchas distracciones, pero si te concentras en lo que debes hacer, ningún sueño es demasiado grande".*

—Robert Hansen, Clase de 2014

### Un diploma para todos

Queremos que todos los alumnos obtengan un diploma de secundaria. La Escuela Secundaria Roosevelt ofrece programas de ayuda para los alumnos con dificultades, como el programa PUSH y la Academia de Aprendizaje Alternativo para los alumnos que no tienen suficientes créditos, así como clases particulares, la Academia de los Sábados, el aprendizaje a distancia, la jornada extendida y la instrucción basada en tecnología. Cada año, más alumnos completan los cursos y obtienen un diploma de secundaria. En 2012-13, por segundo año, RHS alcanzó su meta de Progreso Anual Adecuado (AYP).

### Grandes profesores

Ser profesor lleva mucha preparación: años de estudio, sin mencionar los exámenes. Sin embargo, muchos profesores de Roosevelt se esfuerzan más de lo requerido y obtienen títulos de maestría o doctorado. El porcentaje de profesores de Roosevelt con títulos de posgrado está en aumento.

se mantuvieron relativamente constantes de 2011-12 a 2012-13, a la vez que se inscribieron 33 alumnos más. En 2012-13 también hubo progresos en geometría.

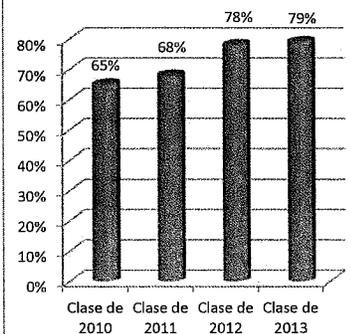
En los estudios sociales, hubo un ligero aumento del porcentaje de alumnos que obtuvieron 85 o más en 2012-13. De 2011-12 a 2012-13, los puntajes subieron en las ciencias, incluidas las de medio ambiente, ciencias de la tierra y química.

### Clases avanzadas

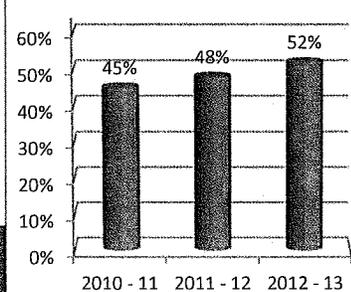
Las clases de AP (colocación anticipada) preparan a los alumnos para el trabajo de nivel universitario. RHS ofrece:

- Química AP
- Inglés, lengua y composición AP
- Laboratorio de enriquecimiento AP
- Gobierno AP
- Literatura y composición AP
- Literatura española AP
- Estadística AP
- Arte AP
- Gobierno e historia de los USA AP
- Historia mundial AP
- Composición inglesa I
- Composición inglesa II
- Temas en la historia estadounidense
- Plantas y sociedad
- Introducción a la biología
- Álgebra para diplomados
- Pre-cálculo
- Introducción al calor
- Mitología griega

### Tasa de graduación Roosevelt High School



### Porcentaje de profesores con maestría y 30 créditos o doctorado



# Roosevelt High School

## En camino a la universidad

“El sueño americano todavía se puede alcanzar”, dijo Evelyn Sanchez, que estudiará en Cornell University. En Roosevelt, Evelyn hizo varios cursos de Colocación Avanzada (AP) para prepararse para el trabajo de nivel universitario.

Los alumnos de RHS también se pueden preparar para la universidad con el programa Smart Scholars (Estudiosos Inteligentes), ofrecido en asociación con el SUNY College de Old Westbury desde 2010. Smart Scholars acepta hasta 200 alumnos de los años 9 a 12. Los participantes toman cursos con créditos universitarios en RHS y en el campus de Old Westbury, mientras siguen en la secundaria. Reciben libros de texto universitarios, transporte, clases particulares, asesoramiento de un estudiante universitario y ayuda con las solicitudes de ingreso a la universidad y de asistencia económica. Al graduarse, obtienen un certificado analítico oficial y créditos para los cursos en los que obtuvieron una calificación de “C” o más alta.

Este año, algunos Smart Scholars se

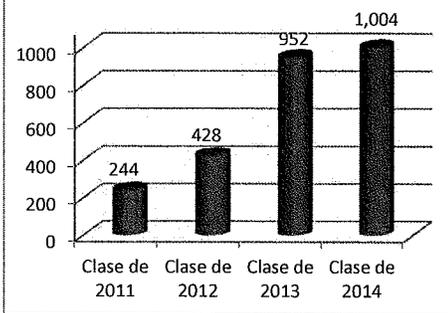
inscribieron en una carga de cursos universitarios completa, y algunos obtuvieron hasta 28 créditos universitarios transferibles.

### Eligiendo universidades

Los alumnos necesitan elegir la universidad apropiada; para ayudarlos a decidir, RHS ofrece viajes a universidades públicas y privadas, de 2 o 4 años y técnicas. Este fue el segundo año que la escuela secundaria realizó un viaje a las universidades SUNY de Binghamton, Albany, Oneonta y Morrisville. Los alumnos también pueden elegir universidades y carreras en el Día de las Universidades y las Carreras.

El Centro de Universidades y Carreras tiene una “hermosa” casa nueva en la flamante secundaria. “Es un centro de reunión para los alumnos”, dijo Jovin. “Vienen aquí todos los días. Preguntan sobre las becas universitarias y la asistencia económica, o simplemente trabajan. Es una atmósfera que

### Créditos universitarios Obtenidos en la secundaria



Arriba: La tabla muestra el número total de créditos universitarios que obtuvieron los alumnos de RHS cada año desde el inicio del programa.

alienta la cultura universitaria y les gusta estar aquí”.

### Actitud universitaria

La alumna Annie Andino ha observado un cambio de actitud en la Escuela Secundaria Roosevelt. “Parece como si los alumnos quisieran prepararse para la universidad y las carreras”, dijo. “Están más entusiasmados por aprender e ingresar al mundo real que antes”.

## De RHS a la Ivy League

“No importa dónde naces, eso no determina qué puedes hacer”, dijo Vanessa Chicas (derecha), quien comenzará sus estudios de desarrollo humano en Cornell University en otoño. “No debes dejar que nada te impida llegar a ser quien deseas ser”.

Vanessa es, con Evelyn Sanchez (izquierda), una de los dos alumnos que obtuvo un paquete de ayuda económica completo para la universidad de la “Ivy League”. Parece que son las primeras alumnas de RHS que ingresan a una universidad de la Ivy League en más de una década.

Ambas vienen de familias de El Salvador. “Nuestras familias vinieron aquí sin nada y nosotras, básicamente, estamos viviendo su sueño americano”, le dijo Evelyn al corresponsal de Newsweek Jaie Tyrrell.

La superintendente

Deborah Worthingham (centro) llamó a los jóvenes “modelos a seguir”. Este año, ella inició la tradición de una ceremonia de compromiso para los alumnos de último año, en la que todos se comprometen a dar los exámenes ACT y SAT de ingreso a la universidad, mantener buenas calificaciones y asistencia y solicitar el ingreso al menos a una universidad.



## Nuevos profesores

La Escuela Secundaria Roosevelt se complace en dar la bienvenida este año a la profesora de matemáticas Despina Forakis, la profesora de historia mundial y gobierno Lauren Taylor y la profesora de coro Akira Regan.

Una de las nuevas profesoras es una ex alumna de Roosevelt, de la clase de 2002. “Estoy entusiasmada por el cambio que está teniendo lugar en Roosevelt”, dijo la Sra. Taylor (centro). “Siempre me pareció una comunidad increíble. He vivido toda mi vida en este distrito. Vivo en Roosevelt. Crio a mis hijos en Roosevelt. Mi esposo se graduó de Roosevelt. Me entusiasma mucho la transformación, lo que nos traerá el futuro en esta pequeña aldea. Estoy entusiasmada y feliz de formar parte de ella”.



## Ceremonia de premios

Cada año, la escuela organiza una ceremonia de entrega de premios académicos para reconocer a los alumnos de último año con grandes logros. Los alumnos reciben premios de cada departamento y por permanecer en el cuadro de honor. Lo que comenzó en el auditorio ahora es una ocasión para ir bien vestida, porque tiene lugar en un bello salón de fiesta con una banda de jazz.

## La clase de 2014 obtiene más de \$1 millón en becas

Este año, los alumnos de RHS obtuvieron más de \$1 millón en becas. Una de las alumnas que recibió una beca completa es Dhakenia Maxime, una participante de Smart Scholars que obtuvo 24 créditos universitarios mientras estaba en la secundaria. En otoño comenzará sus estudios de biología gratis en Hofstra University.

Los alumnos del programa Smart Scholars muestran sus primeros certificados analíticos universitarios.



## Escuela moderna

Todos parecen estar disfrutando de la nueva instalación de la Escuela Secundaria Roosevelt. “Me gusta lo colorida que es. Hay más luz natural, más ventanas”, dijo la alumna Evelyn Sanchez.

“Me gusta la tecnología que hay en cada aula”, agregó Vanessa Chicas. “Cada aula tiene dos computadoras y un pizarrón inteligente. El aprendizaje es más fácil. Además, hay aire acondicionado central”.



Los padres pueden participar en la Asociación de Padres, Alumnos y Profesores llamando al (516) 345-7200.

## Academias de Carreras

En Roosevelt, todos los estudiantes de los años 10 a 12 pertenecen a una academia basada en carreras. Los estudiantes eligen entre la Academia de Administración Legal y Orden Público, la Academia de STEM y Carreras de la Salud y la Academia de Ciencias del Consumidor Familiar. Cada academia se asocia con los grupos locales con el objetivo de ofrecer experiencias laborales a los alumnos.

“Elegí anatomía/ciencias físicas porque quiero ingresar al ámbito médico”, dijo la alumna Vanessa Chicas. “Hay empresas virtuales para los negocios, ley constitucional para el derecho y danza para las artes escénicas. Aprecié esos cursos porque ampliaron nuestras ideas sobre lo que podíamos hacer”.

## Our Vision:

The Jordan High School community will foster the growth of all our students into

thoughtful, literate adults,

possessing the

academic, social, & technical skills

necessary to

think critically,

solve problems,

& successfully pursue academic & career

goals,

becoming

effective, responsible citizens.

In support of student

achievement, we will provide

a clean, safe, orderly, &

enriching environment &

culture based on

mutual respect,

collaboration, &

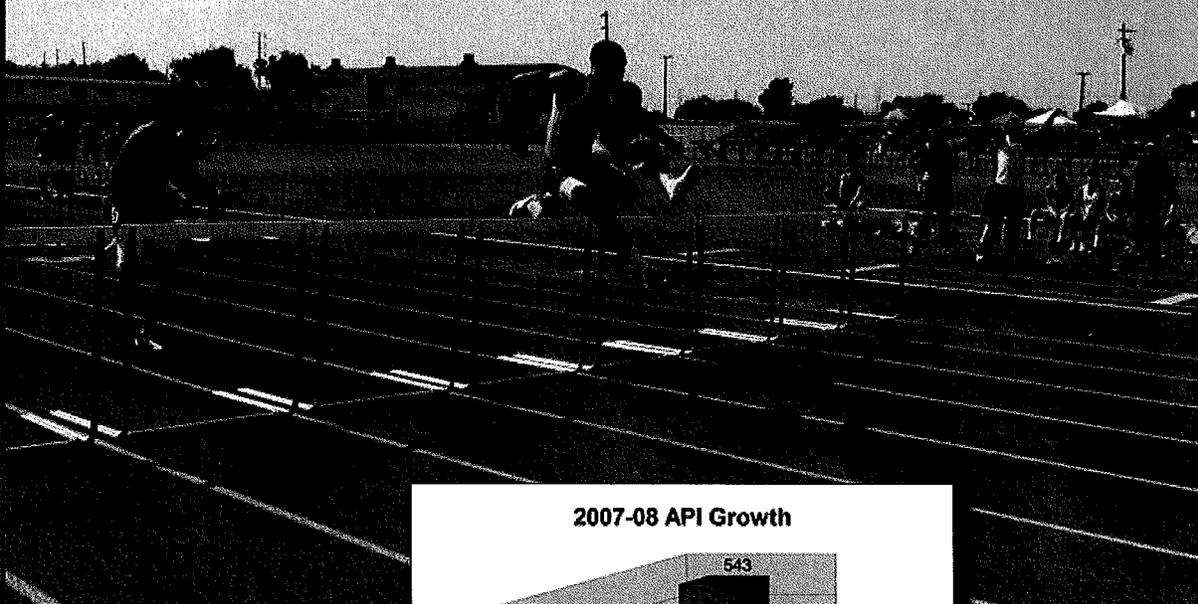
high expectations

for **ALL**

Jordan High School community members.

# Jordan High School

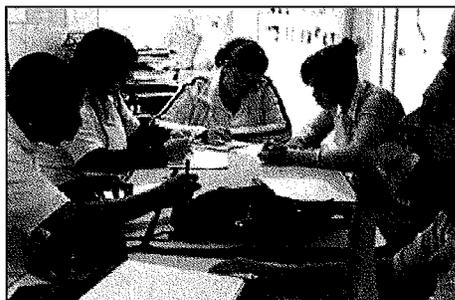
## A Year in Review: 2008-2009



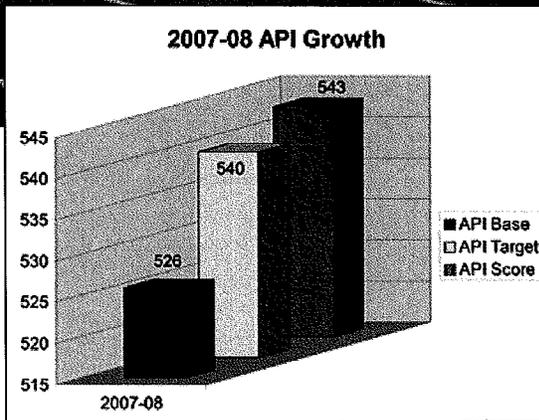
## Test Scores Climb Again

In 2008, Jordan High School's test scores rose for the second year in a row according to results of the California Academic Performance Index (API). Calculated using students' test results from both the CAHSEE and STAR tests in English-language arts, mathematics, science, and history, the API is like a report card for schools. Each year, the State sets a goal—called a growth target—for schools to meet.

In 2008, JHS students met and exceeded the API growth target set for them by the state with a respectable 17-point increase. Not only can



Above: STARR Academy students work together in Lacey Buidosik's economics class.



Above: In 2008, Jordan High made double-digit API gains for the second year in a row, surpassing the growth target set for it by the state. (The API score for 2009 will be released by the state in the upcoming school year.)

students boast two consecutive years of rising test scores based on improved academic performance, they can also celebrate long term growth since 2003—with Jordan High School's API rising by 16% from 468 to 543 API points over the last six years.

On the California Standards Tests (CST's), areas of note include biology, where students have improved their scores consistently over a 5-year period, and Algebra II, on which, after three years of growth, more students scored "proficient" or "advanced" in 2007-08 than in the last five years.

Above: Delvon Purvis on his way to taking first place in the 100-meter hurdles at the Eastern League Track Finals. The event was held on Jordan High School's brand new track, installed in December of 2008 along with other upgrades to athletic facilities.

## Student Athletes Shine on the Field... AND in the Classroom

Jordan High School's student athletes are not only accomplished at sports; they are also accomplished at academics.

In 2008-09, an impressive 77% of all 10th graders in the athletic program passed both sections of the California High School Exit Exam (CAHSEE) on their first try.

"It's the philosophy of our coaching staff that we support the academic program and constantly require athletes to meet high academic standards," explained Athletic Director Christopher Powell.

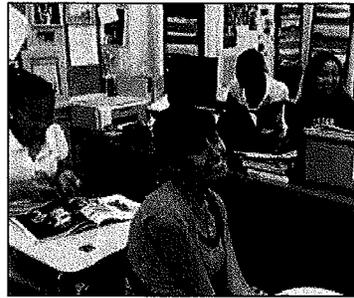
The CAHSEE pass rate for all student athletes, grades 10-12, was 71%.

# Jordan High School

## First-Ever Achievement Parade is 2,000 Strong!

In September of 2008, JHS held its first-ever Student Achievement Parade to celebrate students' academic and athletic successes. The parade featured not only Jordan High School students, but also students from local elementary schools. More than 2,000 people

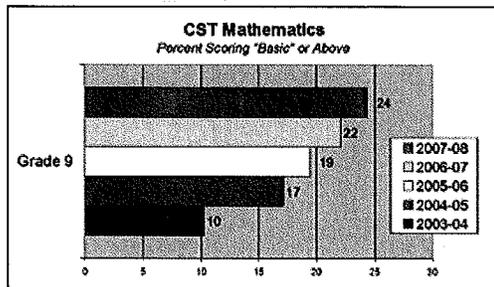
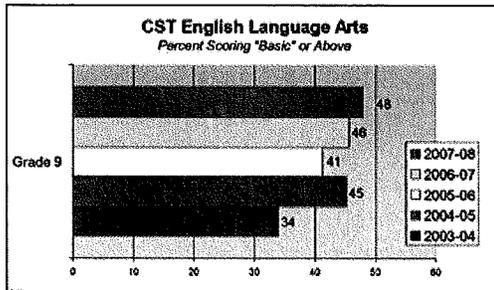
took part, including District 7 Superintendent Carol Truscott and Board of Education Member Richard Vladovic. This overwhelming participation goes to show just how much our community values education, and how much pride we all take in our students' accomplishments.



Right: Ninth-graders design sample MySpace pages for characters in *Romeo and Juliet* as part of a lesson on characterization in Jessica Butt's AVID English class.

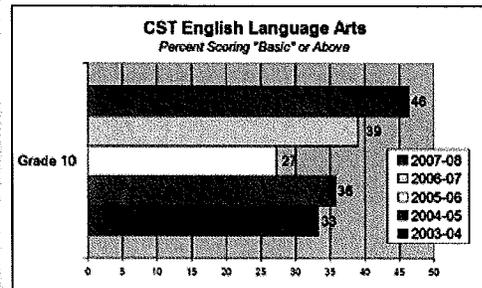
## Ninth Grade Gains Continue

Jordan High School is proud to announce that year after year, each class of 9th graders has done better than the last on the STAR program's California Standards Tests (CST's) in both English-language arts and mathematics.



## Tenth Graders Hold Their Own

Left: The percentage of 9th graders scoring at the "basic" level or above on the CST English-language arts and math continues to grow. It is significant since the majority of JHS students enter 9th grade scoring below grade level in English-language arts and math. This is why Jordan High enrolls 9th graders in a double block of English and math from the start—to help them build the strong academic foundation in 9th grade they will need to be successful throughout high school. You can see the results at JHS every day!



Above: Tenth graders show long-term growth on the CST English-language arts.

Tenth graders have been improving upon their successes in English-language arts for the past five years according to CST exam results. Since 2003-04, the percentage of 10th graders scoring "basic"

or above has grown by 39%.

## A Message from the Principal

Stephen Strachan, Ph.D.

Many good things are happening here at Jordan High School, and we are proud to share them with you in our second issue of *JHS: A Year in Review*.



This has been a year of budget challenges in the school district as it has been in the community. I would like to take this opportunity to commend our JHS teachers because even as many were unsure about their own positions as a result of the state's financial troubles, their care and love for our children prevailed and kept them here at Jordan, focused and dedicated to student learning and instruction.

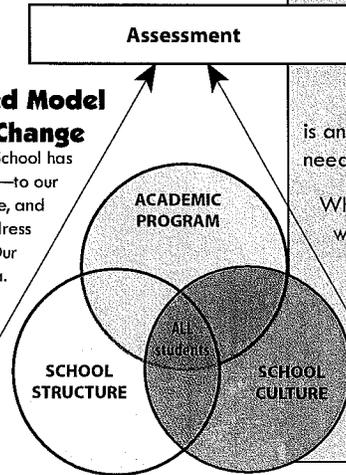
Our parent groups continue to get stronger, with new parents participating in workshops and parents reaching out to other parents. Thank you so much for being a part of the JHS community.

At left is a diagram explaining how we use data about our school to identify areas for improvement at JHS and then make changes for the better. This is an ongoing process because our needs continue to change.

While we look ahead to where we need to go, however, it is also important to look back and celebrate how far we've come. As you page through this report we invite you to celebrate our achievements with us.

## A Data-Based Model for Change

Since 2004 Jordan High School has undergone major changes—to our academic program, school structure, and school culture—designed to address the needs of all students. Our decision-making is based on data. In other words, we use assessment to inform the way we teach (our "delivery of instruction") as well as the programs we use to help students reach their academic goals ("targeted interventions").



Effective Delivery of Instruction

Targeted Interventions



**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
Ramon C. Cortines, Superintendent

**Local District 7**  
Carol Truscott, Superintendent  
Irene Herrera-Stewart, Administrator of Instruction  
Russ Thompson, Director, High School Services

### DAVID STARR JORDAN HIGH SCHOOL (323) 568 - 4100

Dr. Stephen Strachan, Principal  
Gary Martinez, Assistant Principal  
Dr. Martin Avila, Assistant Principal  
Robert Whitman, Assistant Principal  
Elias Juarez, RLA Administrator  
Bonita Bradshaw, School Improvement Facilitator  
Lamont Millender, Diploma Project Advisor  
Velma Keller, Assistant Principal (retired)

### Check Us Out Online!

Please visit us online for updates on meetings, events, & other information: [www.jordanbulldogs.org](http://www.jordanbulldogs.org)

**About this Publication:** *Jordan High School: A Year in Review 2008-2009* is brought to you by Jordan High School with content/layout by Erica T. Marciniak, translation by Jean Caughell, and awesome photography assistance from JHS Class of '2009 graduate Valeria Vega. Thanks are also due to the friendly staff and students of JHS for their ongoing contributions and support.

# Jordan High School

## The Diploma Project

### Making Sure Students Graduate from High School

The percentage of students who earn their diplomas and successfully graduate from Jordan High has been on the rise for two years\*, even though all students are now required to pass the California High School Exit Exam (CAHSEE) in addition to their regular course requirements.

The state CAHSEE requirement went into effect in 2006. As of that year, students who do not pass the test in time for graduation cannot receive their high school diploma with their class.

To help students at risk for not graduating because of the CAHSEE or other reasons, JHS brought Lamont Millender on board as Diploma Project Advisor in 2006-07 through a program with the Los Angeles Unified School District (LAUSD): [www.myfuturemydecision.com](http://www.myfuturemydecision.com). Mr. Millender serves as a graduation coach, helping students who are low on credits by enrolling them in Credit Up, providing counseling, and making sure they receive CAHSEE test support.

There is also help for students who do not complete their graduation requirements on time to graduate with their classes. Mr. Millender keeps in touch with these 5th-year seniors, inviting them back to Jordan High to retake core classes, to get CAHSEE study support, or to sign up for Adult School to finish their course requirements.

"Last year we had a number of [5th year seniors] that came back," Millender said. "Out of 55 that came back, 48 of them were able to complete and get their high school diplomas. Thus far this year we've graduated about 20 that should have

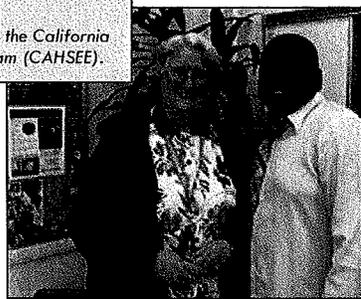
graduated last year."

A high school diploma is extremely important in this day and age. Statistics gathered by LAUSD show that high school graduates earn \$175 more per week on average than high school dropouts. If they could do it over again, 74% of dropouts would have stayed in school.

That's where Jordan

### JHS Graduation Requirements

- Earn 230 credits.
- Pass core classes with a "C" or better.
- Complete a community service learning project & 150 hours of community service.
- Pass both sections of the California High School Exit Exam (CAHSEE).



Above: Anne Lamont, Magnet Coordinator, and Lamont Millender, Diploma Project Advisor

High's Diploma Project Advisor comes in. "Jordan students don't see dropping out as an option anymore," Millender explained. "They know now that 'If I don't finish in four years I can at least do it in five—and I do have a place where I can go back and finish.'"

JHS would like to extend an invitation to anyone who has not earned his or her high school diploma but would like to do so. You are welcome here at Jordan. Come talk to us and find out what you need to do.

### More JHS Students Are Passing the CAHSEE

The percentage of students passing the CAHSEE while still in grade 10 has increased by leaps and bounds since 2003-04. In March of 2008, 53% of 10th graders passed the CAHSEE English-language arts and 49% passed the CAHSEE math. That's a 44% increase in the percentage of 10th graders passing math and a 33% increase in the percentage passing English-language arts since 2003-04.

\*This statement is based on 2008 data from the California Department of Education's NCES definition of graduation rate. According to school calculations, however, the graduation rate has risen considerably again in 2009.

## JHS Athletes at Home on New Track & Fields



Above: Kaneisha Grim takes home a victory at the Eastern League Track Finals held at JHS.

For the first time ever, JHS athletes now practice and compete at home on a new 400-meter synthetic track, installed in December of 2008. The new track is part of \$4 million in renovations and upgrades to athletic facilities that began with the gymnasium last year. Renovations to the football and softball fields are also underway.

## Parents and Alumni Support JHS Students

- Over 100 parents graduated from the workshop, "Breaking Down the Barriers between You and Your Child" this spring. Parent workshops are offered throughout the year. Please stop by the Parent Center for more information.
- Jordan's annual Parent and Volunteer Recognition Ceremony was a big success, with a large turnout of volunteers (dressed as cowboys and cowgirls) earning certificates and awards in between rounds of karaoke.
- The LA Jordanites held their annual brunch at Jordan High in June of 2009, awarding four scholarships to Class of 2009 graduates. Over 100 alumni attended—the biggest turnout ever!



Above: Jordan High's Resource Coordinating Team—a partnership between school & community groups—meets regularly to plan ways in which to provide resources for Jordan families.

### Did You Know?

James Marin earned his National Board Certification last year, making him the 3rd National Board certified educator at JHS, in addition to Assistant Principal Gary Martinez and special education teacher Dorothy Sweatt. Congratulations Mr. Marin!

"I go to school in Watts. While everybody thinks it's a bad place, it really isn't as bad as everyone thinks it is and I will have to change people's minds about that."  
-James Boyd, Class of 2009  
(Quote reprinted from The Bulldog Times)

## Athletic Feats!

Over 300 students participated on Jordan High School athletic teams in 2008-09. Here are some highlights from the past year:

- Boys' basketball won the league championship for the 6th year in a row under Coach Vander Myers.
- JHS football won the league championship for the 2nd year in a row under Coach Elijah Asante, and James Boyd was named the LA City Section Player of the Year.
- Cross Country had a frosh-soph girl qualify for the city finals for the first time under Coach Cambria D'Amico.
- Girls' basketball made it to the playoffs for the first time in five years under Coach Jason Simon.
- JHS baseball made the playoffs and advanced to the 2nd round under Coach Geoff West.
- Boys' tennis made the playoffs for the first time, had more students than ever compete in individuals, and one doubles team advance to the 2nd round of individual playoffs under Coach Tam Lam.
- Both boys' and girls' track and field teams won the league championship under Coach Sheron Butler.
- Boys' volleyball made the playoffs for the 3rd year in a row under Coach Leland Wang, with 2 players making the All-Academic Team.
- Boys' lacrosse won the Team Academic Excellence Award with a team GPA of 3.12. The award is given to the Varsity team in the LA City Section that attains the highest GPA during their season of sport. The lacrosse team is coached by Athletic Director Christopher Powell.

# Jordan High School

## Smaller Learning Communities at Jordan High

Jordan High School is structured into "smaller learning communities" (SLC's) within the larger JHS community. Like families, the SLC's are designed to provide each and every student with a support network of teachers and friends who help to make sure that he or she is successful in school. Every JHS student belongs—whether to a magnet, academy, or separate school within the school. The Class of 2009 is our second class of SLC graduates.

### Law & Justice Academy

The Law & Justice Academy is for students who are interested in the law, law-related fields, and legal and ethical issues. In partnership with Pepperdine Law School, students receive tutoring and mentoring by Pepperdine students. They also visit Pepperdine to take part in mock trials. Law & Justice students can also take part in Teen Court—where they hear real cases and determine a verdict of guilty or not guilty—as well as Police Explorers.



Above: Students take part in a mock trial hosted by Pepperdine University.

### 9th Grade Academy

The 9th Grade Academy gives students a strong academic foundation in math and language arts while building friendships and teacher-mentor relationships that last throughout their high school careers. Test scores and student input alike show that the design is working.



### STARR Academy for Visual & Performing Arts

The STARR Academy for Visual & Performing



Arts offers theater, computer graphics, video production, art, animation, dance, stagecraft, choir, and band in addition to its regular academic program. Partnerships with UCLA Arts Bridge, Paramount Studios, and Unite LA help to provide a wide range of opportunities in the arts for JHS students.



Visual arts classes are open to STARR students as well as other academies. Pictured: Portia Stroud's art class.

### Math/Science & Technology Magnet

Founded more than a decade ago, the Math/Science & Technology Magnet provides rigorous academic preparation for college and careers with an emphasis on science and technology. Many Magnet students go on to study at top colleges and universities.

Right: "The Magnet program has prepared me because...it has given me the opportunity to challenge myself," says Valedictorian Sara Rodriguez, who is headed to Brown University—an Ivy League school—to major in math. Sara is also a recipient of the Gates Millennium Scholarship—a 4-year scholarship that can be extended to eight years if she decides to pursue postgraduate studies.



Left: AVID graduate Tramell Fantroy will attend Bethune Cookman University in Florida this fall with plans to major in business administration.

### Health Science Academy



The Health Science Academy prepares students for vocational and college-bound careers in health sciences. For example, students can take ROP nursing classes, learn how to get certified as medical technicians, or follow the academic route to careers as doctors, scientists, or physician's assistants, to name a few.

Above: Students gain emergency training in their hospital occupations class.

"I think having academies within a high school is an excellent idea and here's the reason why: as teachers we get to know our students. We travel with them throughout the years. I have had 10th graders who are now seniors. They know me. I think having academies gives our students a sense of ownership [and] responsibility."  
-Irma Lemus, Health Science Academy teacher

### Gender-Specific Classes

JHS offers two gender-specific classes—an All-Male Academy and an All-Girls Academy. The idea is to give students the opportunity to learn in an environment free of distractions. Character development, rigorous academics, tutoring, and college planning are highlights of the program.



Left: Members of the All-Boys Academy study capitalism in Dorothy Cox's World History class.

"I think it's very helpful for us," said Danielle Clay, President of the All-Girls Academy. "It keeps us focused because there aren't any males in the class."



Above: A few members of the All-Girls Academy show off their uniforms.

For the All-Male Academy, Co-President Tommy Elam said, "I'm very excited to see how I turn out in the future because the All-Male Academy is giving me the opportunity to show my best so I can succeed when I get to college—and I like it. No matter what race you are, we all come together as brothers and do what we're [expected] to do."

### New Tech High School

New Technology High School (NTH) is located on the campus of Jordan High School. Although it is actually a separate school from JHS, it is open to all interested students. NTH uses project-based learning in a technology-rich environment. If you're a "techie" this is the place for you.



"New Tech is a great school. We learn a lot about technology and how to use computers."  
-Jonathan Arline

"It's a small community but we all know each other so it's really like a big family."  
-Emely Hernandez

## College is Not Just for the Top 10

### JHS Prepares Many Students for College with AVID Program

For more than five years Jordan High School has offered a program called AVID, which stands for "Advancement Via Individual Determination." It is modeled after the nation-wide nonprofit AVID program, and the goal is to prepare students in the academic middle to be eligible for 4-year colleges and universities.

Students with a Grade Point Average between 2.0 and 3.0 are selected for the AVID class, explained Ilka Dupree, AVID counselor. They are tutored by

college students and high-achieving 12th graders to help them be successful in their Honors and AP classes. They also do a lot of college activities and field trips so that they have the interest and the know-how to select and apply to colleges while also pursuing financial aid and scholarships.

In the Class of 2009, all 15 AVID students completed their A-G requirements and are eligible to attend college, with the majority planning to attend two or four-year colleges and universities, said Erica Thomas, who coordinates the AVID and AP programs. In addition, JHS is proud to have been named an official AVID-affiliated school this year ([www.avidonline.org](http://www.avidonline.org)).

With approximately 100 participants, a waiting list of interested students, and graduates headed off to college, AVID is a proven success story—and just one more example of the kinds of things JHS is doing to prepare students for college and for life.

# Jordan High School

## More Good News from the College Center

The College Center reports that even more JHS students have been accepted into 4-year colleges and universities this year—from Ivy League, out-of-state, and historically black colleges and universities to our own University of California (UC) and California State University (CSU) schools.



**Above:** Many JHS students consider the College Center their second home. Here are just a few of JHS' college-bound seniors caught in the College Center at lunchtime.

College acceptances are up in part due to something the College Center started doing last year. Basically, each 11th grader with a GPA of 2.0 or above filled out a high school planner online at CSU Mentor, the application portal of the CSU system. Students and counselors used the planner to make sure students completed all their A-G classes, or if not, signed up for them in 12th grade. Then as seniors, students were easily able to apply to the CSU system online. As a result, many more JHS seniors in the Class of 2009 have been accepted to California State Universities.

Also new through the College Center in 2008-09 is a partnership with LA Southwest College

that brought two college classes—anthropology and sociology—on campus for students who had already finished their graduation requirements. Approximately 60 students were able to take part and earn college credit.

JHS has worked hard along with its partners to build a culture where students not only expect

*"Especially for AB540 students, don't just stay quiet about stuff like that," advises Yaneth Conde, who was accepted to UC Irvine and Cal State Dominguez Hills. "Be more open about it. Talk to teachers [and counselors] you're close to, because otherwise you're on your own; it's way harder and you won't get where you want to be."*

to go to college, but also have the resources they need to successfully achieve that goal.

For information on USC Upward Bound, College Match, UCLA MAPPs tutoring, A-G and AP classes, college advising, SAT tutoring, financial aid, scholarships, AB540 tuition for undocumented students, and anything else college-related, please visit us at the College Center anytime!

**NOTE:** This page contains a snapshot of some of Jordan's college bound seniors. While we could not feature everyone here, we want to congratulate all JHS seniors. Good luck to you! Special thanks are due to all of the young people who contributed to this publication, both those who are featured and those who are not.

Magnet student Monica Alcantara is headed to UCLA this fall. She credits much of her success to her counselors. "They influenced me to be active," she said, and to "develop leadership qualities."



James Boyd earned a 4-year scholarship to USC, where he will study business administration and math while also playing on USC's football and basketball

teams. "I'm going to miss Jordan, but everybody's got to leave high school. I just want to say you can go anywhere out of anywhere."



Salutarian Selene Ceja is thankful to have had "great teachers who are experienced in their fields," AP courses, and programs that "give more opportunities to for low income students to go to college." Selene will attend Georgetown University.

The first in his family to go to college, Emmanuel Tecuatl is headed to Dartmouth College—an Ivy League school—this fall. At Jordan High, Emmanuel was pleasantly surprised by the quality of education, the support programs, and the school community.



ASB President Zindy Valdovinos, who is on her way to UCLA this fall, feels that Jordan's AP classes are what prepared her most for college. Her advice to other students is "to get involved, to participate in activities and community service," and to "work hard."



"I didn't want to go to college," says Chané Beard, who is bound for Cal State Northridge this fall. "I knew that college would help me but I didn't think that college was for everyone—and I didn't think that I was the type of person that would succeed in college. Ms. Shine, she kind of pushed me and stayed on me to just give myself a chance."

STARR Academy graduate Jovahny Herrera's success story starts at Jordan High, where he transferred short of credits in 10th grade. At JHS he went from being behind in school to graduating with his sights set on college. Jovahny will attend Cal State LA this fall.



Valeria Vega is on her way to Smith College in Massachusetts this fall. In addition to taking seven AP courses, Valeria was involved in many clubs, sports, and community service activities during high school—

making her exactly the kind of well-rounded student that colleges are looking for.

### A Full AP Courseload

Advanced Placement (AP) classes prepare students for college-level work, and students who score a 3 or above on AP tests do not have to take that class in college. JHS helps students get ready for post-secondary education by offering AP classes, which in 2008-09 included:

- AP English Literature
- AP English Language
- AP Calculus
- AP Physics AB
- AP Biology
- AP Environmental Science
- AP US History
- AP Spanish Literature
- AP Spanish Language
- AP Art History
- AP Studio Art/Drawing
- AP Human Geography

More AP courses are planned for next year:

- AP Computer Science
- AP World History

**THIS JUST IN:** In a Newsweek web exclusive on June 8, 2009, Jordan High was listed as one of 1,500 top U.S. schools. The list is based on the number of Advanced Placement exams taken by students in 2008 compared to the number of graduating seniors. Go Bulldogs!

### We Want to Know What You Think

Please tell us what you think of this publication. Thanks!

#### Comments:

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#### Submit To:

Dr. Stephen Strachan, Principal, David Starr Jordan High School  
2265 East 103rd Street, Los Angeles, CA 90002

# Jordan High School

## Comunidades Pequeñas de Aprendizaje en Jordan

Jordan High School está estructurada en "comunidades pequeñas de aprendizaje" (SLC's) dentro de la comunidad de JHS. Así como familias, los SLC's son diseñados a proveer a todos los estudiantes de una red de apoyo de maestros y amigos que ayudan a asegurar que ellos tengan una experiencia escolar exitosa. Cada alumno de JHS pertenece—sea a una escuela "magnet," academia, o escuela separada dentro de la escuela. La Clase del 2009 es la segunda clase para graduarse de nuestros SLC's.

### Academia de Derecho y Justicia



Esta academia es para los alumnos interesados en asuntos de derecho y la ética. En asociación con la escuela de leyes Pepperdine, estudiantes reciben enseñanzas y programas de mentor por estudiantes de leyes. Pueden participar en juicios reales llamados "Teen Court", juicios simulados y Exploradores Policiacos.

### Academia STARR de Bellas Artes

Esta academia ofrece teatro, gráfica en computadora, producción de video, arte, animación, danza, escenografía, coro y banda además de los programas académicos regulares. Asociaciones con UCLA Arts Bridge, Paramount Studios, y Unite LA proporcionan oportunidades adicionales a los alumnos.



### Academia de Ciencias de Salud



Esta academia prepara a estudiantes en carreras vocacionales y carreras encaminadas a la universidad en ciencias de salud. Estudiantes pueden tomar enfermería ROP y cursos de técnicos médicos a pueden empezar el camino a sus carreras de doctores o científicos.

### Academia de Noveno Grado

Esta academia ofrece a los alumnos una fuerte base académica en matemáticas y artes de lenguaje, mientras engendra amistades y relaciones maestro/mentor que durarán hasta el final de sus estudios en escuela secundaria.



### Magnet de Matemáticas/Ciencias y Tecnología

Fundada hace más de una década, el programa Magnet provee preparación académica rigurosa para estudios universitarios y carreras. Muchos estudiantes de Magnet continúan estudiando en prestigiosos colegios y universidades.



Sara Rodriguez del programa Magnet se graduó en el primer lugar en la clase y asistirá a Brown University. Ella ganó una beca (Gates Millennium Scholarship) por cuatro años que puede ser extendida a ocho años si ella decide continuar con sus estudios posgraduados.

### Escuela Secundaria de Nueva Tecnología

Esta escuela está ubicada en el campo escolar de JHS. Aunque de hecho es una escuela separada, está abierta a cualquier alumno interesado. Si a usted le gusta la tecnología, éste es el lugar preciso para usted.

### Clases Específicas al Género

JHS ofrece dos clases específicas al género—una Academia Varonil y una Academia Femenil. La meta es darles a los estudiantes la oportunidad de estudiar en un ambiente libre de distracciones. El desarrollo del carácter, académicas rigurosas, tutelaje y planeamiento universitario son los puntos sobresalientes de este programa.



"Estoy muy feliz de ver como saldré en el futuro porque la Academia Varonil me está dando la oportunidad de demostrar lo mejor que puedo para poder tener éxito cuando llegue a la universidad," dijo el Co-Presidente Tommy Elam. "No importa de que raza seas, nos unimos todos como hermanos y hacemos lo que se espera de nosotros."



"Es una pequeña comunidad pero todos nos conocemos así que realmente es como una gran familia."  
-Emely Hernandez



## Un Mensaje del Director

Stephen Strachan, Ph.D.



Muchas cosas buenas están pasando en Jordan High School, y estamos orgullosos en compartirlas con ustedes en nuestra segunda edición de JHS: Un Año en Reseña.

Este año ha sido uno de desafíos en el presupuesto del distrito escolar. Quiero comendar a nuestros maestros, que aunque no sabían si iban a tener empleo por el estado financiero estatal, su cuidado por nuestros niños sobresalió y los mantuvo enfocados y dedicados a la instrucción y a la enseñanza.

Nuestros grupos de padres de familia continúan más fuertes, con nuevos padres de familia participando en talleres. ¡Gracias por ser una parte de JHS!

Por favor, únase con nosotros mientras tomamos un momento para celebrar qué tan lejos hemos llegado, a la vez que miramos a qué tan lejos tendremos que llegar.

## El Proyecto Del Diploma

### Asegurando que Alumnos se Gradúen de la Preparatoria

El porcentaje de graduados de Jordan High School (JHS) ha estado aumentando por los pasados dos años, esto a pesar de que todos los alumnos se les requiere pasar el Examen de Egreso de la Preparatoria de California (CAHSEE) antes de graduarse.

Para ayudar a alumnos a riesgo de no graduarse por el examen de CAHSEE u otras razones, JHS trajo a Lamont Millender como Consejero para el Proyecto del Diploma en 2006-2007 por medio de un programa del Distrito Escolar Unificado de Los Angeles (LAUSD).



Anne Lamont, Coordinadora de Magnet, y Lamont Millender, Consejero del Proyecto de Diploma

El Señor Millender ayuda a los alumnos que están bajo en créditos, inscribiéndolos al programa "Credit Up," dando consejos y asegurando que reciben apoyo para el examen CAHSEE. También se mantiene en contacto con alumnos que no se gradúan a tiempo, invitándolos a regresar a Jordan High a repetir clases, obtener ayuda para el examen CAHSEE o inscribirse en la Escuela para Adultos.

"El año pasado tuvimos un número de alumnos que regresaron," comentó Millender. "De los 55 alumnos que regresaron, 48 de ellos fueron

capaces de acabar y recibir sus diplomas. En lo que corre del año, ya hemos graduado a 20 alumnos que tenían que haberse graduado el año pasado."

Un diploma es sumamente importante en estos tiempos. Estadísticas muestran que los graduados de la preparatoria ganan un promedio de \$175 más por semana que aquellos que no se gradúan.

"Los alumnos de Jordan ya no están considerando abandonar sus estudios como una opción," Millender concluyó. "Ellos saben que 'si no acabo en cuatro años, por lo menos lo puede hacer en cinco—y tengo un lugar donde puedo regresar y acabar.'"

JHS extiende una invitación a toda persona que no ha logrado sacar su diploma, venir y hablar con nosotros sobre lo que usted vaya a necesitar para obtenerla.

### Primer Desfile de Mérito

En septiembre, JHS celebró su primer desfile de mérito estudiantil para celebrar los logros académicos y atléticos de los estudiantes. El desfile contó con la participación de estudiantes de Jordan High School, sino que también de estudiantes de otras escuelas primarias locales. Más de 2,000 personas participaron. Esta participación tan incontestable muestra la importancia que da la comunidad a la educación, y cuanto orgullo sentimos por los logros de nuestros estudiantes.

### Más Estudiantes Pasando el Examen CAHSEE

En marzo del 2008, el 53% de alumnos del décimo grado pasaron el examen de CAHSEE del inglés-artes del lenguaje, y 49% pasaron el examen de CAHSEE de matemáticas. Esto refleja un aumento de 44% de alumnos del décimo grado que pasan en matemáticas y un aumento de 33% en el porcentaje que pasan en inglés-artes del lenguaje, desde el año 2003-2004.

# Jordan High School

## Más Noticias Buenas desde el Centro Universitario

Aún más estudiantes han sido aceptados este año a universidades de 4 años—desde universidades "Ivy League," de otros estados, y las históricamente afro americanas—hasta nuestros propios sistemas de University of California (UC) y California State University (CSU).

Una razón es que el año pasado el Centro Universitario pidió que cada alumno del grado 11 con una GPA de 2.0 o más complete un documento de planificación de escuela secundaria en la red del sistema CSU. Luego, durante el grado 12, los alumnos llenaron sus solicitudes al sistema CSU por Internet. Como resultado, muchos estudiantes de la Clase del 2009 fueron aceptados a universidades de CSU.

También nuevo en 2008-2009 es una sociedad con LA Southwest College que llevó clases a nivel universitario al campo escolar de Jordan High. Se ofrecieron antropología y sociología con créditos universitarios a estudiantes que ya habían completado sus requisitos para graduación de escuela secundaria.



Algunos de los "seniors" de Jordan, con rumbo a las universidades, se reúnen en el Centro Universitario y de Carreras.

Aproximadamente 60 alumnos participaron en este programa.

JHS y sus socios laboran fuertemente para fomentar una cultura donde estudiantes no sólo esperan asistir a la universidad, sino también tienen los recursos que necesitan para hacerlo.

"Especialmente para los AB540 estudiantes, no se quedan callados sobre asuntos como esos," se aconseja Yaneth Conde, quien fue aceptada a UC Irvine y Cal State Dominguez Hills. "Hablen con maestros y consejeros que ustedes conocen, porque de otro modo van a tener que defenderse solos."

Para obtener información sobre derechos de matrícula para alumnos indocumentados (AB540), "USC Upward Bound," "College Match," "UCLA MAPPS," instrucción individual, clases de A-G y AP, asesoría para estudios universitarios, instrucción individual para el examen SAT, asistencia económica, becas, y cualquier consulta relacionada a las universidades, visítenos en el Centro Universitario.

## El Programa "AVID" Prepara a Muchos Alumnos para la Universidad

Por cinco años, JHS ha ofrecido un programa llamado "AVID," modelado sobre el programa nacional del mismo título. La meta es preparar a los alumnos del intermedio académico a ser calificados para las universidades.

Los alumnos que tienen una calificación promedio (GPA) entre 2.0 y 3.0 están seleccionados para el programa. Ellos reciben instrucción individual por estudiantes universitarios y del grado 12 para ayudarles con sus clases de Honores y Ubicación Avanzada (AP). También participan en actividades a nivel universitario y viajes educativos para que tengan el interés y los conocimientos para escoger y solicitar entrada a las universidades mientras busquen asistencia económica y becas.

Todos los 15 alumnos "AVID" en la Clase del 2009 completaron sus requisitos y están calificados a entrar en la universidad. La mayoría piensa asistir a universidades el año que viene. Además, JHS está muy complacida de haber sido nombrada una escuela oficialmente afiliada "AVID" este año. Hay aproximadamente 100 alumnos, grados 9 a 12, en el programa.

El programa "AVID" es un cuento de éxito—y otro ejemplo de lo que JHS está haciendo para preparar a los alumnos para la universidad y para la vida.



Tramell Fantray del programa AVID asistirá a Bethune Cookman University en Florida.

Derecha: Monica Alcantara asistirá a UCLA. "Mis consejeros me influenciaron para ser activa," dijo ella, y a "desarrollar calidades de líder."



Izquierda: Zindy Valdovinos, Presidente del Estudiantado, asistirá a UCLA. Ella dice que las clases de AP ofrecidas en Jordan High School la prepararon para la universidad.

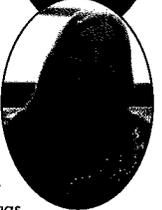
Derecha: "No pensé que la universidad era para todos—y no pensé que yo era el tipo de persona que lograría tener éxito en la universidad," dijo Chané Beard. Pero, gracias al apoyo de su consejera universitaria, Chané asistirá a Cal State Northridge.



Derecha: La historia de éxito de Jovahny Herrera comienza en Jordan High, donde se transfirió en décimo grado. En JHS, cambió de estar atrasado en la secundaria a seguir planes de asistir a la universidad. Jovahny asistirá a Cal State LA.



Derecha: Selene Ceja se graduó en el segundo lugar en la clase. Ella está agradecida de haber tenido "maestros excelentes" y programas que "dan más oportunidades a estudiantes de bajos recursos que ir a la universidad." Selene asistirá a Georgetown University.



Abajo: Valeria Vega asistirá a Smith College in Massachusetts. En JHS, Valeria tomó siete cursos de AP y era activa en muchos clubes, deportes y actividades de servicio comunitario. También tomó muchas de las fotos que aparecen en este reporte.



Derecha: James Boyd ganó una beca de cuatro años a USC, donde estudiará administración de negocios y matemáticas mientras juega fútbol americano y baloncesto.



Abajo: El primer de su familia para asistir a la universidad, Emmanuel Tecuati asistirá a Dartmouth College. Emmanuel está satisfecho con la calidad de la educación, los programas de apoyo y la comunidad en Jordan High.



NOTA: Esta página destaca a algunos de los "seniors" de JHS que seguirán su rumbo a las universidades. Aunque no pudimos incluir a todos aquí, queremos felicitar a todos los "seniors" de JHS. ¡Muy buena suerte a ustedes!

## Padres de Familia y Ex-Alumnos Apoyan a Estudiantes

- Esta primavera más de 100 padres de familia se graduaron del taller "Rompiendo las Barreras entre Usted y su Niño." Para más información sobre los talleres por favor pase al Centro de Padres de Familia.
- La ceremonia anual de reconocimiento de padres y voluntarios fue un gran éxito bien atendido con voluntarios ganando certificados y premios entre rounds de karaoke.
- Los Jordanites de LA, el grupo de ex-alumnos de Jordan, tuvieron su brunch anual en junio, confirmando becas a cuatro graduados. Más de 100 ex-alumnos asistieron.

## Logros de Atletismo

Más de 300 estudiantes participaron en equipos atléticos de JHS en el año 2008-2009. Aquí hay algunos puntos sobresalientes del año pasado:

- El equipo de baloncesto varonil ganó el campeonato de la liga por el sexto año consecutivo.
- El equipo de fútbol americano ganó el campeonato de la liga por el segundo año consecutivo.
- El equipo de baloncesto femenil llegó a las eliminatorias por primera vez en 5 años.
- El equipo de béisbol llegó a las eliminatorias.
- El equipo de tenis varonil llegó a las eliminatorias por primera vez.
- Los equipos varonil y femenil de atletismo ganaron el campeonato de la liga.
- El equipo varonil de voleibol llegó a las eliminatorias por el tercer año consecutivo.
- El equipo de lacrosse varonil ganó el Premio de Excelencia Académica de Equipo, dado por el equipo Varsity en la Sección de Ciudad de LA con el más alto promedio escolar.

# Jordan High School

## Un Año en Reseña: 2008-2009

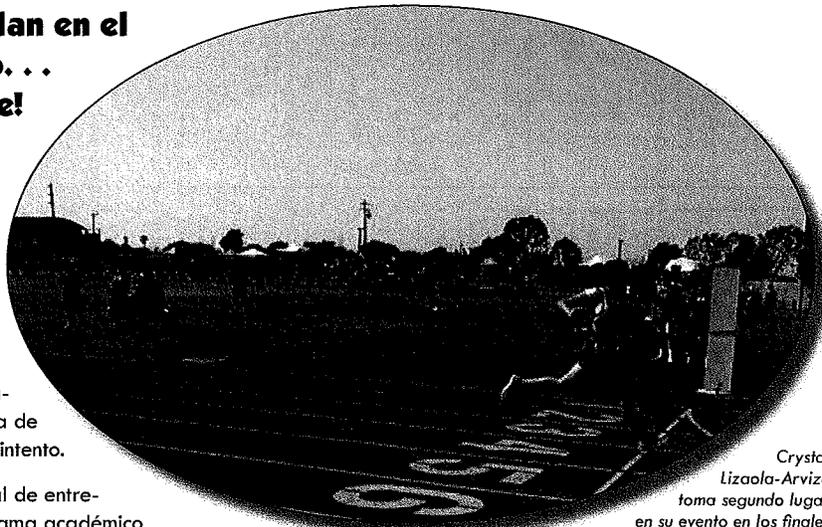
### Los Deportistas Brillan en el Campo de Atletismo. . . ¡Y en la Sala de Clase!

Los alumnos atletas de JHS no solamente sobresalen en los deportes; ellos también se destacan académicamente.

En 2008-2009, un porcentaje impresionante del 77% de todos los alumnos del grado 10 en el programa de atletismo aprobaron las dos partes del Examen de Egreso de la Preparatoria de California (CAHSEE) en su primer intento.

"Es la filosofía de nuestro personal de entrenamiento que apoyemos el programa académico y exijamos constantemente a los deportistas a alcanzar altos estándares académicos," explicó el Director de Atletismo, Christopher Powell.

El porcentaje de aprobación del CAHSEE de todos los deportistas, grados 10-12, fue del 71%.

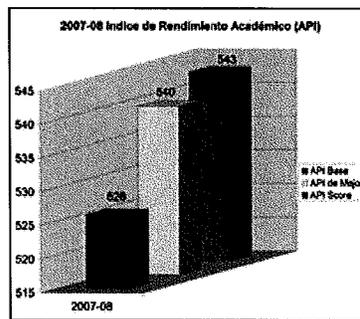


Crystal Lizaola-Arvizu toma segunda lugar en su evento en los finales de atletismo de la Liga Este, dejando atrás a las otras competidoras. Los finales se celebraron en la nueva pista de 400 metros recién instalada en Jordan High School además de otras renovaciones hechas a las instalaciones de atletismo.

### Suben las Calificaciones Otra Vez

En 2008, los alumnos de Jordan High School mejoraron su índice de rendimiento académico (API) por el segundo año consecutivo.

Las calificaciones API son similares a libretas de calificaciones para escuelas. Se calculan utilizando los resultados combinados de los exámenes estándares (CST's) en inglés-artes del lenguaje, matemáticas, ciencias, e historia. Cada año el Estado establece una meta—llamada API de Mejora—para ser alcanzada por las escuelas.



artes del lenguaje y matemáticas.

Esto se debe a que JHS matricula los estudiantes del grado 9 en clases extras de inglés y matemáticas (llamadas "double blocks" - agrupaciones dobles) para ayudarles a construir la fuerte base fundamental académica en el grado 9 que necesitarán para tener éxito durante todos sus años de escuela secundaria.

#### Más Logros Notables

Otros logros en los resultados de los exámenes de los alumnos incluyen:

- Notas de los alumnos del grado 10 en CST Inglés-artes del lenguaje han ascendido constantemente durante un período de 5 años.
- Notas en CST Biología han ascendido constantemente durante un período de 5 años.
- Notas en CST Algebra II han estado subiendo durante tres años. En 2007-2008, más estudiantes se calificaron "hábiles" o "avanzados" que durante los últimos 5 años.

### Muchas Clases de AP

Las clases de Ubicación Avanzada (Advanced Placement - AP) preparan a los estudiantes para estudios a nivel de universidad. Los alumnos que reciben una evaluación de "3" o mejor ahora no tienen que tomar esa clase en la universidad. En 2008-2009 JHS ofreció:

- AP Literatura en Inglés
- AP Lenguaje
- AP Cálculo
- AP Ciencia del Medioambiente
- AP Física AB
- AP Biología
- AP Historia de los EEUU
- AP Idioma Español
- AP Literatura en Español
- AP Historia de las Artes
- AP Arte de Estudio/Dibujo
- AP Geografía Humana

Se están programando más cursos AP para el próximo año:

- AP Ciencia de Computación
- AP Historia del Mundo

### Queremos Saber lo que Opina

Nos gustaría saber lo que usted piensa de esta publicación.

#### Comentarios:

#### Enviar A:

Dr. Stephen Strachan, Director  
David Starr Jordan High School  
2265 East 103rd Street  
Los Angeles, CA 90002

En 2008, los estudiantes de JHS excedieron su API de Mejora con un aumento respetable de 17 puntos. Los alumnos no sólo pueden ahora celebrar dos años consecutivos de notas ascendentes, ellos también pueden celebrar el crecimiento a largo plazo desde 2003—con el aumento del API del 16% de 468 a 543 durante los últimos seis años. (Se publicará el resultado del API para 2009 en el próximo año escolar.)

#### Continúan las Mejoras del Grado 9

Año tras año, cada clase del grado 9 ha rendido mejor que la anterior en los exámenes estándares (CST's) en inglés-

### Nuestra Visión:

La comunidad de Jordan High School fomentará el crecimiento de todos nuestros estudiantes en adultos pensativos e instruidos, que posean las habilidades académicas, sociales, y técnicas necesarias para pensar críticamente, resolver sus problemas, y realicen sus metas académicas y profesionales exitosamente, convirtiéndose en ciudadanos responsables y eficaces. En apoyo al aprovechamiento del estudiante, nosotros proveeremos un ambiente limpio y seguro basado en el respeto mutuo de cada cultura, con colaboración y expectativas altas para todos los miembros de la comunidad de Jordan.



# STEPHEN G. STRACHAN

179 West Centennial Ave. Roosevelt, NY 11575

323-443-6500 • SStra83626@aol.com

## High School Principal

### Program Management ♦ Administration ♦ Leadership Development

- Dynamic, results-oriented High School Principal with 16 years successful work history reflecting training, administration, and program management in uniquely challenging environments.
- Core competencies include:
  - Organizational Leadership
  - Strategic Planning
  - Continuous Improvements
  - Multimillion-Dollar Budget Management
  - Community Engagement
  - Staff Development
  - Consensus Building
  - Curriculum Alignment
  - Large Group Facilitation
  - Program Implementation
  - Partnership Building
  - Cultural Diversity Awareness
- Dedicated professional with a personal commitment to excellence in high school education.
- Innovative visionary leader with the ability to manage a large, complex organization with integrity.
- A dynamic communicator with talent in motivating staff and building strong community networks.

### CAREER HIGHLIGHTS

- Directed the instructional program and operation of a comprehensive, urban high school with more than 2,200 students in a high-poverty neighborhood.
- Led staff and students in making significant gains on the school's AYP and API, gaining more than 100 points on the school's API.
- Directly increased the number of graduates among minorities and low-income students.
- Demonstrated sensitivity to the needs of the rising number of culturally diverse students by incorporating multi-cultural programming in the lesson plans, addressing the needs of all students regardless of their cultural background.
- Effectively supervised more than 100 teachers, 6 administrators and numerous classified school personnel.
- Efficiently administered budgets of up to \$4 million.
- Managed and balanced the school budget during a budget crisis with minimal loss of staff and school programs.
- Met all state and federal requirements as well as implemented all district priorities.
- Supervised a special education program, ensuring that students were receiving equitable access to standard-based instruction.
- Achieved all special education IEP compliances established by the state and district.
- Participated in numerous home visitation programs aimed at promoting parent-teacher communication, bridging cultural gaps between the students and the school staff.

### EDUCATION AND FORMAL TRAINING

CHELSEA UNIVERSITY, Chelsea, England  
**Doctoral Degree in School Administration**, 2004  
Graduated Magna Cum Laude

UNIVERSITY OF LAVERNE, LaVerne, CA  
**Master of Education in Educational Management**, May 2001

THE UNION INSTITUTE, Cincinnati, OH  
**Bachelor of Arts in Education** May 1992

**Professional Clear Administrative Services Credential**  
**Professional Clear Multiple Subject Teaching Credential**

## ADMINISTRATIVE EXPERIENCE

- Principal** ROOSEVELT HIGH SCHOOL, Roosevelt, NY 2010 to Present
- Opened up a new \$67 million facility.
  - Secured federal Race to the Top grant in the amount of \$5.8 million over three years in order to expand opportunities for students.
  - Oversees implementation of the Common Core Learning Standards.
  - Provides professional development around implementation of the Common Core Learning Standards in English and Math.
  - Expands Advanced Placement course offerings to better prepare students for post-secondary learning.
  - Increases graduation rate from 58% to 81.3%.
  - Increases the number of students attending four-year colleges and universities.
  - Transformed a comprehensive high school into Small Learning Communities to improve student achievement.

- Principal** MARTIN LUTHER KING ACADEMY, Sausalito, CA 2009 to 2010
- Oversaw completion of a new state of the art middle school facility.
  - Secured \$500,000 in funding from private foundations for the school.
  - Provided guidance, supervision, and assistance in instructional practices and curriculum development.
  - Provided professional development for staff.

- Principal** JORDAN HIGH SCHOOL, Los Angeles, CA 2004 to 2009
- Assumed responsibility for all aspects of the school's operation including developing and facilitating the school improvement plans with short and long-term goals.
  - Created and assessed professional development opportunities for building staff capacity.
  - Oversaw the coordination of all student activities and events that created a positive learning environment.
  - Maintained building safety and security drills, processes and procedures for the learning community.
  - Provided guidance, supervision, and assistance in instructional practices and curriculum development.
  - Proactively monitored and reviewed the curriculum for alignment of state standards, coverage, and revisions.
  - Collaboratively worked with the staff, parents and community agencies to support student growth and learning.
  - Utilized data to diagnose, assess, and plan teacher instructions and student achievements.

- Assistant Principal** JOHN MUIR HIGH SCHOOL, Pasadena, CA 2003 to 2004
- Supervised the special education and counseling departments.
  - Established guidelines for proper student conduct and implemented disciplinary procedures and policies that ensured a safe and orderly environment.
  - Provided guidance and supervision for all staff, conducted performance appraisals, made reappointment recommendations for school personnel, and administered negotiated employee contracts at the school site.

- Principal** MORNINGSIDE HIGH SCHOOL, Inglewood, CA 2001 to 2003
- Simultaneously oversaw the school operations at City Honors High School.
  - Established, implemented, and assessed the instructional program for both schools.
  - Major contribution included converting the school into small learning communities in order to promote a high level of student achievement.

- Assistant Principal** COMPTON HIGH SCHOOL, Compton, CA 1998 to 2001
- Spearheaded initiatives in the development of the school's handbook for students, parents, and staff.
  - Led efforts in the implementation of a Saturday tutorial program.
  - Established and organized a 9<sup>th</sup> grade transition program. Developed the Student Master Schedule.

## TEACHING EXPERIENCE

- LINCOLN ELEMENTARY SCHOOL, Compton, CA 1994 to 1998  
**5<sup>th</sup> Grade Teacher / Middle School Teacher**
- Performed beyond the normal job duties and expectations of a Teacher by planning and organizing the school's culmination ceremonies, functioning as a mentor teacher to beginning and novice teachers.
  - Served as a key member of the school's leadership team, and acted as a Site Union Representative.

- HIGHLAND OAKS ELEMENTARY SCHOOL, Dade County Public Schools, FL 1992 to 1994  
**5<sup>th</sup> and 6<sup>th</sup> Grade Teacher**
- Utilized interactive discussions and 'hands-on' approaches in instructing 5<sup>th</sup> and 6<sup>th</sup> grade students.
  - Prepared, administered and graded written examinations to monitor and assess student's performance.
  - Served as a Basketball Coach.

**PROFESSIONAL SERVICE EXPERIENCE**

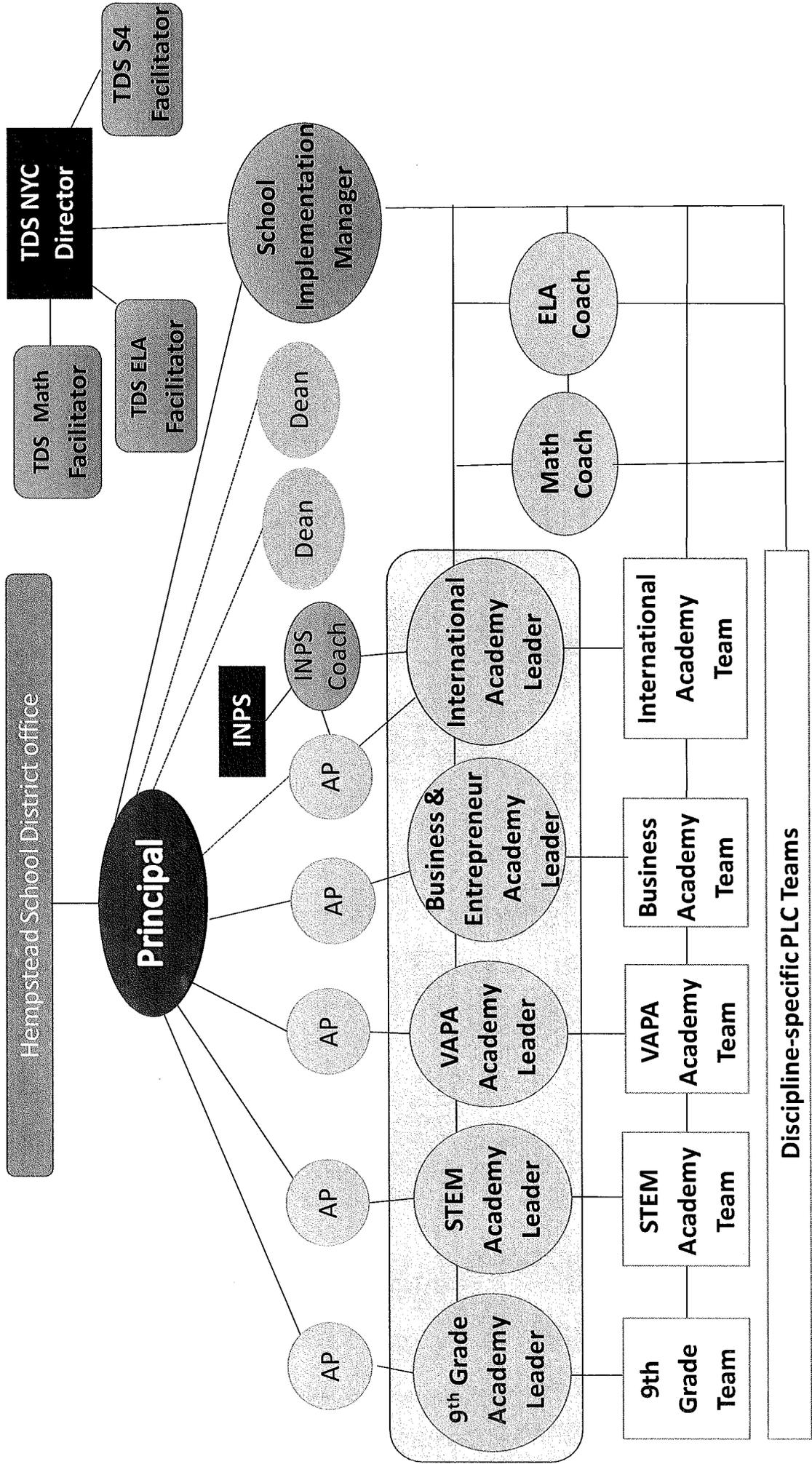
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC), Los Angeles, CA 2006 to 2009  
**Accreditation Committee Member**  
**9<sup>th</sup> Grade Summer Bridge Program Coordinator**, Compton, CA 1998 to 2001  
**Grade Level Chair**, Compton, CA 1999 to 2000  
**Mentor Teacher K-12**, Compton, CA

**PROFESSIONAL AFFILIATIONS**

Administrator's Association of Los Angeles  
Association of Supervision and Curriculum Development  
California Teacher's Association  
National Association of Secondary School Principals

**PRESENTATIONS**

**Using Data to Drive Instruction**, Los Angeles Unified School District, 2008  
**Developing Professional Learning Communities**, Los Angeles Unified School District, 2007  
**Preparing for Accreditation**, Los Angeles Unified School District, 2007



Hempstead Union Free School District  
 Hempstead, New York 11550  
 2015 - 2016 Calendar

Snow days

- 1st Snow Day (otherwise closed)
- 2nd Snow Day (otherwise closed)
- 3rd Snow Day (otherwise closed)

28-Mar
27-May
25-Apr

JULY						
S	M	T	W	T	F	S
			1	2	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 T=1 S=0						
S	M	T	W	T	F	S
						1
2	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					

SEPTEMBER T=18 S=18						
S	M	T	W	T	F	S
				1	2	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-Aug
1-Sep
6-Oct

OCTOBER T=21 S=21						
S	M	T	W	T	F	S
				1	2	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

NOVEMBER T=18 S=18						
S	M	T	W	T	F	S
1	2	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					

DECEMBER T=16 S=16						
S	M	T	W	T	F	S
				1	2	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				

3-Nov
28-Nov
29-Nov
25-Nov

JANUARY T=19 S=19						
S	M	T	W	T	F	S
						2
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						

FEBRUARY T=16 S=16						
S	M	T	W	T	F	S
	1	2	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					

MARCH T=20 S=20						
S	M	T	W	T	F	S
				1	2	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

12-Jan
15-Jan
10-Feb
11-Feb
17-Mar

APRIL T=16 S=16						
S	M	T	W	T	F	S
					1	2
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

MAY T=20 S=20						
S	M	T	W	T	F	S
1	2	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				

JUNE T=18 S=18						
S	M	T	W	T	F	S
				1	2	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	

Apr. 5-12
Apr. 13-20
1-Jun
Jun. 14-23
24-Jun

Total Day Students = 182  
 Total Day Teachers = 183

Last update 01/30/15

Superintendent Conference  
 First Day for Students  
 Closed for Labor Day  
 Closed for Rosh Hashanah  
 Closed for Yum Kippur  
 PD (Half-Day for Students)  
 Closed for Columbus Day

PD (Half-Day for Students)  
 Closed for MLK Holiday  
 Conference Day - Elementary  
 Conference Day - Secondary  
 Closed for Winter Recess  
 PD (Half-Day for Students)  
 Closed for Easter Recess

Closed for Spring Recess  
 3-8 ELA Assessment  
 3-8 Math Assessment  
 Closed for Memorial Day  
 CCLS Regents Algebra II  
 Other Regents Exams  
 Last Day of School

## Sample Bell Schedules 2015-2016

### EARLY SCHEDULE

PERIOD	BEGINNING	END	Length
1	8:00 A.M.	9:20 A.M.	80 min
2	9:23 A.M.	10:43 A.M.	80 min
3	10:43 A.M.	11:23 A.M.	40 min
Lunch A			
4	10:46 A.M.	12:06 P.M.	80 min
5	11:26 A.M.	12:46 P.M.	80 min
6	12:06 P.M.	12:46 P.M.	40 min
Lunch B			
7	12:49 P.M.	2:09 P.M.	80 min
Common Planning/PD	2:09 P.M.	3:00 P.M.	51 min

### LATE SCHEDULE

PERIOD	BEGINNING	END	Length
1	9:23 A.M.	10:43 A.M.	80 min
2	10:46 A.M.	12:06 P.M.	80 min
3	12:09 P.M.	1:29 P.M.	80 min
4	1:29 P.M.	2:09 P.M.	40 min
Lunch			
5	2:12 P.M.	3:32 P.M.	80 min
Common Planning/PD	3:32 P.M.	4:23 P.M.	51 min

## Sample Daily Schedules by Grade

Freshman Academy	
Semester 1	Semester 2
English 9	CC Algebra/CC Geometry (embedded AIS) or Elective (Advanced)
Advisory	Advisory
Earth Science or Living Environment	Spanish
Lunch	Lunch
Lab (A Day)/ P.E. (B Day)	Freshman Experience (A Day)/ P.E. (B Day)
CC Algebra or CC Geometry (Advanced)	U.S. History

Grade 10 Standard Track	
Semester 1	Semester 2
Geometry	Physical Education
Advisory	Advisory
Global 10	Elective
Lunch	Lunch
Chemistry/Earth Science/General Chemistry	English 10
Lab (A Day)/ P.E. (B Day)	SLC Seminar

<b>KEY STRATEGIES FOR YEAR 1 IMPLEMENTATION</b>		<b>DATE</b>
<b>Implement Summer Bridge for 9th graders (20 days):</b> Three-week summer bridge transition program for incoming 9th graders, designed to increase readiness for high school. Curriculum: Core ELA and Math, Advisory-style high school readiness		July 1, 2015
<b>Implement Pearson "COP" Summer Institutes:</b> Teachers take part in Change of Practice Summer Institutes. Total days: 6. For teachers in the areas of English Language Arts and Mathematics, to include foci on college and career-readiness in writing and reading, increasing rigor in English Language Arts, math practices in the Common Core, and algebra.		August 1, 2015
<b>Administrator PD:</b> HHS leadership, including the principal and AP's, will engage in several types of PD designed to build their leadership capacity, among them the <b>Summer Institute at Harvard Graduate School of Education</b> . The Summer Institute provides training for building-level administrators in redesigning high schools and improving instruction while ensuring internal and external accountability. The <b>REACH School Leader Coaching Program</b> will also be implemented to support the principal in any and all aspects of leadership coaching, addressing challenges inherent to leading a comprehensive school change transformation.		July 2016 Harvard; Sept 2015 - June 2016 REACH
<b>Implement John Hopkins TDS program for school change:</b> Multipronged, whole-school redesign is delivered jointly by TDS and HHS. It includes reorganizing the school into small learning communities; establishing a block schedule; managing PD program; and implementing and training staff on Early Warning Intervention system. TDS staff include the School Implementation Manager who leads all components of the redesign; ELA and Math facilitators who lead implementation of the double-dose 9th grade ELA and Math curriculum, plus PD and instructional support, including training school-based ELA and Math coaches who sustain instructional leadership after the 3-year partnership is over.		Sept 2015 - June 2016
<b>Implement Professional Learning Communities</b> - PLC's meet weekly in Academy teams and monthly in disciplinary teams for collaborative planning, lesson development and embedded PD.		Sept 2015 - June 2016
<b>Implement International Academy</b> - The International Academy, implemented as a homogenous, multi-grade SLC in grades 9-12, is designed to address the specific needs of newcomer SIFE and EL students who lack English and lack or have experienced gaps in their education. HHS engaged the International Network of Public Schools to help implement their successful program, which will serve approximately 280 students.		Sept 2015 - June 2016

<p><b>Implement Small Learning Communities</b> including Ninth Grade Success Academy, STEM (Science, Technology, Engineering, and Mathematics); Visual and Performing Arts; and Business and Entrepreneurship.</p>	<p>Sept 2015 - June 2016</p>
<p><b>Engage community-based organizations and institutions of higher learning</b> to partner with academics around specialized offerings and opportunities for students. Among the recently identified partners are Hofstra University, who will partner with the STEM and Business and Entrepreneurship academies, and Stony Brook, which will partner around the STEM Academy.</p>	<p>January 1, 2015</p>
<p><b>Hire new transformation teachers:</b> Six transformation teachers will be hired in the core subjects to reduce class size in courses that historically have a high failure rate. Competencies for these teachers include high student performance, experience in urban schools, and a commitment to implementing school change.</p>	<p>Summer 2015</p>
<p><b>Identify Academy Leaders:</b> Academy leaders are teachers who take a lead role in theme-based academy planning, partner engagement, and at PLC meetings.</p>	<p>Summer 2015</p>
<p><b>Identify ELA/Literacy and Math coaches:</b> These school-based ELA and Math coaches work with instructional staff, with assistance from TDS ELA/Math Facilitators to provide coaching, PD leadership, and assistance to instructional staff.</p>	<p>Summer 2015</p>
<p><b>Implement Tiger Academy Extended Day (20 hrs/week):</b> The school day will be extended 4 hours per day, 5 days a week. The time will be used for credit recovery, tutoring, college-prep, and enrichment programs for all students.</p>	<p>Sept 2015 - June 2016</p>
<p><b>Implement Saturday Academy:</b> A Saturday program will be used for credit recovery, tutoring, college-prep, and enrichment programs for all students.</p>	<p>Sept 2015 - June 2016</p>
<p><b>Implement JROTC program:</b> This program builds character while offering students interested in military service an additional pathway into careers, the workforce, and college. Components of JROTC will be delivered both after and during school.</p>	<p>August 1, 2015</p>
<p><b>Implement Pearson "COP" Institutes: Math, ELA, Leadership:</b> These standards-aligned institutes utilize the CCLS shifts to help teachers assess and collaborate to improve their curriculum and instructional delivery to impact student achievement. They are supported by embedded PD to ensure excellent implementation and support teachers.</p>	<p>Sept 2015 - June 2016</p>

<p><b>Implement REACH Data Program:</b> This program helps establish protocols for collection and use of data to drive instruction. Called School-wide Effective Practices for Using Data Program, it includes 20 face-to-face sessions including PD for teachers during monthly PLC meetings plus individual support to teachers, and consultation with the principal</p>	<p><b>Implement new teacher mentor/PD program:</b> Teachers chosen from the HHS staff mentor new and struggling teachers.</p>	<p><b>Implement vertical training with middle school,</b> with the goal of articulating and lining-up instructional standards to define what students should know leaving high school, and what they should learn upon entering high school</p>	<p><b>Implement incentives for effective/highly effective teachers:</b> These include opportunities to take a leadership role at HHS such as Academy Leader or Instructional Coach; opportunities for school or district-funded additional PD; and scholarships for pursuing National Board Certification</p>	<p><b>Implement Early Warning Indicator system:</b> This TDS initiative is designed to have a positive impact on school culture by training teachers to monitor student data like attendance and academic achievement to identify needs and services to help the student. Academy teachers review the data weekly in PLCs.</p>	<p><b>Establish College Center with College Counselor:</b> Establishing a technology-rich College Center, staff by a college counselor who supports students' college searches, applications, financial aid and scholarship applications, contributes to the school's college-going environment.</p>	<p><b>Establish Parent Center with Parent/Community Liaison:</b> The school will also establish a Parent Center, staffed by a bilingual parent/community liaison who will coordinate parent workshop, activities, and programs that strengthen the home-school connection. This contributes to the school climate goal.</p>	<p><b>Implement Communications Projects</b> - To increase school-home communication, HHS will 1) update the school website; 2) create written communications such as bilingual newsletters and annual reports; 3) conduct public presentations.</p>	<p><b>Implement year 2 of Smart Scholars ECHS with Farmingdale State College</b> - This program allows students to earn college credits, and a college experience, while still in high school.</p> <p><b>Implement Merit-based Discipline with Dignity program</b> - Students will have the opportunity to earn back merits through various avenues including community service with partnering agencies, school beautification assignments, after-school detention, Saturday detention, peer mediation, and conflict resolution.</p>

Partnerships	Student academic achievement
Stakeholder involvement	Staffing
School climate	Professional development



185 Peninsula Blvd.  
Hempstead, NY 11550

**Susan Johnson**  
Superintendent of Schools  
(516) 292-7111 ext. 1001  
Fax: (516) 292-0933

**Dr. William McLaurin**  
President  
Hempstead School  
Administrators Association  
(516) 292-7111 ext. 3145  
Fax: (516) 292-7830

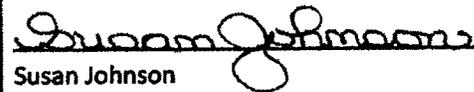
February 25, 2014

Dr. John King  
Commissioner of Education  
New York State Education Department  
89 Washington Avenue  
Albany, NY 12234

Dear Dr. King:

This letter is being written in support of the School Improvement Grant 1003(g) for the Hempstead Public School district's two schools, The Hempstead High School and the ABGS Middle School. The Hempstead Public School District and the Hempstead School Administrators Association Schools have agreed to work together to support the full implementation of a Transformation Model in each of the identified schools and hereby certify that discussions related to obstacles and activities that will be subject to negotiating collective bargaining agreements have been conducted and will continue to be conducted on a monthly basis with the goal of identifying and resolving contractual barriers through the negotiation and MOA process.

Sincerely,

  
Susan Johnson

Superintendent of Schools

  
Dr. William McLaurin

Hempstead School Administrators Association

02-26-14

Date

2/26/14

Date



185 Peninsula Blvd.  
Hempstead, NY 11550

**Susan Johnson**  
Superintendent of Schools  
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**Gerard Antoine**  
Assistant Superintendent  
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Assistant Superintendent  
for Special Education  
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**Nichelle Rivers, Ed.D.**  
Executive Director  
(516) 500-9952  
Fax: (516) 500-9949

February 26, 2014

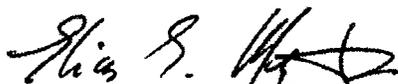
John King, Ph.D.  
Commissioner of Education  
New York State Education Department  
89 Washington Avenue  
Albany, NY 12234

Dear Dr. King:

This letter is being written in support of the School Improvement Grant 1003(g) for the district's two Persistently Lowest Achieving Schools -- Hempstead High School and ABGS Middle School. The Hempstead School District (HPS) and Hempstead Classroom Teachers Association (HCTA) have agreed to work together to support the full implementation of a Transformation Model in each of the identified schools. The parties agree that they will engage in expeditious negotiations regarding mandatory subjects of bargaining related to changes in the collective bargaining agreement that are necessary to implement the transformational model.

  
Susan Johnson, Superintendent of Schools

02-26-14  
Date

  
Elias Mestizo, President of  
Hempstead Classroom Teachers Association

2/26/14  
Date

Attachment A  
 Consultation and Collaboration Documentation Form

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

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

Principal/Union President/Lead	Date	Summary Documentation/Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School Identified in the SIG application.
Signature (in blue ink) Dr. Todd McGowan	2/26/14	
Type or print name DR. TODD MCGOWAN	2/26/14	
Teachers/Union President/Lead	Date	Summary Documentation/Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School Identified in the SIG application.
Signature (in blue ink) Kris S. Mastizo	2-26-14	
Type or print name Kris S. Mastizo	2-26-14	
Parent Group President/Lead	Date	Summary Documentation/Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School Identified in the SIG application.
Signature (in blue ink) Tina Lake	2-26-14	
Type or print name Tina Lake	2-26-14	

New York State Education Department:  
**M/WBE SUBCONTRACTORS AND SUPPLIERS NOTICE OF INTENT TO PARTICIPATE**  
 Under 1003(g) of the Elementary and Secondary Education Act of 1965

INSTRUCTIONS: Part A of this form must be completed and signed by the Bidder/Applicant unless requesting a total waiver. Parts B & C of this form must be completed by MBE and/or WBE subcontractors/suppliers. The Bidder/Applicant must submit a separate M/WBE Notice of Intent to Participate form for each MBE or WBE as part of the proposal/application.

Bidder/Applicant Name: Hempstead Union Free School District Federal ID No.: 116001965  
 Address: 100 Main Street Phone No.: (516) 434-4010  
 City: Hempstead State: NY Zip Code: 11550 E-mail: sjohnson1@hempsteadschools.org  
 Signature of Authorized Representative of Bidder/Applicant's Firm: Susan Johnson / SUPERINTENDENT OF SCHOOLS  
 Print or Type Name and Title of Authorized Representative of Bidder/Applicant's Firm

**PART B - THE UNDERSIGNED INTENDS TO PROVIDE SERVICES OR SUPPLIES IN CONNECTION WITH THE ABOVE PROCUREMENT/APPLICATION:**

Name of M/WBE: REACH Education Solutions Federal ID No.: 47-2322388  
 Address: 557 Grand Concourse Suite 3-16A Phone No.: (416) 389-8228  
 City, State, Zip Code: Bronx, NY 10451 E-mail: Ngfields@reachedsolutions.com

**BRIEF DESCRIPTION OF SERVICES OR SUPPLIES TO BE PERFORMED BY MBE OR WBE:**

Educational Consulting Services

DESIGNATION:  MBE Subcontractor  WBE Subcontractor  MBE Supplier  WBE Supplier

**PART C - CERTIFICATION STATUS (CHECK ONE):**

The undersigned is a certified M/WBE by the New York State Division of Minority and Women-Owned Business Development (MWBD).  
 The undersigned has applied to New York State's Division of Minority and Women-Owned Business Development (MWBD) for M/WBE certification.

**THE UNDERSIGNED IS PREPARED TO PROVIDE SERVICES OR SUPPLIES AS DESCRIBED ABOVE AND WILL ENTER INTO A FORMAL AGREEMENT WITH THE BIDDER/APPLICANT CONDITIONED UPON THE BIDDER/APPLICANT'S EXECUTION OF A CONTRACT WITH THE NYS EDUCATION DEPARTMENT.**

The estimated dollar amount of the agreement \$ \_\_\_\_\_  
7-20-2015  
 Signature of Authorized Representative of M/WBE Firm: Monica George-Fields  
 Printed or Typed Name and Title of Authorized Representative: Monica George-Fields



Reimagine Excellence and Achievement Consultant House, LLC  
REACH® Educational Solutions

## **Instructional Leadership Coaching to Support Principal and School Leaders in School-Wide improvement Initiatives**

### **Rationale and Data:**

Since Hempstead is experiencing many layoffs and changes at the district level and the schools are in the midst of engaging in school reform, it is paramount that the administrators and teachers receive support focused on strategies to embrace and accomplish their school vision of shared accountability and strong collaboration often found in Transformation Schools. According to the 2015 Diagnostic Tool for School and District Effectiveness (DTSDE) Conceptual Four visit, Hempstead High School needed to focus immensely on the Statements of Practice aligned to leadership and instructional decisions and practices, teacher growth and support, and systems and structures. The visit further noted that staff aligned to supporting students and engaging families were developing. To address the crucial need of developing leadership across the school community, the Reimagine Excellence and Achievement Consulting House (REACH), LLC will combine their trademark School Leader Coaching Program™ (SLCP) and Teacher Leader Coaching Program™ (TLCP). This comprehensive approach will enable the school leaders and a subset of Hempstead High School teachers to develop the skills necessary to address curriculum development, teacher practices, and ultimately increase student achievement. It is clear that Hempstead High School can benefit from the support REACH©, LLC aims to provide via leadership and academic development, as well as, culture and climate dynamics in the school.

### **The Approach:**

The REACH School Leader Coaching Program™ (SLCP) is based on the premise that school leaders benefit from participating in a leadership support program that helps bridge the inevitable gap between credential leadership programs and the real world experiences of being a school leader. At the same time, we realize that teacher leadership is a growing practice in school improvement. It is particularly important to school leaders to have a teacher or group of teachers to assist with leading various aspects of the school improvement efforts. Coaching can begin anytime during a 12 month cycle, beginning in July and ending in June of the following year.

Cultivating teacher leaders is a sure way for a staff member to feel empowered. Research has proven that when teachers feel empowered, they begin to subscribe to a sense of shared accountability. According to Joyce and Showers (2002), teachers benefit immensely when they receive coaching focused on developing leadership skills versus one-off professional development workshops. The combined approach of supporting the school leader as well as, the teachers will be aimed to assist the school with preventing what York-Barr and Duke (2004) suggest that many teacher leaders get involved in; administrator roles, facilitating meetings, and other tasks that do not align to student achievement.

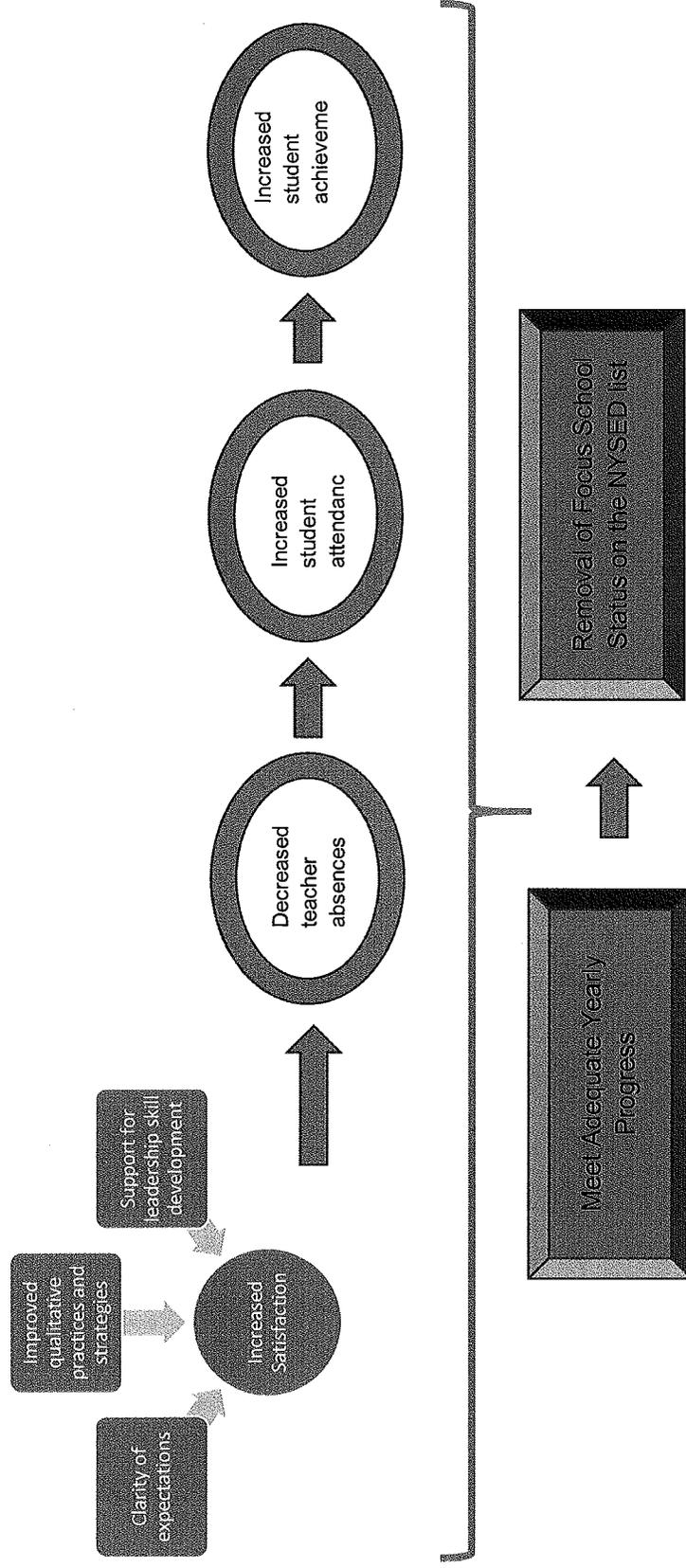
To be clear of the goals to be achieved during the 2015-2016 school year and every year thereafter during the SIG granting period will be to increase the following: qualitative ratings on the DTSDE school review report, student achievement, student attendance, positive perceptions aligned to leadership, and decrease teacher absences. The indicators will be mapped-out and monitored by REACH©, LLC, the district, and school community is in chart 1.1 below.

School Year	Indicator	Instrument of Evidence	Interim and Summative Assessment	Measurable Growth
2015-2016	DTSDE Tenet 2 SOPs 2.2, 2.3, 2.4, and 2.5	Diagnostic Tool for School and District Effectiveness Review Process	Mid-year (December) mock school review conducted by a trained DTSDE school reviewer ***** District-led Review with an independent Outside Educational Expert	There will be an increase of rating by at least one scale (ineffective ratings to developing and developing to effective)
	DTSDE SOPs 3.2, 4.2, 5.2, and 6.2	Diagnostic Tool for School and District Effectiveness Review Process	Mid-year (December) mock school review conducted by a trained DTSDE school reviewer ***** District-led Review with an independent Outside Educational Expert	There will be an increase of rating by at least one scale (ineffective ratings to developing and developing to effective)
	Increased perception of clear expectations and leadership	District Selected Survey Responses	REACH©, LLC interim surveys administered in December to inquire about leadership improvement ***** Administration of K-12 Insight Survey to be used as a pre-post SIG survey data set	There will be an increase of perceptions of effective leadership from the principal and identified teacher leaders in the school
	Increase in student assessment data	NYSEL ELA and mathematics assessments	District level interim assessments ***** Results of the Assessments	There will be an increase of 7-10% pts. In both ELA and mathematics across the school
2016-2017	Increase of consistent focused instruction across the grades and school	Lesson plans and classroom observations	School leader observation data and reports ***** Independent observer data and reports	There will be an increase of teachers providing rigorous teaching and learning opportunities throughout the school
	DTSDE Tenet 2 SOPs 2.2, 2.3, 2.4, and 2.5	Diagnostic Tool for School and District Effectiveness Review Process	Mid-year (December) mock school review conducted by a trained DTSDE school reviewer ***** District-led Review with an independent Outside Educational Expert	There will be an increase of rating by at least one scale (from developing to effective and at least sustainability of effective)

	DTSDE SOPs 3.2, 4.2, 5.2, and 6.2	Diagnostic Tool for School and District Effectiveness Review Process	Mid-year (December) mock school review conducted by a trained DTSDE school reviewer ***** District-led Review with an independent Outside Educational Expert	There will be an increase of rating by at least one scale (from developing to effective and at least sustainability of effective)
	DTSDE SOPs 3.3, 3.4, 4.3 and 4.4	Diagnostic Tool for School and District Effectiveness Review Process	Mid-year (December) mock school review conducted by a trained DTSDE school reviewer ***** District-led Review with an independent Outside Educational Expert	There will be an increase of rating by at least one scale (from developing to effective and at least sustainability of effective )
	Increase of teacher attendance	School-wide attendance record-keeping system	Monthly monitoring of teacher attendance ***** End-of-year average of absences	There will be a decrease in teacher absences by 10% pts.
	Increase of student attendance	School-wide attendance record-keeping system	Monthly monitoring of student attendance ***** End-of-year average of attendance	There will be an increase in student attendance by 2% pts.
2017-2018	Increase in student assessment data	NYSESED ELA and mathematics assessments	District level interim assessments ***** Results of the Assessments	There will be an increase of 10-15% pts. In both ELA and mathematics across the school
	All DTSDE Tenets	Diagnostic Tool for School and District Effectiveness Review Process	Mid-year (December) mock school review conducted by a trained DTSDE school reviewer ***** IIT Review conducted by NYSED	There will be sustainability of all ratings and some movement towards highly effective in leadership .2 indicators
2018-2019	Meeting Adequate Yearly Progress in ELA and mathematics	New York State Education Department of School Accountability Report	District level interim assessments ***** Results of the Assessments	Increase in the 3 subgroups identified as needing improvement on NYSED report card
	Increase of teacher attendance	School-wide attendance record-keeping system	Monthly monitoring of teacher attendance ***** End-of-year average of absences	There will be a decrease in teacher absences by 10% pts.

	Increase of student attendance	School-wide attendance record-keeping system	Monthly monitoring of student attendance ***** End-of-year average of attendance	There will be an increase in student attendance by 2% pts.
	All DTSDE Tenets	Diagnostic Tool for School and District Effectiveness Review Process	Mid-year (December) mock school review conducted by a trained DTSDE school reviewer ***** IIT Review conducted by NYSED	There will be sustainability of all ratings and some movement towards highly effective in leadership .2 indicators
	Removal of Focus School Status	New York State Education Department of School Identification List	NYSED announcement of new list	REACH©, LLC partner Schools will be removed from the NYSED Focus School list
	Meeting Adequate Yearly Progress in ELA and mathematics	New York State Education Department of School Accountability Report	District level interim assessments ***** Results of the Assessments	Increase in the 3 subgroups identified as needing improvement on NYSED report card
2019-2020	Maintain of teacher attendance	School-wide attendance record-keeping system	Monthly monitoring of teacher attendance ***** End-of-year average of absences	There will be continued decrease in teacher absences by 10% pts. Until desired attendance is established
	Maintain of student attendance	School-wide attendance record-keeping system	Monthly monitoring of student attendance ***** End-of-year average of attendance	Maintenance of student attendance of 98%
	All DTSDE Tenets	Diagnostic Tool for School and District Effectiveness Review Process	Mid-year (December) mock school review conducted by a trained DTSDE school reviewer ***** IIT Review conducted by NYSED	There will be sustainability of all ratings and greater movement towards highly effective in leadership .2 indicators

These indicators were selected due to evidence that show the interconnections between teacher satisfaction, teacher attendance, student attendance, culture and climate indicators, and student achievement. Our conceptual framework for this work is in graph 1.2.



Both the REACH Teacher Leader Coaching Program™ and the REACH School Leader Coaching Programs begin with a StrengthsFinder assessment. This research-based personality assessment is based on positive psychology and allows respondents to build and develop their skills from a strength perspective versus a deficit model. Our REACH coaches take the approach of coaching leaders in the same manner. The Hempstead High School and teacher leaders will learn to align their strengths to the four types of leadership necessary to turnaround a school. Chart 1.2 outlines the REACH® Leadership Traits necessary for effective leadership.

<b>REACH®, LLC LEADERSHIP STYLES</b>			
<b>TRANSFORMATIONAL</b>	<b>TRANSACTIONAL</b>	<b>MANAGERIAL</b>	<b>SITUATIONAL</b>
Dynamic	Motivator	Decisive	Reactive
Influential	Delegator	Organizer	Analyzer
Visionary	Communicator	Disciplinarian	Learner
Innovative	Collaborator	Focused	Relator
Risk-taker	Strategic	Connector	Adaptive

This chart exemplifies that every type of leadership style that is necessary to respond to varying situations that occur on a daily basis in a school. The ability of a school and teacher leader to assess the situation and determine the appropriate response is pivotal for successful leadership. REACH® Coaches emphasize that necessity of developing all of the leadership traits with the transformational leader being dominant. Unlike other programs and supports, REACH® has recreated the typical leadership traits chart to a primary, secondary, and tertiary level chart that incorporates all of the essential traits. This chart and development is exhibited in chart 1.3.

<b>INTERCONNECTIONS TO LEADING TRANSFORMATION TRAITS</b>				
<b>Dynamic</b>	<b>Influential</b>	<b>Visionary</b>	<b>Innovative</b>	<b>Risk-taker</b>
Communicator	Collaborator	Motivator	Delegator	Strategic
Decisive	Disciplinarian	Focused	Connector	Organizer
Learner	Adaptive	Relator	Reactive	Analyzer

Our 12-month program for the Hempstead school and teacher leaders will teach the participants how caring for one trait leads to the development of other essential traits. Therefore, allowing for fluid movement through the transformation, transaction, managerial, and situational leadership styles.

**The Cycle of Leadership Support:**

There are five (5) cycles of leadership development that span across six (6) weeks. These cycles align to the REACH®, LLC leadership styles and the concepts highlighted for improvement as articulated by the Hempstead High School Principal.

**Pre-Cycle Assessment:**

- The Hempstead High School and teacher leaders will take the StrengthsFinder assessment and receive the report.
- The school and teacher leaders meet with their REACH®, LLC coach individually and discuss the results and the completion of an action plan.
- The REACH®, LLC coach completes the action plan and sends it to each leader, who then is given the opportunity to suggest changes
- All teacher leader action plans are then vetted with the school leader for final approval

The sample cycle for the year-long work is as follows. The below is a short action research cycle and data collection summary, which includes a point of reflection.

#### Cycle 1:

The REACH©, LLC coach works begins implementing the action plan, trait development cycle 1.

- Week 1: Each participant will receive a packet of quick reads (short chapters) aligned to the specific leadership traits they are working on developing or strengthening. After reading the quick reads, the REACH© coach and school or teacher leader communicate via the online platform set-up for the project
- Week 2: The specific action plan for this trait is reviewed and a short action research cycle is created to test the logistics of the plan. This short action research takes place across one week and gives the leader the ability to practice the steps and identify any issues that may impede the development cycle so that any issues that may interfere with the development cycle are resolved.
  - Identify a target for the development
  - Address the issue using the strategies aligned to the trait being developed
  - Check for resolution and determine success or the need to revisit
  - Reflect of what worked or did not work with REACH© coach
- Week 3: Revision of action plan and finalization of implementation of official cycle of trait development
- Week 3.5 – 5:
  - Identify the target for development;
  - Address the issue using the strategies aligned to the trait being developed;
  - Implement REACHin-REACHout™ protocol with REACH© coach;
  - Check for resolution and determine success or the need to revisit; and
  - Reflect of what worked or did not work with REACH© coach
- Week 6: Data gathering and revisiting

The REACHin-REACHout protocol includes online communication, job-embedded coaching, and face-to-face professional development with all leaders in the school.

- The leaders are visited 20 times, across 10 months.
- During the months of September-November, the REACH© coach will meet with the mentee three times a month.
- From December-March, the REACH© coach will visit the school twice a month, and the visits will be monthly during the months of April-June. The visits will include observations of the leader participant's implementation of the strategies and practices the school leader is developing within the specific cycle. These visits provide job-embedded coaching and direction for effective leadership practices.
- The REACH SLCP™ coach will conduct onsite workshops pertaining to the leadership traits in which all school and teacher leaders to participate. These workshops will focus on research-based practices around effective leadership practices and provide an opportunity for the leaders to meet and share professional experiences with colleagues engaged in the same work.

Our goal is also to provide unique and personal services that yield school level capacity, continuous excellence, and high levels of sustainability of achievement. Each participant will receive a REACH© SLCP Essential Notebook that is used as a guide for logging meetings, responses to the quick study, logging notes from the REACH© online SLCP series, and meetings with teachers aligned to their areas of need. The progress in this work will be juxtaposed to the findings of Hempstead High School's DTSDE report to

ensure that the program is leading towards an increase of at least on rating in the .2 Statements of Practice in the DTSDE rubric.

WORK TOWARDS BUILDING CAPACITY ACROSS THE SIG TIMELINE	
YEAR 1	REACH© coach leads the leadership work with the first cohort of school and teacher leaders
YEAR 2	REACH© coach leads the leadership work with the second cohort of school and teacher leaders, while providing cursory support to the first cohort
YEAR 3	REACH© coach leads the leadership work with the third cohort of school and teacher leaders, while providing cursory support to the first two cohort
YEAR 4	REACH© coach works with first three cohorts to create an internal coaching program led by school teachers
YEAR 5	REACH© coach works to continue support the school-based created and implemented coaching program

Joyce, B., & Showers, B. (2002). *Student achievement through staff development* (3rd ed.). Alexandria, VA: ASCD.

## **Embedding a System of Data-driven Planning and Instruction (DDI)/Inquiry in the Instructional Cycle of Chronically Underperforming Schools.**

### **The Approach:**

The use of data is becoming a resounding call to action for all school staff, but not many schools have established explicit protocols for how to analyze data. The REACH School-wide Effective Practices for Using Data Program™ (SEPUDP) not only assists the school community with the data sources that align to overall goals the school has established, but the program will also ensure that there are systems established to benefit from the protocols. Teachers receive professional development aligned to the use of the REACH data protocols. This program consists of monthly visits to the school where the REACH© consultant meets with staff members during teacher team meetings to review the ways in which teachers collect and track data against the school's missions. This program has a blended model that incorporates off-site support of creations of data charts and graphs for the school leader and community to use to discuss if the school is on track to achieve established goals or if adjustments of practices are needed. These reflection sessions take place four times a year and a REACH© consultant conducts the reflection meeting in person with the school leader.

The REACH SEPUDP™ facilitator works directly with teacher teams to develop their knowledge of the ways in which data should be used in their schools. This program typically has 20 face-to-face sessions. The facilitator meets with the teacher team 10 times, across 10 months, throughout the school year. The remaining 10 visits are dedicated to providing coaching to individual teachers participating in the teams. The individual sessions will focus on providing job-embedded coaching to the teachers aligned to the use of data to inform instructional practices before, during, and after classroom instruction.

Our goal is also to provide unique and personal services that yield school level capacity, continuous excellence, and high levels of sustainability of achievement.

## Outline of SEPUDP™

Type of Service		Description of REACH Facilitator	Description of Participant
Book study	<ul style="list-style-type: none"> <li>➤ The facilitator will introduce the book aligned to the SEPUDP™ focused on the lessons learned</li> </ul>	<ul style="list-style-type: none"> <li>✓ Fully participate in the study group and apply the lessons learned in the book to the everyday practices</li> </ul>	
Online platform	<ul style="list-style-type: none"> <li>➤ The facilitator will conduct online group conversations and discussions with participants</li> <li>➤ The facilitator will introduce the participants to the online video discussions aligned to the book study</li> <li>➤ The facilitator will introduce the participants to the learning series for the book study</li> </ul>	<ul style="list-style-type: none"> <li>✓ Participants will log-in and participate in group conversations about the lessons learned in the book study</li> <li>✓ Participants will have the ability to watch the video discussions between REACH Senior Achievement Facilitators about the book and practical application of the lessons in a school setting</li> <li>✓ Participants will have the option to use the self-paced learning series to advance their knowledge aligned to the book study</li> </ul>	
Face-to-Face professional development	<ul style="list-style-type: none"> <li>➤ The facilitator will provide face-to-face group facilitation to the teacher teams (up to 4 teams per school)</li> <li>➤ The facilitator will provide job-embedded coaching to individual teachers during classroom instructional time to coach the teacher in using timely data to inform instructional strategies and decisions, using the REACH© coaching-in model</li> <li>➤ The facilitator will lead regional workshops providing the participants of different districts and schools the opportunity to learn from each other and experts in the field of data-driven inquiry</li> </ul>	<ul style="list-style-type: none"> <li>✓ Participants will commit to fully engaging in the face-to-face SEPUDP™ face-to-face sessions held at their school</li> <li>✓ Participants will work with the REACH© facilitator and school leader to identify instructional supports needed to effectively deliver timely data-informed instruction</li> <li>✓ Participants have the option of participating in workshops sponsored by REACH©</li> </ul>	
REACH© SEPUDP templates and materials	<ul style="list-style-type: none"> <li>➤ REACH© facilitator will distribute all materials to be used in the program to participants during the launch meeting</li> </ul>	<ul style="list-style-type: none"> <li>✓ Each participant will receive a REACH SEPUDP Essential Notebook© that is used as a guide for conducting team meetings, responses to the book study, logging notes from the REACH© online SEPUDP series, and personal data-driven inquiry work with the REACH© facilitator</li> </ul>	

## **The Cycle of Implementation**

In this program, teacher teams receive support for using data to make instructional decisions. These meetings take place on a monthly basis beginning in October and ending in May. The focus of the meetings is to coach teachers around the effective use of analyzing data towards achieving a pre-determined S.M.A.R.T goal. These uniquely aligned school's goals, values, and any articulated theory of action are intended to expedite student achievement and increase teacher effectiveness. The selected teacher teams Hempstead High School will learn strategies and practices aligned to the Diagnostic Tool for School and District Effectiveness rubric. The following protocol is carried out throughout the school year:

- Week 1: A meeting is held with the school leader to determine and assist with creating a clear mission for student achievement and teacher effectiveness:
  - The mission is parsed into guiding ideas and goals for each grade/department in the school and
  - A school communication plan is created and implemented to articulate the goal to teams of teachers working horizontally on a grade or subject.
- Week 2: Support aligned to identifying individual goals are established and implemented:
  - Teachers receive guided coaching on ways to create individual targets based on a grade or subject goal and
  - Teachers create an action plan for accomplishing their targets.
- Weeks 3-4: Face-to-Face support is provided to staff members either identified in need of assistance or who request personal assistance with achieving the individual set of targets:
  - REACH©, LLC coach begins to provide individual support to teachers in classrooms and REACHin-REACHout protocols.
- Week 5: Teachers with the guidance of the REACH©, LLC coach assists teachers with employing a post-data cycle assessment. The assessment is explicitly aligned to the services and focus of the school.

The cycle is repeated during the beginning of week 6 focused on the next actionable expectation. This program continues throughout the school year based on overarching goal to be accomplished at the end of the school year.

During the cycle, the staff receives online communication, job-embedded coaching, and face-to-face professional development for 4 groups of teacher teams.

- The school is visited 40 times, across 10 months. The days are mapped out in the following manner:
  - Day 1: Meeting with the principal and assessment of teacher actions towards the goals;
  - Day 2: The first day of support and teacher team meetings;
  - Day 3: The second day of support and individual visits to classes to provide job-embedded support;
  - Day 4: The third day of support and individual visits to classes to provide job-embedded support; and
  - Day 5: Review of work with administrators and teachers in groups (group meetings can be held throughout the 5 days to minimize the disruptions in teaching and school schedules.
- Off-site days of support and work.
  - 10 days to provide platform support across 10 months
- The REACH SEDUDP™ facilitator will conduct onsite workshops pertaining to the actionable expectation in which all teachers participate. These workshops will focus on research-based practices aligned to the expectation so that all staff members can contribute towards the accomplishment of the school's goal.

REACH© facilitators create and use a summary of findings aligned to grade or subject level visits to conduct follow-up meetings with teachers. During the follow-up meetings, teachers can request additional assistance aligned to the target they are attempting to achieve. Teacher targets may focus on academic and/or student social-emotional or family engagement.

Each participant will receive a REACH SEDUDP Essential Notebook© that is used as a guide for conducting team meetings, responses to the quick study, logging notes from the REACH© online SEDUDP series, and personal monthly focus work with the REACH© facilitator.

WORK TOWARDS BUILDING CAPACITY ACROSS THE SIG TIMELINE	
YEAR 1	REACH© facilitator leads the SEDUDP work with the school focused on a set of actionable expectations
YEAR 2	REACH© facilitator leads the SEDUDP work with the school focused on the 2 <sup>nd</sup> set of actionable expectations
YEAR 3	REACH© facilitator leads the SEDUDP work with the school focused on the 3 <sup>rd</sup> set of actionable expectations
YEAR 4	REACH© facilitators mentor school staff to continue data-focused teacher team meetings and work towards mission
YEAR 5	REACH© facilitators mentor school staff to continue the data-focused teacher team meetings and work towards mission

**4.0 (4) Budget/Cost Summary – Teacher and School Leader Coaching**

<b>Description of Service</b>	<b>Projected Number of Service Days/Daily Rate</b>	<b>Total Cost</b>
Training of School and Teacher Leaders year 1	20 days @ 2,000 per day; plus 5 days of planning @ \$1,000 per day	\$45,000
Online Learning Platform	10 days @ 1,000	\$10,000
Materials for all participants	\$500 per participants (includes Kindle and all electronic books for study group)	\$10,000 (Based on 20 participants per school)
<b>Total</b>		<b>\$65,000</b>

**4.0 (5) Budget/Cost Summary – Data Teams**

<b>Description of Service</b>	<b>Projected Number of Service Days/Daily Rate</b>	<b>Total Cost</b>
Training of School and Teacher Leaders year 1	20 days @ 2,000 per day; plus 5 days of planning @ \$1,000 per day	\$45,000
Online Learning Platform	10 days @ 1,000	\$10,000
Materials for all participants	\$500 per participants (includes Kindle and all electronic books for study group)	\$10,000 (Based on 20 participants per school)
<b>Total</b>		<b>\$65,000</b>

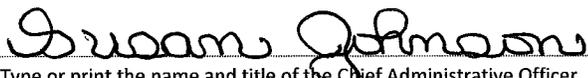
**New York State Education Department**  
Application Cover Sheet  
**School Improvement Grant (SIG) 1003[g]**

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

<b>District (LEA)</b>		<b>LEA Beds Code:</b>				
Hempstead Public Schools		28020201030000				
<b>Lead Contact (First Name, Last Name)</b>						
Dr. Stepehn Strachan						
<b>Title</b>	<b>Telephone</b>	<b>Fax Number</b>	<b>E-mail Address</b>			
Associate Superintendent for Secondary Curriculum and Instruction	( 516 ) 434-4201	( 516 ) 292-7885	sstrachan@hempsteadschools.org			
<b>Legal School Name for the Priority School Identified in this Application</b>		<b>School Beds Code</b>				
Hempstead High School		28020201030007				
<b>Grade Levels Served by the Priority School Identified in this Application</b>		<b>School NCES #</b>				
9,10,11,12, ungraded secondary		3614130				
<b>Total Number of Students Served by the Priority School Identified in this Application</b>		<b>School Address (Street, City, Zip Code)</b>				
2100		201 President St. Hempstead, NY 11550				
<b>School Model Proposed to be Implemented in the Priority School Identified in this Application</b>						
<b>Turnaround</b> <input type="checkbox"/>	<b>Restart</b> <input type="checkbox"/>	<b>Transformation</b> <input checked="" type="checkbox"/>	<b>Innovation Framework</b> <input type="checkbox"/>			
<b>Closure</b> <input type="checkbox"/>	<b>Evidence-based</b> <input type="checkbox"/>	<b>Early Learning Intervention</b> <input type="checkbox"/>	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center; border: none;"><b>College</b> <input type="checkbox"/></td> <td style="text-align: center; border: none;"><b>Community</b> <input type="checkbox"/></td> <td style="text-align: center; border: none;"><b>Career</b> <input type="checkbox"/></td> </tr> </table>	<b>College</b> <input type="checkbox"/>	<b>Community</b> <input type="checkbox"/>	<b>Career</b> <input type="checkbox"/>
<b>College</b> <input type="checkbox"/>	<b>Community</b> <input type="checkbox"/>	<b>Career</b> <input type="checkbox"/>				

**Certification and Approval**

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

CHIEF ADMINISTRATIVE OFFICER	
Signature (in blue ink)	Date
	07-21-15
Type or print the name and title of the Chief Administrative Officer	
Susan Johnson, Superintendent of Schools	
DO NOT WRITE IN THIS SPACE	

**SIG SUBMISSION CHECKLIST - Turnaround, Restart, Transformation, Innovation Framework, Evidence-based  
and Early Learning Intervention Models**

Documents for Submission	Checked – applicant	Checked – SED
Application Cover Sheet <i>(with original signatures in blue ink)</i>	✓	<input type="checkbox"/>
Proposal Narrative <i>(Including District-level Plan, School-level Plan)</i>	✓	<input type="checkbox"/>
Attachment A Consultation and Collaboration Form (required)	✓	<input type="checkbox"/>
Attachment B (required) School-level Baseline Data and Target Setting Chart	✓	<input type="checkbox"/>
Attachment C Evidence of Partner Effectiveness Chart	✓	<input type="checkbox"/>
Attachment D Budget Summary Chart	✓	<input type="checkbox"/>
FS-10 Form for Year-One Implementation Period. FS-10 available here: <a href="http://www.oms.nysed.gov/cafe/forms/">http://www.oms.nysed.gov/cafe/forms/</a>	✓	<input type="checkbox"/>
Budget Narrative	✓	<input type="checkbox"/>
Memorandum of Understanding <i>(required only if proposing Restart or Innovation model)</i>	<input type="checkbox"/>	<input type="checkbox"/>

M/WBE Documents Package (containing original signatures)			
<input checked="" type="checkbox"/> Full Participation <input type="checkbox"/> Request Partial Waiver <input type="checkbox"/> Request Total Waiver			
Type of Form	Full Participation	Request Partial Waiver	Request Total Waiver
M/WBE Cover Letter	✓	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 100 Utilization Plan	✓	<input type="checkbox"/>	N/A
M/WBE 102 Notice of Intent to Participate	✓	<input type="checkbox"/>	N/A
EEO 100 Staffing Plan and Instructions	✓	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 105 Contractor’s Good Faith Efforts	N/A	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 101 Request for Waiver Form and Instructions	N/A	<input type="checkbox"/>	<input type="checkbox"/>
<b>SED Comments:</b> Has the applicant submitted all of the documents listed above? <input type="checkbox"/> Yes <input type="checkbox"/> No			
Reviewer: _____		Date: _____	

## **I. District-level plan**

### **I. A. District Overview**

#### **I. A. i. Theories of Action Guiding District Strategies to Support Lowest Achieving Schools**

The Hempstead Union Free School District (HUFSD) is identified as a Focus School District. HUFSD is committed to the implementation of New York State's Regent Reform Agenda as a means to bring about school improvement at all HUFSD schools to help all students prepare for post-secondary success. The district is in the process of aligning all its resources with the elements of the Regents Reform Agenda: the implementation of the New York State P-12 Common Core Learning Standards (CCLS); Teacher and Leader Effectiveness (TLE) through the implementation of a comprehensive Annual Professional Performance Review (AAPR) system; Data-Driven Instruction (DDI) to design teaching and learning around the needs of staff and students; Professional Development for school leaders and the teaching staff; and Parental Portal to increase engagement and community amongst parents, teachers, and school leaders designed to build parents comprehension of the reform initiatives, and to track and support their child's academic needs and progress.

HUFSD's overall vision for preparing students for college and career are aligned to the President Obama's goals under the Race to the Top initiative. It is the district's responsibility to ensure every school has an effective leader and every classroom has an effective teacher, which will ensure every child can learn and achieve to his or her full potential. This effort begins with an intentional Professional Development Plan built on data collected for student performance and teacher practice. In order to reach our district-wide goals of preparing every student for college and careers, HUFSD is:

- Employing a strong core instructional program that will provide the framework for highly-effective instruction and equal access to academic opportunities for all students to occur through core program implementation, intervention courses and strategies (including the use of time), and acceleration prospects for all students;
- Implementing a strong TESOL/Bilingual program that will articulate rigorous grade level expectations in the areas of speaking, listening, reading, and writing;
- Building the capacity of teachers to deliver high-quality, highly effective instruction that is based on rigorous standards and curriculum with a focus on the differentiating instructions to meet the individual needs of students;
- Increasing the instructional expertise and effective coaching strategies of all central office and school leaders; and
- Holding everyone accountable for specific student and school outcomes by using the Diagnostic Tool for School and District Effectiveness (DTSDE) at a higher frequency for assessment.

The guiding principles for the HUFSD improvements in curriculum and instruction are grounded in the belief that college persistence dramatically increases life outcomes for all students. A coherent reform strategy will connect everything to improving teaching and learning. HUFSD will be deliberate in instruction, defining the curriculum, standards of performance, and accountability standards for all students. Accountability systems will connect student outcomes with adult outcomes. Central office staff is committed to working collaboratively with all schools to support the changes needed to transform its schools as outlined in the Transformation and

School Comprehensive Plans. It is the strong desire to provide the systems and structures necessary for our students to be able to compete with their neighboring peers and acquire the necessary skills to become productive members of global society.

#### I.A.ii. District Approach to Supporting School Turnaround

The District's Comprehensive Plan guides its work to improve student achievement and prepare students to be successful in the global economy. The plan outlines goals and strategies for improving schools and increasing student achievement, inclusive of measurable targets for graduation rate, academic performance, and school tone. The plan was developed from the belief that every child can succeed. It is aligned with NYS's Regents Reform Agenda and is based on three core values:

- Achievement- Student achievement will improve with a total focus on teaching and learning with an emphasis on results and rigor and "vigor" of instruction.
- Equity- Resources will be distributed equitably based on the needs of schools and students with the Core Instructional Program being the foundation of resource allocation.
- Accountability- Data will be used to ensure that we hold adults accountable for the success of all students and extensive monitoring will occur.

To achieve the goals of the Strategic Plan, HUFSD aligns its resources to ensure they are used where they are needed most, that is, in the classroom. Ongoing monitoring of plan implementation provides regular opportunities for the District to learn, reflect, and take quick and informed actions to make and sustain progress. HUFSD uses data to recognize, intervene, and adjust curriculum, instruction, and programs that directly correlate to enhance student achievement, as well as strives to model the culture of learning expected in the schools and classrooms throughout the district.

HUFSD's core instructional program anchors academic standards in the real world and requires all students to participate in a quality college and workplace ready curriculum. Academic high school standards are aligned with the knowledge required for college and workplace success, and back-mapped to create coherent, focused, grade-by-grade progression from prekindergarten through college. A course catalog has been designed to provide a detailed description of all courses offered at the high school and NYS requirements for high school graduation. Electives, academic interventions, and accelerated courses are outlined to support academic needs of students in all subgroups. The required curricular content will be individualized while keeping the NYS standards and tests constant. All disciplines reinforce college and workplace readiness expectations. A battery of assessments, including large-scale tests, performance-based tasks, and teacher-developed assessments monitor student academic progress and growth. Quality interim assessments evaluate mastery and are used to adjust instruction beginning in kindergarten. High school graduation performance exams are being developed to ensure that students meet standards before earning a high school diploma to ensure college readiness.

HUFSD has rewritten the District Comprehensive Improvement Plan (DCIP), incorporated the vision of the Regents Reform Agenda. The DCIP is also aligned with the State's new DTSDE tool and HUFSD's core instructional program. Full implementation of the plan will occur in 2015-2016. Hempstead DCIP is a living document and will be updated continually to reflect the District's new improvement plans and alignment with NYSED recommendations and requirements (e.g., incorporation of growth measurements). School Comprehensive Education Plans (CEPs) will align with the objectives of the DCIP and all elements of the core instructional

program. Quarterly school or district-led reviews will provide evidence as to the impact of the implementation of DCIP/SCEPs. Three additional supports for HHS were recently put in place:

1. The new Associate Superintendent of Secondary Schools assigned to Hempstead HS has been changed. The school will now report to the Superintendent directly and Mr. James Clark, who has been a successful principal for the past 10 years. Mr. Clark brings his expertise in the areas of at risk students, alternative and vocational programming.
2. HUFSD's Associate Superintendents of Elementary and Secondary Schools will take an active role in supporting the principal of HHS school by working collaboratively with the Hempstead principal and president of the teacher's association to ensure the successful implementation of the Transformation model.
3. The district will appoint a School Implementation Manager (SIM) who will work closely with the high school principal to monitor turnaround efforts closely by collaborating and examining school wide data with the School Principal, HS Leadership Team, and essential Central office staff on a bi-weekly basis to ensure efforts are consistent and moving forward according to the designated plan.

#### 1.A.iii Evidence of District Readiness for System-Wide Improvement of Priority Schools

Beginning in summer 2015, all HUFSD leadership, both in central administrative offices and schools, are participating in targeted leadership academies delivered by external educational partners. The academies will take the form of an Administrative Retreat and will develop a foundation of strong leadership for improvement in the instructional core within a context unique to Hempstead. District chiefs, directors, principals, and assistant principals are gaining a better understanding of the technical requirements for implementation of the Common Core State Standards through intensive workshops with associated executive coaching. Principals and assistant principals at Priority Schools are working coherently to support the District's instructional goals and use data to inform decisions. All workshop activities support the goals and objectives of the six tenets of the State's new DTSDE tool: 1) district leadership and capacity; 2) school leadership practices and decisions; 3) curriculum development and support; 4) teacher practices and decisions; 5) student social and emotional developmental health; and 6) family and community engagement.

HUFSD has demonstrated its commitment to building internal District capacity to improve student performance through implementation of the Regents Reform Agenda. More than 25 district and school leaders attended NYSED's Network Team Institutes in Albany last school year. Senior research fellows have provided follow up support from the Regents Research Fund in regard to the DTSDE. Additionally, HUFSD is in the process of collecting and triangulating data to determine the root causes of low student achievement and graduation rate. The data will be used to make decisions regarding best practices and approaches that will have the greatest impact on student results. Research dictates that teachers have the greatest impact on student achievement. Using the evidence collected through observations and learning walkthroughs, an intentional professional development plan will address specific needs of teachers.

Some of the district's current undertakings are to provide teachers with guidance how to effectively address rigor and relevance. A common definition of college- and career-ready must be developed and shared with staff, students, and parents. Based on this understanding, courses and programs must be designed and accessible that address the individual needs of all students. One major goal is for students to have the opportunity to take college level courses during their junior and senior years. Partnerships have already been established with Farmingdale and Nassau

Community Colleges. It is the district's desire to collaborate with CBOs and other nearby school districts to support the vocational programs. The District is looking to staff a career counselor to assist in this effort; vocational programs will include: cosmetology, cooking, nursing, mechanics, military, and business. The JROTC program will be operational for the 2015-16 school year.

Even though students in high poverty areas face enormous inequities compared to their peers in other districts, the outcomes for learning are expected to be the same. Recognizing that poverty in itself does not consign HUFSD students to poor academic results, an intense professional development plan (PDP) was implemented to increase teachers' ability to instruct students in a manner that is rigorous, relevant, and aligned to Common Core Learning Standards (CCLS). Providing ongoing intentional professional development in these areas will serve as the vehicle to increase students' proficiency levels in reading, math, writing, speaking, and language skills across the content areas and eventually decrease the achievement gap observed in the HUFSD compared to the region and the state.

During the 2013-2014 and 2014-2015 school years the HUFSD solicited the assistance of Scholastic Partners, International Center for Leadership and Education (ICLE) and Math Solutions, to deliver high quality professional development (PD) in implementing Common Core Learning Standards (CCLS) in English Language Arts (ELA) and Mathematics. Scholastic Partners delivered 8 grade/content specific professional development sessions for teachers on how to incorporate CCLS in ELA in the classroom to strengthen students' reading comprehension and evidence-based writing skills. Each elementary school and the middle school received 3-4 full-day job-embedded trainings from our partners. The partners modeled lessons taught in the professional development sessions in classrooms and debriefed with teachers and principals to ensure their understanding of the concepts being addressed (identified below). All of the HUFSD teaching staff, regardless of content and subject taught, were invited to attend a 2-day summer institute (2013, 2014 and 2015) to gain a better understanding of shifts in ELA and Math CCLS; unpacking the CCLS; creating lesson plans that address rigor and relevance; questioning techniques that tap into students' higher order thinking; close reading strategies; and a three-tiered system for academic vocabulary.

There is a plan for secondary content area teachers to participate in a 2 day Literacy Institute in August to address the implementation of CCLS and addressing rigor and relevance through the use of higher ordering thinking questions.

For the 2014-15 school year, the district math team, consisting of the director and three staff developers, led the charge by providing ongoing PD to all teachers of mathematics P - 12. Teachers participated in ten (10) 90-minute grade/course specific training during extended Wednesdays. Additionally, in preparation for the 2015-2016 school year teachers in P-8 participated in a two-day workshop (during the months of May or June) to strengthen their mathematics knowledge and enhance their ability to deliver high quality instruction to students. The district made a decision to fully implement the Engageny math modules in all classrooms, P -12, to ensure the effective implementation of the shifts in mathematical practice. The modules lend themselves for students to explore the shifts in mathematics, to develop fluency, conceptual understanding, and apply this knowledge to real-world situations.

## **I.B. Operational Autonomies**

### **I.B.i. Operational Autonomies for Hempstead High School**

Hempstead HS has the autonomy to staff positions outside of the Core Instruction Program that are unique to the model; determine how time is used after school; elect programs; and select educational partners

All HUFSD will be staffed centrally to the District's Core Instructional Program and the standardized schedule that supports the varying needs of all students. The Hempstead principal will have the autonomy to make staffing decisions that support implementation of positions beyond those required for the Core Instructional Program and are unique to the school's SIG transformation plan. Additionally, the Hempstead principal will work with the Hempstead Classroom Teachers Association (HCTA) be exempt from the voluntary teacher transfer process using the side Memorandum of Understanding (MOU) provision. The purpose of this exemption is to enhance Hempstead HS's ability to recruit new staff, provide stability, and support school change. Autonomy will also be provided to Hempstead HS in the selection of educational programs. Programs will be identified that address the unique needs of the school within the framework of the Core Instructional Program, will reflect the needs of high number of ENL speakers and SWD, as well as take into account the suggestions made by NYSED during the last review of the SCEP.

A standardized schedule has been created within the Core Instructional Program to support students, but significant flexibility is allowed in its implementation to individualize program at the school. The schedule was developed to provide better support for students who need remediation and acceleration and address the high mobility of the District's student population, as well as the needs of sub-groups who are in accountability status (e.g., ELL and SWD). Hempstead HS will have full autonomy to identify how the school day will be expanded to meet the Commissioner's requirement that priority schools add 200 or more additional student contact hours per year. In partnership with Talent Development Secondary and other selected partners, the required hours and more will be fully implemented to provide students additional time on task in order to accelerate learning. Hempstead HS will be able to determine whether the additional hours are added before or after school, on Saturdays, during school recess periods, or through intensive summer programming. Determining how the additional time (instructional, socio-emotional, or recreational support, etc.) will be used is also an autonomous decision that will be linked directly to Hempstead HS's transformational plan.

To increase school autonomy even further, Hempstead HS will work with HCTA to have a School-Level Living Contract. The purpose of the contract is to establish a joint committee to provide for discussions and decision-making on matters relating to improved union-management relations and system operations. The contract will allow HHS to enter into contractual agreements different than provisions in the central collective bargaining agreement.

#### I.B.ii/iii. Evidence of School Autonomies and Support

Contractual Agreement between HUFSD and HCTA provide the supporting labor-management documentation for the exemption from the voluntary teacher transfer process and School-Level Living Contract Committee respectively.

### **I.C. District Accountability and Support**

#### I.C.i. Senior Leadership Responsible for Coordination of District Turnaround

Two Associate Superintendents, who report directly to HUFSD's Superintendent, are key instructional managers in the district. Each School Associate Superintendent supervises a cluster

of schools. The District’s Associate Superintendents have wide latitude for independent judgment and decision-making and assist in the formation of educational policy and practices. HUFSD’s School Implementation Manager will provide additional support to both struggling schools as they expand learning time to meet the Commissioner’s requirements of 200 additional student contact hours per year. Technical assistance is being provided by Talent Development Secondary Schools (TDS).

HUFSD’s Department of Curriculum and Instruction is responsible for the academic and instructional needs of the District. The department includes managing directors of the content areas as well as Intervention Services, Special Education, and English Native Learners. The Associate Superintendents for Curriculum and Instruction design and implement ‘best practices’ instructional systems and work to ensure the alignment of curriculum, instruction, research, assessment, and supporting resources. The focus is to align the curriculum to the NYS CCLS so that all students are prepared for high school graduation and post-secondary education.

The School Superintendent ensures consistency of implementation of the Regents Reform Agenda and Race to the Top initiative that include: Common Core Learning Standards; Data-driven instruction; and Annual Professional Performance Review (APPR). The Superintendent’s Cabinet works with Priority Schools to utilize tools and technological instructional resources to analyze data and then use that data to inform instructional practices and necessitate professional development. See Attachment E for a chart showing HUFSD’s management structure.

I. C. ii Providing High Quality Accountability and Support to Hempstead High School

Led by the Superintendent of Schools, the HUFSD will develop structures and systems to ensure each struggling school is provided optimum support. The school principal will participate in bi-weekly meetings with the Transformation Team and Implementation Manager to monitor and ensure the plan is being implemented with fidelity. The district will also have a team composed of members responsible for curriculum and instruction, testing, assessment, and accountability, human resources, and other content specialists to provide ongoing dialogue, suggestions, and resources needed to support Hempstead HS. All members will be expected to have read, digested, and deciphered their responsibilities as this pertains to providing support the HS in their area. During meetings, different components of the transformation plan will be discussed to ensure our targets are being met, and adjustments will be made as indicated by evidence collected during building and instructional walkthroughs of teaching, learning, and school culture. Using the DSTDE tool, quarterly school and/or district led reviews will be conducted. Established partners and other outside educational experts will serve as active members of the review process. Feedback from the reviews will be used to make the necessary adjustments to maintain and sustain the integrity and intend of the transformation plan.

<b><u>Interaction</u></b>	<b><u>Frequency</u></b>	<b><u>Person Responsible</u></b>
Support Visits for Expanded Learning Implementation	Weekly during Pre-implementation Period; Bi-Weekly during Year 1 Implementation; As needed in Years 2 and 3	School Implementation Manager High School Principal
District Team Visit	Monthly	HUFSD Transformation Team Led by Superintendent of Schools
School/District Led Reviews	Quarterly Reviews	HHS Transformation Team in conjunction with Partners and

		Outside Educational Experts District Central Administration
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## **I.D. Teacher and Leader Pipeline**

### **I. D. i. Recruitment Goals and Strategies to Ensure Equal Access to High-Quality Educators**

Successful recruitment efforts rely heavily on strategic efforts throughout the year, not only when vacancies occur. The need to promote flexibility in teaching staff reaches beyond recruitment of new teachers. The benefit to the educational system to have teachers with multiple certifications is even more evident. HSD is faced each year with displacement or elimination of teachers and/or administrators who are critical to the programs in schools due to statutory and contractual requirements and budgetary restrictions. The District has an urgent need to develop both depth and breadth in programs so that changes in personnel will not negatively affect student learning. The district is also prepared to transfer underperforming staff; extend the school day for students to offer more instructional time; increase number of professional development sessions for teachers; add one additional parent/teacher conference (increasing it to 3 conferences) to for the school year; and to retrain and restructure the guidance office to enhance counselors' ability to review and analyze student transcripts.

Due to changes in enrollment and limited fiscal resources, reductions in force, and reduction in Title II A allocations for recruitment, the Office of Human Resources (HR) has established two overarching goals to ensure that students in SIG schools have equal access to high-quality leaders and teachers: 1) Increase efforts to recruit and retrain high-quality minority candidates for leader and teacher positions that reflect the student population; and 2) Integrate a talent management module into the current Human Resource System of record.

HUFSD will continue to provide the Master's degree Reimbursement Program as required for New York State professional teaching certification. HUFSD also will explore an agreement to use funds to pay for a certification for those seeking additional certification in shortage areas such as TESOL. Efforts will be continuously made to publicize these benefits to fill high need areas with experienced qualified teachers; tuition reimbursement is the incentive to attract more high quality teachers to work in high needs areas.

HUFSD's Career in Teaching (CIT) and Career in Administration and Supervision (CIAS) programs will become established cornerstones of HUFSD's strategic approach to ensure each student is taught by a highly qualified educator. CIT is a collaborative effort between the District and the Hempstead Teacher's Association. CIT's mentor/internship program provides full-year, one on-one, intensive professional support aligned with the Framework for Teaching (2012 Revised Edition), the same criteria that are used in HUFSD's teacher evaluation. New administrators will be given the same opportunity for individual mentoring through CIAS. CIAS is collaboration with the Association for Supervisors and Administrators that balance preparation in the areas of management and instructional leadership. Both panels provide one-on-one mentoring and engage educators in learning-focused conversations.

HUFSD will continue to pursue the NYSED's Strengthening Teacher and Leader Effectiveness (STLE) grant that will provide support for recruitment and teacher credentialing in shortage areas, development of a comprehensive coaching program, and enhancements to professional learning opportunities. Extra compensation will be paid for these positions through the grants. An effort will be made to develop salary guidelines to allow the District to offer additional

compensation for newly hired teachers in shortage areas, as the Hempstead Teacher Association contract will include a clause for schools classified as low performing. For low performing schools, the District may propose that openings be set aside for either Lead Teacher Mentors or national board certified teachers.

I. D. ii. District Policies that will Support the Required Changes

The District is moving towards better monitoring of the master schedule process. This change will allow for the creation of consistent and compatible schedules throughout HHS, which will in turn reduce the number of part-time and itinerant positions and increase the attractiveness of employment for the district. Proper master scheduling will also allow the district to identify vacancies earlier in the year to facilitate a more extensive search for qualified applicants and subsequently, a quicker hiring process. The District has also recently expanded its geographical area to nationally recruit highly qualified teachers and administrators. All vacant positions will be posted and will undergo a full recruitment process prior to selection of an applicant.

I. D. ii. District-Wide Training to Build Leadership Capacity for Leading Change

In efforts to promote leadership capacity for school leaders HUFSD has partnered with REACH School Leader Coaching Program. The REACH School Leader Coaching Program (SLCP) is based on the premise that school leaders benefit from participating in a leadership support program that helps bridge the inevitable gap between credential leadership programs and the real world experiences of being a school leader. The reality of dealing with competing priorities, lack of confidence around making the correct decisions, and navigating the political landscape, while honoring the sense of urgency a school may need to be at the forefront of actions, can be overwhelming to anyone. Through the REACH SLCP, school leaders learn how to and when to manage the aforementioned issues. REACH coaches share their experiences and proven methods for successfully addressing matters of a school community that impact improvement and success.

**II. School-level plan**

**II. A. Assessing the Needs of the School Systems, Structures, Policies, and Students**

II. A. i. Student Population and Subgroup Needs

Hempstead High School (HHS) has a diverse population of students for which it has lofty goals for academia, college, workforce, and life success. As of 2013-14 the school served 1,896 students, of whom 52% were economically disadvantaged, 56% African American, 42% Hispanic or Latino, 20% Limited English Proficient, and 13% students with disabilities. The vision is that “students will meet and exceed state and national standards; be college- and workforce-ready; and value diversity.” At present, however, Hempstead is a consistently low performing school that has experienced a great deal of turnover in leadership. In 2014, the school had a graduation rate of 43%.

Although gradual academic improvements have been achieved in English Language Arts (ELA) and Mathematics over the past three years, a significant achievement gap between HHS students and students across the state remains. The percentage of HHS students scoring proficient in these subjects trails behind cohorts statewide by 20% or more. HHS does not meet federal accountability targets in ELA, Mathematics, or Graduation Rate. In order to meet and exceed these targets, there is a need to improve student academic performance across the board. (Please see Attachment F for charts depicting key data for academic performance and school culture.)

HHS faces the additional challenge of a large influx of immigrant school-age children, new to the United States, with limited English skills. Many of these students have had traumatic experiences in their country of origin, have come to the U.S. without their parents, or are meeting their parents in the U.S. for the first time. A large majority of these students come with significant education gaps. They often come without transcripts, and either lack formal education or have interrupted formal education. Twenty percent (20%) of students were Limited English Proficient in 2013-14, an increase over the previous year. Special attention is required to ensure the acclimation and on-time graduation of this subgroup.

Students with disabilities make up 13% of the HHS population. Needs for this subgroup include individualized academic support, life skills training, and social and emotional supports. In addition, only a small percentage of HHS students graduate with plans to attend a 4-year college or university. In 2013-14, just 24% of graduates indicated plans to enter a 4-year college; with 51% planning to enter a 2-year college. The majority of HHS students are a group that is traditionally underrepresented in college, and many would be first-generation college-goers. To improve the college-going rate requires creating a college-going culture with built-in supports to ensure that students receive assistance in charting a path to college, including help with all necessary plans and forms; and build the strong academic foundation required to enter and succeed at an institution of higher learning.

A past attempt at transforming HHS did not achieve the desired results. In 2010 Hempstead High School was divided into 4 small schools with separate principals and BEDS codes—3 theme-based, and one Senior Academy. The manner of implementation encouraged competition instead of cooperation; a perception of inequitable resource allocation; and unclear staffing patterns and expectations. This change resulted in a pervasive lack of trust amongst stakeholder groups. Three of the four principals were given notice in April 2013 that their contracts would not be renewed.

Overall school climate data showed a turn for the worse in 2013-14, with student attendance diving 10%, and suspensions growing from 6% to 14%. To create change that has a lasting impact on student academic performance, school culture factors also need to be addressed.

#### II. A. ii. Diagnostic School Review

In April 2013, the International Center for Leadership in Education (ICLE) partnered with Hempstead Public Schools to facilitate an onsite needs assessment of HHS that involved 35 classroom observations using the Daggett System for Effective Instruction (DSEI). The team observed faculty commitment and student interest in learning as clear strengths. However, they also observed that the majority of learning was limited to Quadrant A—which is teacher-centered, and relies on student recall, comprehension, and memorization, with little to no application of learning. Staff reported feeling isolated from peers, and having no basis on which to reflect on the quality of instruction and curriculum. They reported little to no access to data, and said there was no organized plan to use the data.

Focus groups expressed an interest in the district “getting its act together.” They indicated a desire to implement standards that hold up beyond the HHS environment with exciting learning experiences for students and teachers. Focus groups with teachers, students, counselors and administrators revealed there was a lack of instructional leadership, inadequate teaching materials, and little direction on what and how to teach. The team found chaotic organizational leadership during the visit. The staff described the culture of the school as terrible, non-existent,

and worse than ever. Students and teachers pointed to their amazing tenacity to show up and persevere amidst the chaos. Annual surveys by the district and school indicated that parents and students seek a school that feels safe, with increased rigor in the classroom, and access to technology resources and college and career programs. Parents expressed a desire to see added social and emotional support for students.

#### II. A. iii. Results and Recommendations of Diagnostic School Review

The needs assessment identified the following challenges, and made a list of recommendations:

##### **Key Challenges**

- Absence of consistent school, district, and instructional leadership
- Absence of a clear vision, mission, and academic approach for the district
- Absence of a rigorous and relevant high school curriculum aligned to the CCSS
- Lack of adequate instructional materials
- Absence of inspirational district and school-based PD and professional support
- Lack of structured time for staff to learn from and collaborate with one another
- Lack of a formal system for the continued development and monitoring of the small learning communities (SLCs) to allow for increased student personalization and staff collaboration within and across the SLC's

##### **Recommendations**

- Create a recruitment and retention plan that will incentivize the hiring and retention of excellent district, school, and instructional leaders
- Implement a strategic planning process that involves student, faculty, staff, parent, school, and district leadership representation to develop a roadmap for the school based on instructional excellence and high student achievement for all students
- Collaboratively develop a rigorous and relevant CCSS-aligned district curriculum with an emphasis on literacy across the content areas and targeted support for students at varied achievement and English language proficiency levels
- Collaboratively develop a high school schedule that provides opportunities for staff collaboration across subjects, grade levels, and SLCs
- Develop a professional learning program with staff that creates opportunities for 1) staff to share their own best practices; 2) consistent in-class coaching from non-evaluative, school-based instructional and literacy coaches; 3) staff to learn how to analyze data and develop targeted learning plans; 4) staff to engage in common planning to benefit increased student achievement; 5) staff to be inspired by the possibilities of teaching; 6) staff to evaluate their teaching effectiveness

#### II. A. iv. How the SIG Plan Prioritizes Identified Needs

The LEA has already taken steps to address some of the challenges and recommendations outlined in the report, including hiring a new superintendent in 2012, and replacing the principal in the 2014-15 school year. The new high school principal, Dr. Stephen Strachan, is a leader with demonstrated success developing and implementing school-wide transformation plans. Dr. Strachan has begun a strategic planning process by engaging committees of stakeholders around whole-school reform designed to impact academic, structural, and cultural factors.

HHS has identified a lead partner in Talent Development Secondary (TDS) from John Hopkins University, which will co-lead the school transformation outlined in the SIG grant. Among the

elements identified in the ICLE report that are prioritized in the SIG plan with help from TDS are: 1) development of rigorous and relevant CCSS-aligned district curriculum with an emphasis on literacy across the content areas; 2) identification and provision of targeted support to students at various achievement and EL proficiency levels; 3) creation of a block schedule that provides for interdisciplinary and academy-based staff collaboration, common planning, and self-reflection via Professional Learning Communities; and 4) creation of a comprehensive professional development plan that includes in-class coaching from school-based Math and ELA coaches, while engaging two other providers— Pearson Professional Development Service’s “Change of Practice Institutes, the Internationals Network for Public Schools, and REACH—to help HHS align its curriculum to the standards, implement instructional strategies in line with the CCLS shifts; teach in the block schedule; use data to drive instructional decision-making; and address the needs of HHS’ significant population of students who are recent immigrants and/or Limited English Proficient.

School-culture factors are addressed in the SIG grant through by restructuring the high school into small learning communities (SLC’s) where students feel connected, engaged, interested in the subject matter, and less likely to fall through the cracks. As part of the proposal, TDS includes an Early Warning Indicator (EWI) system to identify students who need support, and to provide the appropriate interventions as quickly as possible.

The district currently offers Master’s Degree tuition reimbursement to teachers as an incentive. The creation of a district-level recruitment and retention plan to further incentivize the hiring and retention of excellent district, school, and instructional leaders is underway. In the meantime, HHS is recruiting four transformation teachers who have demonstrated success in the content areas and in working in urban inner city schools. The school site aims to bolster teacher retention by providing new teacher training, access to local and state professional development opportunities, and mentor teachers to assist and support new teachers so they are successful. Please see Attachment G for Dr. Strachan’s resume and Annual Reports (2) describing successes at Roosevelt High School and David Starr Jordan High School.

## **II. B. School Model Selection and Rationale**

### **II. B. i. Rationale for Model Selection**

HHS and Talent Development Secondary (TDS) will partner to implement a whole-school redesign that satisfies the requirements of the Transformation model. The first step was for the LEA to replace the principal. The new principal, Dr. Strachan, spearheaded the development of this plan. One of the key components of the Transformation Plan is to provide additional time for students to learn academic content and take part in enrichment activities that contribute to a well-rounded education. Extended schedule components to this effect include:

- Converting the school day into a **75-80 minute block schedule**. This makes it possible to recover instructional time lost to class changes, and allows for more in-depth, hands-on instruction. It makes it possible to implement a double-dose of ELA and mathematics for incoming 9<sup>th</sup> graders who are below grade level. It allows students to complete a course in a single semester, retaking it the following semester if necessary.
- An **extended day program** with Tiger Academy, which is open to all students and takes place daily from 3:15-7:15 p.m., along with a Saturday Academy for upperclassmen and specific subgroups, such as Limited English Proficient and Students with Disabilities. The extended day and Saturday programs offer Regents preparation and tutoring to support

students in need of credit recovery, as well as Princeton Review, which provides ACT and SAT preparation to support college-going goals. It will also provide additional opportunities for students to develop their English proficiency skills. The extended day program addresses the ICLE-identified need for academic supports, and the Transformation model requirement to provide enrichment activities.

- A **summer bridge transition program** for incoming 9<sup>th</sup> graders. This adds an additional 20 days of instruction to the school year for 9<sup>th</sup> graders. The program is designed to increase readiness for high school.

The Transformation Plan also builds time for teachers to collaborate, plan, and engage in professional development. Professional development components include:

- **Professional Learning Communities (PLC's)**, provided for in the new block schedule, in which teachers collaborate around instructional units, evaluating student work, reflecting on best-practices, and identifying and responding to student needs for intervention. This addresses the ICLE-identified concerns regarding staff isolation and related lack of basis on which to reflect on the quality of instruction.
- A **tiered professional development program**. Led by the School Implementation Manager (SIM), teachers work together to develop standards-based units that employ the CCLS shifts. The TDS team includes ELA and Math Facilitators who work with school-based ELA and Math Coaches to support classroom instruction, including modeling lessons and non-evaluative in-class coaching. Additional partners to be engaged around the school-wide professional development (PD) plan include Pearson Professional Development Services' "Change of Practice" Institutes; and REACH administrator training and School-wide Effective Practices for Using Data Program (SEPUDP). The tiered plan addresses the need for instructional leadership, and makes sure teachers have the tools they need to determine "what and how to teach."

To ensure that initiatives designed to impact student performance have their intended effects, instructional delivery by effective and highly effective educators is crucial. For instructional staff who earn a composite rating of ineffective or developing on the State's APPR rating system, the APPR plan and district receivership program provide a means for helping teachers and school leaders improve their performance through professional development (PD) on a specified timeline. If identified individuals fail to complete the required PD or make the necessary improvements, the school and/or district begins the necessary steps to remove teachers and/or administrators who are persistently underperforming as determined by their yearly composite rating. Teachers rated as effective and highly effective, on the other hand, have the opportunity to be considered for leadership positions in the high school. They can earn tuition reimbursement for advanced degrees from the LEA, and will be given the opportunity to pursue additional, district-sponsored professional development. The school will implement scholarships for teachers interested in pursuing National Board Certification as part of the transformation plan.

The overarching approach to success at HHS is to impact student academic achievement via a multi-pronged redesign that addresses overlapping factors of academics, school culture, and school structure. In addition to the initiatives that satisfy the requirements of the Transformation Model described above, TDS and HHS will jointly implement the following key components:

- **Small Learning Communities (SLC's)** - The SLC structure creates small communities of learning called academies, each with a team of teachers collectively teaching the same

students. It encourages students, teachers, and families to establish strong bonds and close, caring relationships. All academies have an Advisory period that gives students the opportunity to develop a trusting relationship with at least one adult in the academy. This adult serves as the student's advocate and bridge to the guidance team. The advisor develops a strong relationship with his or her advisee's family, parent, or guardian figure, positioning him or her to refer the student to the guidance team and other staff for additional support. The theme-based academies include:

- A **Ninth Grade Success Academy** that has an intensive academic focus delivered through a double-dose of ELA and mathematics instruction, designed to help students achieve grade level performance in the core subjects in the first semester of school, while building study skills that will help them succeed during their high school careers and beyond. This addresses the ICLE-identified need for academic supports.
- **Career Academies** in grades 10-12, including STEM (Science, Technology, Engineering, and Mathematics); Visual and Performing Arts; and Business and Entrepreneurship. Partnerships with local colleges and universities enhance the offerings of the academies, engaging the larger community around students' success. Hofstra University has already been engaged to partner with HHS around the STEM and Business & Entrepreneurship Academies, with the Hofstra journalism program in particular assisting the journalism program within the Business & Entrepreneurship Academy. Stony Brook University has also agreed to partner around the STEM academy, and vocational courses through the LEA will be aligned to the academy offerings too.
- An **International Academy**, implemented in partnership with the Internationals Network for Public Schools (INPS), that is designed to address the unique needs of SIFE and English Learner students. This multi-grade academy starts at grade 9, helping students of all ages and languages fill gaps in their education while receiving acculturation support and services.

Other major features of the school's Transformation Plan include:

- **Creation of a College-Going Culture** - Some work to this effect has already been done. Starting in 2014-15, HHS partnered with Farmingdale State College to offer Smart Scholars, a program in which students can take college courses and earn college credit while still in high school. HHS also recently earned the NY Gear Up grant in partnership with Nassau Community College, making it possible to offer this college readiness program starting in 2015-16. As part of the SIG grant, HHS proposes to establish a technology-rich College Center, staffed by a college counselor, to support all students' college-going activities. A college-going culture will constitute a huge positive change to the school climate, which was flagged as a major concern in the ICLE report. It also addresses the need identified by students and parents for additional college-going supports.
- **Early Warning Indicator (EWI) system** – This TDS system helps staff identify students' social, emotional, and academic needs early on, so that access to support systems can be provided early. Teacher teams meet weekly to review individual student data in Attendance, Behavior, and Course performance in math and English (the "ABCs"), identify students whose data indicates a need for additional support in one or more of these areas, and plan and evaluate necessary interventions.

The redesign work is possible because the LEA has provided HHS with sufficient operating flexibility in staffing, calendars and time management, and budgeting to implement a full school redesign aimed toward substantially improving student achievement outcomes.

The plan takes into account lessons learned from the mistakes made in the 2010-12 era under Dr. Garcia, who attempted to implement a small school model in a manner that encouraged rivalry instead of teamwork, rather than communal and collective accountability. Instead of creating competing small schools as was done in the past, HHS will now have SLC's that complement one another and remain under one BEDS code.

### II. B. ii. Process by which the Model was Chosen

Dr. Strachan came on board in November of 2014 and immediately began to engage the community, staff, students, and partners around the school's transformation, proposing an SLC-structured, multipronged approach to impacting academic, structural, and cultural factors at HHS. Dr. Strachan has demonstrated success creating school-wide change at Roosevelt High School in New York, which recently came out of state receivership for the first time in more than a decade, and David Starr Jordan High School in Watts, California. In both he used a broad SLC model that can be tailored to a school's individual needs. At Jordan High School, he partnered with TDS in that effort.

In December 2014, HHS held the first stakeholder meeting, at which 50-75 parents, community members, teachers, school staff, labor union representatives, and students participated. The purpose was to identify concerns and develop a common vision that would help staff to begin formulating an action plan for school change. The reception was overwhelmingly positive; school stakeholders were energized by the possibility of creating real, sustainable change at the high school that addresses their concerns for improved academic performance and college readiness, as well as the creation of a safe and positive school learning environment. Monthly meetings with instructional staff; focus groups with students including a monthly breakfast with the principal; and a spring parent meeting followed, providing the opportunity to engage stakeholders around the plan's development while addressing needs and concerns.

HHS instructional staff expressed support for a structured professional development program with clear leadership and the opportunity for professional collaboration. Teachers and administrators visited several Internationals Schools to understand what the Internationals Academy for SIFE and ELL students could look like. They visited two TDS schools in New York and Washington D.C., observing best practices and meeting with directors. HHS leadership also met with potential school partners to discuss New York's school reform agenda, and the school's plan to meet the needs of its stakeholders through a whole-school redesign.

The Transformation Model was agreed upon as the best framework for providing needed academic supports and enrichment to students while also building in time for necessary professional development and collaboration.

## **II. C. Determining Goals and Objectives**

### II. C. i. ELA Goal and Objective

**Goal:** To achieve proficiency in all subgroups on the ELA Common Core Regents Exam.

**Objective:** To increase the percentage of students scoring proficient or above on each ELA benchmark assessment throughout the school year.

**Objective:** To increase the percentage of students scoring proficient or advanced on the ELA Common Core Regents Exam to 80% by 2018 and 90% by 2020 in all subgroups.

II. C. ii. Math Goals and Objectives

**Goal:** To achieve proficiency in all subgroups on Regents math assessments.

**Objective:** To increase the percentage of students scoring proficient or above on each Math benchmark assessment throughout the school year.

**Objective:** To increase the percentage of students scoring proficient or advanced on the Algebra 1 Regents exam to 80% by 2018 and 90% by 2020 in all subgroups.

**Objective:** To increase the percentage of students scoring proficient or advanced on the Geometry Regents exam to 80% by 2018 and 90% by 2020 in all subgroups.

**Objective:** To increase the percentage of students scoring proficient or advanced on the Algebra 2 Regents exam to 80% by 2018 and 90% by 2020 in all subgroups.

**Objective:** To increase the percentage of students scoring proficient or advanced on the Summative Regents exam to 80% by 2018 and 90% by 2020 in all subgroups.

II. C. iii. Additional Goals and Objectives

**Goal:** 100% of HHS students will graduate in 4 years with a Regents or Advanced diploma.

**Objective:** To increase the overall graduation rate to 70% by 2018 and 85% by 2020.

**Objective:** To increase the percentage of students receiving a Regents or Advanced Regents diploma to 16% by 2008 and 25% by 2020.

**Objective:** To increase the number of students graduating within 4 years each year.

**Goal:** To build the capacity of HHS instructional staff to deliver all students a challenging, rigorous curriculum aligned to Common Core and State standards that utilizes the CCLS shifts.

**Objective:** To increase the percentage of teachers employing standards-aligned lessons that utilize CCLS shifts, as measured on administrator observation forms during regularly scheduled walk-throughs.

**Objective:** Teachers will develop and utilize formative and summative assessments to monitor student academic progress around the CCLS and NYS content standards.

**Goal:** To increase staff satisfaction and involvement.

**Objective:** To increase the teacher retention rate annually.

**Objective:** To increase the number of incidences of teacher leadership—such as teachers taking on leadership roles, serving as mentor teachers, and participating on committees—each year, as measured by participation data collected by the school.

**Goal:** To create a climate of high expectations that is safe, positive, and conducive to learning.

**Objective:** To increase student attendance to 95% by 2008.

**Objective:** To decrease the out-of-school suspensions to 5% by 2008 and 3% by 2020.

**Objective:** To reduce the drop-out rate by 6% in 2016 and 3% annually after that.

**Objective:** To increase the percentage of high school graduates accepted into two or four year colleges by 15% annually.

**Goal:** To extend the school community outside HHS walls by rallying stakeholders and partners around the success of the school redesign and students.

**Objective:** To increase the number and rate of organizations and groups partnering with theme-based academies annually as measured by participation records.

**Objective:** To increase the rate of involvement of parents in school activities and workshops as measured by Parent/Community Liaison participation records.

**Objective:** To increase the number and frequency of representation by diverse stakeholder groups including parents, community members, students, and staff on school-based decision-making committees as measured by participation records.

## II. C. iv. School-level Baseline Data and Target-Setting Chart - Please see Attachment B.

### **II. D. School Leadership**

#### II. D. i. Characteristics and Competencies of an Effective School Principal

The following core competencies, selected from the State's list of qualifications for Priority School leaders, were identified as crucial to the unique needs of HHS:

1. Identifies effective teaching and learning, and conveys to staff the impact of effective teaching and learning to the change process.
2. Develops cohesive improvement plans in collaboration with key stakeholders, informed by a theory of action, current data, and evidence of best practice.
3. Identifies and supports necessary adaptations to make curriculum, programming, and instruction fully accessible to groups such as English Learners and students with disabilities, to positively impact their educational outcomes.
4. Has a clear vision to ensure that all teachers fully implement high quality, deeply rigorous curriculum aligned fully to the Common Core Learning Standards.
5. Demonstrates expertise to implement a whole-school strategy for data driven instruction, based on analysis of periodic common assessments or performance tasks, and supported by appropriate PD in a way that ensures teachers use data to make instructional decisions.
6. Develops/shares a clear vision ensuring all students access resources and supports necessary to put them on the path for college and career readiness.
7. Incorporates data in the development of school policies and procedures; uses data to monitor progress and make adjustments; and to determine success.
8. Understands the need for staff, parents, caregivers and community to be involved in the life of the school as participants with voice and input.

#### II. D. ii/iii. School Principal

Dr. Stephen Strachan was selected as the new principal of HHS for his track record leading the redesign and turnaround of low-performing, high-poverty, urban inner city schools in New York and Los Angeles. The most recent was Roosevelt High School (RHS) in Long Island, where he applied for and secured a federal Race to the Top grant in the amount of \$5.8 million to implement over three years for school redesign. That process involved engaging partners and implementing SLC's with a block schedule, as well as implementing a Smart Scholars early college high school program. During his tenure at RHS, the graduation rate increased from 58% to 81.3%. Student attendance increased from 87% in 2009 to 94% in 2013. The total number of college credits students earned in high school increased from 244 in 2011 to 1,004 in 2014, and the number of students attending four-year colleges and universities also increased. The school cut the ribbon on a \$67 million new school facility. HHS was removed from the Persistently Low

Performing School list after 20 years, and recently came out of State Receivership for the first time in more than a decade.

Prior to that, in Los Angeles, Dr. Strachan led a whole-school redesign—using the SLC structure with a block schedule in partnership with Talent Development—at David Starr Jordan High School in the low-income community of Watts. During his tenure, the school’s Academic Performance Index (API)—a school “report card” figure calculated from test results on the California High School Exit Exam (CAHSEE) and STAR test results in ELA, math, science, and history—rose from 468 in 2003 to 543 in 2008, surpassing state targets for multiple years.

Dr. Strachan has 16 years of experience as a high school principal, reflecting training, administration, and program management in uniquely challenging environments. He has led comprehensive, urban high schools with more than 2,200 students; supervised more than 100 teachers, six administrators, and classified personnel; and administered budgets of up to \$10 million. He has managed and balanced a school budget during a budget crisis with minimal loss of staff and school programs. He has a track record of engaging stakeholders including parents, community members, students, and staff around visioning and strategic planning, and experience implementing comprehensive, data-driven professional development plans designed to build capacity among staff. He is an innovative, visionary leader with the ability to manage a large, complex organization with integrity, and a dedicated professional with a personal commitment to excellence in high school education. This combination of traits and experience make him an excellent choice to lead the whole-school redesign at HHS.

Dr. Strachan earned his doctoral degree in school administration from Chelsea University in England in 2004, graduating Magna Cum Laude. He earned his masters of education in educational management from the University of LaVerne in California in 2011.

#### II. D. iv. Job Description and Duties of AP’s and SIM

Each HHS Assistant Principal is responsible for one of the SLC Academies. Responsibilities include managing operations and providing support and oversight to the Academy Teams. Assistant principals will be evaluated on the basis of student progress data from interim assessments and State test measures, student and staff survey data, and climate data such as student attendance and suspension referrals in their academies.

Day-to-day operations of the redesign process at HHS are coordinated by the School Implementation Manager (SIM). HUFSD has created a job description to hire someone to fill this role effective July 1, 2015. The SIM will serve in the capacity of an Assistant Principal at HHS, 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 comprehensive high school to SLC’s, and assisting with initiatives to enhance student advisement, school themes, and college culture at HHS. The SIM provides instructional coaching support in the Freshman Seminar classes and coordinates the reporting and review of weekly EWI data. Serving as a coordinator, the SIM is the point person for TDS in the high school. 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 District and the school, and provide documentation of implementation to the District.

## II. D. v. Supporting Leadership Profile

The current high school leadership is fairly new. None has been at the high school for more than two years. There are five assistant principals and two deans who currently serve in a leadership capacity along with the principal. The dean hired this year is bilingual in Spanish and has a strong instructional background. All of the site administrators are certified as lead evaluators and have extensive training on the use of the New York State United Teachers (NYSUT) teacher evaluation protocol. The school administrators have participated in site visits in preparation for the conversion of the comprehensive high school to SLC's, and sit on committees established to transform the high school. They have participated in all planning sessions and are currently actively involved with recruiting partners to support the career-themed SLC's.

The principal has scheduled weekly administrative meetings that all administrators are required to attend, where each school leader provides input and participates in the decision-making process. The principal will work with staff to ensure the following is in place to build a strong leadership team and support the unique talents each administrator brings to the high school:

- Recognizable team structure and legitimacy among the administrators
- Opportunity to reframe and clarify existing roles collectively
- Regular meetings and time allocated for administrative responsibilities
- Maintenance of a school-wide perspective and commitment
- Supervisory responsibility assigned for teachers can facilitate school-wide implementation of instructional vision

There are no identified barriers at this time.

## **II. E. Instructional Staff**

### II. E. i. Instructional Staff in the Building

In 2013-14 HHS had 114 teachers, a number that will increase to 118 with the hiring of four additional transformation teachers. They are led by one principal and five assistant principals. In addition, the school will hire two full-time instructional coaches in the areas of ELA and math.

In 2013-14, the overall composite rating of instructional staff was reported as follows: 2% ineffective, 10% developing; 63% effective; and 25% highly effective. Prior to that, in 2012-13, no APPR educator evaluation data were reported. The current administration is thoroughly trained in the APPR review system and teacher effectiveness is evaluated in accordance.

### II. E. ii. Staffing Picture: Current & Future

According to the State's composite rating of teacher effectiveness, 88% of HHS instructional staff is rated effective or highly effective. All teachers are highly qualified and work in their certification area. Because students' low level of academic performance does not correspond with the expertise of the instructional staff, HHS will seek a qualitative change among teachers, helping them look at enhancing the learning experience for all students, and increasing the rigor of instruction to align with the CCLS. This self-reflection and adjustment in teaching strategies will be bolstered by the comprehensive PD program to be put in place as a part of the SIG grant.

On the quantitative side, to implement the SLC redesign, HHS will hire six additional core content teachers so that there are two teachers per content area. This will bolster the professional collaboration to take place in the PLC's, while reducing the class size in math and English 9 to

provide more one-one-one attention to students in classes where they historically fail. The goal is to increase the number and percentage of students passing courses and matriculating to the next grade level, so that they remain on course to graduate with their cohort.

### II. E. iii. Instructional Staff Characteristics and Core Competencies

Instructional staff key to the transformation model implementation include:

- **English Language Arts (ELA) and Mathematics Instructional Coaches (2)** - These full-time content-area leaders, employed by the school district, are focused on providing ongoing, job-embedded PD for language arts and mathematics teachers. The coaches are responsible for maintaining contact with the TDS Instructional Facilitator on instructional issues and priorities in preparation for and between TDS technical assistance visits. The ELA Coach ensures the implementation of the TDS reading and writing programs, assisting all staff members with literacy issues in the classroom. The Math Coach is focused on providing ongoing, job-embedded professional development for mathematics teachers, ensuring implementation of the TDS math program, and assisting all staff members with math issues in the classroom. Both coaches facilitate the process of designing the core ELA and mathematics curriculum for grades 9-12, and support the school's reading and math labs. As instructional leaders, ELA and Math coaches they must develop and maintain a model classroom, actively participate on the Transformation Team, and attend PD trainings to stay current in content area and pedagogical strategies. Responsibilities include arranging for teachers to participate in interclass visitations; providing assistance with key administrators to develop and update curriculum maps, reviewing and adjusting curriculum as needed to ensure rigor and relevance; assisting in the selection and distribution of resources and materials to support individual student needs; coordinating NY State Regents exams; conducting peer class visitations and providing informal feedback; using evidence from informal classroom walk-throughs to plan for purposeful PD; reviewing and providing feedback on teachers' lesson plans; collecting and analyzing student writing samples as a vehicle to monitor curriculum and their progress toward meeting standards; conducting data analysis of trends from NYS exams and providing strategies for improvement; and mentoring new and struggling teachers in collaboration with the principal.
- **Academy Team Leaders** – Academy Team Leaders are committed teacher leaders who help create a team identity, set goals, meet regularly with their team's teachers, participate in scheduling of their students and teachers, handle team discipline, keep team files and plan field trips, team ceremonies, and other activities. Team Leaders are teachers who are committed to helping students become successful. Qualifications and core competencies for Academy Team Leaders include: 1) a minimum of three years of satisfactory teaching experience; 2) a record of satisfactory attendance not to exceed seven absences within each of the last two school years, except for mitigating circumstances; 3) demonstrated knowledge of best practices, standards-driven instruction, and assessment; 4) willingness to work successfully in team building and motivation; 5) good interpersonal skills; 6) must be a member of the 2015-2016 Academy; 7) should have experience in a leadership position.
- **Transformation Teachers** – In addition to training existing teachers to implement the transformation process as members of a theme-based academy, HHS is recruiting transformation teachers selected because they have demonstrated success 1) in the core content areas; and 2) working in urban inner city schools, where they have gained practice supporting the unique needs of a diverse student population.

- **Smart Scholars Coordinator** – The Smart Scholars program coordinator handles the school-based management of the Smart Scholars early college high school program. The position involves forming partnerships with institutions of higher education (IHE) and community organizations; ensuring ongoing engagement in college coursework, tutoring, advising, effective strategies for time management, study skills and communication; embedding enrichment opportunities such as SAT/ACT prep; facilitating the Memorandum of Understanding between HHS and the IHE's; promoting a district-wide college-going culture; arranging workshops on financial literacy and financial aid; ensuring support from partner college faculty on classroom instruction; facilitating a curriculum planning committee; collaborating with the master scheduler to include college courses in the HHS schedule; facilitating the ongoing recruitment of at-risk and underrepresented students; logistics such as transportation to the college; securing meals and materials for courses; ensuring fidelity of implementation; evaluating courses and transferability of college credit; assessment and maintenance of data; addressing program issues; overseeing expenditures; and reporting. The Smart Scholars Coordinator's performance will be assessed via rubric.

#### II. E. iv. LEA Staff Screen Mechanism

The transformation model requires instructional staff who are rated effective and highly effective on the State's APPR system. Staff must be willing to participate in extensive professional development. They should be enthusiastic about implementing school change for the success of all students. New transformation teachers exhibiting the characteristics described in the previous section are recruited through the OLAS system. Existing staff cannot be transferred, since there is only one high school and one middle school in HUFSD, both identified as Priority Schools. Year 1 staff identified as underperforming through school-based assessments receive intensive support and professional development. Year 1 staff who do not succeed after these supports are provided, or any instructional staff that earns a composite rating of ineffective or developing on the State's APPR system, are placed on an improvement plan with specific goals and objectives that must be reached by an established timeline. These staff members are required to attend school-year and summer professional development programs. Instructional coaches are engaged to work with them around lesson planning and effective instructional delivery. Those who fail despite the intensive supports, as measured by quarterly benchmark assessments and classroom observations by administrators, will be identified as teachers who must be removed from the high school. The principal will make that recommendation to the superintendent, who, as the designated School Receiver, has the authority to require teachers to reapply for their positions.

The LEA offers programs to incentivize the retention of high-performing staff, including tuition reimbursement for advanced degrees. In addition, effective and highly effective instructional staff will be considered for leadership positions and assignments at the high school, such as Academy Leader, instructional coaches, and leaders of professional development and Professional Learning Communities. They will be given the opportunity to pursue additional, district-sponsored professional development. HHS will implement scholarships for teachers interested in pursuing National Board Certification as part of the transformation plan.

### **II. F. Partnerships**

#### II. F. i. Partner Organizations

HHS has engaged several educational partner organizations to provide services critical to the implementation of the new school design.

**1) Lead Partner: Johns Hopkins University Talent Development Secondary (TDS)**

The transformation framework to be implemented at HHS draws in large part from the Talent Development Secondary (TDS) model for organizational and instructional reforms developed by Johns Hopkins University. For the past 20 years, TDS has helped schools across the nation reorganize in ways that promote strong relationships for students and adults; implement innovative, evidence-based curricula and instructional strategies; and build professional communities that support distributed leadership, shared decision-making, and increased capacity for continual improvement. TDS was the major partner in the transformation of California's Jordan High School under Dr. Strachan, and will be engaged as a major partner in Hempstead High School's transformation.

Schools that implement TDS organizational and instructional reforms see increases in student attendance, reductions in suspensions and other data related to student discipline and school climate, improved course passing and graduation rates, and increased scores on student achievement tests. TDS helps schools obtain such outcomes by offering research-based strategies, developed at Johns Hopkins University, that are paired with intense technical assistance provided by master educators who serve as TDS organizational and instructional facilitators. They work in the school, with the HHS administrators, to ensure that the strategies provided will be effectively implemented, monitored, and managed. The goal is to create a school that meets *all* students where they are and takes them where they need to be to graduate from high school ready to succeed in college, career, and civic life. This comprehensive school restart model uses organizational, instructional, and curricular innovations in concert with multi-level professional development to address the extensive needs of low-achieving schools. The function of TDS is to build capacity within the school so that the school continues to utilize and build upon the practices established during the TDS support period.

The TDS model integrates the following key elements and core strategies:

1. Research and evidence-based comprehensive whole school reform model with intensive instructional and organizational support for students, teachers, and administrators. This includes implementation of the block schedule, Professional Learning Communities, student Advisory period and curriculum, and theme-based small learning communities.
2. A teacher-friendly Early Warning Indicator system tied to research-based prevention, intervention, and recovery strategies in the areas of Attendance, Behavior, and Course performance in English and math.
3. A team-based organizational structure and collaborative work environment to make the job manageable.
4. An on-site School Implementation Manager (SIM) who works with the principal to coordinate the entire transformation process and implementation, including the various PD components;
5. TDS regional team Instructional Facilitators (IFs) in ELA and math who provide professional development and technical assistance to support expert school-based content coaches in ELA and math employed by the Hempstead school district; and a TDS regional School and Student Support Services (S4) Facilitator who provides technical assistance in the areas of school climate and classroom management.
6. Acceleration curriculum in Literacy, Mathematics, and Student Success in grades 9-11. ELA and Math classes are intended to teach students the skills they will need to succeed

in their regular English and Mathematics classes in those grades. The double-dose of ELA and Math for 9<sup>th</sup> graders is a major component.

7. An emphasis on the use of data to drive instruction and to provide tiered whole school and individual interventions.

## 2) **Partner: The Internationals Network for Public Schools**

HHS will engage a second partner, the Internationals Network for Public Schools (INPS), to create an additional academy option which will support its growing number of newcomer SIFE students and English Learners. This multi-grade academy starts at grade 9, helping students of all ages and languages fill gaps in their education while receiving acculturation support and services. The academy will serve a subgroup of approximately 280 students who continue to struggle academically due to education and language gaps.

The research-based approach was developed by expert practitioners in EL education and is based on more than 30 years of school-based experience. It combines quality education for EL students with support to districts, schools, and educators, and involves: 1) Heterogeneity and Collaboration: Schools and classrooms are heterogeneous and collaborative structures that build on the strengths of every individual member of the school community to optimize learning; 2) Experiential Learning: Expansion of the 21st century schools beyond the four walls of the school building motivates adolescents and enhances their capacity to successfully participate in modern society; 3) Language and Content Integration: Language skills are most effectively learned in context and emerge most naturally in purposeful, language-rich, experiential, interdisciplinary study; 4) Localized Autonomy and Responsibility: Linking autonomy and responsibility at every level within a learning community allows all members to contribute to their fullest potential; 5) One Learning Model for All: All learners, faculty, and students participate in similar collaborative learning and work structures which maximize their ability to support one another.

INPS was selected because of the outstanding results it has had with newcomer and English Learners in its International High Schools. In its network of 19 high schools and academies in California, New York, and Virginia, students' standardized test performance, persistence, graduation, and college-going rates are significantly above both native English speaking and English Language Learner averages in these regions. International High Schools have consistently out-performed NYC schools for EL student achievement using a model that has been proven effective in multiple contexts, geographies, and with a large range of ethnic and language groups.

## 3) **Partner: Pearson Professional Development Services**

Pearson Professional Development Services has been engaged by HHS to provide targeted professional development to teachers, instructional staff, and school leaders through its "Change of Practice" Institutes and administrator coaching in the areas of school leadership, ELA, and mathematics. While TDS focuses on the acceleration program, Pearson's Change of Practice professional development program works with all teachers to support Common Core, NY Standards-based lessons. There are summer and school-year components.

"Change of Practice" professional development is geared toward all teachers' implementation of standards-aligned curriculum. Each COP institute starts with a 1 day needs assessment tailored to developing a Data Driven Culture. Data is collected from multiple data points, including classroom observations, focus groups, and teacher and

administrator surveys, and each needs assessment is built flexibly to incorporate existing district or school level tools. Following the needs assessment process, the Pearson team collaborates with the school team to design a flexible training schedule in which participants receive targeted professional learning modules designed to impact the knowledge and skills that are the subject of the Data Driven Culture Institute. The job-embedded coaching can take various forms, including one-on-one coaching, classroom modeling, small group lesson study, teacher or leader network facilitation, co-teaching, co-planning, guided practice (such as walk-throughs), and classroom observation and feedback. The combination of short, targeted training modules (that can be offered during planning periods, team meetings etc.) and job-embedded coaching and differentiated consultative supports (informed by the initial needs assessment) provides schools with highly comprehensive support that does not require time away from the regular daily tasks of teaching and leading. Progress monitoring is embedded within onsite service days over multiple visits and culminates in a final report to stakeholders to debrief implementation, measure the achievement of institute objectives, and define next steps. “COP” institutes are designed to give educators the flexibility to prioritize and target areas of need, and allow them to incorporate professional development flexibly into daily instructional and leadership practice. Because change occurs only with practice, the approach is to nest professional development within the greater context of long-term, systemic solutions. That is, training is accompanied by job-embedded supports that verify fidelity of implementation and entail committed involvement by participating educators.

Pearson was selected as a partner because of its proven results implementing school-wide PD around the core content areas, and because of the customizable tools and program it offers, which allow implementation to be tailored to a school’s specific needs. It was also chosen for the level of service provided to schools and teachers through embedded PD, designed to verify and support the integrity of implementation.

**4) Partner: REACH School Leader Coaching Program (SCLP) and School-wide Effective Practices for Using Data Program™ (SEPUDP)**

In efforts to promote leadership capacity for school leaders, HUFSD engaged REACH School Leader Coaching Program (SCLP). Through the REACH SLCP, school leaders learn how to and when to manage issues of competing priorities, lack of confidence around making the correct decisions, and navigating the political landscape, while honoring the sense of urgency a school may need to be at the forefront of actions. REACH coaching begins in July and ends in June of the following year. During the 12-month program, The REACH school leader coach spends at least one full day per week, 3 times a month, coaching the school leader. The program is designed to address the specific needs of participating school leaders.

HHS will also engage the assistance of REACH as a partner to facilitate the use of instructional data to support the alignment of curriculum and instruction through its SEPUDP program. This will be provided through embedded professional development. It will help instructional staff build capacity to monitor the school’s progress around assessments and other established benchmarks for student achievement.

REACH was selected as a partner because it has a proven track record helping schools develop a protocol for collecting and analyzing data, and using it to drive instructional decision-making. HHS has long lacked such a system, which is crucial to implementing effective school change that identifies and addresses need areas.

II. F. ii. Evidence of Partner Effectiveness - Please see Attachment C and supporting documents.

II. F. iii. Partner Accountability

The LEA will hold the external partners accountable for all areas as specified in the signed contract. A detailed summation of the services rendered must be provided to the district on a quarterly basis. Any changes to the contract without district or school knowledge will not be honored. Partners will also provide the Superintendent of Schools with an overall summary of their work with supporting data (pre and post) that demonstrates the impact of the partnership. Upon completion of the above reporting, the LEA will engage an external evaluator on an annual basis to conduct a review of the services rendered against the contract. Partners will not receive payment from the district until have met all deliverables.

**II. G. Organizational Plan**

II. G. i. Organizational Chart - Please see Attachment H.

II. G. ii. Day-to-Day Operations

**School Staff and Partner Roles**

- **Principal and Assistant Principals:** The principal and assistant principals will continue to manage the day-to-day operations of the entire school program, conducting classroom observations to monitor the instructional program, participating in site and district level meetings around instructional initiatives and priorities that directly impact the high school, and developing and implementing school-wide discipline policies and procedures to maintain a safe and orderly campus. Personnel decisions, budgeting, financial management, legal compliance, and special staffing needs are managed by the principal with assistance from the leadership team.
- **Lead Partner:** Talent Development Secondary (TDS) will serve as a Lead Partner managing the transformation process at HHS. A Lead Partner is a specialized organization that coordinates the transformation of low performing schools by providing intensive, embedded support. The Lead Partner will establish a team providing staggered support five days a week at HHS. This team includes but is not limited to the district-hired School Implementation Manager/School Transformation Facilitator (SIM/STF) and TDS regional Instructional Facilitators in ELA and Mathematics, as well as a School and Student Support Services (S4) Facilitator. TDS will provide targeted services and supports in designing and executing a comprehensive school model including scheduling, academic programming, and support services; professional development and technical assistance in instructional strategies, effective teaming, and the use of data to drive instruction and interventions; implementing activities necessary to create a positive learning environment through change management, media relations, and family and community engagement; designing a strong human capital strategy and investing in school staff through recruitment and hiring processes, coaching, professional development and staff incentives; and supporting school operations by coordinating central office services and supporting budgeting and management.
- **Distributed Leadership and School Committees:** HHS will employ a distributed leadership model to help govern school activities and frame the decision-making process. TDS and other partner leaders meet weekly with administrators, teacher leaders, and department

representatives to support and guide school leaders and faculty members in this effort. This approach to school leadership and governance acknowledges that schools cannot rely on a single, heroic leader; rather, all members of the school community are, in part, responsible for the success of the school. As Alma Harris and James Spillane explain in a recent *Management in Education* article, “Distributed leadership is not a panacea or a blueprint or a recipe. It is a way of getting under the skin of leadership practice, of seeing leadership practice differently, and illuminating the possibilities for organizational transformation.”

- **Instructional Leadership Team:** Comprised of TDS staff, school administrators, faculty members, staff, parents, community partners, and students when appropriate. The purpose of this team will be to guide the overall transformation work. The school will create additional sub-committees to address school needs in areas such as operations, professional development, climate and culture, and community engagement. These committees will create a structure and process that is conducive to community involvement and shared accountability. The committees will provide recommendations to the school’s leadership team; in other instances, the committee may have decision-making authority.

### **Key Transformation Personnel**

- **TDS School Transformation Facilitator** - The School Transformation Facilitator (STF), hired by the district, is full-time onsite at HHS and will be trained and supported by TDS to ensure that the TDS model is implemented in the school. Specifically, the STF plans and facilitates common planning time meetings, leads the planning for implementation of career academies, and ensures that team, academy, and whole school TDS events are planned and implemented. The STF provides instructional coaching support in the Freshman Seminar classes and coordinates the reporting and review of weekly EWI data. Serving as a coordinator, the STF is the point person for TDS in the high school.
- **TDS Instructional Facilitators** – TDS instructional facilitators (2) in the areas of English Language Arts and Mathematics provide support to instructional coaches and teachers in specific content areas. Facilitators work with coaches and teachers on planning courses, units, and lessons; demonstrating teaching techniques; and reflecting on current practices. Instructional Facilitators are responsible for maintaining contact with the school instructional coaches on instructional issues and priorities in preparation for and in between monthly TDS technical assistance visits.
- **TDS Support and Student Support Services Facilitator** – This TDS regional facilitator provides support on school climate and classroom management, including PD around the Early Warning Intervention system.
- The **International Academy instructional coach**, from INPS, plays a key role in supporting the International Academy. The instructional coach and specialists will collaborate with the academy leader to develop a professional development plan that meets the specific needs of teachers over time.
- For school-based instructional transformation personnel descriptions, see section II. E.

### II. G. iii. APPR Plan

HUFSD was a part of six school districts that worked with NYSUT to develop the Teacher Evaluation Development (TED) System and teacher rubric as it relates to APPR. Training on the components of APPR and requirements for observations and evaluations began with teachers and administrators in January of 2012 and continued throughout the 2012-2013 and 2013-2014 school years. Teachers throughout the district participated in five 90-minute module trainings

called APPR Educator Academy. The training focused on understanding the language within the teacher’s rubric and developing a common understanding of highly effective teacher practice and collection of evidence to support learning. Teachers were able to preview videos, collect evidence of teacher practice, align practice to the rubric, and determine HEDI rating.

Currently, at the beginning of each school year, building administrators provide an overview of the APPR process. New teachers participate in a half-day training orchestrated by the Office of Human Resources. (All new administrators attend a 5-day training given by either Educational Leadership Trust (ELT) or the local BOCES. Once the Superintendent of Schools certifies the administrators, they are able to conduct formal observations of classroom teachers.) District-level administrators, in collaboration with the principal, make decisions regarding which administrator will be most effective in observing teachers within the school. Collectively, a schedule is developed and adhered to. Each administrator is responsible for following the agreed upon APPR Plan executed between the district and the collective bargaining unit, as it pertains to scheduling and conducting observations. Tenured teachers receive two formal observations, one announced and one unannounced. Non-tenured teachers can receive a minimum of 2 formal observations and unlimited informal observations. The principal completes the final evaluation of all teaching staff.

Teacher observations are conducted from October 1 through May 15 of each year. Throughout the observation process, teachers and observer work together to determine pre-observation, observation, and post-observation dates. Notification of all schedule observations is conducted via the OASYS platform. All formal observations must be signed by the observer and teacher and submitted to personnel. Original copies are maintained in the in the HR office.

**II. G. iv. Calendar**

<b>Event</b>	<b>Dates</b>
APPR Overview by building administrators	September 2015
APPR half-day training by HR dept	August 25-26, 2015
APPR new administrator training	August 3-4, 2015
Tenured teacher observations (2)	October 2015 – May 2016
Non-tenured teacher observations	October 2015 – May 2016
Creation of APPR schedule	September 30, 2015
Final evaluation by principal	May 30, 2016

**II. H. Educational Plan**

**II. H. i. Curriculum**

With the help of TDS, HHS will implement acceleration curriculum and a double dose of ELA and Mathematics for students who enter HHS below grade level in ELA or Math (scoring 1 or 2 in 8th grade), a format that will be replicated beyond the three-year implementation period. With the help of Pearson Professional Development Services’ “Change of Practice” Institutes, teachers will revisit the standards and work as teams to develop standards-based units around them in the areas of English Language Arts and Mathematics. The framework for collaboration, made possible by new Professional Learning Communities, is supported by TDS facilitators. Curriculum and instructional strategies from INPS will address the specialized needs of newcomer and limited English students.

### **Standards-Aligned Curriculum**

HHS began the implementation of Engage New York's state-approved instructional modules in English Language Arts and Mathematics last year. The modules are aligned with the New York State Learning Standards and the Common Core, and the curriculum was adopted by the school district to support implementation of the CCLS shifts. HHS will continue to build capacity around the utilization of the modules and other instructional materials to support the shift to Common Core ELA and Mathematics. Over the four years of high school, all students' schedules will include:

- At least three credit-bearing courses in mathematics that meet or exceed the Common Core Standards and can include competency at or above Algebra II;
- A sequence of four credit-bearing courses in English that meet or exceed the Common Core Standards at the proficient or advanced level;
- At least three college-preparatory science courses;
- At least four college-preparatory social science/history courses;
- Up to three years of foreign language instruction;
- Freshman Seminar, which facilitates and lays the groundwork for students' transition to high school and college and career preparation.
- Art, music, or drama electives.

Enhancing teachers' ability to deliver this curriculum is New York Learns ([www.nylearns.org](http://www.nylearns.org)), a Standards-based curriculum management and sharing system that will be made available to teachers in the Hempstead School District starting in the 2015-16 school year. This online system includes searchable Standards by grade level and subject, along with shared lesson plans, assessments, and other teaching tools.

### **Curriculum for Acceleration from Talent Development**

The TDS curriculum serves the high school's need for academic acceleration, particularly for incoming 9th graders. It is for acceleration only, and forms the full instructional approach when combined with curriculum from the district. TDS provides curricula in literacy, mathematics, and Student Success for grades 9-11. ELA and math classes are intended to teach students the skills they will need to succeed in their regular English and mathematics classes in those grades. Their effectiveness has been proven in national studies. TDS deploys ELA and math curricula that are Common-Core aligned, and implemented with research-based best-practice strategies. The instructional strategies embedded in the courses are utilized across all courses.

- **Literacy:** The TDS high school model includes intensive double-dose courses designed to build literacy skills for students who are two or more years below grade level to close skills gaps and prepare them for the challenging, standards-based curriculum required of all students. Students are enrolled in TDS double-dose literacy courses during the first semester, and complete the district's required English course during the second semester. Students who enter high school inadequately prepared in literacy take Strategic Reading, a non-traditional approach to accelerating fluency and comprehension skills with emphasis on modeling, reasoning and metacognition, and guiding students through reading authentic literature. These students then go on to take the district ninth-grade English course in the 90 minute block during the second semester. The tenth grade acceleration course, Reading and Writing in Your Career, is provided in the first semester to prepare students for the standard district tenth-grade course during the second semester.

- Mathematics:** The TDS model for 9th grade students entering high school below grade level proficiency provides a research-based curriculum, **Transition to Advanced Mathematics (TAM)**, which is offered first semester in an extended block schedule. The district-level Common Core-aligned course is taught second semester. **Geometry Foundations (GF)** offers the same beneficial double-dose strategy in the first semester of 10<sup>th</sup> grade to prepare student for geometry. GF reviews basic algebraic skills and fosters students’ conceptual understanding of key ideas in high school geometry. GF helps students learn missing math components, develop new concepts, broaden depth of understanding, and strengthen skills and mathematical reasoning.
- Student Success and Career Academies - Freshman Seminar** is taught as a full-year course for all students in 9th grade. Students practice the note-taking, time management, study, social, and human relations skills they need every day in their academic and elective subjects and in their lives outside of school. They learn more about themselves and their futures in the worlds of post-secondary education and careers as they prepare to choose a Career Academy for subsequent grade levels. In-depth lessons use both innovative and traditional teaching techniques including long-range projects, cooperative learning activities, role-play, and reflective journal writing.

**English Learner Curriculum**

INPS provides targeted support for newcomer students and other English Learners through its International Schools model, which HHS will implement in the form of an academy. The curriculum includes:

- I-SHARE, Internationals’ online curriculum sharing website with over 850 Common Core aligned curriculum units in all content areas, and resources to support educators in developing their practice. There are also resources, articles, formative assessment rubrics, guidance and college readiness resources posted by teachers.
- Internationals also has systems in place to capture critical knowledge that is generated across its portfolio of schools. The following tools provide schools with direct access to best practices and help to identify particular school components in need of support: 1) LISTSERVs – Online venues organized by academic discipline to facilitate teacher collaboration; 2) Network Curriculum Library – Exemplary curricula and resources chosen for their effectiveness in improving student achievement. Available online through I-SHARE, at the Network office, and via email on request from the INPS office.

II. H. ii. Instruction

The pedagogical shifts demanded by the Common Core Learning Standards will be implemented in joint by TDS and HHS using the following instructional strategies in core courses and common-branch subjects.

<b>ELA and Literacy Instructional Strategies</b>	
Shift I: Balancing Informational and Literary Text	TDS ELA Facilitator will assist ELA coach and teachers in choosing materials that meet the recommended CCLS guidelines for a balance of informational and literary texts. CORE ACTION1 planning sheets from NY CCSS Instructional Practice Guides will be used to ensure that texts are carefully chosen and that tasks are text-dependent while providing all students opportunities to engage in the work of the lesson.
Shift II: Knowledge	Students are taught to view text as their main source of knowledge as teachers move from the role of lecturer to facilitator, teaching students to think critically

in the Disciplines	about the text. A rich variety of reading and metacognition strategies (e.g., reflection, using reference tools, using graphic organizers) are provided, and student independence is fostered so that students become self-directing and self-assessing.
Shift III: Staircase of Complexity	ELA facilitator will guide ELA coach and teachers in scaffolding texts so that students reach targeted complexity bands by providing training in examining texts and identifying strategies for close reading when planning lessons. The Lexile Framework will be used to identify students' entry reading levels (as tested by the Gates-MacGinitie Reading Tests) in order to differentiate and scaffold toward Common Core Lexile Bands. Teachers will be expected to apply differentiation strategies in order to meet the needs of every student.
Shift IV: Text-based Answers	Across content areas, a focus on providing text-based evidence when answering questions or writing will continue to be reinforced throughout the year. The TDS facilitators and building coaches will support a school-wide literacy initiative that emphasizes the importance of using text-based evidence to support responses. TDS materials have been designed to engage students collaboratively in small learning teams around rigorous text-based conversations. After discussion, students write individual text-based answers that serve as ongoing formative assessments. This will give students frequent practice in using text-based evidence to support claims.
Shift V: Writing from Sources	Teachers are taught to require students to provide evidence from sources when supporting claims or explaining their reasoning. ELA, social studies, and other content areas will include MLA documentation and citation in research-based assignments.
Shift VI: Academic Vocabulary	Best-practice vocabulary training has been provided by TDS Facilitator and ELA coach, and will continue to be emphasized school-wide, across all subject areas. Special emphasis will be given to "Tier 2" academic vocabulary, teaching critical CCLS words while keeping the cognitive verbs in mind, such as <i>analyze</i> , <i>evaluate</i> , <i>compare</i> , etc., that focus on processing skills and lead to cross-curricular academic success. A morning announcement vocabulary program will be instituted, and keeping words alive through illustrated word walls, activities, and contests.

<b>Math Instructional Strategies</b>	
Shift I: Focus	TDS math facilitator will work with math coach and teachers to focus on Common Core Learning Standards in all lesson planning. Planning conferences for TDS math facilitator or coach and teacher will include building practice rubrics for task selection.
Shift II: Coherence	TDS math facilitator, math coach, administrators, and representatives from each math course meet periodically as a vertical team to align the overall curriculum with CCLS, avoiding gaps or overlaps.
Shift III: Fluency	Teachers provide opportunities for students to master core functions that contribute to speed and accuracy. TDS facilitator and math coach will support teachers in differentiation strategies and extra supports for students who are identified as having weak core skills. TDS facilitator and coach will model classroom discourse supports.
Shift IV: Deep Understanding	TDS facilitator, math coach, and teachers work together to design formative assessments that go beyond the correct answers by requiring students to explain their thinking. Students are provided small learning team experiences in which they can discuss processes and insights related to math concepts. TDS facilitator, math coach and teachers design rigorous tasks and appropriate rubrics during planning sessions which support a deep understanding of the standards.

Shift V: Application	TDS facilitator, math coach, and teachers will design lessons that require students to provide evidence of their ability to choose appropriate concepts and processes for problem-solving on their own rather than being directed by the teacher. Scaffolding and support will be provided as students work toward independence. This shift will be modeled and/or co-taught with TDS facilitator and/or math coach.
Shift VI: Dual Intensity	Students are presented with situations in which they can prove their ability to apply concepts independently and explain their thinking processes. TDS math facilitator and math coach support teachers in designing instruction to accommodate this shift.

II. H. iii. Use of Time - See Attachment I for the district school-year calendar.

**Block Schedule**

HHS will implement a block schedule starting in the fall of 2015. The current class schedule consists of 45- 48 minute periods. These will increase to approximately 75-80-minute blocks. The block schedule allows students to recoup minutes normally spent traveling from one class to the next, increasing instructional time in core classes while reducing movement in the building. Less movement in the building also helps decrease disciplinary issues that can arise during multiple class changes and dense student traffic.

The new schedule allows for the double period of English Language Arts and Mathematics utilized in the TDS model for students scoring at levels 1 and 2 as measured by state standard assessments. Academic acceleration in that framework occurs in large part due to the innovative instructional practices teachers can implement in the longer class periods. Teachers have time to model skills for students, engage students through cooperative learning activities, offer authentic assessments through project-based learning, and create individual learning centers that allow students to focus on the specific skills and content they need to succeed in a course. To support this change, teachers will take part in professional development around teaching in the block. The schedule will allow for instructional units to be taught in depth” and not just a focus on breadth of the curriculum, thus aligning to the common learning standards.

The block schedule will also allow for a 15-20 minute student **Advisory/ homeroom** period. HHS aims for Advisory to take place a minimum of three times each week. The Advisory period will be used to help students develop study skills and chart a course to college and careers. It will also be used for character education initiatives, team-building opportunities, and establishing a strong connection between teachers and students. It will be a venue for teachers to identify student needs and appropriate services to support those needs using the EWI System. The focus of the International Academy’s first year Advisory is acculturation, emphasizing students’ transition to the U.S., the Hempstead community, and the larger high school campus. This includes socio-emotional supports and delivery of services as needed.

An added benefit of the block schedule is that students can cover the academic content and complete classes in a semester. For example, a traditional year-long class can be completed in one semester allowing additional courses to be completed during the year or repeat courses embedded into the school day for credit recovery. This makes it possible to offer the same classes more than once during the school year as needed, so that students who fail a class can take it again, completing it that year instead of waiting until summer or the following year to complete it and allow students to make progress towards meeting graduation requirements .

Any schedules that are selected will be in alignment with an agreement with the collective bargaining unit.

**Sample Bell Schedules 2015-2016** - Please see Attachment J for bell schedules for 2015-16

### **Common Planning Time**

The new schedule also allows for common planning time for teacher teams, called Professional Learning Communities (PLC's), which help to build the collective capacity of the school's staff. Common planning time is a fixed time during the professional day to engage in collective data analysis and decision-making, professional learning, and planning and preparation of student activities. It will be built into the teacher teams' schedules. The teams meet multiple times per week, and each meeting has a specific focus, such as:

- Identifying students in need of individualized instructional time and devising individualized instructional plans of actions for such students.
- Analyzing student data such as Early Warning Indicators and achievement data
- Developing individual student intervention plans based on student data
- Planning for team-wide incentives, celebrations, or interventions to promote a positive school and team culture and identity
- Utilizing Data Driven Instructional (DDI) practices to examine, discuss, and analyze student work
- Sharing best practices, and engaging in other interdisciplinary professional development activities

TDS helps schools implement common planning time within teacher team schedules, and provides technical assistance and capacity-building activities that help teachers do focused work targeting improved student outcomes.

Professional development from Pearson COP Institutes will also be embedded in the common planning time provided for by the PLC's.

At the International Academy, the PLC's will allow for meetings of **interdisciplinary and discipline-based teams**. Each has a team leader who sets the agenda and facilitates weekly meetings. The interdisciplinary team develops projects that address academic themes from multiple content perspectives, discusses student progress through analysis of work and behavior, fine-tunes the design and use of DY0 formative assessments in literacy and numeracy, shares ideas and curricula to mutually support one another's pedagogical growth, holds constructive critical dialogues about one another's instructional effectiveness after organized lesson studies, and plans Advisory curriculum based on the affective needs of their students. Teachers of the same content area will gather once a week during PLC's to engage in inquiry work focused on instructional and language development strategies to use in their non-ELA courses that will also prepare students for success on the ELA Regents exam, and create performance-based benchmarks and portfolio rubrics used to assess the growth of individual students in their specific content class.

**Summer Bridge Program for Incoming 9<sup>th</sup> Graders** - HHS will extend the school year for incoming 9<sup>th</sup> graders, who will take part in a three-week summer bridge transition program. This adds 20 days of instruction to the school year for 9<sup>th</sup> graders. The program is designed to increase readiness for high school. Course offerings include Pre-English 9; Real-world Mathematics; Organization and Study Skills for High School; Financial Mathematics; Advisory; and Dance.

**Extended Learning Time** - HHS will also implement an extended day with its new **Tiger Academy**, a program that adds 4 hours daily, Monday through Friday, from 3:15 p.m. to 7:15 p.m., for a total of 20 hours per week. It operates as a continuation of the regular school day, with the same policies and procedures. Tiger Academy will also offer college entrance exam test support for juniors and seniors. Subject areas are led by full-time HHS faculty members. The offerings are as follows:

- **Tiger Academy weekdays** include:
  - **After-school Credit Accrual program** for students who need to accrue credits required for graduation.
  - **After-school tutoring programs** - Students may take part in tutoring assistance to support their academic needs, including remediation and Regents preparation.
  - **Enrichment programs** - The extended day also allows for enrichment classes. Some classes offered will be Princeton Review SAT/ACT preparation classes, Smart Scholars college readiness classes through Farmingdale State College, JROTC, sports, and enrichment classes.
- **Tiger Academy Saturdays** include programs like Princeton Review to help juniors and seniors on college entrance exams such as the ACT, PSAT, and SAT, in addition to Regents exams test preparation. It will also continue to support students with limited English build their English reading comprehension, speaking, and writing skills.
- **0 Period** – HHS will also implement a before-school, 0-period class to accommodate additional elective and enrichment courses, such as Advanced Placement classes.

**Additional Extended Learning Time Options** - Guidance counselors will collaborate with students and their parents to present all of the options available after reviewing each interested student's transcript. Students may elect to enroll in such extended day programs:

- **Twilight Academic Program at the BOCES Career and Technical Center**— Students may take part in this academic program for Regents-bound students.
- **Tech Plus Program at the BOCES Career and Technical Center**—Students may take part in the technology career track programs and/or credit recovery programs offered.
- **Summer School** is an additional credit recovery option.
- HHS is also adding an early morning, **0-period class** that takes place before the start of school. The added flexibility of a 0-period class would allow for additional enrichment, Advanced Placement, and college courses.
- **JROTC program** – HHS is bringing back its JROTC program. The program builds character while offering students interested in military service an additional pathway into careers, the workforce, and college. Components of JROTC will be delivered both after and during school.

#### II. H. iv. Data-Driven Instruction/Inquiry (DDI)

The use of data to drive decision-making is an ongoing focus at HHS, both during and beyond the three-year transformation period. This includes instructional decision-making in the classroom, assessment and provision of support services for individual students, as well as school initiatives designed to create a climate conducive to student success.

The functional cycle of Data-Driven Instruction is as follows:

- Formative and summative assessments are conducted at the beginning and end of each instructional unit, during the first and second semester.

- Benchmark or interim assessments are conducted quarterly in the core content areas.
- Teachers meet monthly in content-specific PLC's to review and analyze instructional data from formative, benchmark, and summative assessments in addition to student work. Instructional delivery is modified as needed based on the findings. This takes place in classrooms or other spaces as assigned.
- Teachers meet with administrators quarterly, following the benchmark assessments, to review concerns about student progress and develop intervention plans as needed.
- Teachers meet weekly in interdisciplinary academy-based PLC teams during which data review and planning are conducted.

**Talent Development Data Supports** - A portion of PLC meeting time is devoted to an Early Warning Indicator meeting to examine student data in the areas of attendance, behavior, and course performance. The school will use TD Access Tracker as a data management system to capture student data in real time so that staff can identify individual students in need of academic, behavioral, or socio-economic supports, as well as broader trends that inform instructional strategies and decision-making. The SIM will play a key role in assisting and training school staff in the use of student data to drive instruction. In addition, Math and ELA facilitators will monitor student achievement data in these two key areas and will assist teachers of these subjects to adjust instructional practice as warranted, both individually and in the context of content-area teams. Content area teachers (math, ELA, science, and US history) will meet across grade levels to ensure coherence of instruction both within a grade level and in the articulation of skills taught in 7<sup>th</sup> and 9<sup>th</sup> grade. Finally, TDS instructional Facilitators in Math and ELA will each provide two days per month of technical assistance in the form of PD, coaching, and facilitation in their respective content areas.

**REACH School-wide Effective Practices for Using Data Program (SEPUDP)** - HHS has engaged REACH SEPUDP as an additional resource to assist the school community in making use of data sources to align to overall goals the school has established. The program will ensure that there are systems established with explicit protocols for how to analyze and use data. HHS teachers will receive PD aligned to the use of the REACH data protocols during monthly PLC meetings, during which the REACH SEPUDP Facilitator meets with staff members to review the ways in which teachers collect and track data against the school's mission. The facilitator works directly with teacher teams to develop their knowledge of the ways in which data should be used in the school. He or she also initiates a system of school-wide data collection to enable HHS to better understand school-wide progress indicators. This program has 20 face-to-face sessions. The facilitator meets with the teacher team 10 times, across 10 months, throughout the school year. The remaining 10 visits are dedicated to providing coaching to individual teachers participating in the teams. The individual sessions will focus on providing job-embedded coaching to the teachers aligned to the use of data to inform instructional practices before, during, and after classroom instruction. This program will blend a model that incorporates off-site supports, including the creation of data charts and graphs for the school leader and community to use to discuss if the school is on track to achieve established goals, or if adjustments of practices are needed. Reflection sessions between the REACH consultant and the school leader take place quarterly.

## II. H. v. Student Support

**Small Learning Communities** - The Small Learning Communities structure, in which each student belongs to a smaller community led by a team of teachers within the larger high school, helps to keep students from falling through the cracks. It encourages a close-knit community of students, teachers, and families. Research and experience have shown that the quality of student-teacher interactions and the quality of instruction are critical to the levels of student motivation, effort, and engagement required for sustained academic progress.

At the International Academy, students will develop a sense of pride in their own backgrounds and the diverse experiences of others through classroom projects, school-wide initiatives, Advisory-based lessons, and culture/language clubs. Students will be continually encouraged to celebrate their cultural and linguistic individuality while embracing their new home in the United States. Many of the students in the International Academy have faced recent trauma, separation from family members, and reunification with others. The Academy will develop strategic partnerships with community-based organizations in order to provide family reunification workshops, adult English language courses, access to mental health and legal services. Positioning the academy as the community's bridge to such services will strengthen the relationship between the families of ELLs and HHS.

**Summer Bridge for 9<sup>th</sup> Graders** - The summer bridge transition program for incoming 9th graders is designed to increase readiness for high school via math, ELA, advisory, and study skills curricula.

**Early Warning Indicator System** - The Early Warning Indicator (EWI) system from TDS is designed to identify students early who need support, and to provide the appropriate interventions as quickly as possible. School staff members who closely follow and use the EWI's of attendance, behavior, and core course failure quickly identify students who begin to exhibit warning signs. In addition, the system helps to identify the intensity of services needed, and to monitor impact. Teams hold weekly EWI meetings in which teachers, school administrators, and support staff meet to analyze EWI data, assign and assess interventions, and determine the professional development needed to strengthen the success of student-teacher interactions and support high-quality instruction in every classroom. These meetings, as well as the EWI system, are facilitated by an on-site facilitator experienced in supporting school-based implementation of EWI and intervention systems. EWI meetings result in very specific supports to individual students along with follow-up from committed staff and partner organizations. The TDS EWI system incorporates three distinct tiers of support:

- Tier 1 supports are provided for all students to help them raise their attendance rates, teach and reinforce expected behaviors, and ensure a high level of achievement;
- Tier 2 supports are interventions for students who need more than Tier 1 supports. These include group supports such as tutoring, anger management or after-school activities.
- Tier 3 are for students with academic issues, or challenges outside the school building requiring off-site one-on-one support such as services from a psychologist or social worker, or off-site clinical personnel.

#### **Academic & College-Going Supports**

- The **Ninth Grade Success Academy** supports students transitioning to high school while providing the academic and social foundation they need to succeed. Students begin to select their post-secondary pathway and prepare for college in *Freshman Seminar*, a transition-to-high-school course that emphasizes the study skills, social skills, and career and post-

secondary planning skills necessary to succeed in and beyond high school. They begin to explore their strengths and interests, using this information to research career fields and relevant post-secondary pathways. The double-dose courses in Strategic Reading and Transition to Advanced Mathematics during the first semester provide students with the extra help and support they need to succeed. Throughout the **sophomore and junior years**, students receive academic support that prepares them to be successful post-secondary students. Career electives challenge them to apply academic skills in workplace settings and develop skills that will benefit them after high school.

- The **Student Support Team (SST)** assists in the facilitation of a caring, structured, and nurturing environment in which each student's educational and physical needs are met. The SST is prepared to obtain needed resources or services for each student's particular needs as well as collaborate with parents, case managers, health care providers, and other service providers in the students' best interest.
- HHS also implements the **Safe & Civil Schools program**, which employs strategies to increase student respectfulness, responsibility, and motivation. As a Response to Intervention (RtI) model, Safe & Civil schools complements the TDS model and the EWI tiered system of supports.
- **Check-in/Check-out (CICO)** is another behavior intervention which requires students to check in with a faculty member in the morning and in the afternoon. Faculty members volunteer to become lead CICO Facilitators in the building, and are assigned a small group of students. Students receive positive contact, pre-corrects, reminders of school-wide expectations and, if needed, basic school supplies. The facilitator receives updates from the student and his/her teachers and discusses daily performance with the student.
- **Social/Academic Instructional Groups (SAIG)** are led during lunches and extended periods by members of the Student Support Team (SST). Youth are supported in a small group for direct instruction of school-wide expectations and/or replacement behaviors, including structured practice and direct behavioral feedback. Interventions leading to generalization are most effective when youth are also supported by CICO.
- HHS uses positive behavior certificates called **Tiger Certificates** which are provided to all faculty members to give to students who perform good deeds, follow school rules, or at the discretion of the faculty member for a student who is acting as a good citizen or caring for the Hempstead community. The school will explore various incentives to encourage positive behavior for students who earn the certificates.
- **Say Yes** works with TDS and other partners to provide individualized supports for students. Services currently include a student monitoring system to ensure students are on track to thrive and successfully graduate high school, scholarships to attend vocational training and/or two and four year colleges, mentoring, tutoring and academic assistance, and after-school programming.
- HHS is bringing back its **JROTC program**, which builds character while offering students an additional pathway into careers, the workforce, and college.

**Empowered Teachers, School Climate** - The TDS model and teacher team organization empowers teachers to take charge of creating a safe environment that promotes high-quality teaching and learning. School climate celebrations and interventions include quarterly **Report Card Conferences** and monthly and quarterly **student recognition programs** and end-of-season team recognition programs. Teachers also work together during planning meetings to

design, implement, and adjust academy-level policies regarding students' academic responsibilities and behavior. These policies provide students with a consistent and fair set of procedures for all classes.

**A College-Going Culture** - HHS aims to create a college-going culture where students set their sights on college early, then develop a plan, build the necessary skills, and access resources that will help them enter and succeed at college.

- **Advanced Placement (AP) courses** - HHS currently offers 7 AP courses, but intends to expand the number of AP courses to 10 or 11 over the next 3 years.
- **NYGEARUP** – As part of the transformation, HHS is implementing NYGEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) in conjunction with Nassau Community College, a federal initiative designed to increase the number of students who are prepared to enter and excel in postsecondary education. The goals of NYGEAR UP are to increase the academic performance and preparation for postsecondary education of participating students, with an emphasis on career readiness and college fit; increase the rate of high school graduation, with an emphasis on college and career readiness; increase participation in postsecondary education with an emphasis on college fit and alignment with high-demand fields and sectors of the economy; increase participation in postsecondary education without need for remedial coursework; increase the rate of college persistence and completion of participating students; and increase student and family knowledge of postsecondary education options, preparation, and financing.
- **SMART Scholars Early College High School** – A SMART Scholars program is in place at HHS. This is an early college high school program, delivered in partnership with Farmingdale State College, through which students take college classes and then graduate from high school with college credits. HHS will continue this program, working to make it more robust and better utilized by HHS students.
- **College Center** – HHS will establish a College Center with a computer lab and resources to aid students in their college search, as well as applications for financial aid and scholarships.
- **College counselor** - The College Center will be staffed with a college counselor who can assist students with all aspects of the college selection, application, and funding process.
- **College visits** – HHS will create more opportunities for students to visit colleges, including trips to historically black colleges and universities, NYS CUNY system, and other schools. The goal is to increase student interest and enrollment in postsecondary education.

#### II. H. vi. School Climate and Discipline

While the multi-pronged approach to improving school climate described in the previous section is an excellent preventative strategy that will benefit a majority of students, those who continue to be disruptive, cause disciplinary incidents, or miss school will necessitate school responses. Discipline with Dignity is a concept based on creating a connection with students so ultimately they are motivated by the realization that positive behavior will make their lives better.

An HHS committee headed by the Dean of Students will explore options for a dignity-based disciplinary system featuring a **merit system**. Students will have the opportunity to earn back merits through various avenues including community service with partnering agencies, school beautification assignments, after-school detention, Saturday detention, peer mediation, and conflict resolution. These alternatives to suspension ensure that students are not out of school

even when a suspension is merited. The ultimate goal is to restore an opportunity for students to experience discipline with dignity.

The overall approach to school climate transformation is designed to address the needs of all HHS students, including students with special needs. In addition to the components described above, the Committee on Special Education will develop behavior intervention plans for special needs students who illustrate a pattern of repeated behavioral incidents. These will be monitored by the school social workers and school psychologists.

**School Climate Surveys** - In order to gauge satisfaction with the school climate, HHS will implement annual student, staff, and parent surveys. Additional information will be gathered informally at Breakfasts with the Principal and other events.

#### II. H. vii. Parent and Community Engagement

Community and parental involvement is another component that helps address challenges with non-academic barriers to learning. HHS makes a diligent effort to engage the school community with timely notification of school services and programs. Literature is sent home in English and Spanish. Parents are invited to visit the school during Open House, Back to School Night, and parent-teacher conferences. In addition to the current outreach efforts, the school will recruit and hire a bilingual Parent Community Liaison to support HHS adding the following components to strengthen the school-to-home connection:

- Town Hall Meetings – Town Hall Meetings are good ways to engage parents on important topics, such as introducing the parents of 9<sup>th</sup> graders to the school, or to explain the transformation process. The format allows for question-and-answer sessions with school staff. This initiative will commence in August of 2015.
- A communications campaign about the school transformation process
- Bilingual annual progress reports to parents and community members, and/or a monthly newsletter from the principal
- Updated, active school website
- Parent Symposium – Organized by staff, this event invites parents to the school to take part in workshops and become active members of the school community.

Parent Center – Many schools have a Parent Center staffed by parent volunteers and a bilingual parent/community liaison, where parents can go to obtain information and become involved in the school. HHS is planning to implement a Parent Center replete with classes designed to help parents support their children.

#### **II. I. Training, Support, and Professional Development**

HHS will employ a three-tier model of job-embedded professional development (PD) in which TDS ELA and Math facilitators and school-based ELA and Math instructional coaches work with school administration, the Instructional Leadership Team, and classroom teachers. Much of the support of the instructional team takes place during Professional Learning Community meeting time embedded into the school day on a weekly (SLC teams) and monthly (discipline teams) basis. Major partners to be engaged in school PD include TDS, which manages the PD program while also deploying an academic PD component that revolves around its acceleration curriculum and an Early Warning Indicator system to help teachers identify student needs and support systems; and Pearson Professional Development Services, which addresses whole-school implementation of CCLS-aligned curriculum. Both utilize embedded professional development

strategies that take the form of working with teachers by co-teaching and/or modeling lessons. This is bolstered by structured sharing and team planning among teachers.

II. I. i. School Leadership/Staff Role in Plan Development

The plan was developed by Dr. Strachan and the Instructional Leadership Team, with feedback from teacher focus groups and assistance from TDS.

II. I. ii. Implementation Period

<b>YEAR 1</b>			
<b>Training, Support, and PD Events</b>	<b>Agency</b>	<b>Measurable Outcomes</b>	<b>Method of Assessment</b>
<b>Pearson Change of Practice Summer Institutes:</b> Total days: 6. For teachers in the areas of English Language Arts, Mathematics, college readiness. Emphasis on CCLS/shifts. Aug. 2015	Pearson	Progress toward benchmarks in student achievement and culture	Analysis of student data; external evaluator tool
<b>Summer Institute at Harvard Graduate School of Education:</b> Principal and AP's (4) attend this training for building-level administrators in redesigning high schools and improving instruction while ensuring internal and external accountability.	Harvard Institute	Progress toward benchmarks in student achievement and culture in individual SLC's, including attendance and discipline referrals. Student surveys show positive climate.	Principal uses student data and surveys to assess APs' performance. Principal evaluated under APPR by LEA.
<b>REACH School Leader Coaching Program</b> Supports the principal in any and all aspects of leadership coaching, addressing challenges inherent to leading a comprehensive school change transformation. One full day per week, 3 times a month. Sept. 2015-June 2016	REACH	Successful leadership of school transformation implementation evidenced by leading indicators.	Principal evaluated under APPR by LEA. REACH by external eval.
<b>Academy Professional Learning Communities (PLC's)</b> – One block class per week dedicated to academy meetings that include PD and coaching from TDS Facilitators around Early Warning Intervention System for students, Advisory curriculum.	TDS	Successful use of Early Warning Indicators to ID and match students to services. Successful implementation of Advisory curriculum.	TDS facilitators and ILT confirms practice at monthly meeting.
<b>Content-specific Professional Learning Communities (PLC's)</b> – One block class per month dedicated to content-specific meetings that includes: PD, coaching, and team planning assistance from TDS Facilitators, with assistance from school-based ELA and Math coaches, around 9 <sup>th</sup> grade Math and ELA intervention curriculum, plus multi-grade planning. The monthly PLC's also provide the framework for PD from Pearson Institutes in ELA and Math.	TDS, Pearson	Progress toward benchmarks in student achievement in the core content areas.	Analysis of student data; external evaluator tool

<p><b>“Change of Practice” Leadership Network Institute</b> – Delivered in the form of half-day sessions each month September 2015 – June 2016</p>	<p>Pearson</p>	<p>Successful leadership of school transformation implementation evidenced by leading indicators.</p>	<p>Principal evaluated under APPR by LEA. REACH by external eval.</p>
<p><b>Instructional Leadership Team</b> - Principal and AP’s, school instructional leaders, and partner leaders meet monthly around transformation efforts and to take part in embedded PD from TDS, Pearson, and REACH. A major focus is the alignment of student data to PD opportunities.</p>	<p>TDS, Pearson, REACH</p>	<p>Successful alignment of data to PD opportunities</p>	<p>Successful alignment of data to PD opportunities.</p>
<p><b>International Academy PD</b> – Internationals Network will provide this academy’s teachers, leader, and AP with coaching to align curriculum to the Common Core, leverage best practices in teaching ELLs, and differentiate for a heterogeneous classroom through workshops and embedded coaching and curriculum development support to teachers one day per week in PLC’s.</p>	<p>INPS</p>	<p>Progress toward benchmarks in student achievement and culture in International Academy</p>	<p>Analysis of student data; external evaluator tool</p>
<p><b>Pearson “Change of Practice” Professional Development</b> – Pearson Professional Development implements their research-based ELA and Math institutes accompanied by job-embedded supports for participating educators. While TDS focuses on the acceleration program, Pearson’s program works with all teachers to support Common Core, NY Standards-based lessons. September 2015-June 2016.</p>	<p>Pearson</p>	<p>Progress toward benchmarks in student achievement</p>	<p>Analysis of student data; external evaluator tool</p>
<p><b>REACH School-wide Effective Practices for Using Data Program™ (SEPUPDP)</b> -Facilitates the use of instructional data to support the alignment of curriculum and instruction, provided through embedded PD. SEPUPDP helps school staff monitor progress around assessments and other established benchmarks for student achievement. September 2015-June 2016.</p>	<p>REACH</p>	<p>Progress toward benchmarks in student achievement</p>	<p>Analysis of student data; external evaluator tool</p>
<p><b>New teacher training</b> - Teachers chosen from the HHS staff mentor new and struggling teachers. Monthly mini-workshops to support their transition into the teaching profession on top of other PD. Mentoring is ongoing; mini-workshops are 1x/month September 2015-June 2016</p>	<p>ELA &amp; Math coach; HHS teacher leaders</p>	<p>Progress toward benchmarks in student achievement</p>	<p>Analysis of student data</p>

II. I. iii. PD Evaluation

Hempstead High School is committed to providing teachers and instructional leaders with high quality professional development to improve teaching and learning. To that end the school site will follow the protocol listed below to effectively evaluate the professional development outlined in this transformation application and make adjustments as needed.

Evaluation of the implementation will consist of the following:

- **Changes in Educator Practice:** School leadership will conduct monthly evaluations of the PD plan to assess its impact on educator practices at the classroom and/or school level. Data is collected each month (10x/year) by the Instructional Leadership Team via formal classroom walk observations, in addition to more regular informal observations, followed by a monthly meeting to study the data and plan changes as needed. The evidence collected from teacher practice observations is not only shared with teachers, but is also used to make decisions regarding ways to address additional performance needs of staff through PD.
- **Changes in Students:** The Instructional Leadership Team will also assess the PD program's impact on student performance at the monthly meeting—using summative and formative data from state achievement measures, district achievement tests, progress monitoring, educator-constructed tests, interim assessments, action research results, discipline referrals, and/or portfolios of student work—to assess the impact of professional learning.
- Annually, the school will conduct an evaluation of the degree of fidelity with which the school's PD plan is implemented.
- Annually, school administrators and the ILT will review school-level evaluation data as part of the needs assessment process for the subsequent school year's PD planning in order to eliminate ineffective programs and strategies and to expand effective ones.

#### **Use of Teacher Input**

- At the end of each school year, as a part of the APPR process, teachers meet with the principal evaluator. The teacher and evaluator determine workshops/conferences that most benefit the teacher to improve on his or her practice. It becomes the responsibility of building administration in conjunction with Office of Curriculum and Instruction (OCI) to develop a plan of action to enhance teacher practice based on their areas of growth.
- HUFSD requires staff to complete an evaluation form for all PD sessions. Evaluation forms are submitted to OCI for analysis. The information gained is used to determine whether or not future PD sessions need to be adjusted to ensure the individual and collective needs of staff are being addressed. Teachers' suggestions to what they feel is needed to improve the teaching and learning environment is crucial to buy-in and promoting successful practices.

#### **Pearson Professional Development Services Self-Assessment**

Pearson Professional Development Services offers multiple evaluation tools around the services that they provide to HHS staff. These tools include post-training participant surveys, observational and instructional rubrics utilized during the course of job-embedded coaching and modeling, and field notes summarizing change over time. This data is used on an ongoing basis to tailor Pearson PD to the needs of the instructional staff.

#### **II. J. Communication and Stakeholder Involvement/Engagement**

- It is especially important at the start of the transformation process to inform parents of the changes they and their children will experience as a result of the school redesign. In August 2015, the school will take a proactive approach by mailing home a bilingual flyer in English

and Spanish highlighting the key components of the process. The informational flyer will also be posted on the district and school websites.

- **Bi-monthly Town Hall Meetings** – One of the key goals of the bi-monthly Town Hall Meetings is to inform parents about the school's Priority status and progress on SIG plan implementation. Presentations are informed by an analysis of evidence and leading indicator data. They generally begin with a PPT presentation by the principal, followed by a question-and-answer session. This initiative will commence in August of 2015. Town Hall Meetings are held in the school auditorium.
- The school website has lain dormant for some time. HHS will revitalize the site, using it to provide updates about the SIG process and serve as a vehicle for parents and community to leave comments and voice concerns. This initiative is planned for August 2015, with weekly updates occurring after that.
- The principal will produce a monthly bilingual newsletter to update stakeholders on the progress of the SIG implementation and related indicators.

## **II. K. Project Plan Narrative/Timeline**

### II. K. i. Key Strategies for Year 1 Implementation

Please see Attachment K for an annotated chart illustrating Key Strategies for Year 1 Implementation, categorized into areas of student academic achievement, staffing, professional development, partnerships and stakeholder involvement, with implementation dates. Strategies:

- **Hire new transformation teachers:** Six transformation teachers will be hired in the core subjects to reduce class size in courses that historically have a high failure rate. Competencies for these teachers include high student performance, experience in urban schools, and a commitment to implementing school change.
- **Identify Academy Leaders:** Academy leaders are teachers who take a lead role in theme-based academy planning, partner engagement, and at PLC meetings.
- **Identify ELA/Literacy and Math coaches:** These school-based ELA and Math coaches work with instructional staff, with assistance from TDS ELA/Math Facilitators to provide coaching, PD leadership, and assistance to instructional staff.
- **Implement Tiger Academy Extended Day (20 hrs/week):** The school day will be extended 4 hours per day, 5 days a week. The time will be used for credit recovery, tutoring, college-prep, and enrichment programs for all students.
- **Implement Saturday Academy:** A Saturday program will be used for credit recovery, tutoring, college-prep, and enrichment programs for all students.
- **Implement JROTC program:** This program builds character while offering students interested in military service an additional pathway into careers, the workforce, and college. Components of JROTC will be delivered both after and during school.
- **Implement Pearson "COP" Institutes:** Math, ELA, Leadership: These standards-aligned institutes utilize the CCLS shifts to help teachers assess and collaborate to improve their curriculum and instructional delivery to impact student achievement. They are supported by embedded PD to ensure excellent implementation and support teachers.
- **Implement REACH Data Program:** This program helps establish protocols for collection and use of data to drive instruction. Called School-wide Effective Practices for Using Data Program, it includes 20 face-to-face sessions including PD for teachers during monthly PLC meetings plus individual support to teachers, and consultation with the principal

- **Implement new teacher mentor/PD program:** Teachers chosen from the HHS staff mentor new and struggling teachers.
- **Implement vertical training with middle school,** with the goal of articulating and lining-up instructional standards to define what students should know leaving high school, and what they should learn upon entering high school
- **Implement incentives for effective/highly effective teachers:** These include opportunities to take a leadership role at HHS such as Academy Leader or Instructional Coach; opportunities for school or district-funded additional PD; and scholarships for pursuing National Board Certification
- **Implement Early Warning Indicator system:** This TDS initiative is designed to have a positive impact on school culture by training teachers to monitor student data like attendance and academic achievement to identify needs and services to help the student. Academy teachers review the data weekly in PLCs.
- **Establish College Center with College Counselor:** Establishing a technology-rich College Center, staffed by a college counselor who supports students' college searches, applications, financial aid and scholarships, contributes to the school's college-going environment.
- **Establish Parent Center with Parent/Community Liaison:** The school will also establish a Parent Center, staffed by a bilingual parent/community liaison who will coordinate parent workshop, activities, and programs that strengthen the home-school connection. This contributes to the school climate goal.
- **Implement Communications Projects:** To increase school-home communication, HHS will 1) update the school website; 2) create written communications such as bilingual newsletters and annual reports; 3) conduct public presentations.
- **Implement year 2 of Smart Scholars ECHS with Farmingdale State College:** This program allows students to earn college credits, and a college experience, while at HHS.
- **Implement Merit-based Discipline with Dignity program:** Students will have the opportunity to earn back merits through various avenues including community service with partnering agencies, school beautification assignments, after-school detention, Saturday detention, peer mediation, and conflict resolution.

#### II. K. ii. “Early Wins” Indicators of Successful Implementation

Some of the “early wins” anticipated are:

- A shift in the academic environment in the building
- Increased in seat attendance
- Reduction of 1) referrals to office and 2) out of school suspensions
- More 1) students passing courses and 2) credits earned meeting graduation requirements
- Increased teacher attendance and morale
- Increased parent and community participation in school activities

The school leadership will meet with stakeholders on a quarterly basis to evaluate the systems and structures that have yielded success so the school can continue to build them, ensuring they become systemic in the culture of the school building. The school will conduct an annual parent and community symposium to engage parents in meaningful activities, presented by school partners, to build their knowledge and understanding of the shifts in the building, and the implementation status of the school-wide initiatives.

Other “early wins” that serve as indicators of successful SIG implementation include:

- Successful hiring of the school-based SIM and math and ELA coaches
- Successful organization of SLCs (Freshman Academy, International Academy, and Career Academies)
- Creation of a block schedule that allows for double-dose acceleration courses in math and ELA, and Freshman Seminar for 9th graders
- Successful Town Hall meeting in August to communicate the Transformation Plan to students, teachers, families, and other stakeholders
- Revamping of school website, up and running by August 15
- Creation of a school-wide Early Warning data system, with all teachers trained in its use
- Early functioning of EWI meetings in all SLCs, with appropriate tiered interventions at academy, classroom, subgroup, and individual levels (e.g., parents of absentee students receive a phone call the same day)
- Successful implementation of after-school Tiger Academies
- Successful Back-to-School night, parent-teacher conferencing, and Report Card Conference
- Timely submission of 1st quarter EWI data, showing evidence of appropriate and effective interventions provided to students slipping off-track
- Successful pre-implementation and 1st quarter tiered professional development, including TA from TDS instructional facilitators and onsite support from math and ELA coaches

Some of the major initiatives intended to ensure the long-term sustainability of the plan include:

- Heavy investment in professional development and support systems to teachers including incentives for becoming effective and highly effective educators who use data to inform standards-based instruction.
- Building capacity among school-based Math and ELA Coaches to support teachers with coaching and other embedded PD plus instructional leadership beyond the SIG grant period.
- Restructuring the school into small learning communities led by a team of teachers. The SLC structure makes it possible to build in supports for students' individual needs. The SLC's and corresponding block schedule are implemented as part of the grant and practiced for five years, so that school leadership and staff are well-trained and practiced in the new structure, ensuring their ability to utilize it beyond the SIG grant period.
- Training on the Early Warning Indicator system to help teachers identify and respond to student needs. This system, too, will have ample PD support and time for educator practice so that it is incorporated into school staff's weekly practice, ensuring sustainability.

#### II. K. iii. Leading Indicators of success.

Leading indicators of success will draw from several sources of data:

- Ongoing individual student EWI data (Attendance, Behavior, and Course performance in math and English)
- School-wide daily and monthly data for attendance and behavior
- School-wide long-term data on promotion and graduation rates, and percentage of students going on to two- and four-year colleges and vocational training
- Number of students enrolled in and regularly attending after-school Tiger Academies and other extended learning options
- Student achievement data as measured by statewide test scores
- End-of-year student, teacher, and parent school climate and satisfaction surveys

Information not collected by the TD Access Tracker will be collected by the Instructional Leadership Team (ILT) from participation records and surveys. The data will be examined quarterly (every 5 weeks, after the benchmark assessments) 1) by the instructional staff at academy and discipline team meetings in PLC's, and 2) by the ILT with assistance from REACH. Results will be reported to stakeholders via Town Hall Meetings, faculty meetings, parent conferences, and newsletters.

#### II. K. iv. How Key Strategies Meet Model Requirements

- The 6 Key Strategies that describe a tiered, intensive approach to professional development for the instructional staff and school leadership ensure that all staff members, including those identified as underperforming, have a matrix of support at their disposal, giving them every opportunity to improve their practice so as to avoid being removed from the school as described under the APPR plan with the Superintendent as Receiver. These also provide a support system designed to ensure teacher success and engagement, thereby improving retention. An additional Key Strategy speaks to additional incentives to reward high-performing teachers to be considered in Year 1 to bolster current incentives already offered by the LEA.
- Key Strategies that speak to increased instructional time for students and increased collaboration time for teachers include implementation of the block schedule with assistance from TDS, the Tiger Academy extended day program and Saturday Academy, and the Summer Bridge program for incoming 9<sup>th</sup> graders. These components provide additional time for students to learn core academic content as well as participate in enrichment activities.
- The Key Strategies around the entire redesign speak to the operating flexibility afforded HHS by the LEA in order to accomplish major change during the SIG grant period.

### **III. SIG Budget**

#### **III. A. Budget Forms**

i/ii. FS-10 and Budget Summary Chart - See Attachment D.

#### **III. B. Budget Narrative**

##### III. B. i. Budget Narrative

YEAR 1

##### **School Redesign**

- *School Implementation Manager* - **\$130,000 (SIG)** - To ensure implementation of the school improvement grant with fidelity, the school will recruit and hire a highly qualified School Implementation Manager (SIM). The SIM will be assigned to the school site and will support the school site administrative staff. The district will sustain these actions by identifying additional funding sources through Title I, Receivership Funds, and General Funds.
- *John Hopkins TDS program* – \$253, 940 (receivership) - The TDS program includes reorganizing the school into SLC's; establishing a block schedule; managing PD program; implementing and training staff on Early Warning Intervention system. TDS staff include the school-based School Implementation Manager who leads all components of the redesign; ELA and Math facilitators who lead implementation of the double-dose 9th grade ELA and

Math curriculum, plus PD and instructional support, including training school-based ELA and Math coaches who sustain instructional leadership after the 3-year partnership is over.

- *Internationals Academy* - \$100,000 (receivership) The International Academy, a homogenous, multi-grade SLC in grades 9-12, is designed to address the specific needs of newcomer SIFE and EL students who lack English and lack or have experienced gaps in their education. HHS engaged the International Network of Public Schools to help implement their successful program, which will serve approximately 280 students. This is sustainable beyond the grant period because it creates a structure and trains teachers on strategies that can be used into the future.

### **Professional Development**

- *Pearson PD COP Institutes, summer and school year* - **\$100,000 (SIG)** - Pearson will provide intense comprehensive PD to the high school instructional staff in the core subjects. On-site instructional coaching will take place in classrooms in supporting teachers with teaching in an extended period, CCLS shifts, and developing instructional units utilizing the Understanding by Design protocol. Strategies learned can be used beyond the grant period.
- *Summer Institute at Harvard* - **\$12,000 (SIG)** - Administrative staff at the high school will participate in the Leadership Training in Urban Schools to build leadership capacity in the school building and shift the academic culture, becoming instructional leaders who effectively utilize and analyze instructional data. Strategies and practices learned can be used beyond the grant period.
- *REACH School Leader Coaching Program & Data Team* – **\$20,000 (SIG)** - REACH consultants will facilitate the development of a school site data inquiry team to develop instructional leader expertise in understanding and interpreting school-wide data and identifying best practices to intervene chronic underperformance of students.
- *CCLS & Technology Workshops* - **\$5,000 (SIG)** - Workshops for administrators and teachers to increase staff capacity in CCLS instructional shifts and technology integration. The funds will cover costs of registration, travel reimbursement, conference attendance reimbursement, and materials. Strategies and practices learned can be used beyond the grant period.
- *Full-time Math & ELA Coaches (2)* - \$250,000 (General Fund/Title 1) - These school-based ELA and Math coaches work with instructional staff, with assistance from TDS ELA/Math Facilitators to provide coaching, PD leadership, and assistance to instructional staff. These positions will be sustained by the district beyond the grant period to provide ongoing support.

### **Student Academic Achievement & Enrichment**

- *Instructional Materials* – **\$9,000 (SIG)** - To support the instructional program at the high school, students will be provided with calculators and flash drives for their technological portfolio to help with their mathematic and technology skills in the Common Core Algebra I and Common Core ELA 9.
- *Right Reason software* – **\$5,000 (SIG)** - Right Reason provides access to accredited online courses for students who have fallen behind during a particular quarter/semester in a specific discipline. This credit recovery program provides a mechanism for students to continue in their course of study and enables them to close the gap on lost course work from the previous quarter. It will be used in the TIGER Academy extended day program. The district will sustain this program beyond the grant period to support students with academic needs.
- *4 Transformation Teachers* - \$400,000 (Title 1/receivership) – These additional teachers in the core subjects will reduce student-teacher ratios in classes where students historically fail.

- *Tiger Academy Extended Day* - \$250,000 (General Fund) - The school day will be extended 4 hours per day, 5 days a week. The time will be used for credit recovery, tutoring, college-prep, and enrichment programs for all students.
- *Saturday Academy* - \$150,000 (General Fund/Title I) - A Saturday program will be used for credit recovery, tutoring, college-prep, and enrichment programs for all students.
- *Summer Bridge Program for Incoming 9<sup>th</sup> Graders* - \$85,000 (General Fund) - Three-week summer bridge transition program for incoming 9th graders, designed to increase readiness for high school. Curriculum: Core ELA and Math, Advisory-style high school readiness.
- *BOCES Career & Technical Education* – (BOCES) – Students may take part in the technology career track programs and/or credit recovery programs offered.

### **College-Going Culture**

- *College & Career Counselor* - **\$40,000 (SIG)** - Will assist the school with the development of a college and career culture through the development of a college & career center, facilitating parent workshops, coordinating college tours, and providing school-wide orientations. The district will sustain this position beyond the grant period.
- *Naviance Software* -**\$7,000 (SIG)** - Naviance software provides a comprehensive college and career readiness solution for high schools that helps align student strengths and interests to post-secondary goals and improve student outcomes. It also tracks college-bound data.
- *College and Career Trips* - **\$5,000 (SIG)** - Local and interstate college and career trips to expose students to the options of higher education that are available to them. This will provide transportation, reimbursement of teacher travel costs for offsite meetings, conferences, workshops, and registrations. The district will cover the cost of these trips beyond the grant period; additionally, the school will seek outside funding.
- *Development of College and Career Center* - **\$100,000 (SIG)** - A one-time cost to establish a College and Career Center that will assist students in researching and developing college options and career paths beyond the grant period. This center will provide information and support for students to research scholarships, receive admission counseling and other post-secondary guidance. This cost will cover the expenditures of computer technology for student access, furniture to develop a room environment to support high expectations give students access to Naviance, the interactive board will help to engage students with out of state schools and participate in satellite interviews. The purchase of a fax, printer, and copy machine will give student access and designated space as they prepare applications for career and college. The poster maker will help to effectively communicate with the student body of deadlines and events taking place at the school site.
- *Smart Scholars* \$250,000 (ECHS grant) - This program, offered in partnership with Farmingdale State College, allows students to earn college credits while still in high school.

### **School Climate**

- *Safe Schools Conference* - **\$5,000 (SIG)** – This conference in Denver, Colorado helps administrators and support learn strategies and solutions for promoting safer school environments.

### **Community Engagement**

- *Bilingual Parent/community Liaison* - **\$50,000 (SIG)** - The bilingual parent/community liaison will engage all parents in the community, organize the parent center, coordinate parent activities such as parent orientations and parent workshops, and serve as liaison between school and homes, increasing parental engagement. The bilingual parent/community liaison will also development a bilingual monthly parent newsletter to inform parent and

community of the schools progress and needs, and provide translation service for the school's increasing Hispanic population five days a week. The district will sustain this position beyond the grant period.

- *Development of a Parent Center* - \$50,000 (General Fund) - A one-time cost to establish a Parent Center that will serve as a home base for the coordination of parent workshop, activities, and programs that strengthen the home-school connection. This contributes to the school climate goal.
- *Parent Center activities including Workshops, Guest Speakers* - **\$7,000 (SIG)** - These resources and materials will be purchased to develop and establish the Parent Center that will function as a parent resource and hub to promote and increase parent involvement and engagement.

### **Stakeholder Communications**

- *Communications: Annual Report, Principal Newsletter, Website* - **\$3,000 (SIG)** - The school will create ten monthly publications to inform and communicate essential information about the high school. The expenditure will offset the cost of mailing, printing, and writing.
- *Publication Printing* - **\$2,000 (SIG)** - Offset printing costs for school wide publication to inform community of school progress on a quarterly and annual basis

## **YEAR 2**

### **School Redesign**

- *School Implementation Manager* - **\$130,000 (SIG)**
- *TDS program and components* - \$193,940 (receivership)
- *International Academy* - \$100,000 (receivership)

### **Professional Development**

- *Pearson PD COP Institutes, summer and school year* - **\$100,000 (SIG)**
- *Summer Institute at Harvard* - **\$12,000 (SIG)**
- *REACH School Leader Coaching Program & Data Team* – **\$20,000 (SIG)**
- *CCLS & Technology Workshops* - **\$5,000 (SIG)**
- *Full-time Math & ELA Coaches (2)* - \$250,000 (General Fund/Title 1)

### **Student Academic Achievement & Enrichment**

- *Instructional Materials* – **\$9,000 (SIG)**
- *Right Reason software* – **\$5,000 (SIG)**
- *4 Transformation Teachers* - \$400,000 (Title 1 & receivership)
- *Tiger Academy Extended Day* - \$250,000 (General Fund + **\$13,000 SIG**)
- *Saturday Academy* - \$150,000 (General Fund/Title I)
- *Summer Bridge Program for Incoming 9<sup>th</sup> Graders* - **\$85,000 (SIG)**
- *BOCES Career & Technical Education* – (BOCES)

### **College-Going Culture**

- *College & Career Counselor* - **\$40,000 (SIG)**
- *Naviance Software* - **\$7,000 (SIG)**
- *College and Career Trips* - **\$5,000 (SIG)**
- *NY Gear Up* – \$250,000 (NYGEARUP grant) – This college prep program with Nassau Community College is designed to increase student readiness for college.
- *Smart Scholars* - \$250,000 (ECHS grant)

### **School Climate**

- *Safe Schools Conference - \$5,000 (SIG)*

#### **Community Engagement**

- *Bilingual Parent/community Liaison - \$50,000 (SIG)*
- *Parent Center activities including Workshops, Guest Speakers - \$7,000 (SIG)*

#### **Stakeholder Communications**

- *Communications: Annual Report, Principal Newsletter, Website - \$5,000 (SIG)*
- *Publication Printing - \$2,000 (SIG)*

### **YEAR 3**

#### **School Redesign**

- *School Implementation Manager - \$130,000 (SIG)*
- *TDS program and components - \$193,940 (General Fund)*
- *International Academy - \$100,000 (General Fund)*

#### **Professional Development**

- *Pearson PD COP Institutes, summer and school year - \$100,000 (SIG)*
- *Summer Institute at Harvard - \$12,000 (SIG)*
- *REACH School Leader Coaching Program & Data Team – \$20,000 (SIG)*
- *CCLS & Technology Workshops - \$5,000 (SIG)*
- *Full-time Math & ELA Coaches (2) - \$250,000 (General Fund/Title 1)*

#### **Student Academic Achievement & Enrichment**

- *Instructional Materials – \$9,000 (SIG)*
- *Right Reason software – \$5,000 (SIG)*
- *4 Transformation Teachers - \$400,000 (Title 1 & receivership)*
- *Tiger Academy Extended Day - \$250,000 (General Fund + \$15,000 SIG)*
- *Saturday Academy - \$150,000 (General Fund/Title I)*
- *Summer Bridge Program for Incoming 9<sup>th</sup> Graders - \$85,000 (SIG)*
- *BOCES Career & Technical Education – (BOCES)*

#### **College-Going Culture**

- *College & Career Counselor - \$40,000 (SIG)*
- *Naviance Software - \$7,000 (SIG)*
- *College Trips - \$5,000 (SIG)*
- *NY Gear Up – \$250,000 (NYGEARUP grant)*
- *Smart Scholars (General Fund/Seek alternate funding sources)*

#### **School Climate**

- *Safe Schools Conference - \$5,000 (SIG)*

#### **Community Engagement**

- *Bilingual Parent/community Liaison - \$50,000 (SIG)*
- *Parent Center activities including Workshops, Guest Speakers - \$7,000 (SIG)*

#### **Stakeholder Communications**

- *Communications: Annual Report, Principal Newsletter, Website - \$3,000 (SIG)*
- *Publication Printing - \$2,000 (SIG)*

### **YEAR 4**

#### **School Redesign**

- *School Implementation Manager - \$65,000 (General Fund/Title 1) – part-time*

- *International Academy* – No additional cost

#### **Professional Development**

- *Pearson PD COP Institutes, summer and school year* - **\$50,000 (SIG)**
- *REACH School Leader Coaching Program* – **\$10,000 (SIG)**
- *CCLS & Technology Workshops* - **\$5,000 (SIG)**
- *Full-time Math & ELA Coaches (2)* - \$250,000 (General Fund/Title 1)

#### **Student Academic Achievement & Enrichment**

- *Instructional Materials* – **\$11,000 (SIG)**
- *Right Reason software* – **\$5,000 (SIG)**
- *4 Transformation Teachers* - \$400,000 (Title 1 & receivership)
- *Tiger Academy Extended Day* - \$250,000 (General Fund)
- *Saturday Academy* - \$150,000 (General Fund/Title I)
- *Summer Bridge Program for Incoming 9<sup>th</sup> Graders* - \$85,000 (General Fund)
- *BOCES Career & Technical Education* – (BOCES)
- *TDS student consumables* - **\$100,000 (SIG)** – To continue implementation of the TDS-designed curriculum, HHS will need to purchase student consumables for Strategic Reading (\$28,000), Freshman Seminar (\$31,000), and Transition to Advanced Mathematics (\$41,000). These costs are folded into the TDS price for the first three years.

#### **College-Going Culture**

- *College & Career Counselor* - **\$40,000 (SIG)**
- *Naviance Software* - **\$7,000 (SIG)**
- *College Trips* - **\$5,000 (SIG)**
- *NY Gear Up* – \$250,000 (NYGEARUP grant)
- *Smart Scholars* (General Fund/Seek alternate funding sources)

#### **School Climate**

- *Safe Schools Conference* - **\$5,000 (SIG)**

#### **Community Engagement**

- *Bilingual Parent/community Liaison* - \$50,000 (General Fund/Title 1)
- *Parent Center activities including Workshops, Guest Speakers* - **\$7,000 (SIG)**

#### **Stakeholder Communications**

- *Communications: Annual Report, Principal Newsletter, Website* - **\$3,000 (SIG)**
- *Publication Printing* - **\$2,000 (SIG)**

### **YEAR 5**

#### **School Redesign**

- *School Implementation Manager* - \$65,000 (General Fund/Title 1) – part-time
- *International Academy* – No additional cost

#### **Professional Development**

- *Pearson PD COP Institutes, summer and school year* - **\$50,000 (SIG)**
- *REACH School Leader Coaching Program* – **\$10,000 (SIG)**
- *CCLS & Technology Workshops* - **\$5,000 (SIG)**
- *Full-time Math & ELA Coaches (2)* - \$250,000 (General Fund/Title 1)

#### **Student Academic Achievement & Enrichment**

- *Instructional Materials* – **\$11,000 (SIG)**
- *Right Reason software* – **\$5,000 (SIG)**

- *4 Transformation Teachers* - \$400,000 (Title 1 & receivership)
- *Tiger Academy Extended Day* - \$250,000 (General Fund)
- *Saturday Academy* - \$150,000 (General Fund/Title I)
- *Summer Bridge Program for Incoming 9<sup>th</sup> Graders* - \$85,000 (General Fund)
- *BOCES Career & Technical Education* – (BOCES)
- *TDS student consumables* - **\$100,000 (SIG)**

#### **College-Going Culture**

- *College & Career Counselor* - **\$40,000 (SIG)**
- *Naviance Software* -**\$7,000 (SIG)**
- *College Trips* - **\$5,000 (SIG)**
- *NY Gear Up* – \$250,000 (General Fund/Seek alternate funding sources)
- *Smart Scholars* (General Fund/Seek alternate funding sources)

#### **School Climate**

- *Safe Schools Conference* - **\$5,000 (SIG)**

#### **Community Engagement**

- *Bilingual Parent/community Liaison* - \$50,000 (General Fund/Title 1)
- *Parent Center activities including Workshops, Guest Speakers* - **\$7,000 (SIG)**

#### **Stakeholder Communications**

- *Communications: Annual Report, Principal Newsletter, Website* - **\$3,000 (SIG)**
- *Publication Printing* - **\$2,000 (SIG)**

### III.B. ii. How Funds Support the Model

The SIG funds and supporting funding sources from the LEA, federal, and local grants complete the picture of school redesign. The budget features a heavy investment in professional development and partner support in the first three years of implementation, during which staff is trained to implement standards-based curriculum and CCLS shifts in a way that will not only impact student achievement, but also serve the goal of improving teacher morale, engagement, and retention. This speaks to the development of all teachers into effective and highly effective teachers who have every opportunity to improve their practice so as to avoid being removed from the school as described under the APPR plan.

SIG funds are allocated toward a School Implementation Manager, who, in conjunction with TDS as a district-supported partner, will lead the school redesign into SLC's with a block schedule that regains instructional minutes lost to passing periods. This begins to address the Transformation Model requirement of increased learning time, which is additionally supported by district funds for the Tiger Academy extended day, Saturday academy extended week, and Summer Bridge extended year programs. The SIM-led school redesign also builds PLC's into the schedule, during which teachers have a year-long structure of added time for professional collaboration, also a stipulation of the Transformation Model.

Again, the Key Strategies around the entire redesign speak to the operating flexibility afforded HHS by the LEA in order to accomplish major change during the SIG grant period.

The LEA and HHS worked collectively to make sure the requested resources address the needs outlined in the ICLE needs assessment, while equitably allocating funds that will support all subgroups of students.

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

<b>SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART</b>	<b>Unit</b>	<b>District Average</b>	<b>Baseline Data</b>	<b>Target for 2015-16</b>	<b>Target for 2016-17</b>	<b>Target for 2017-18</b>	<b>Target for 2018-19</b>	<b>Target for 2019-20</b>
<b>I. Leading Indicators</b>								
a. Number of minutes in the school year	min	69,184	69,184	76,244	76,244	76,244	TBD	TBD
b. Student participation in State ELA assessment	%	90%	90%	95%	95%	95%	100%	100%
c. Student participation in State Math assessment	%	96%	96%	100%	100%	100%	100%	100%
d. Drop-out rate	%	17%	11%	-6%	-3%	-3%	-3%	-3%
e. Student average daily attendance	%	89%	80%	90%	95%	95%	95%	95%
f. Student completion of advanced coursework	%		7%	15%	20%	35%	45%	50%
g. Suspension rate	%	7%	14%	10%	7%	5%	3%	3%
h. Number of discipline referrals	num							
i. Chronic absenteeism rate	%							
j. Teacher attendance rate	%							
k. Teachers rated as “effective” and “highly effective”	%	81%	88%	90%	95%	100%	100%	100%
l. Hours of professional development to improve teacher performance	num	10	10	20	30	20		
m. Hours of professional development to improve leadership and governance	num	10	10	20	30	20	20	20
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num	0	20	20	20	20	20	20
<b>II. Academic Indicators</b>								
a. ELA performance index	PI		92	105	150			
b. Math performance index	PI		79	90	145			
c. Student scoring “proficient” or higher on ELA assessment	%	53%	60%	70%	73%	80%	85%	90%
d. Students scoring “proficient” or higher on Math assessment	%	58%	65%	70%	73%	80%	85%	90%
e. Average SAT score	score							
f. Students taking PSAT	%							
g. Students receiving Regents diploma with advanced designation	%	3%	4%	9%	13%	16%	18%	25%

h. High school graduation rate	%	37%	43%	55%	65%	70%	80%	85%
i. Ninth graders being retained	%		44%	-10%	-10%	-10%	-10%	-10%
j. High school graduates accepted into two or four year colleges	%							

*\*Bi-monthly telephone calls will be conducted with LEA's to consider interim data and progress being made toward yearly targets*

\*Some of the above data was not previously collected by the school. HHS is implementing a school-wide focus on data including a data team, with the assistance of partner REACH, to collect and track data. In addition, the LEA will acquire the college data-tracking program Nabiance that HHS can use, with help from the new College Counselor, to collect and analyze college-going data. This form will be updated as needed to reflect additional data sources.

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

Attachment C  
Evidence of Partner Effectiveness Chart

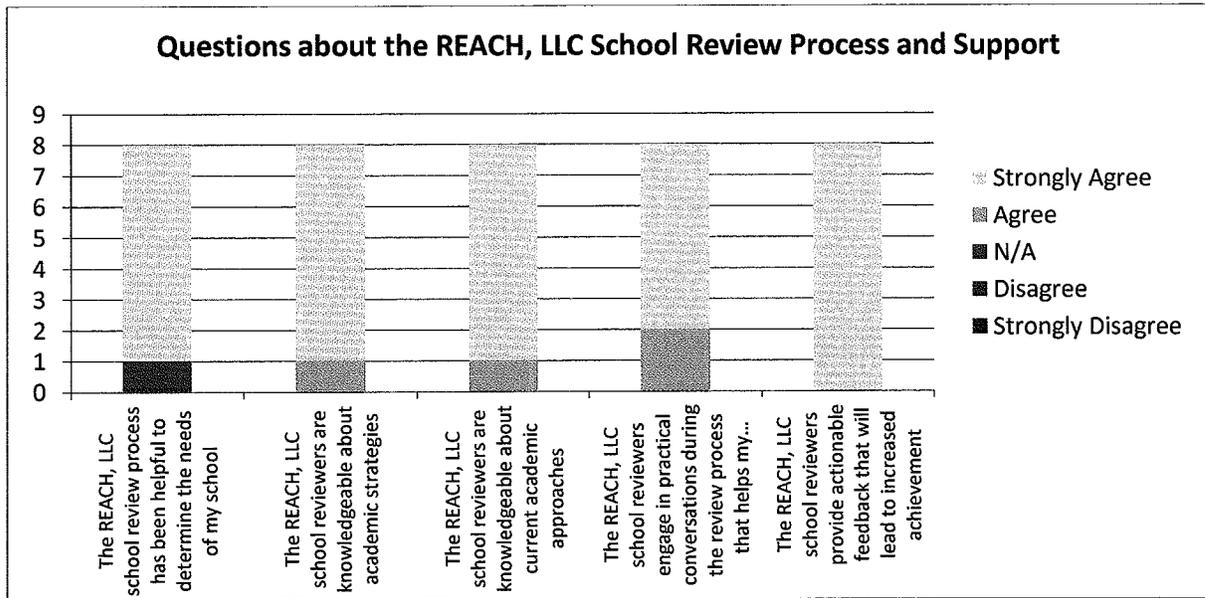
<b>Partner Organization Name and Contact Information and description of type of service provided.</b>	<b>Schools the partner has successfully supported in the last three years</b> (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	<b>References / Contacts</b> (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.)
REIMAGINE EXCELLENCE AND ACHIEVEMENT CONSULTING HOUSE (REACH), LLC 557 Grand Concourse Suite 3-167 Bronx, New York 10451 <a href="http://www.reachedsolutions.com">www.reachedsolutions.com</a> President and CEO Dr. Monica George-Fields <a href="mailto:mgfields@reachedsolutions.com">mgfields@reachedsolutions.com</a> 646-389-8228	<ol style="list-style-type: none"> <li>1. St. Paul, Minnesota School District</li> <li>2. EAA School District of Detroit School District</li> <li>3. Urban Scholars Elementary School</li> <li>4. Bronx Design and Construction High School</li> <li>5. PS/MS 178 Saint Clair Mckelway School</li> <li>6. Danny Kaye School</li> <li>7.</li> <li>8.</li> <li>9.</li> <li>10.</li> </ol>	<ol style="list-style-type: none"> <li>1. Cheryl Carlstrom Director of Title I Federal Programs (Cheryl.carlstrom@spps.org)</li> <li>2. Veronica Conforme, Chancellor of EAA Detroit Schools (vconforme@eaafmichigan.org)</li> <li>3. Debra Jones, Principal (Djones51@schools.nyc.gov)</li> <li>4. Abigail Lovett, Principal (alovett@bxdcda.org)</li> <li>5. Joseph Henry, Principal (Jhenry1@schools.nyc.gov)</li> <li>6. Yvette Donald, Principal (yschoff@schools.nyc.gov)</li> <li>7.</li> <li>8.</li> <li>9.</li> <li>10.</li> </ol>
<b>Partner Organization Name and Contact Information and description of type of service provided.</b>	<ol style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ol>	<b>References / Contacts</b> (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.) <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> </ol>





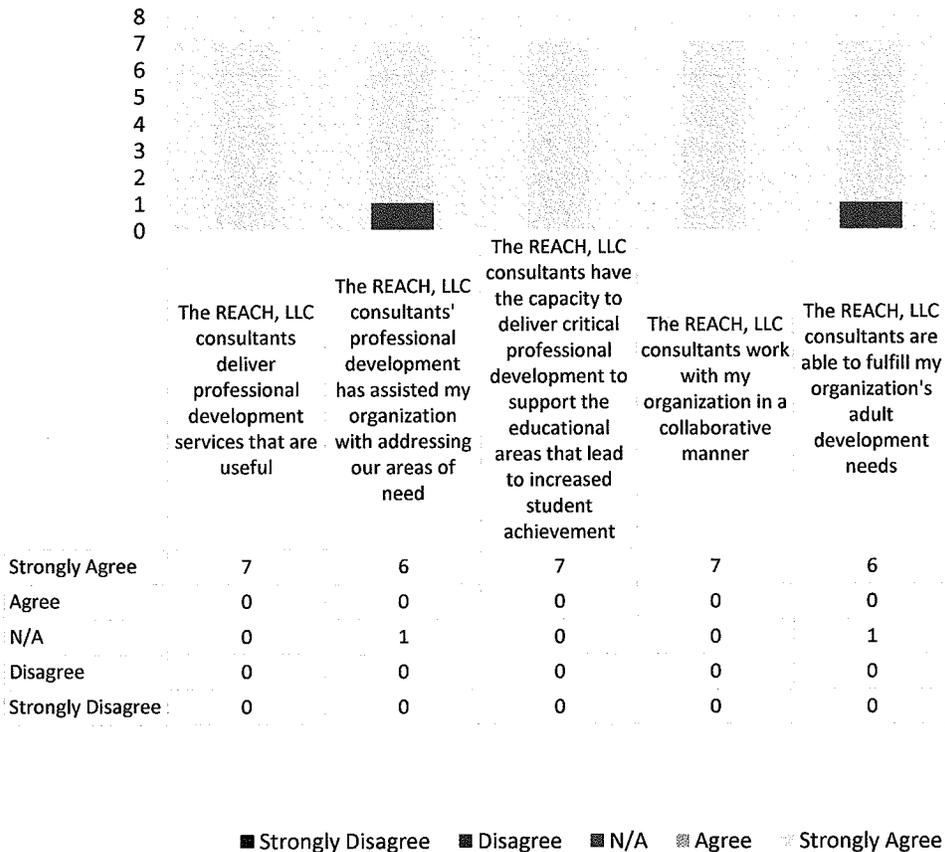
**Attachment C - Evidence**  
**Evidence of Partner Effectiveness Chart**

Currently, REACH©, LLC supports several districts and schools around the country. Our work in St. Paul, Minnesota and Detroit, Michigan includes assessing their Focus and Priority Schools’ effectiveness using the REACH©, LLC DROCLSD process and protocol. This protocol is similar to the DTSDE Conceptual Frames. It was created by the architect of the DTSDE, Dr. Monica George-Fields, in order to resemble the process and protocols of the DTSDE; however, the DROCLSD™ is based on concepts, which is fundamentally different than the DTSDE. In addition, REACH©, LLC works with schools in other states, such as New Jersey and Utah, to use the self-assessment component of the DROCLSD™ for their high-achieving schools. The feedback from principals and district administrators is extremely positive and there is consensus that our process and expertise has and will continue to assist them with increasing student achievement. A recent survey administered to our clients, which was focused on school and district reviews, yielded the following results:



We were thrilled to confirm that 100% of our clients find that the feedback reports and information provided through our process lead to increased student achievement. The satisfaction expressed by our clients around school and district reviews reflects the sentiments of our clients receiving professional development support and services. Our organization provides professional development and programs to schools that are attempting to change their educational environments. The face-to-face professional development, coaching, and mentoring provided to school leaders and other school members have been instrumental for districts and the school communities receiving the support. Thus far, REACH©, LLC provides services to schools aligned to strategic planning, school culture development and improvement, perception monitoring (via survey administration), and data collection and analysis. The following chart demonstrates the level of satisfaction with these services.

## Professional development services from REACH, LLC consultants.



Our organization executives have worked and partnered with the New York State Education Department and are well versed in the federal, state, and local policies and guidelines, as it pertains to Title I funding sources, School Improvement Grants, and other regulatory statues that this RFP may encompass. Our executives regularly provide guidance to superintendents throughout New York State about compliance with regulations. Below is a chart that exemplifies the types of schools our consultants have worked and/or led.

**Specific Outcome of the Services Provided the Following Schools and Districts**

Location	Deliverable	Specific Outcome	When Delivered
St. Paul, Minnesota School District	Diagnostic Review for the Optimal Conditions of Learning in Schools and Districts – Onsite training, licensing of reviews, and face-to-face professional development, which included job-embedded training for reviews	<ol style="list-style-type: none"> <li>Central office staff received intensive professional development aligned to conducting school reviews</li> <li>School review of Priority Schools</li> <li>District received a license to use the DROCLSD for the school year</li> </ol>	2014-2015 School Year
EAA School District of Detroit School District	Assessment of all EAA of Detroit Michigan elementary schools	<ol style="list-style-type: none"> <li>Intensive and comprehensive assessment of Chancellor Schools in Detroit Michigan, which yielded an assessment report and recommendations for school leadership</li> </ol>	2014-2015 School Year
Urban Scholars Elementary School	Perception survey on conditions for teaching and response to accountability tools and school assessment	<ol style="list-style-type: none"> <li>Analysis of survey report</li> <li>Assessment report of instructional practices in the school</li> </ol>	2013-2014 and 2014-2015 School Years
Bronx Design and Construction High School	Leadership team training	<ol style="list-style-type: none"> <li>Full-day leadership training team training focused on vision, mission, and action planning work</li> </ol>	2014 – 2015 School Year
PS/MS 178 Saint Clair McKelway School	Quality review training teacher team inquiry training and data driven instruction professional development	<ol style="list-style-type: none"> <li>Quality review professional development for staff and administrators yielded a mock review with specific recommendations for improvement</li> <li>Teacher team training using a specific protocol created by REACH©, LLC President Monica George-Fields that yielded more focused instructional practices aligned to specific data targets</li> </ol>	2012 -2015
Danny Kaye School	Systems thinking professional development	<ol style="list-style-type: none"> <li>Staff professional development that provided specific strategies and practices to address school culture change</li> </ol>	2012 – 2013 School Year

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.)
<p>The Princeton Review 6900 Jericho Tpke, Ste. LL 102 Syosset, NY 11791 Lesley Kniffin, Executive Director of Educational Partnerships <a href="mailto:Lesley.kniffin@review.com">Lesley.kniffin@review.com</a> 516-714-5458</p> <p>Content and test prep review for: Math, ELA, SAT, ACT, PSAT, Regents, ASVAB, SAT Subject Test</p>	<p>1. Roosevelt Union Free School District</p> <p>2. Valley Stream Central High School District</p>	<p>Reina Jovin Guidance Roosevelt High School 1 Wagner Avenue Roosevelt, NY 11575 <a href="mailto:rjovin@rufsd.org">rjovin@rufsd.org</a> 516-345-7377</p> <p>Tara Richards District Director of Guidance Valley Stream Central High School District 1 Kent Road Valley Stream, NY 11580 <a href="mailto:richardt@vschsd.org">richardt@vschsd.org</a> 516-872-5625</p>
	<p>3. Sachem School District</p> <p>4.</p> <p>5.</p> <p>6.</p> <p>7.</p> <p>8.</p> <p>9.</p> <p>10.</p>	<p>Paul Mianzo Deputy Superintendent Sachem School District 51 School Street Lake Ronkonkoma , New York 11779 <a href="mailto:pmianzo@sachem.edu">pmianzo@sachem.edu</a> (631) 471-1350</p>

## Talent Development Evidence of Effectiveness

There is much research to support Talent Development Secondary. For the sake of the limitations of this application, one will be cited here. MDRC, an independent nonprofit education and social policy research organization, conducted a third-party evaluation of Talent Development. This rigorous evaluation focused on the first five high schools to begin using the model in the School District of Philadelphia. The evaluation follows 20 cohorts of ninth-grade students for up to four years of high school using a comparative interrupted time series research design. Key Findings include the following:

- **Talent Development produced substantial gains in attendance, academic course credits earned, and promotion rates during students' first year of high school.** These impacts emerged in the first year of implementation and were reproduced as the model was extended to other schools in the district and as subsequent cohorts of students entered the ninth grade.
- **Talent Development's strong positive impacts during the first year of high school are consistent with the model's intensive initial focus on the ninth grade** and its emphasis on combining high-quality curricular and instructional enhancements with pervasive structural reforms aimed at building supportive and personalized learning environments.
- **The improvements in credits earned and promotion rates for ninth-graders were sustained as students moved through high school.** Improvements in student performance on the eleventh-grade state standards assessment began to emerge for later cohorts of students as the most intensive components of the model were extended beyond the ninth grade. There are also early indications that Talent Development is improving graduation rates. The findings in this report provide encouraging evidence that real improvements can be made in some of the lowest-performing high schools in the country.

([http://www.mdrc.org/sites/default/files/full\\_432.pdf](http://www.mdrc.org/sites/default/files/full_432.pdf))

The primary strengths of the TDS model are its strong research base, its experience with low-performing schools over the last 20 years, its ability to influence the culture of a school through intensive support and capacity building professional training. An on-site school transformation facilitator (STF) coordinates the restart process and implementation, and instructional facilitators (IFs) support expert school-based content coaches assigned or hired by the Hempstead school district (HSD). The additional personnel, combined with the core components of the TDS model and the re-organized and supported efforts of the school staff, create the opportunity for multi-year school improvement. TDS' double-dose courses in mathematics and English language arts enable all students to strengthen basic skills and achieve academic success. TDS stresses the use of data to drive instruction and to provide whole school and individual interventions.

## **Pearson Professional Development – Evidence of Effectiveness**

### **Case Study: DeKalb County Schools, DeKalb, Georgia**

In 2009 Pearson began a partnership with DeKalb County Schools, for the purpose of helping to improve student achievement. A total of 40 schools adopted Pearson's school reform model, which is grounded in job-embedded training and coaching support for teachers and leaders. This model includes a laser-like focus on the core areas of English Language Arts and Mathematics, including classroom based coaching and modeling that presents and supports evidence-based instructional and assessment practices. The model is also grounded in teacher and leader workgroup efforts, meaning Pearson coaches worked closely with their monthly Professional Learning Communities to introduce, model, and explore new practices for improved student outcomes.

**Results:** After only one year of reform, many of the schools were showing respectable improvements in student achievement. On the End of Course Test in mathematics for "Math 2" (an integrated math course for high school students), student proficiency increased. Across the state of Georgia most high schools showed a 3% increase in student proficiency as compared to the prior year. In DeKalb, that percentage increased to 5%. But among the DeKalb schools working directly with Pearson for school reform, there was approximately a 10% increase in student proficiency over the prior year.

Clarkston High School (one of DeKalb's many high schools) showed highly impressive advancements in student mathematics proficiency. From 2010 to 2011 the percentage of students proficient on the Math 2 End of Course test increased from 45% to 54% (a change of 9% in only one year).

In addition to significant gains in mathematics, one of the greatest results evidenced in DeKalb County Schools is the increased attention to and promotion of ongoing coaching efforts. Follow up visits to the school revealed that coaches are now working together to determine next steps, and tiered support for teachers is now just "the way they do business." The school leadership teams provide regular focus for instructional and assessment support, and peers support one another through collaborative learning opportunities.

In summary, Pearson's job embedded supports (coaching, modeling, lesson study) for some very low performing schools resulted in improved school cultures, increased mathematics proficiency, and greater support for the teaching, leading, and learning process.

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**Brief Description of Engagement and Results** (with similarities and differences from Mississippi requirements highlighted):

Pearson rigorously worked side by side with the Hazelwood School District in 2012-2013 to introduce, implement, and help sustain a rigorous data-driven approach that included formal professional development, coaching, and local collaboration. Utilizing resources and inputs from our Assessment Training Institute, the district systematically inched staff closer to a broader understanding of the role of assessments and student data to drive instruction and leadership. Pearson coaches worked side by side with teachers helping them gain a deeper understanding of data and assessment literacy, as a solid construct was required before staff could implement data-driven practices. As a result of our work, the district has begun to see a major shift in staff understanding and willingness to embrace data practices as a normal part of the teaching, leading, and learning experience.

## **Similar Services: Positively Impacting Student Achievement**

Multiple rural and urban schools across the nation and in Puerto Rico have implemented Pearson's school improvement model with great success and many have used SIG funds to do so. The following case studies provide evidence to that success.

### **Escuela Superior Medardo Carazo, Puerto Rico**

Escuela Superior Medardo Carazo, named after a dedicated local teacher and administrator, was built in the 1950s to serve the community of Trujillo Alto in Puerto Rico. After educating students for more than a half century, the school needed to update its pedagogy and facilities for the 21st century.

#### **Challenge**

Students at Escuela Superior Medardo Carazo were receiving only average grades on key high stakes tests which negatively affected teacher, student, and school community morale. "Medardo Carazo [was] the school that no one chose to go to because students were known for cutting class," says Director Mayra Monroy. The school was formally identified by the Department of Education of Puerto Rico as a school in need of transformation and as a result was eligible for SIG funds made available by the US Department of Education. To raise achievement and engagement, the school needed a new vision, strong leadership, and targeted professional development. The school also needed an updated building with new technology so that students could learn the technical skills required to succeed in college and career.

#### **Solution**

The Puerto Rico Department of Education engaged Pearson in March 2012 to assist in the transformation of Escuela Superior Medardo Carazo. Pearson partnered with the school and the Puerto Rico Department of Education to implement SIM, the research-based framework which builds a data-driven culture; aligns curriculum, instruction, and assessment; and improves student, teacher, and community engagement.

Pearson worked closely with staff members to understand stakeholder concerns. Before implementation, a needs assessment and gap analysis was conducted at Medardo Carazo to determine strengths and areas for growth. In addition, a variety of data was gathered from across the school and community. In 2012, targeted professional development sessions were conducted and the decision was made to move into a new, 21st century building that incorporated new technology and modular seating more conducive to group projects in each classroom.

## Results

Over the past two years, Pearson education specialists have been mentoring teachers daily to help them better align curriculum, instruction, and assessment programs. Classroom observations and ongoing professional development also confirm that teachers have the necessary knowledge to prepare their students for critical high stakes assessments. With the intervention of Pearson education specialists, the percentage of students scoring “proficient” or “advanced” has increased 12 points in English and five points in mathematics.

Medardo Carazo’s new data-driven culture has fostered a strong accountability for both teachers and students and improved engagement. For example, the front office of the school features data walls that illustrate core concepts, grade distributions, and high stakes testing scores. “Students set their own goals and manage their own path toward those. It encourages them to strive for better. Data is used for education so teachers can better help students,” Monroy states.

With the new building, Medardo Carazo offers a more inviting atmosphere to prospective students. As a result, enrollment has increased since the redesign, from 593 students in 2012–2013 to 672 in 2013–2014. Students and teachers work in more collaborative classrooms with flexible seating for group work. “The students teach each other and they feel more free. They feel like they’re in college,” says Monroy. “Even the teachers are more comfortable with this type of instruction. The Schoolwide Improvement Model has changed their way of thinking.”

In addition, some after school programs were launched with Pearson’s assistance, as part of an initiative known as extended learning time. Pearson contracted with staff from the Polytechnical University to coach Medardo Carazo’s teachers in robotics. From there, a robotics program was introduced at the school. Remarkably, Medardo Carazo students entered in a robotics competition and won, marking the first time a new team entry came away with first place.

Even more impressive is the 98 percent graduation rate that Medardo Carazo is now seeing. Monroy concludes, “Medardo Carazo is now the school that everyone wants to go to. We’re exceeding student capacity and the new building has encouraged that.”

*With the intervention of Pearson education specialists, the percentage of students scoring “proficient” or “advanced” has increased 12 points in English and five points in mathematics.*

## Kendrick High School, GA

Facing many challenges, Kendrick High School in Georgia, was designated as a school in need of improvement three years in a row. The school applied for and received a SIG funds. Part of the grant was used to fund professional development for the science department, with the goals of changing

instructional practices, adopting data-analysis processes, and instituting more collaboration among teachers and administrators. In the three years since the school improvement plan was initiated, passing rates for end-of-course tests have increased in biology and physical science.

## **Challenge**

At Kendrick High School, a Title I school, more than 85 percent of students face economic disadvantages, and many have low motivation and lack support. By the time they are in high school, many students are struggling because of deficient mathematics and reading skills, and they are unable to reach state-level benchmarks in all subjects, including science. Before Kendrick High School applied for the SIG funds, students were beginning to leave the school or choosing to attend a different high school, which caused enrollment to decline 30 percent over three years. Due to these circumstances, the graduation rate dropped below 50 percent.

The Georgia Department of Education designated Kendrick High School as a “Needs Improvement” school three years in a row because of its poor academic performance. By 2011, school officials knew they needed to make changes and applied for SIG money. Once the grant was approved, teachers and administrators chose to implement the High Schools That Work improvement model, a research-based transformation program established by the Southern Regional Education Board, because other schools in the district had experienced higher student achievement with this approach.

Teachers and administrators then faced the challenge of applying the approach in various departments. School leaders turned to Pearson to help implement the model’s professional development component in the science department, specifically in biology and physical science.

## **Solution**

The grant was approved in the spring of 2011, and Kendrick High School began implementing the model in the fall of 2011. “We had low science scores in both our formative and end-of course assessments,” said Carolyn Randolph, an academic coach. “From the start, our goal was to increase overall student achievement.” Pearson’s education specialist, Dr. Jacquelyn Walton, created a professional development plan centered on changing teachers’ instructional practices to achieve the school’s goal within the parameters of the transformation model.

“The science teachers already had a good work ethic and were very dedicated. They also had great support from their principal, department chair, and instructional coach, so it was easier to help get the teachers on target,” explained Dr. Walton. “At first we held training days with all of the science teachers going over the new standards-based teaching practices. From there I worked with teachers individually, understanding their needs and developing new instructional practices in the classroom. Plus I modeled the practices for them with their kids, so they could see what I was talking about. This made it much easier for the teachers to grasp.”

The new practices entailed analyzing student data, working collaboratively, and assessing the effectiveness of lessons and activities. Physical science teacher LaJoyce Sanders explained, “We scheduled weekly collaborative meetings by course content. One of the things we always discussed was where we were with the state standards and how our students were performing. Then we would look at some of the strategies and discuss what was modeled for us in class. The driving force, though, was the

data. We would look at the types of questions we were giving the students, asking whether they were valid. We looked at what we were teaching and how it aligned to the standards, how we were assessing the students, and then how we could re-teach or re-assess them.”

Teachers also used data to meet students’ individual needs. Dr. Sheila Jones, science department chair, said, “One thing we did as part of our improvement plan was to increase the length of the school day. This gave us the time we needed to implement increased-learning-time classes. In these 45-minute classes, students received direct instruction or remediation on the content. This was done daily. We assessed students weekly, and from the reports we placed them into these classes based on their needs. If they needed help with biology, they were placed in a biology increased-learning-time classroom. This supplemented what teachers were already doing. There was a lot of collaboration on the part of the teachers in doing this, and the test scores showed that it did help the kids overall.”

## **Results**

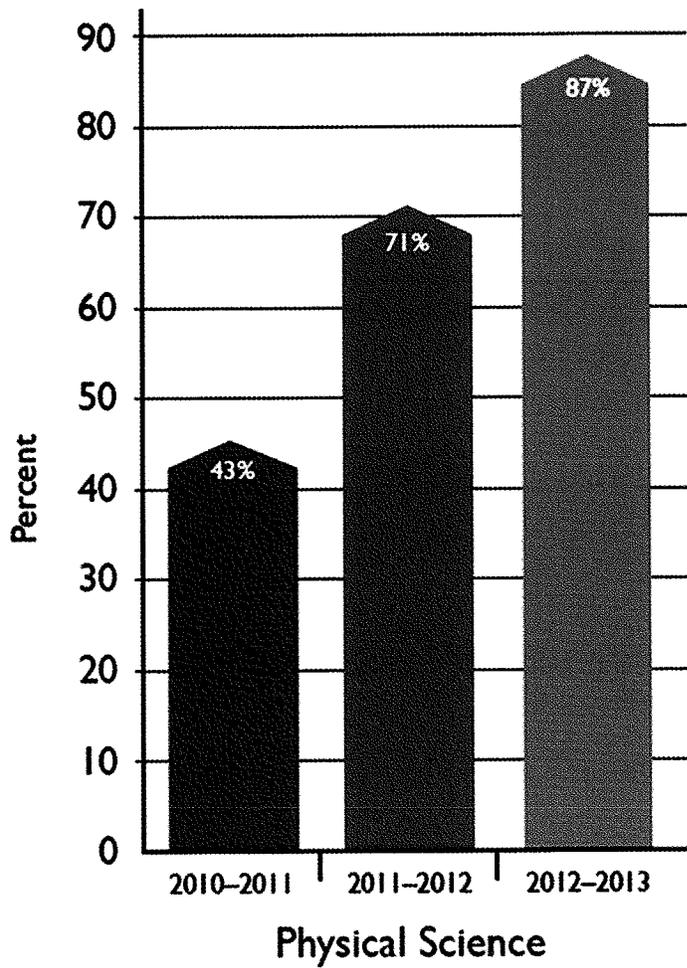
The results reflect all of the students’ and teachers’ hard work. At the end of the 2011–2012 school year, the first year of implementation, the percent of students who passed the Grade 9 physical science end-of-course test rose from 43 to 71 percent, a 28-point increase. End-of-course test passing rates for Grade 10 biology increased from 35 to 64 percent, a 29-point gain.

During the 2012–2013 school year, the second year of implementation, 87 percent of Grade 9 students passed the physical science end-of-course test, an increase of 16 points from the prior year and an increase of 44 points over two years. In biology, 76 percent of Grade 10 students passed the end-of-course test, a 12-point gain from the previous year.

In the third year of using the new instructional practices, end-of-course test passing rates continued to increase. In Grade 10 biology, 81 percent of students passed the test, a gain of five points from the prior year and a 46 point increase since the instructional practices were implemented. Administrators decided to move physical science to Grade 11 that year, and 90 percent of students passed the end-of-course test.

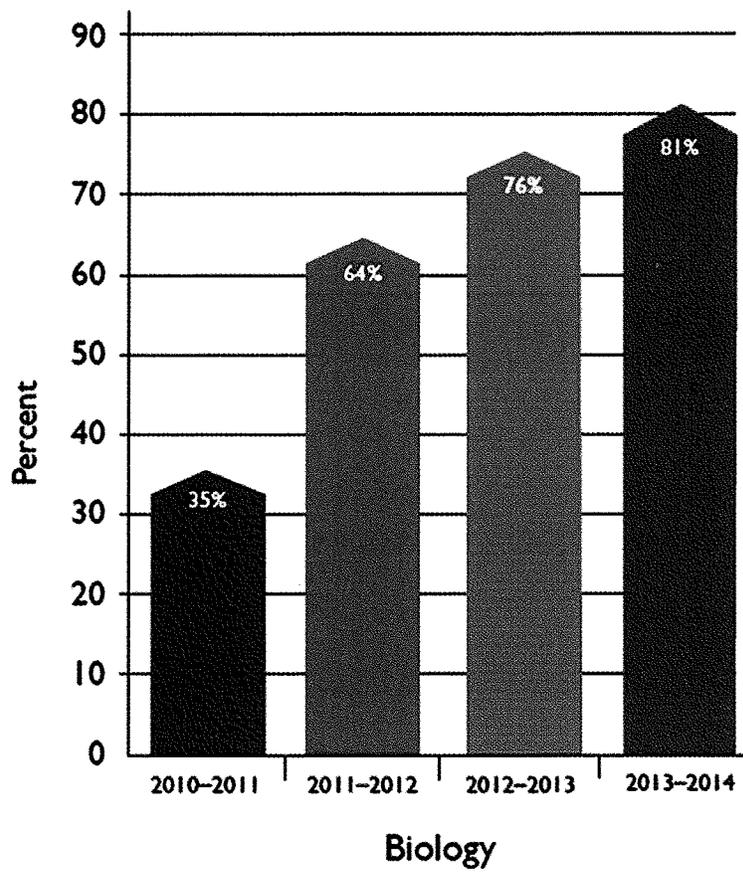
Kendrick High School has seen other indicators of success in addition to test scores. In 2013, the school surpassed the state’s overall College and Career Ready Performance Index (CCRPI) for the first time, scoring 72 percent whereas the state average was 68 percent. In 2014, Kendrick High Schools’ graduation rate reached 69.4 percent, a gain of 20 points since it began implementing new instructional practices. The school also exited the state’s Priority Schools list, a testament to the gains it has achieved.

*During the 2012–2013 school year, the second year of implementation, 87 percent of grade 9 students passed the physical science end-of-course test, an increase of 16 points from the prior year and an increase of 44 points over two years.*

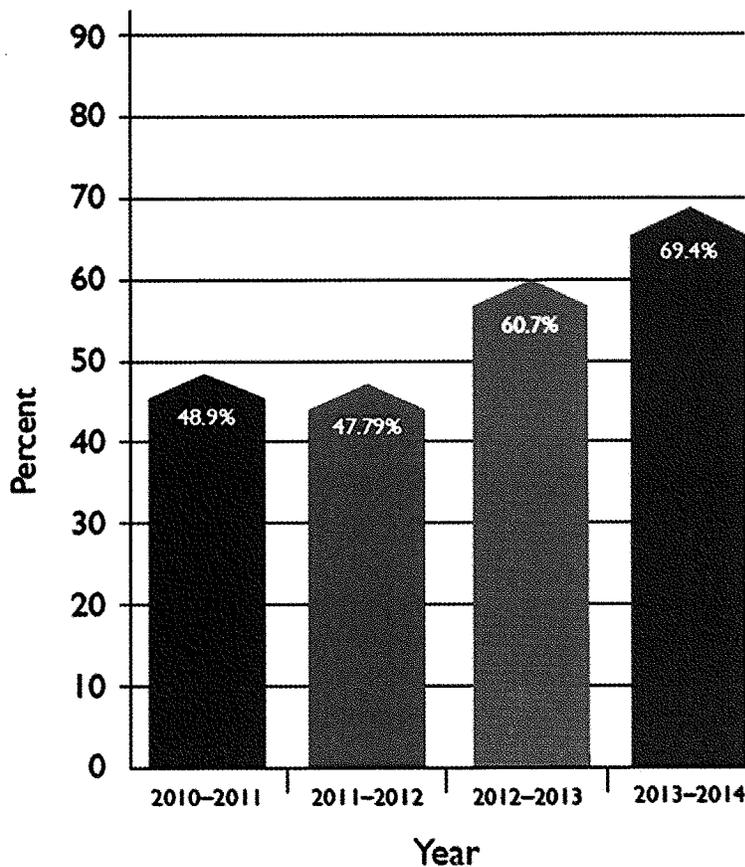


**Note: In the 2013-2014 school year,  
physical science was moved to 11th grade**

**Physical Science Passing Rates.** By 2012-2013, passing rates reached 87 percent.



**Biology Passing Rates.** By 2012-2013, passing rates reached 81 percent.



**Increasing Graduation Rates.** By 2013–2014, graduation rates neared 70 percent.

## **President William McKinley High School, HI**

McKinley High School in Honolulu is in its first year of implementing SIM. A key part of this implementation is training to help the school use data more effectively to inform instruction. The school uses a formative assessment tool, and we are training the teachers to use data from these assessments to plan and deliver instruction. The school's Leadership Team now functions as a data team and participates in trainings to build their capacity to plan and prepare using data from several sources. Our education specialists are using Teacher Success, a complete, customizable online teacher evaluation and coaching system, to gather and share data regarding student engagement in classrooms.

In addition, McKinley High School is using several Pearson intervention programs to help students who are struggling to meet grade-level standards. To strengthen literacy services for ELLs, the school has started using iLit, the first and only complete instructional solution built and delivered on the iPad that offers each student personalized learning support based on their own instructional needs, engaging interactivities, and built-in reward systems that motivate students and track their progress.

McKinley High School is also using our Navigator and Ramp-Up intervention programs to help students narrow the gaps in their performance. Literacy Navigator and Math Navigator provide strategies for

students who struggle with reading and mathematical concepts. Ramp-Up Literacy and Ramp-Up Mathematics provide intervention strategies for students who are performing two or more years behind their peers.

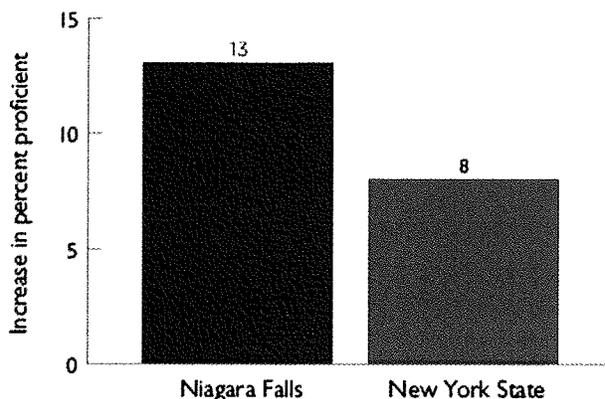
## Niagara Falls City School District, NY

Our engagement with the Niagara Falls City School District in New York began in 1998 when two of the district's elementary schools received Comprehensive School Reform Grants. In 2003, the district used its own resources to bring its remaining six elementary and middle schools into the project. Two years later work began with the district's high school. From 1998 to 2009, we provided whole school reform at all elementary (grades K–6) and preparatory schools (grades 7–8) and since 2008 we have provided targeted literacy and mathematics support at Niagara Falls High School.

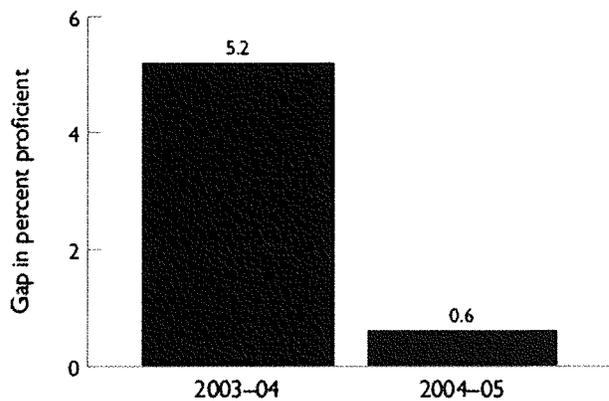
We also began providing K–12 professional development and in-class support in 2010 around implementing the CCSS in literacy, mathematics, social studies, and science and continue to do so. Our programs include content training on instructional shifts and building teacher capacity, as well as the Tools for Understanding program. We work on the development of unit plans for middle and high school mathematics, as well as collection, annotation, and development of anchor papers for performance indicators at each grade level in middle school and high school algebra.

Our working relationship has been maintained through changes in district leadership and changes in education specialists assigned to the district, and the project has evolved through collaborative goal setting and review of progress. Changes in assessments and scaling of assessments make it difficult to consistently track improvements in scores over the period.

However, sample data include an increase from 56 percent of students passing Regents English in 2005–2006 to 72 percent in 2009–2010, and from 58 percent to 76 percent passing Regents Math A over the same period. By 2008, Niagara Falls High School and six other district schools had been designated by New York State as a “high performing/gap closing school.”



**Niagara Falls Schools Outpace State Growth Rate.** During 2004–2005, the district showed an increase in the percentage of students proficient on New York’s Grade 4 ELA assessment.



**Achievement Gap Between Niagara Falls and State Narrows.** The difference between Niagara Falls and New York State in percent proficient and above narrowed on New York's grade 4 ELA assessment.

We enjoy a continuing partnership with Niagara Falls City School District to develop units of study aligned to the New York Common Core Learning Standards for ELA and mathematics. We also pilot performance tasks to inform instruction and professional development at the secondary level. Additionally, we provide ongoing professional development for district coaches, content leads, principals, and supervisors of mathematics and literacy in elementary, prep, and high school.

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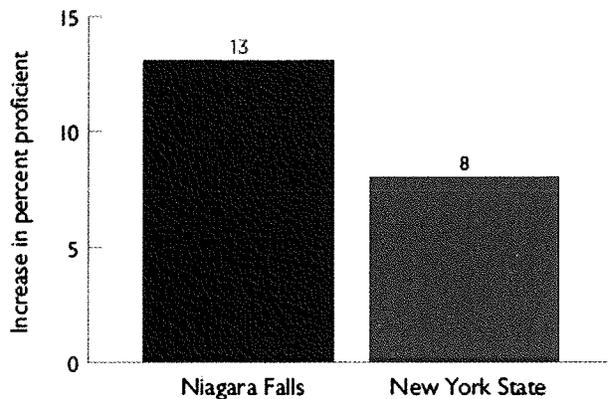
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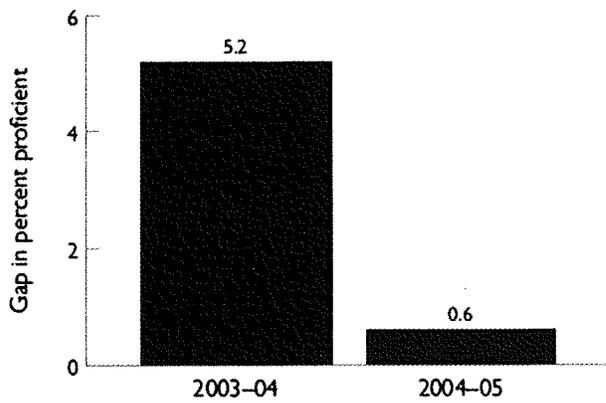
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Attachment D - (1003g) Budget Summary Chart

Agency Code	2	8	0	0	2	0	0	1	0	3	0	0
<b>HEMPSTEAD HIGH SCHOOL</b>												
<b>Year 1 Implementation Period (September 1, 2015 - June 30, 2016)</b>												
<b>Categories</b>	<b>Code</b>	<b>Costs</b>										
Professional Salaries	15	170,000										
Support Staff Salaries	16	50,000										
Purchased Services	40	134,000										
Supplies and Materials	45	31,000										
Travel Expenses	46	15,000										
Employee Benefits	80	00										
Indirect Cost (IC)	90	00										
BOCES Service	49	00										
Minor Remodeling	30	100,000										
Equipment	20	00										
		<b>Total</b>	500,000									
<b>Year 2 Implementation Period (July 1, 2016 - June 30, 2017)</b>												
<b>Categories</b>	<b>Code</b>	<b>Costs</b>										
Professional Salaries	15	220,000										
Support Staff Salaries	16	50,000										
Purchased Services	40	150,000										
Supplies and Materials	45	70,000										
Travel Expenses	46	10,000										
Employee Benefits	80	00										
Indirect Cost (IC)	90	00										
BOCES Service	49	00										
Minor Remodeling	30	00										
Equipment	20	00										
		<b>Total</b>	500,000									
<b>Year 3 Implementation Period (July 1, 2017 - June 30, 2018)</b>												
<b>Categories</b>	<b>Code</b>	<b>Costs</b>										
Professional Salaries	15	220,000										
Support Staff Salaries	16	50,000										
Purchased Services	40	120,000										
Supplies and Materials	45	100,000										
Travel Expenses	46	10,000										
Employee Benefits	80	00										
Indirect Cost (IC)	90	00										
BOCES Service	49	00										
Minor Remodeling	30	00										
Equipment	20	00										
		<b>Total</b>	500,000									

<b>Year 4 Post-Implementation Period (July 1, 2018 - June 30, 2019)</b>												
<b>Categories</b>	<b>Code</b>	<b>Costs</b>										
Professional Salaries	15	50,000										
Support Staff Salaries	16	50,000										
Purchased Services	40	50,000										
Supplies and Materials	45	100,000										
Travel Expenses	46	00										
Employee Benefits	80	00										
Indirect Cost (IC)	90	00										
BOCES Service	49	00										
Minor Remodeling	30	00										
Equipment	20	00										
		<b>Total</b>	250,000									
<b>Year 5 Post-Implementation Period (July 1, 2019 - June 30, 2020)</b>												
<b>Categories</b>	<b>Code</b>	<b>Costs</b>										
Professional Salaries	15	50,000										
Support Staff Salaries	16	50,000										
Purchased Services	40	50,000										
Supplies and Materials	45	100,000										
Travel Expenses	46	00										
Employee Benefits	80	00										
Indirect Cost (IC)	90	00										
BOCES Service	49	00										
Minor Remodeling	30	00										
Equipment	20	00										
		<b>Total</b>	250,000									
<b>TOTAL Project Period (September 1, 2015 - June 30, 2020)</b>												
<b>Categories</b>	<b>Code</b>	<b>Costs</b>										
Professional Salaries	15	710,000										
Support Staff Salaries	16	250,000										
Purchased Services	40	504,000										
Supplies and Materials	45	401,000										
Travel Expenses	46	35,000										
Employee Benefits	80	00										
Indirect Cost (IC)	90	00										
BOCES Service	49	00										
Minor Remodeling	30	100,000										
Equipment	20	00										
		<b>Total</b>	2,000,000									

= Required Field

Local Agency Information			
<b>Funding Source:</b>	School Improvement Grant SIG 6 - 1003g		
<b>Report Prepared By:</b>	Stephen Strachan		
<b>Agency Name:</b>	Hempstead Union Free School District		
<b>Mailing Address:</b>	201 President Street		
	Street		
	Hempstead	NY	11550
	City	State	Zip Code
<b>Telephone # of Report Preparer:</b>	516-434-4255	<b>County:</b> Nassau	
<b>E-mail Address:</b>	sstrachan@hempsteadschools.org		
<b>Project Funding Dates:</b>	_____		
	Start	End	

INSTRUCTIONS
<ul style="list-style-type: none"> <li>• 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.</li> <li>• The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee.</li> <li>• 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.</li> <li>• For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at <a href="http://www.oms.nysed.gov/cafe/guidance/">http://www.oms.nysed.gov/cafe/guidance/</a>.</li> </ul>

SALARIES FOR PROFESSIONAL STAFF			
Subtotal - Code 15			\$170,000
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
College counselor	1.00	\$40,000	\$40,000
School Improvement Manager	1.00	\$150,000	\$130,000

SALARIES FOR SUPPORT STAFF			
Subtotal - Code 16			\$50,000
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Bilingual parent/community liaison	1.00	\$50,000	\$50,000

PURCHASED SERVICES			
Subtotal - Code 40			\$134,000
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Pearson PD COP Institutes, summer and school year	Pearson	50 days of embedded professional development and coaching @ \$2000 per day.	\$100,000
Summer Institute at Harvard	Harvard	(4 administrators @ \$3,000)	\$12,000
REACH School Leader Coaching Program & Data Team	REACH Program	20 Teachers @ \$1,000 / teacher	\$20,000
Publication Printing		10 Publications @ \$2000	\$2,000

<b>SUPPLIES AND MATERIALS</b>			
Subtotal - Code 45			<b>\$31,000</b>
Description of Item	Quantity	Unit Cost	Proposed Expenditure
Instructional materials	500 Flash Drives 40 Calculators	Flash Drive \$6 each- \$,3000 40 T180 Series Graphing Calculators \$150 each - \$6,000	\$9,000
Technology Software	20.00	Navient Software \$7,000 Right Reason Technology \$5,000	\$12,000
Parent Center activities including workshops, guest speakers	40.00	Guest Presenters- \$2500 Parent/Student Refresments \$3500	\$7,000
Communications: annual report, principal newsletter, website	10 total reports throughout the year.	\$300 x 10 Publications	\$3,000

<b>TRAVEL EXPENSES</b>			
Subtotal - Code 46			<b>\$15,000</b>
Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures
Administrator, Teachers and Students	Local and interstate college and career trips to expose students to the options of higher education that are available to them.	5 trips at \$1,000 per trip.	\$5,000
Administrator and Teachers	Workshops for staff to increase staff capacity in CCLS instructional shifts and technology integration.	5 workshops @ \$1,000 each	\$5,000
Administrators and Support Staff	Safe Schools Conference, Denver Colorado *To learn strategies and solutions for promoting safer school environments.	4 trips @ \$1,250 each trip.	\$5,000

MINOR REMODELING		
Subtotal - Code 30		\$100,000
Description of Work to be Performed	Calculation of Cost	Proposed Expenditure
Development of College and Career Center	25 Desktop Computers @ \$1500 each - \$37,500 Furniture - Desks, tables, chairs, \$50,000 Interactive White Board @ \$3,300 Postermaker \$6,200 Postermaker Paper Printer/Fax/Copier @\$3,000	\$100,000

**BUDGET SUMMARY**

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$170,000
Support Staff Salaries	16	\$50,000
Purchased Services	40	\$134,000
Supplies and Materials	45	\$31,000
Travel Expenses	46	\$15,000
Employee Benefits	80	
Indirect Cost	90	
BOCES Services	49	
Minor Remodeling	30	\$100,000
Equipment	20	
Grand Total		\$500,000

Agency Code: **280201030007**

Project #: \_\_\_\_\_

Contract #: \_\_\_\_\_

Agency Name: **Hempstead Union Free School District**

**FOR DEPARTMENT USE ONLY**

Funding Dates: \_\_\_\_\_ From \_\_\_\_\_ To \_\_\_\_\_

Program Approval: \_\_\_\_\_ Date: \_\_\_\_\_

<u>Fiscal Year</u>	<u>First Payment</u>	<u>Line #</u>
_____	_____	_____
_____	_____	_____
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_____	_____	_____
_____	_____	_____
_____	_____	_____
Voucher #	First Payment	

**CHIEF ADMINISTRATOR'S CERTIFICATION**

*By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal (or State) award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims, or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).*

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

**Susan Johnson, Superintendent of Schools**  
Name and Title of Chief Administrative Officer

## **Pearson Professional Development – Evidence of Effectiveness**

### **Case Study: DeKalb County Schools, DeKalb, Georgia**

In 2009 Pearson began a partnership with DeKalb County Schools, for the purpose of helping to improve student achievement. A total of 40 schools adopted Pearson's school reform model, which is grounded in job-embedded training and coaching support for teachers and leaders. This model includes a laser-like focus on the core areas of English Language Arts and Mathematics, including classroom based coaching and modeling that presents and supports evidence-based instructional and assessment practices. The model is also grounded in teacher and leader workgroup efforts, meaning Pearson coaches worked closely with their monthly Professional Learning Communities to introduce, model, and explore new practices for improved student outcomes.

**Results:** After only one year of reform, many of the schools were showing respectable improvements in student achievement. On the End of Course Test in mathematics for "Math 2" (an integrated math course for high school students), student proficiency increased. Across the state of Georgia most high schools showed a 3% increase in student proficiency as compared to the prior year. In DeKalb, that percentage increased to 5%. But among the DeKalb schools working directly with Pearson for school reform, there was approximately a 10% increase in student proficiency over the prior year.

Clarkston High School (one of DeKalb's many high schools) showed highly impressive advancements in student mathematics proficiency. From 2010 to 2011 the percentage of students proficient on the Math 2 End of Course test increased from 45% to 54% (a change of 9% in only one year).

In addition to significant gains in mathematics, one of the greatest results evidenced in DeKalb County Schools is the increased attention to and promotion of ongoing coaching efforts. Follow up visits to the school revealed that coaches are now working together to determine next steps, and tiered support for teachers is now just "the way they do business." The school leadership teams provide regular focus for instructional and assessment support, and peers support one another through collaborative learning opportunities.

In summary, Pearson's job embedded supports (coaching, modeling, lesson study) for some very low performing schools resulted in improved school cultures, increased mathematics proficiency, and greater support for the teaching, leading, and learning process.

Hazelwood School District  
15955 New Halls Ferry Road  
Florissant, MO 63031

Telephone: 314-953-5000, ext 35034

Fax: 314-953-5038

email: [creiter@hazelwoodschoools.org](mailto:creiter@hazelwoodschoools.org)

**Brief Description of Engagement and Results** (with similarities and differences from Mississippi requirements highlighted):

Pearson rigorously worked side by side with the Hazelwood School District in 2012-2013 to introduce, implement, and help sustain a rigorous data-driven approach that included formal professional development, coaching, and local collaboration. Utilizing resources and inputs from our Assessment Training Institute, the district systematically inched staff closer to a broader understanding of the role of assessments and student data to drive instruction and leadership. Pearson coaches worked side by side with teachers helping them gain a deeper understanding of data and assessment literacy, as a solid construct was required before staff could implement data-driven practices. As a result of our work, the district has begun to see a major shift in staff understanding and willingness to embrace data practices as a normal part of the teaching, leading, and learning experience.

## **Similar Services: Positively Impacting Student Achievement**

Multiple rural and urban schools across the nation and in Puerto Rico have implemented Pearson's school improvement model with great success and many have used SIG funds to do so. The following case studies provide evidence to that success.

### **Escuela Superior Medardo Carazo, Puerto Rico**

Escuela Superior Medardo Carazo, named after a dedicated local teacher and administrator, was built in the 1950s to serve the community of Trujillo Alto in Puerto Rico. After educating students for more than a half century, the school needed to update its pedagogy and facilities for the 21st century.

#### **Challenge**

Students at Escuela Superior Medardo Carazo were receiving only average grades on key high stakes tests which negatively affected teacher, student, and school community morale. "Medardo Carazo [was] the school that no one chose to go to because students were known for cutting class," says Director Mayra Monroy. The school was formally identified by the Department of Education of Puerto Rico as a school in need of transformation and as a result was eligible for SIG funds made available by the US Department of Education. To raise achievement and engagement, the school needed a new vision, strong leadership, and targeted professional development. The school also needed an updated building with new technology so that students could learn the technical skills required to succeed in college and career.

#### **Solution**

The Puerto Rico Department of Education engaged Pearson in March 2012 to assist in the transformation of Escuela Superior Medardo Carazo. Pearson partnered with the school and the Puerto Rico Department of Education to implement SIM, the research-based framework which builds a data-driven culture; aligns curriculum, instruction, and assessment; and improves student, teacher, and community engagement.

Pearson worked closely with staff members to understand stakeholder concerns. Before implementation, a needs assessment and gap analysis was conducted at Medardo Carazo to determine strengths and areas for growth. In addition, a variety of data was gathered from across the school and community. In 2012, targeted professional development sessions were conducted and the decision was made to move into a new, 21st century building that incorporated new technology and modular seating more conducive to group projects in each classroom.

## Results

Over the past two years, Pearson education specialists have been mentoring teachers daily to help them better align curriculum, instruction, and assessment programs. Classroom observations and ongoing professional development also confirm that teachers have the necessary knowledge to prepare their students for critical high stakes assessments. With the intervention of Pearson education specialists, the percentage of students scoring “proficient” or “advanced” has increased 12 points in English and five points in mathematics.

Medardo Carazo’s new data-driven culture has fostered a strong accountability for both teachers and students and improved engagement. For example, the front office of the school features data walls that illustrate core concepts, grade distributions, and high stakes testing scores. “Students set their own goals and manage their own path toward those. It encourages them to strive for better. Data is used for education so teachers can better help students,” Monroy states.

With the new building, Medardo Carazo offers a more inviting atmosphere to prospective students. As a result, enrollment has increased since the redesign, from 593 students in 2012–2013 to 672 in 2013–2014. Students and teachers work in more collaborative classrooms with flexible seating for group work. “The students teach each other and they feel more free. They feel like they’re in college,” says Monroy. “Even the teachers are more comfortable with this type of instruction. The Schoolwide Improvement Model has changed their way of thinking.”

In addition, some after school programs were launched with Pearson’s assistance, as part of an initiative known as extended learning time. Pearson contracted with staff from the Polytechnical University to coach Medardo Carazo’s teachers in robotics. From there, a robotics program was introduced at the school. Remarkably, Medardo Carazo students entered in a robotics competition and won, marking the first time a new team entry came away with first place.

Even more impressive is the 98 percent graduation rate that Medardo Carazo is now seeing. Monroy concludes, “Medardo Carazo is now the school that everyone wants to go to. We’re exceeding student capacity and the new building has encouraged that.”

*With the intervention of Pearson education specialists, the percentage of students scoring “proficient” or “advanced” has increased 12 points in English and five points in mathematics.*

## Kendrick High School, GA

Facing many challenges, Kendrick High School in Georgia, was designated as a school in need of improvement three years in a row. The school applied for and received a SIG funds. Part of the grant was used to fund professional development for the science department, with the goals of changing

instructional practices, adopting data-analysis processes, and instituting more collaboration among teachers and administrators. In the three years since the school improvement plan was initiated, passing rates for end-of-course tests have increased in biology and physical science.

## **Challenge**

At Kendrick High School, a Title I school, more than 85 percent of students face economic disadvantages, and many have low motivation and lack support. By the time they are in high school, many students are struggling because of deficient mathematics and reading skills, and they are unable to reach state-level benchmarks in all subjects, including science. Before Kendrick High School applied for the SIG funds, students were beginning to leave the school or choosing to attend a different high school, which caused enrollment to decline 30 percent over three years. Due to these circumstances, the graduation rate dropped below 50 percent.

The Georgia Department of Education designated Kendrick High School as a “Needs Improvement” school three years in a row because of its poor academic performance. By 2011, school officials knew they needed to make changes and applied for SIG money. Once the grant was approved, teachers and administrators chose to implement the High Schools That Work improvement model, a research-based transformation program established by the Southern Regional Education Board, because other schools in the district had experienced higher student achievement with this approach.

Teachers and administrators then faced the challenge of applying the approach in various departments. School leaders turned to Pearson to help implement the model’s professional development component in the science department, specifically in biology and physical science.

## **Solution**

The grant was approved in the spring of 2011, and Kendrick High School began implementing the model in the fall of 2011. “We had low science scores in both our formative and end-of course assessments,” said Carolyn Randolph, an academic coach. “From the start, our goal was to increase overall student achievement.” Pearson’s education specialist, Dr. Jacquelyn Walton, created a professional development plan centered on changing teachers’ instructional practices to achieve the school’s goal within the parameters of the transformation model.

“The science teachers already had a good work ethic and were very dedicated. They also had great support from their principal, department chair, and instructional coach, so it was easier to help get the teachers on target,” explained Dr. Walton. “At first we held training days with all of the science teachers going over the new standards-based teaching practices. From there I worked with teachers individually, understanding their needs and developing new instructional practices in the classroom. Plus I modeled the practices for them with their kids, so they could see what I was talking about. This made it much easier for the teachers to grasp.”

The new practices entailed analyzing student data, working collaboratively, and assessing the effectiveness of lessons and activities. Physical science teacher LaJoyce Sanders explained, “We scheduled weekly collaborative meetings by course content. One of the things we always discussed was where we were with the state standards and how our students were performing. Then we would look at some of the strategies and discuss what was modeled for us in class. The driving force, though, was the

data. We would look at the types of questions we were giving the students, asking whether they were valid. We looked at what we were teaching and how it aligned to the standards, how we were assessing the students, and then how we could re-teach or re-assess them.”

Teachers also used data to meet students’ individual needs. Dr. Sheila Jones, science department chair, said, “One thing we did as part of our improvement plan was to increase the length of the school day. This gave us the time we needed to implement increased-learning-time classes. In these 45-minute classes, students received direct instruction or remediation on the content. This was done daily. We assessed students weekly, and from the reports we placed them into these classes based on their needs. If they needed help with biology, they were placed in a biology increased-learning-time classroom. This supplemented what teachers were already doing. There was a lot of collaboration on the part of the teachers in doing this, and the test scores showed that it did help the kids overall.”

## **Results**

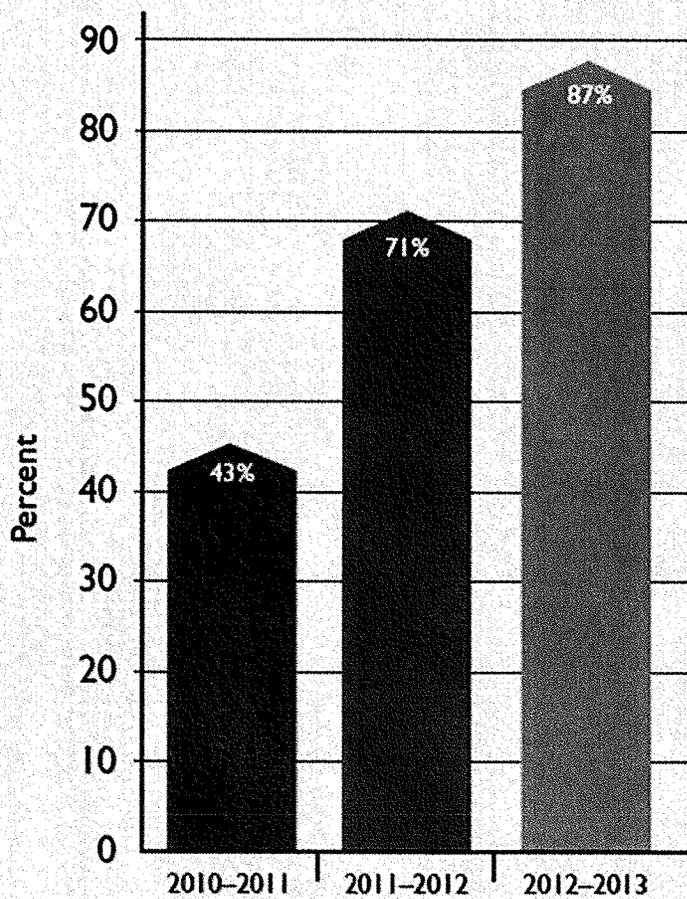
The results reflect all of the students’ and teachers’ hard work. At the end of the 2011–2012 school year, the first year of implementation, the percent of students who passed the Grade 9 physical science end-of-course test rose from 43 to 71 percent, a 28-point increase. End-of-course test passing rates for Grade 10 biology increased from 35 to 64 percent, a 29-point gain.

During the 2012–2013 school year, the second year of implementation, 87 percent of Grade 9 students passed the physical science end-of-course test, an increase of 16 points from the prior year and an increase of 44 points over two years. In biology, 76 percent of Grade 10 students passed the end-of-course test, a 12-point gain from the previous year.

In the third year of using the new instructional practices, end-of-course test passing rates continued to increase. In Grade 10 biology, 81 percent of students passed the test, a gain of five points from the prior year and a 46 point increase since the instructional practices were implemented. Administrators decided to move physical science to Grade 11 that year, and 90 percent of students passed the end-of-course test.

Kendrick High School has seen other indicators of success in addition to test scores. In 2013, the school surpassed the state’s overall College and Career Ready Performance Index (CCRPI) for the first time, scoring 72 percent whereas the state average was 68 percent. In 2014, Kendrick High Schools’ graduation rate reached 69.4 percent, a gain of 20 points since it began implementing new instructional practices. The school also exited the state’s Priority Schools list, a testament to the gains it has achieved.

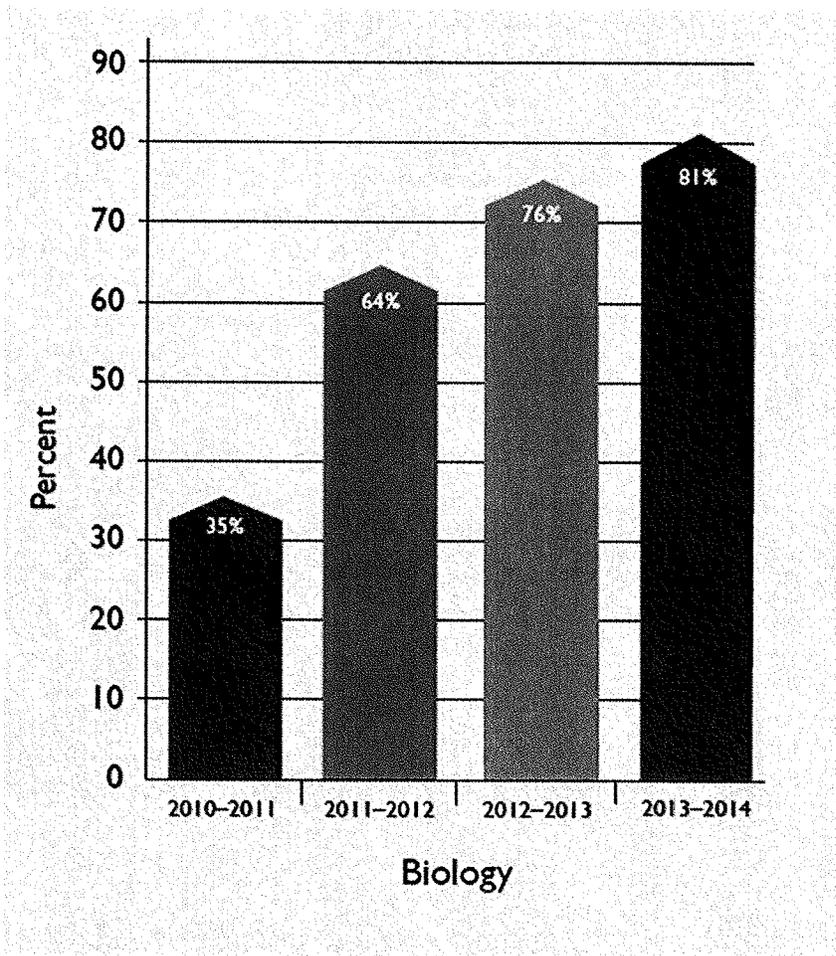
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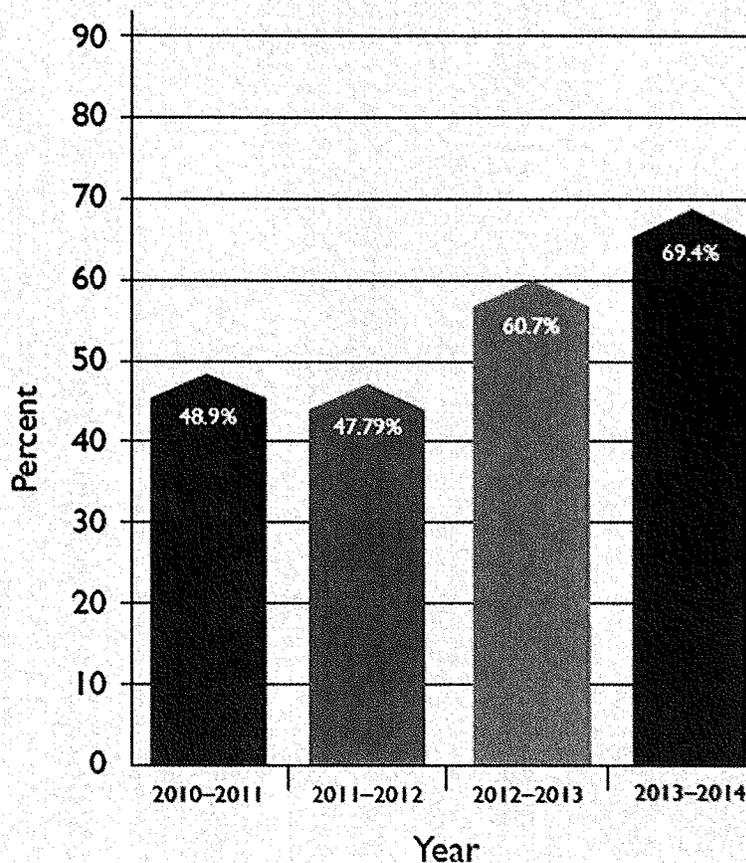
### Physical Science

Note: In the 2013-2014 school year,  
physical science was moved to 11th grade

Physical Science Passing Rates. By 2012-2013, passing rates reached 87 percent.



**Biology Passing Rates.** By 2012-2013, passing rates reached 81 percent.



**Increasing Graduation Rates.** By 2013–2014, graduation rates neared 70 percent.

## **President William McKinley High School, HI**

McKinley High School in Honolulu is in its first year of implementing SIM. A key part of this implementation is training to help the school use data more effectively to inform instruction. The school uses a formative assessment tool, and we are training the teachers to use data from these assessments to plan and deliver instruction. The school's Leadership Team now functions as a data team and participates in trainings to build their capacity to plan and prepare using data from several sources. Our education specialists are using Teacher Success, a complete, customizable online teacher evaluation and coaching system, to gather and share data regarding student engagement in classrooms.

In addition, McKinley High School is using several Pearson intervention programs to help students who are struggling to meet grade-level standards. To strengthen literacy services for ELLs, the school has started using iLit, the first and only complete instructional solution built and delivered on the iPad that offers each student personalized learning support based on their own instructional needs, engaging interactivities, and built-in reward systems that motivate students and track their progress.

McKinley High School is also using our Navigator and Ramp-Up intervention programs to help students narrow the gaps in their performance. Literacy Navigator and Math Navigator provide strategies for

students who struggle with reading and mathematical concepts. Ramp-Up Literacy and Ramp-Up Mathematics provide intervention strategies for students who are performing two or more years behind their peers.

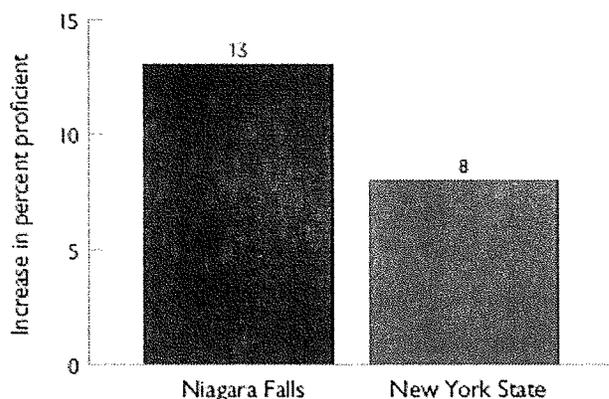
## Niagara Falls City School District, NY

Our engagement with the Niagara Falls City School District in New York began in 1998 when two of the district's elementary schools received Comprehensive School Reform Grants. In 2003, the district used its own resources to bring its remaining six elementary and middle schools into the project. Two years later work began with the district's high school. From 1998 to 2009, we provided whole school reform at all elementary (grades K–6) and preparatory schools (grades 7–8) and since 2008 we have provided targeted literacy and mathematics support at Niagara Falls High School.

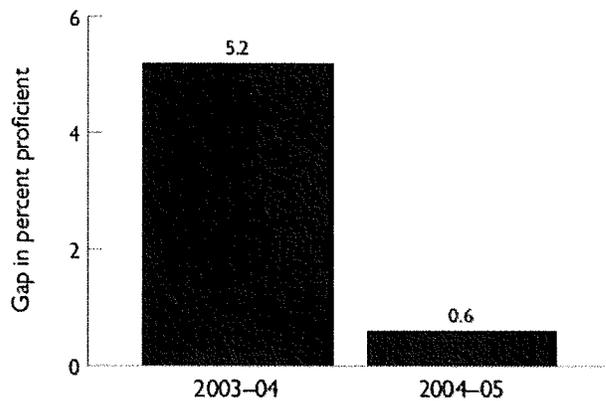
We also began providing K–12 professional development and in-class support in 2010 around implementing the CCSS in literacy, mathematics, social studies, and science and continue to do so. Our programs include content training on instructional shifts and building teacher capacity, as well as the Tools for Understanding program. We work on the development of unit plans for middle and high school mathematics, as well as collection, annotation, and development of anchor papers for performance indicators at each grade level in middle school and high school algebra.

Our working relationship has been maintained through changes in district leadership and changes in education specialists assigned to the district, and the project has evolved through collaborative goal setting and review of progress. Changes in assessments and scaling of assessments make it difficult to consistently track improvements in scores over the period.

However, sample data include an increase from 56 percent of students passing Regents English in 2005–2006 to 72 percent in 2009–2010, and from 58 percent to 76 percent passing Regents Math A over the same period. By 2008, Niagara Falls High School and six other district schools had been designated by New York State as a “high performing/gap closing school.”



**Niagara Falls Schools Outpace State Growth Rate.** During 2004–2005, the district showed an increase in the percentage of students proficient on New York's Grade 4 ELA assessment.



**Achievement Gap Between Niagara Falls and State Narrows.** The difference between Niagara Falls and New York State in percent proficient and above narrowed on New York's grade 4 ELA assessment.

We enjoy a continuing partnership with Niagara Falls City School District to develop units of study aligned to the New York Common Core Learning Standards for ELA and mathematics. We also pilot performance tasks to inform instruction and professional development at the secondary level. Additionally, we provide ongoing professional development for district coaches, content leads, principals, and supervisors of mathematics and literacy in elementary, prep, and high school.

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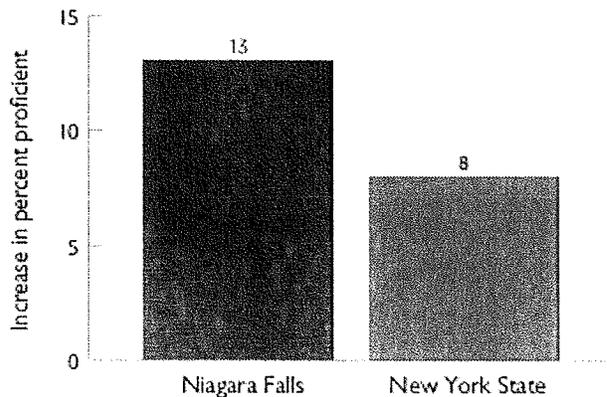
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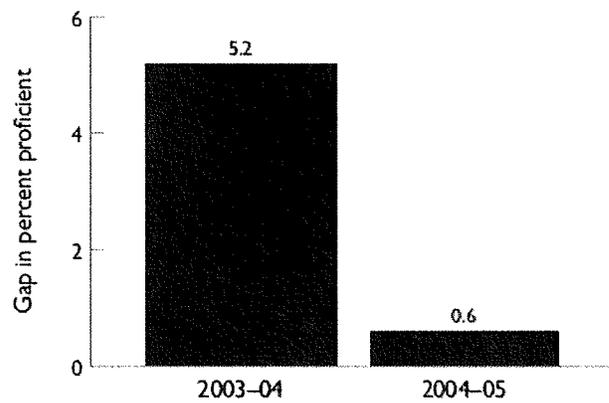
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**ATTACHMENT C**

<p><b>Partner Organization</b>  <b>Name and Contact Information and description of type of service provided.</b>   <b>Internationals Network for Public Schools</b>          50 Broadway, Suite 2200          New York, NY 10004           tel 212.868.5185          fax 212.868.5188  <a href="http://www.internationalsnps.org">www.internationalsnps.org</a></p>	<p><b>Schools in which the partner has managed/ supported in the last three years</b>          (attach additional trend-summary evidence of the academic success of each school and trend-summary evidence of partners fiscal performance)</p>	<p><b>References / Contracts</b>  <b>References / Contacts</b>          (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)</p>
<p>The Internationals Network for public Schools will support Hempstead High School in incorporating Internationals’ proven effective instructional strategies for working with ELLs. Internationals will collaborate with the Hempstead School District during the period of July 2015 - June 2016. Our support will include opportunities to orient the school leader and staff on the philosophy and practices of the Internationals Approach in anticipation of phasing in a cohort of English Language Learners at Hempstead HS into the Internationals’ model. Internationals will provide school development support, which will include a consultancy and community engagement phase, which will inform the implementation of the model at the Hempstead HS ELL Academy. Emphasis will be placed on building the capacity of the school leader to establish a sustainable instructional model. An Internationals coach will provide one-on-one mentoring to the school leader and the school’s instructional specialist, co-facilitate Internationals workshops that are tailored to suit the specific needs of the faculty, and coach teachers on instruction and curriculum development. Additionally, the development efforts will include Internationals’ on-site professional development, that will develop teachers’ ability to structure collaborative classrooms, develop rigorous, project-based curriculum that integrates language and content objectives, support students in advisories, and assess students’ academic and linguistic development.</p>	<ol style="list-style-type: none"> <li>1. International High School at LaGuardia Community College</li> <li>2. Manhattan International High School</li> <li>3. Brooklyn International High School</li> <li>4. Bronx International High School</li> <li>5. Flushing International High School</li> <li>6. International High School at Prospect Heights</li> <li>7. International High School at Lafayette</li> <li>8. International Community High School</li> </ol>	<p>Jacklyn Valane, Principal          JVALANE@ihsnyc.org</p> <p>Gladys Rodriguez, Principal          GRodriguez2@schools.nyc.gov</p> <p>Kathleen Rucker, Principal          krucker@schools.nyc.gov</p> <p>Joaquin Vega, Principal          jvega4@schools.nyc.gov</p> <p>Lara Evangelista, Principal          LEvange@schools.nyc.gov</p> <p>Nedda de Castro, Principal,          ndecastro@schools.nyc.gov;</p> <p>Jon Harriman, Principal          JHarrim@schools.nyc.gov</p> <p>Berena Cabarcas, Principal          bcabarc@schools.nyc.gov</p>

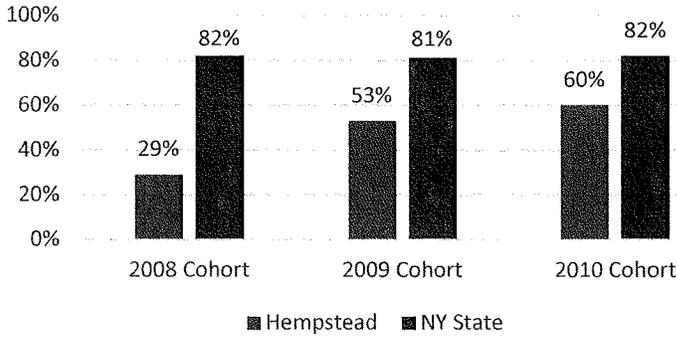
<p>George Badia, Principal IA gbadia@schools.nyc.gov</p>	<p>9. Pan American International High School</p>
<p>Bridgit Bye-Dyster, Principal bbye@schools.nyc.gov</p>	<p>10. Pan American International High School at Monroe</p>
<p>Norma Vega, Principal NVega12@schools.nyc.gov</p>	<p>11. ELLIS Academy</p>
<p>Daniel Walsh, Principal daniel@ihs-us.org</p>	<p>12. International High School at Union Square</p>
<p>Jessica Long, Principal JLong22@schools.nyc.gov</p>	<p>13. Crotona International High School</p>
<p>Anthony Finney, Principal CFinney2@schools.nyc.gov</p>	<p>14. International High School for Health Sciences</p>
<p>Elizabeth Demchak, Principal EDemchak@schools.nyc.gov</p>	<p>15. Claremont International High School</p>



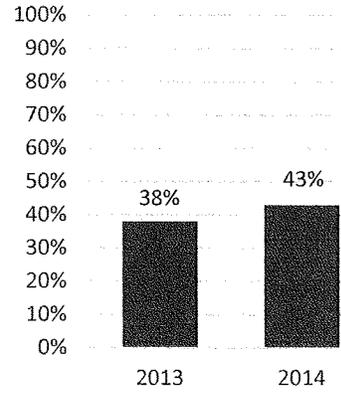
# HHS Data on Academic Performance and School Culture

## English-Language Arts

Percent Proficient (3's & 4's) after 4 Yrs of Instruction

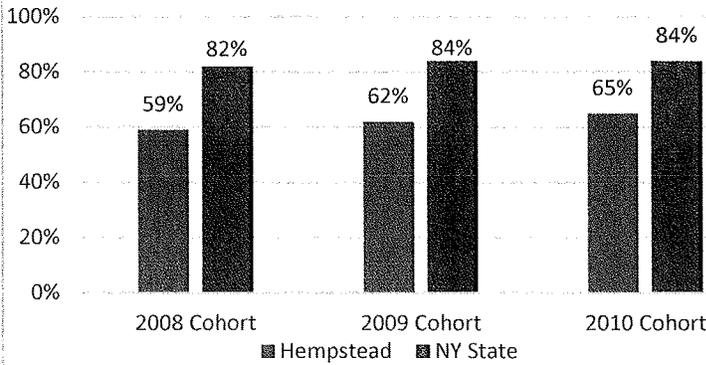


## School Graduation Rate

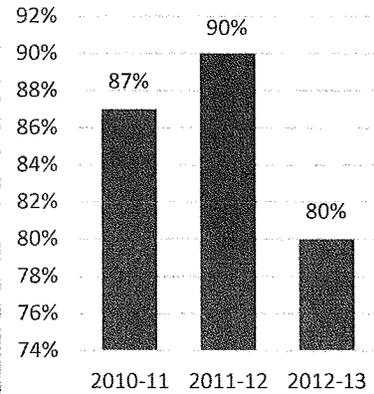


## Mathematics

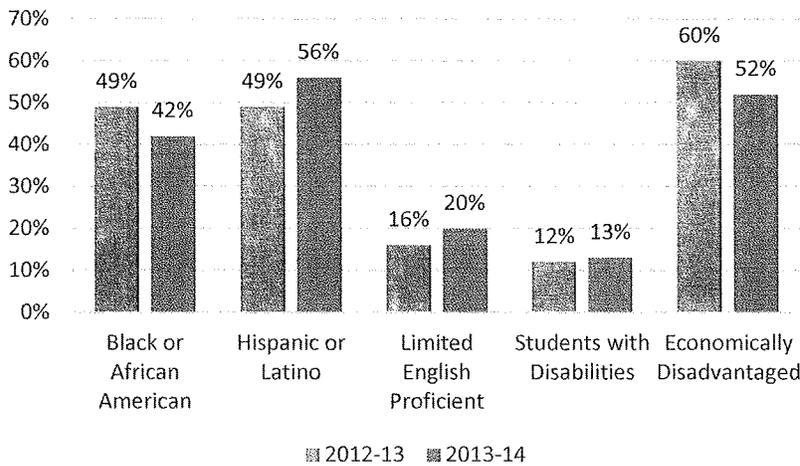
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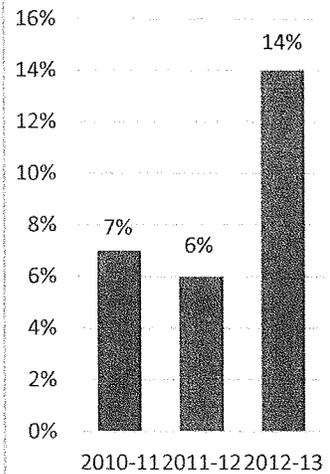
## Student Attendance



## Student Demographics at HHS



## Student Suspensions





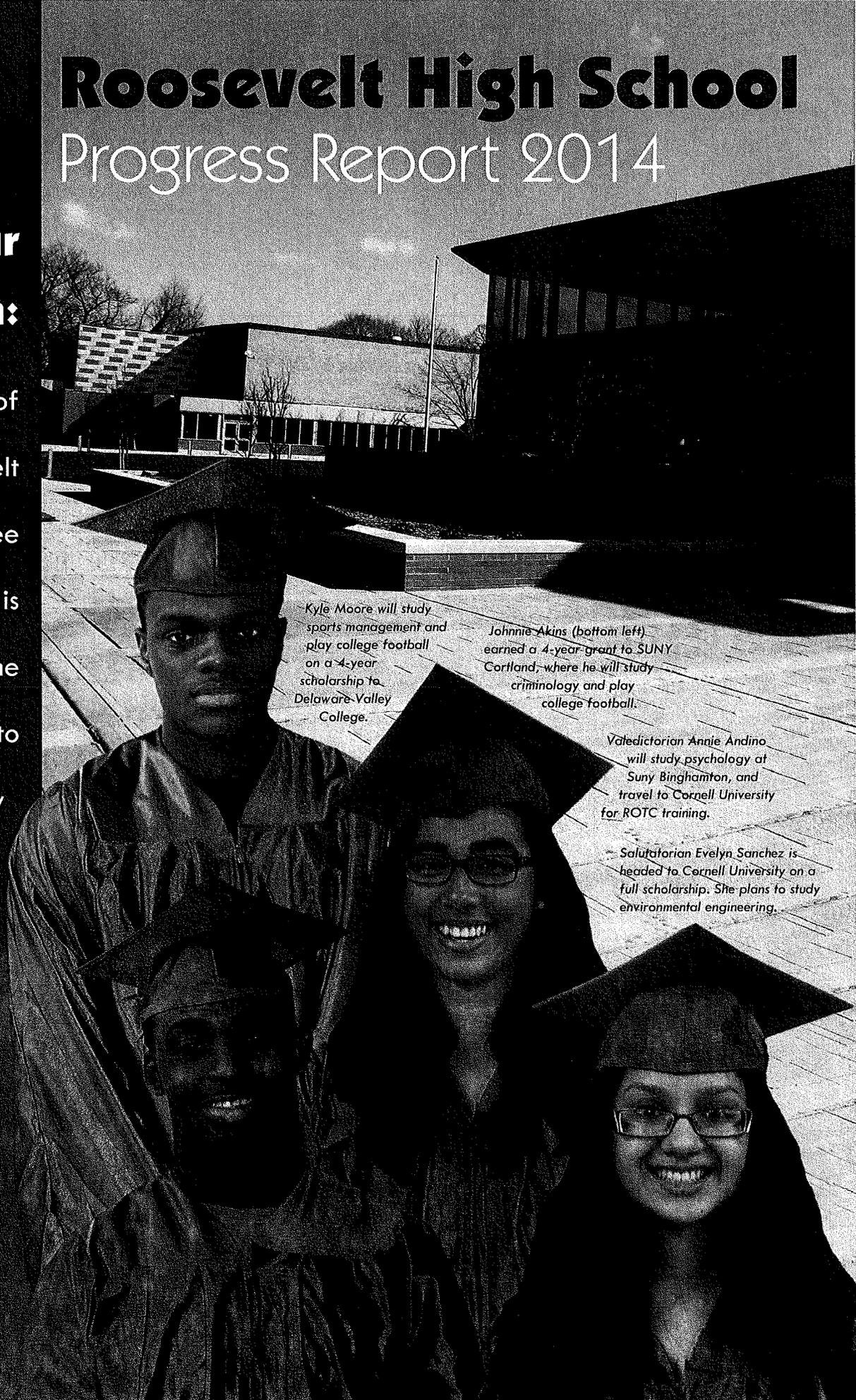
# Roosevelt High School

## Progress Report 2014

### Our Mission:

The mission of the Roosevelt Union Free School District is to educate the whole child to excel, thereby ensuring achievement for ALL.

**“Failure is not an option.”**



Kyle Moore will study sports management and play college football on a 4-year scholarship to Delaware-Valley College.

Johnnie Akins (bottom left) earned a 4-year grant to SUNY Cortland, where he will study criminology and play college football.

Valedictorian Annie Andino will study psychology at Suny Binghamton, and travel to Cornell University for ROTC training.

Salutatorian Evelyn Sanchez is headed to Cornell University on a full scholarship. She plans to study environmental engineering.

# Roosevelt High School

## Progress Continues

Dr. Stephen Strachan, Principal



There is much to be proud of at Roosevelt High School these days.

Classes are held in a modern new facility with state-of-the-art technology. The hallways are filled with chatter about college, sports, clubs, and school events. Our students are being accepted to the best colleges in the nation, many on scholarship. They are graduating from high school ready for college and careers.

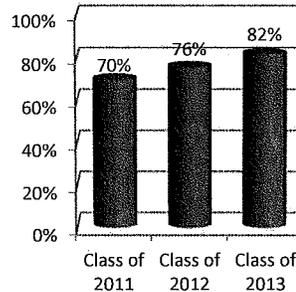
To get here, we spent three years transforming the school into career-based academies, with a three-pronged focus on academics, structure, and culture. Local colleges, organizations, and workforce groups partnered with us in this journey.

I would like to thank everyone who helped us get this far: the Board of Education and Roosevelt Union Free School District for supporting these initiatives; the teachers and school staff who implemented them; the parents, community members, and local groups that continue to provide opportunities for our students; and of course the students who put in the effort each and every day.

As far as we've come, there is still work to do. Please join us—not only in celebrating our achievements, but also as partners in a growing school community united around making Roosevelt High School (RHS) a place where every student experiences success.

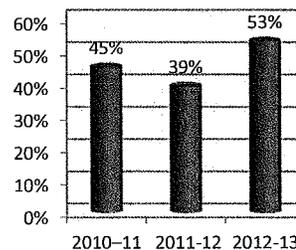
## Test Results Show What's Working

### Students Proficient in English/Language Arts after 4 Years of Instruction



\*2012-13 is the most recent year for which test scores are available; the 2013-14 test scores come out next spring.

### Integrated Algebra Percent Scoring 65 & Above



Each year, Roosevelt High School students take the Regents exams, which measure their knowledge in the core content areas. Their test results help teachers and school staff know what is working, and what more can be done to improve students' academic performance.

One of the ways to look at test scores is to compare the progress of each graduating class after four years of instruction. The top chart shows that RHS has been making multi-year gains in English/Language Arts, with 82% of the Class of 2013\* scoring at the proficient level, up 12% in the last two years. We are making significant progress toward our goal that all students master the English/Language Arts curriculum, so that they are well prepared for success in college and careers.

In 2012-13, RHS students not only met but exceeded the goal for Annual Yearly Progress (AYP) set

for them by the New York State Department of Education.

The school continues to focus on improving math performance, while at the same time increasing access to high-level and college gateway courses for all students. Two years ago, only 238 students were enrolled in Integrated Algebra. In 2012-13, that number increased to 299 students. Even with more students enrolled, the percentage of students scoring 65 or better increased from 39% to 53%. Test scores in Algebra 2 remained relatively consistent from 2011-12 to 2012-13, while 33 more students were enrolled. Students also made gains in geometry in 2012-13.

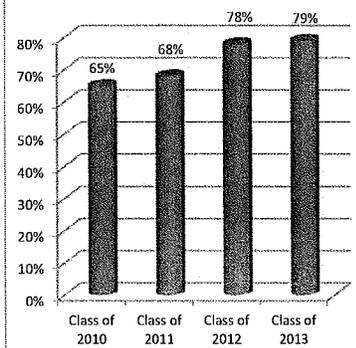
In social studies, there was a slight increase in the percentage of students scoring at or above 85 in 2012-13. Students' test scores on science measures including living environment, earth science, and chemistry also improved from 2011-12 to 2012-13.

### Goal: A Diploma for All

We want all students to earn a high school diploma. To support that goal, Roosevelt High School offers programs and assistance for struggling students, such as the **PUSH program** and the **Alternative Learning Academy** for students who are behind on credits, as well as **tutoring**, **Saturday Academy**, **distance learning**, **extended day**, and **technology-based instruction**. Each year, more Roosevelt High School students complete the necessary coursework to earn a high school diploma.

This means that more RHS students are graduating prepared to enter colleges and the workforce. The 2012-13 school year marked the second in which RHS made its Annual Yearly Progress (AYP) goal on the graduation rate measure.

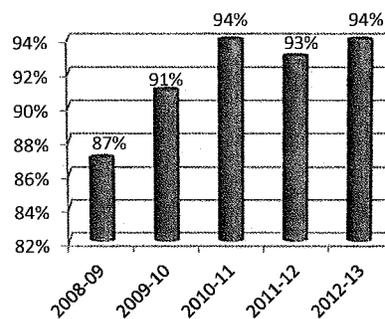
### Roosevelt High School Graduation Rate



### Student Attendance is Up

You can't learn if you don't go to school, so Roosevelt High School has made a concerted effort over the last four years to increase student attendance, while at the same time making sure to provide a safe and positive environment for learning. The result is increased student attendance, which helps all the other initiatives succeed.

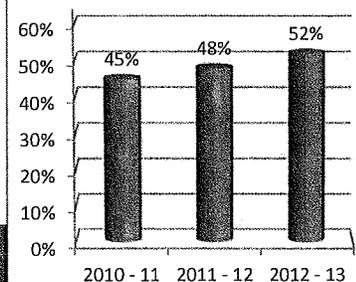
### Student Attendance Rate



### Great Teachers

It takes a great deal of preparation to become a teacher—years of study, not to mention exams. However, many Roosevelt teachers go above and beyond the requirements to earn master's and doctoral degrees. The percentage of Roosevelt teachers who hold advanced degrees is on the rise. "You become more of an experienced teacher when you go back to school," said Vivian Isom, who is studying for her doctorate in Educational Leadership. "I think the students wind up getting more of an enriched education."

### Percentage of Teachers with Master's Degree +30 Hours or Doctorate



# Roosevelt High School

## Headed for College

“The American dream is still attainable,” said Evelyn Sanchez, who will attend Cornell University on a four-year scholarship. At Roosevelt, Evelyn took Advanced Placement (AP) courses to prepare for college-level work. Students who score 3 or higher on an AP test often do not have to take that course in college, at the university’s discretion.

### Early College

RHS students can also prepare for college in the Smart Scholars program, offered in partnership with SUNY College at Old Westbury since 2010. Smart Scholars accepts up to 200 students, grades 9-12. Participants take college-credit courses at RHS and on campus at Old Westbury while still in high school. They get college textbooks, transportation, tutoring, mentoring by a college student, and help with college and financial aid applications. Upon graduating, they earn an official college transcript and credit for any courses in which they scored a “C” or better.

This year, some Smart Scholars were enrolled in a full college course load, and seniors earned up to 28 transferrable college credits. “The students have proven they can handle that level of work,” said the program’s coordinator, Reina Jovin. Smart Scholars was originally launched with help from the Bill and Melinda Gates Foundation. The NY Department of Education recently

Seniors in the Smart Scholars program hold up their first official college transcripts.



## Class of 2014 Earns More than \$1 Million in Scholarships

College is not always easy to afford, but thanks to a concerted effort by students, staff, and parents, RHS students amassed more than \$1 million in scholarships this year. Among the students to receive a full academic scholarship is Dhakenia Maxime, a Smart Scholars participant who earned 24 college credits while still in high school. In the fall she will pursue a degree in biology at Hofstra University.

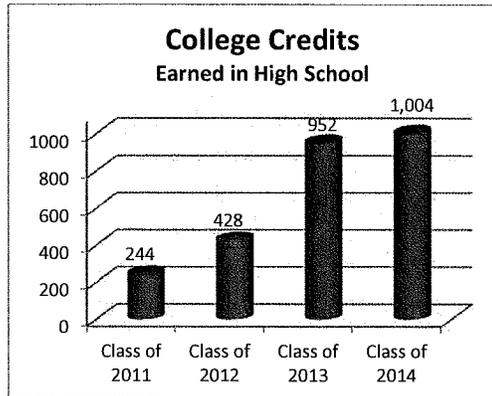
extended its funding for three more years.

### College Shopping

Students need to pick the college that’s right for them, so RHS offers trips to public, private, 2-year, 4-year, and technical schools to help them decide. This year, a 2-night, 3-day tour of Historically Black Colleges and Universities was added. On the tour, three students—Nahjeem Lowe, Isaiah Furline, and Matthew Plaisimond—connected with the admissions director at Virginia State University. All three applied and will attend VA State in the fall. In addition, this was the second year the high school held an overnight trip to the SUNY colleges of Binghamton, Albany, Oneonta, and Morrisville.

Students can also shop for schools and careers at **College & Career Day**. Facilitated by guidance counselor Minnie Livingston, this strong new RHS tradition boasts a college fair as well as classroom presentations by professionals who volunteer their time to tell students about their careers.

The **College & Career Center** has a “beautiful” new home in the brand new high school and is so popular, Jovin joked,



Above: In the Smart Scholars program, students can complete college courses while still in high school. The chart shows the total number of college credits earned by RHS students each year since the program’s start.

that she sometimes has to push students out the door. “It’s a hub for students,” she said. “They come in here every day. They inquire about college

scholarships and financial aid, or just do their work. It’s an atmosphere that encourages a college-going culture, and they like to be here.”

### College Attitude

Valedictorian Annie Andino has noticed an attitude shift at Roosevelt High School. “It seems as though the students want to become college and career ready,” she said. “They’re more eager to learn and enter the real world than before.”

## A Full AP and College Course Load

Advanced Placement (AP) courses prepare students for college-level work, and those who score a 3 or above on an AP test often do not have to take that course in college. RHS offers:

- AP Chemistry
- AP English, Language & Composition
- AP Enrichment Lab
- AP Government
- AP Literature & Composition
- AP Spanish Literature
- AP Statistics
- AP Studio Art
- AP U.S. History & Government
- AP World History
- English Composition I
- English Composition II
- Themes in U.S. History
- Plants and Society
- Intro to Biology
- College Algebra
- Pre-Calculus
- Introduction to Color
- Greek mythology

## From RHS to Ivy League

“No matter what you’re born into, it doesn’t determine your outcome,” said Vanessa Chicas (right), who will pursue a degree in human development at Cornell University in the fall. “You shouldn’t let anything stop you from becoming who or what you want to be.”



Vanessa is one of two students, including salutatorian Evelyn Sanchez (left), to earn a full financial aid package to the Ivy League school. They are believed to be the first RHS students to be accepted to an Ivy League

School in more than a decade. Both girls’ families are from El Salvador. “Our families both came here with nothing, and we are basically living out their American dream,” Vanessa told *Newsday* reporter Joie Tyrrell. Both expressed gratitude to teachers Christina Squillante and Yolette Wright; Vanessa also thanked softball coach Don Crummell for his support.

Superintendent Deborah Wortham (center) called the girls “role models.” Last fall, Dr. Wortham started the tradition of a senior commitment ceremony, where all seniors commit to taking the ACT and SAT college entrance exams, maintaining good grades and attendance, and applying to at least one college.

# Roosevelt High School

## Educators Seek National Board Certification

One of the highest certifications and greatest honors that a teacher can achieve is to be certified by the National Board.

This year, three Roosevelt High School teachers are taking on the challenge—Yolette Wright and Carleen Henry in science, and Erica Posada in World Languages/Spanish. To make a bid for National Board Certification, teachers have to put in a great deal of work videotaping and reviewing their lessons, volunteering for school and community projects, documenting their accomplishments, and taking an intensive subject area test to prove they are up to date on new developments in their fields. They will find out the results in November.

"It's a great way to become what they call a master teacher," said Vivian Isom, who earned the distinction in 2008, and to this day applies what she learned in the classroom. Her students are always busy with hands-on projects, like making videos. "I know I've done my job when students come to my classroom before school, during lunch, and after school to work on their videos," she said. "To me, that's proof positive right there that I've done my job—because they are so into whatever project it is that they're doing, that they do it for the love of the arts."

## RHS Welcomes New Teachers

### Class of 2002 Grad Now a Teacher

Roosevelt High School is pleased to welcome math teacher Despina Forakis, world history and government teacher Lauren Taylor, and chorus teacher Akira Regan to the teaching staff this year. "I'm extremely happy to have these educators join the Roosevelt family," said Principal Stephen Strachan. "They have come with the resilience and dedication needed to move us forward."

Among the new faces, however, one was already familiar to Roosevelt's veteran teachers. That's because Mrs. Taylor was a Roosevelt High School student, Class of 2002. "It's always been a dream to come back and teach in Roosevelt," she said. "When I got to Hofstra University, I thought, this was a pathway to give back to the community that I felt gave a lot to me."

Mrs. Taylor has been enjoying reconnecting with her former teachers. "I feel like a lot of people have been extremely supportive of me," she said.

The dress code is new since she was a student, and she's noticed there's more involvement by administration.

"I'm excited about the change that's going on at Roosevelt," she said. "I've always thought it's been an amazing community. I've been in this district all my life. I live in Roosevelt. I raise my kids in Roosevelt. My husband graduated from Roosevelt. I'm just excited



Left to right: Despina Forakis, Lauren Taylor, and Akira Regan.

about the transformation—about what the future's going to bring us in this little hamlet of a town. I'm excited and happy to be a part of it."



Scholarship winner Ashe Davis has noticed a change during her time at Roosevelt High. "It's more of a family environment at Roosevelt now. We are coming together as a school and community." She was of course happy for the new track too.

## Athletes Earn Scholarships & Academic Awards

Five Roosevelt High School student-athletes were awarded full college scholarships in 2014.

From the football team, Raymond Jones earned a 5-year scholarship to Stoney Brook University, where he will study business. Robert Hansen will major in criminology or criminal justice and minor in psychology at American International University. Kyle Moore will attend Delaware Valley College, where he will study sports management; and Johnnie Akins will go to SUNY Cortland, where he will study criminology. All four will play college football while pursuing their degrees. Combined, the football scholarships are valued at more than half a million dollars. The offers came during a winning streak for RHS football, which took the Nassau County Championship this year for a third year under Coach Joseph Vito.

On girls' track, Ashe Davis sprinted and studied her way to a 4-year combined academic and athletic scholarship to St. Peters University.

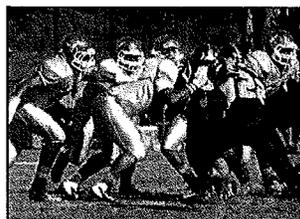
To qualify for athletic scholarships, students must meet (and hopefully exceed) NCAA academic standards. Student-athletes were projected to finish the 2013-14 season with a combined GPA of 82%, according to athletic director Joseph Mercado. "It's a good measure that our athletes are taking academics seriously," he said.

This year, the girls' volleyball, soccer, basketball, and softball teams were named NYS Scholar Athlete teams with a minimum GPA of 90%.

Raymond Jones advises that incoming students "stay on top of their grades while in 9th grade to start off their high school careers strong." He also suggests taking the

SAT in 9th grade and getting to know the guidance counselors.

Robert Hansen credits efforts by Roosevelt High School—including the block schedule and senior portfolio—with helping students prepare for the next steps in their lives. "The support of our school and community behind us helped us do well. It provided stepping stones and helped us become better people on our way to college as student-athletes," said Robert, who can feel the difference between Roosevelt High today and when



he started. "Even on the sports teams, I feel like there are more kids aiming to do well in school and do something productive with their lives after high school," he said. "Kids are more goal-oriented, and eager to go to college."

## More Sports News

- The boys' track team won the Nassau County Championship this year.
- The boys' and girls' basketball teams qualified for the playoffs.
- The girls' volleyball and tennis teams won sportsmanship awards from the Nassau County Coaches Association.
- Varsity wrestlers Dorkim Simeona and James Nuapah were named all-county.
- RHS hosted its first division championships and state qualifiers for track and field.
- Both the girls' and boys' 4x100 relay teams won the state championship.
- Raymond Jones came in 1st in the state in the 200 meter dash, and 2nd in the 100.
- Yusuf Young came in 2nd in the state in the triple jump.
- Students now enjoy a brand new gym.

# Roosevelt High School

## A Vibrant School Community

### Local Groups Partner with Career Academies



At RHS, all students in grades 10-12 belong to a career-based academy. Students choose from the Administration of Law & Law Enforcement Academy, STEM & Health Careers Academy, and the Family Consumer Science Academy. Each academy partners with local groups and organizations, and aims to provide workforce experiences to students. These academies were started with the help of a School Improvement Grant and are now being sustained with the help of school partners including BOCES.

The new school facility is providing additional resources, including the culinary lab pictured above.

"I took anatomy/physical science because I want to go into the medical field," said senior Vanessa Chicas. "There's virtual enterprises for business, constitutional law for law, and dance for performing arts. I appreciated these courses for expanding our ideas of what we could do."

### Bright, Modern School

Everyone seems to be enjoying Roosevelt High School's new school facility.

"I like how colorful it is," said senior Evelyn Sanchez. "There's more sunlight, more windows."

"I like the technology in each classroom," added senior Vanessa Chicas. "Each classroom has two computers and a Smartboard. It makes learning easier. Also, there's central air."

"It's really bright and cheerful," said senior Annie Andino. "It's very clean and productive for us to continue our learning."

"Compared to the other school, it's a big facility," said senior Ashe Davis. "We get to use it for our advantage, especially the kids who are going to be coming up in the school."



### Talent & Fashion

Other activities brought back in recent years include the talent show (right) and the fashion show, both student favorites.



### JROTC Going Strong

Now in its second year, Roosevelt High School's JROTC program continues to support and prepare students for their futures. JROTC is a leadership program, preparing students with skills for college, careers, or military. There's a physical education component, and students earn a half credit per semester. It is led by Lieutenant Colonel Gr. Gulley and First Sergeant Kenneth Woods.



### Senior Academic & Scholarship Awards

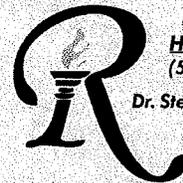
Each year, RHS holds a senior academic and scholarship awards ceremony to recognize high-achieving students. Students are recognized for staying on the Honor Roll and earn departmental awards. What started in the auditorium is now an occasion to dress up, because it's held at a nice catering hall with a jazz band. "You can look at the students and see—their attitudes are different because someone is paying them some attention," said RHS teacher Vivian Isom.

"High school has a lot of distractions, but if you stay focused on what you need to do, no dream is too big."

—Robert Hansen, Class of 2014

### Parents Get Involved

Parents can get involved in the Parent Teacher Student Association. For info, call the school at (516) 345-7200.



**ROOSEVELT HIGH SCHOOL**  
(516) 345-7200

Dr. Stephen Strachan, Principal

Shawn Farnum, Assistant Principal  
Carey Gray, Assistant Principal

Treva Patton, Assistant Principal  
Dr. Kim Nisbett, Coordinator of Guidance  
Desmond Poyser, School Implementation Mgr.

### ROOSEVELT UNION FREE SCHOOL DISTRICT

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Marilyn Zaretsky, Asst. to the Supt. for Secondary Education  
Marnie Hazellon, Asst. to the Supt. for Elementary Education

#### About this Publication:

This progress report is brought to you by Roosevelt High School, with information and photos contributed by the staff of RHS and The Rough Writer student newspaper, and writing/layout by Erica T. Marciniac.

#### Check Us Out Online!

[www.roosevelttfisd.org/Domain/8](http://www.roosevelttfisd.org/Domain/8)

## Honoring Dr. J's Coach: RHS Basketball's Ray Wilson

When Roosevelt High School and the Alumni Association invited RHS alumnus and NBA Hall of Famer Julius Erving to have the center square of the old high school's gym floor dedicated in his name, "Dr. J" asked that his coach,

Ray Wilson, be honored instead. Erving called Wilson, who coached many RHS athletes in the 1960's, "a coach, a teacher, a role model, a mentor, an inspiration," in an interview with Archie Snowden of Push Pause ([www.fios1news.com/longisland](http://www.fios1news.com/longisland)). The dedication was held on April 26, 2014. The plaque will be hung in the athletic hallway. Pictured are Coach Wilson (center) flanked by two of his former athletes, Julius Erving (right) and Stanley Tucker (left).

### Roosevelt Alumni Are Behind Students

The first class to graduate from Roosevelt High School was the Class

of 1964, and several members were in attendance at the dedication. Today, the RHS Alumni Association helps Roosevelt alumni reconnect with one another while offering senior scholarships, professional internships, and other programs that support the student body.

For information and to get involved, visit [www.rooseveltalumni.net](http://www.rooseveltalumni.net) or contact Rob Dixon at (516) 662-1521.



### We Want to Know What You Think

Please tell us what you think of this publication. Thanks!

#### Comments:

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#### Submit To:

Dr. Stephen Strachan, Principal, Roosevelt High School  
1 Wagner Ave., Roosevelt, N.Y. 11575

# Roosevelt High School

Informe del progreso 2014

## Nuestra misión:

La misión del Distrito Escolar de Roosevelt es educar al estudiante en su totalidad para que sobresalga y de esta manera asegurar el éxito para TODOS.

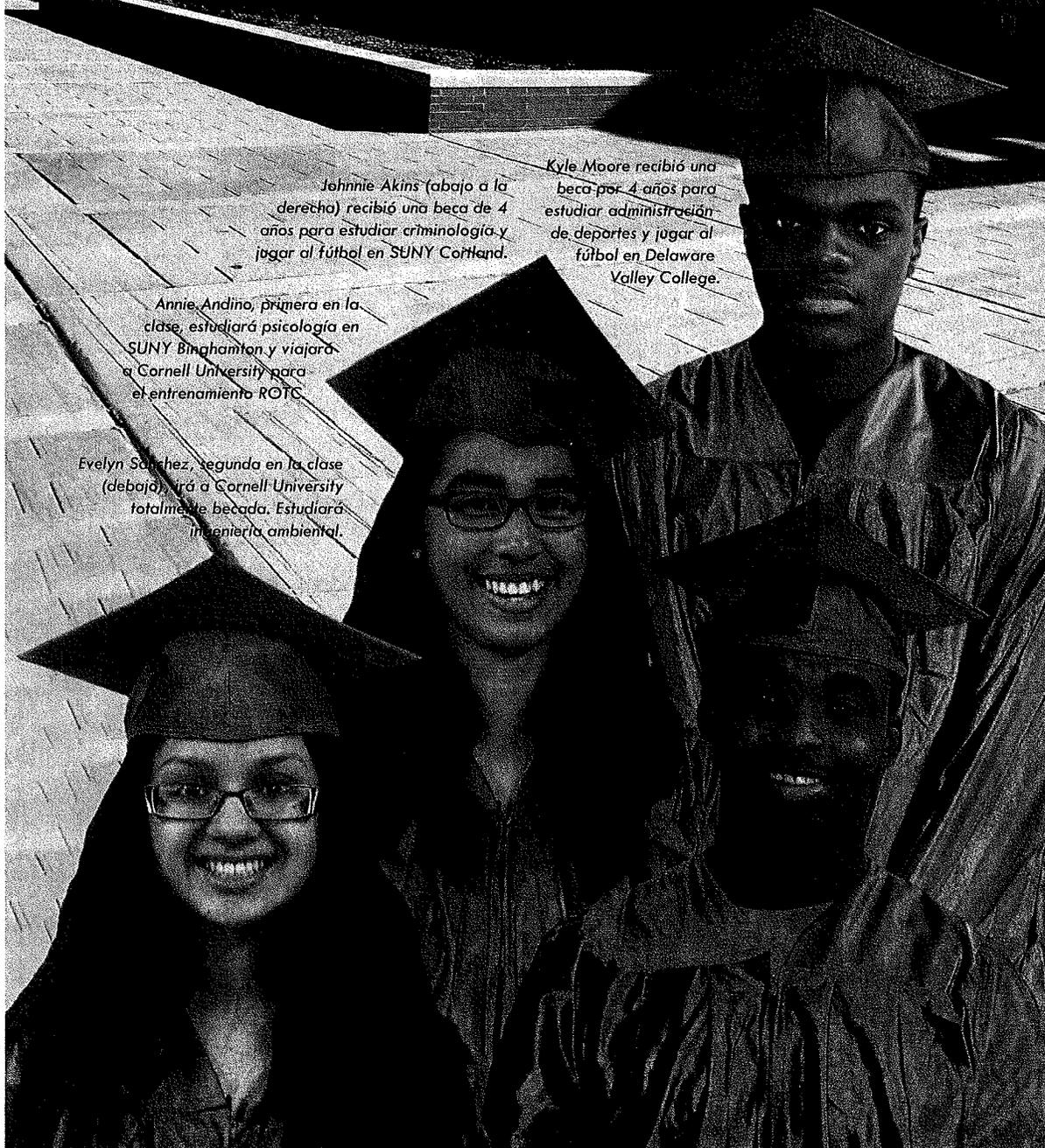
**“El fracaso no es una opción.”**

Johnnie Akins (abajo a la derecha) recibió una beca de 4 años para estudiar criminología y jugar al fútbol en SUNY Cortland.

Kyle Moore recibió una beca por 4 años para estudiar administración de deportes y jugar al fútbol en Delaware Valley College.

Annie Andino, primera en la clase, estudiará psicología en SUNY Binghamton y viajará a Cornell University para el entrenamiento ROTC.

Evelyn Sánchez, segunda en la clase (debajo), irá a Cornell University totalmente becada. Estudiará ingeniería ambiental.



# Roosevelt High School

## El progreso continúa

Dr. Stephen Strachan,  
Director



Estos días, hay muchos motivos de orgullo en la Escuela Secundaria Roosevelt. Las clases se dictan en una nueva instalación con tecnología moderna. Los alumnos hablan sobre la universidad, los deportes, los clubes y los eventos escolares. Los están aceptando en las mejores universidades del país y se están graduando de la secundaria listos para la universidad y para sus carreras.

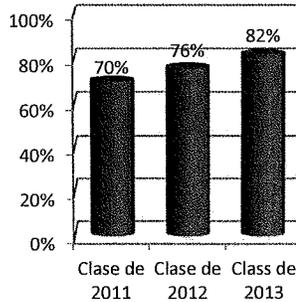
Para lograrlo, pasamos tres años transformando la escuela en academias basadas en carreras, concentrándonos en lo académico, la estructura y la cultura. Se asociaron a nosotros universidades, organizaciones y grupos laborales locales.

Gracias a todos los que nos ayudaron a llegar hasta aquí: al Consejo de Educación y el distrito escolar, por apoyar estas iniciativas; a los profesores y el personal, por implementarlas; a los padres, los miembros de la comunidad y los grupos locales que siguen brindando oportunidades a nuestros alumnos; y por supuesto a los alumnos que realizaron el esfuerzo cada día.

Llegamos lejos pero aún hay trabajo por hacer. Únanse a nosotros, no solo al celebrar nuestros logros, sino también como socios de una comunidad escolar creciente, unida para hacer de la Escuela Secundaria Roosevelt un lugar donde cada alumno tenga éxito.

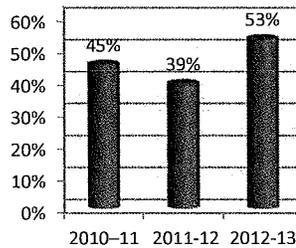
## Las pruebas muestran qué está funcionando

### Alumnos competentes en Inglés/Artes lingüísticas tras 4 años de instrucción



\*2012-13 es el año más reciente para el que hay resultados de pruebas disponibles; los puntajes de 2013-14 estarán la primavera siguiente.

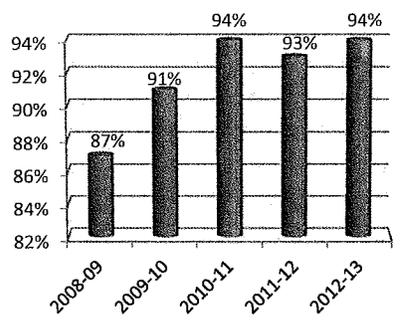
### Álgebra integrada Porcentaje con 65 o más



### Aumenta la asistencia de los alumnos

Si no vas a la escuela no puedes aprender; por eso, la Escuela Secundaria Roosevelt se ha esforzado los últimos cuatro años por aumentar la asistencia de los alumnos, así como por brindar un ambiente seguro y positivo para el aprendizaje.

### Tasa de asistencia



Cada año, los alumnos de Roosevelt dan los exámenes Regents, que miden sus conocimientos en las áreas de contenido básico. Los resultados de sus pruebas nos ayudan a ver qué es lo que está funcionando y qué más se puede hacer para mejorar el rendimiento académico de los alumnos.

Una forma de mirar los resultados de las pruebas es comparar el progreso de cada clase tras cuatro años de instrucción. Esto muestra que la Secundaria Roosevelt ha estado progresando varios años en Inglés/Artes lingüísticas, con un 82% de la clase de 2013\* en el nivel competente, un aumento del 12% en los últimos dos años. Estamos progresando hacia nuestra meta de que todos los alumnos dominen las materias para estar listos para la universidad y sus carreras.

En 2012-13, los alumnos sobrepasaron la meta del Progreso Anual Adecuado (AYP) establecidas por el Departamento de Educación del Estado de Nueva York.

La escuela sigue enfocándose en mejorar el rendimiento en matemáticas y a la vez aumentar el acceso a los cursos de nivel alto. Hace dos años, solo 238 alumnos se inscribieron en Álgebra integrada. En 2012-13, esa cifra aumentó a 299. Incluso con más alumnos inscriptos, el porcentaje de los que obtuvieron un puntaje de 65 o más aumentó de 39% a 53%. Los resultados de las pruebas de Álgebra 2

**"En la secundaria hay muchas distracciones, pero si te concentras en lo que debes hacer, ningún sueño es demasiado grande".**

—Robert Hansen, Clase de 2014

### Un diploma para todos

Queremos que todos los alumnos obtengan un diploma de secundaria. La Escuela Secundaria Roosevelt ofrece programas de ayuda para los alumnos con dificultades, como el programa PUSH y la Academia de Aprendizaje Alternativo para los alumnos que no tienen suficientes créditos, así como clases particulares, la Academia de los Sábados, el aprendizaje a distancia, la jornada extendida y la instrucción basada en tecnología. Cada año, más alumnos completan los cursos y obtienen un diploma de secundaria. En 2012-13, por segundo año, RHS alcanzó su meta de Progreso Anual Adecuado (AYP).

### Grandes profesores

Ser profesor lleva mucha preparación: años de estudio, sin mencionar los exámenes. Sin embargo, muchos profesores de Roosevelt se esfuerzan más de lo requerido y obtienen títulos de maestría o doctorado. El porcentaje de profesores de Roosevelt con títulos de posgrado está en aumento.

se mantuvieron relativamente constantes de 2011-12 a 2012-13, a la vez que se inscribieron 33 alumnos más. En 2012-13 también hubo progresos en geometría.

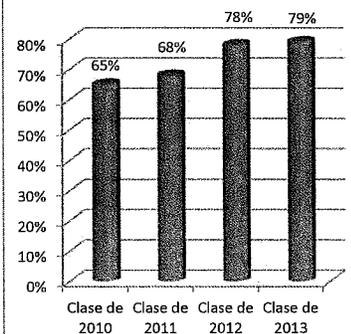
En los estudios sociales, hubo un ligero aumento del porcentaje de alumnos que obtuvieron 85 o más en 2012-13. De 2011-12 a 2012-13, los puntajes subieron en las ciencias, incluidas las de medio ambiente, ciencias de la tierra y química.

### Clases avanzadas

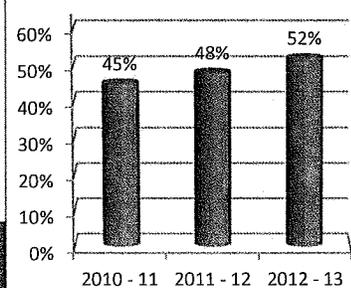
Las clases de AP (colocación anticipada) preparan a los alumnos para el trabajo de nivel universitario. RHS ofrece:

- Química AP
- Inglés, lengua y composición AP
- Laboratorio de enriquecimiento AP
- Gobierno AP
- Literatura y composición AP
- Literatura española AP
- Estadística AP
- Arte AP
- Gobierno e historia de los USA AP
- Historia mundial AP
- Composición inglesa I
- Composición inglesa II
- Temas en la historia estadounidense
- Plantas y sociedad
- Introducción a la biología
- Álgebra para diplomados
- Pre-cálculo
- Introducción al calor
- Mitología griega

### Tasa de graduación Roosevelt High School



### Porcentaje de profesores con maestría y 30 créditos o doctorado



# Roosevelt High School

## En camino a la universidad

“El sueño americano todavía se puede alcanzar”, dijo Evelyn Sanchez, que estudiará en Cornell University. En Roosevelt, Evelyn hizo varios cursos de Colocación Avanzada (AP) para prepararse para el trabajo de nivel universitario.

Los alumnos de RHS también se pueden preparar para la universidad con el programa Smart Scholars (Estudiosos Inteligentes), ofrecido en asociación con el SUNY College de Old Westbury desde 2010. Smart Scholars acepta hasta 200 alumnos de los años 9 a 12. Los participantes toman cursos con créditos universitarios en RHS y en el campus de Old Westbury, mientras siguen en la secundaria. Reciben libros de texto universitarios, transporte, clases particulares, asesoramiento de un estudiante universitario y ayuda con las solicitudes de ingreso a la universidad y de asistencia económica. Al graduarse, obtienen un certificado analítico oficial y créditos para los cursos en los que obtuvieron una calificación de “C” o más alta.

Este año, algunos Smart Scholars se

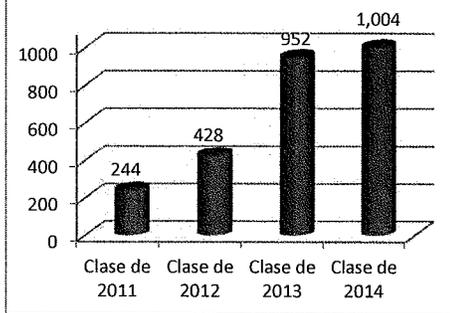
inscribieron en una carga de cursos universitarios completa, y algunos obtuvieron hasta 28 créditos universitarios transferibles.

### Eligiendo universidades

Los alumnos necesitan elegir la universidad apropiada; para ayudarlos a decidir, RHS ofrece viajes a universidades públicas y privadas, de 2 o 4 años y técnicas. Este fue el segundo año que la escuela secundaria realizó un viaje a las universidades SUNY de Binghamton, Albany, Oneonta y Morrisville. Los alumnos también pueden elegir universidades y carreras en el Día de las Universidades y las Carreras.

El Centro de Universidades y Carreras tiene una “hermosa” casa nueva en la flamante secundaria. “Es un centro de reunión para los alumnos”, dijo Jovin. “Vienen aquí todos los días. Preguntan sobre las becas universitarias y la asistencia económica, o simplemente trabajan. Es una atmósfera que

### Créditos universitarios Obtenidos en la secundaria



Arriba: La tabla muestra el número total de créditos universitarios que obtuvieron los alumnos de RHS cada año desde el inicio del programa.

alienta la cultura universitaria y les gusta estar aquí”.

### Actitud universitaria

La alumna Annie Andino ha observado un cambio de actitud en la Escuela Secundaria Roosevelt. “Parece como si los alumnos quisieran prepararse para la universidad y las carreras”, dijo. “Están más entusiasmados por aprender e ingresar al mundo real que antes”.

## De RHS a la Ivy League

“No importa dónde naces, eso no determina qué puedes hacer”, dijo Vanessa Chicas (derecha), quien comenzará sus estudios de desarrollo humano en Cornell University en otoño. “No debes dejar que nada te impida llegar a ser quien deseas ser”.

Vanessa es, con Evelyn Sanchez (izquierda), una de las dos alumnas que obtuvo un paquete de ayuda económica completo para la universidad de la “Ivy League”. Parece que son las primeras alumnas de RHS que ingresan a una universidad de la Ivy League en más de una década.

Ambos vienen de familias de El Salvador. “Nuestras familias vinieron aquí sin nada y nosotras, básicamente, estamos viviendo su sueño americano”, le dijo Evelyn al corresponsal de Newsweek Jaie Tyrrell.

La superintendente

Deborah Worthingham (centro) llamó a los jóvenes “modelos a seguir”. Este año, ella inició la tradición de una ceremonia de compromiso para los alumnos de último año, en la que todos se comprometen a dar los exámenes ACT y SAT de ingreso a la universidad, mantener buenas calificaciones y asistencia y solicitar el ingreso al menos a una universidad.



## Nuevos profesores

La Escuela Secundaria Roosevelt se complace en dar la bienvenida este año a la profesora de matemáticas Despina Forakis, la profesora de historia mundial y gobierno Lauren Taylor y la profesora de coro Akira Regan.

Una de las nuevas profesoras es una ex alumna de Roosevelt, de la clase de 2002. “Estoy entusiasmada por el cambio que está teniendo lugar en Roosevelt”, dijo la Sra. Taylor (centro). “Siempre me pareció una comunidad increíble. He vivido toda mi vida en este distrito. Vivo en Roosevelt. Crio a mis hijos en Roosevelt. Mi esposo se graduó de Roosevelt. Me entusiasma mucho la transformación, lo que nos traerá el futuro en esta pequeña aldea. Estoy entusiasmada y feliz de formar parte de ella”.



## Ceremonia de premios

Cada año, la escuela organiza una ceremonia de entrega de premios académicos para reconocer a los alumnos de último año con grandes logros. Los alumnos reciben premios de cada departamento y por permanecer en el cuadro de honor. Lo que comenzó en el auditorio ahora es una ocasión para ir bien vestida, porque tiene lugar en un bello salón de fiesta con una banda de jazz.

## La clase de 2014 obtiene más de \$1 millón en becas

Este año, los alumnos de RHS obtuvieron más de \$1 millón en becas. Una de las alumnas que recibió una beca completa es Dhakenia Maxime, una participante de Smart Scholars que obtuvo 24 créditos universitarios mientras estaba en la secundaria. En otoño comenzará sus estudios de biología gratis en Hofstra University.

Los alumnos del programa Smart Scholars muestran sus primeros certificados analíticos universitarios.



## Escuela moderna

Todos parecen estar disfrutando de la nueva instalación de la Escuela Secundaria Roosevelt. “Me gusta lo colorida que es. Hay más luz natural, más ventanas”, dijo la alumna Evelyn Sanchez.

“Me gusta la tecnología que hay en cada aula”, agregó Vanessa Chicas. “Cada aula tiene dos computadoras y un pizarrón inteligente. El aprendizaje es más fácil. Además, hay aire acondicionado central”.



Los padres pueden participar en la Asociación de Padres, Alumnos y Profesores llamando al (516) 345-7200.

## Academias de Carreras

En Roosevelt, todos los estudiantes de los años 10 a 12 pertenecen a una academia basada en carreras. Los estudiantes eligen entre la Academia de Administración Legal y Orden Público, la Academia de STEM y Carreras de la Salud y la Academia de Ciencias del Consumidor Familiar. Cada academia se asocia con los grupos locales con el objetivo de ofrecer experiencias laborales a los alumnos.

“Elegí anatomía/ciencias físicas porque quiero ingresar al ámbito médico”, dijo la alumna Vanessa Chicas. “Hay empresas virtuales para los negocios, ley constitucional para el derecho y danza para las artes escénicas. Aprecié esos cursos porque ampliaron nuestras ideas sobre lo que podíamos hacer”.

## Our Vision:

The Jordan High School community will foster the growth of all our students into

thoughtful, literate adults,

possessing the

academic, social, & technical skills

necessary to

think critically,

solve problems,

& successfully pursue academic & career

goals,

becoming

effective, responsible citizens.

In support of student

achievement, we will provide

a clean, safe, orderly, &

enriching environment &

culture based on

mutual respect,

collaboration, &

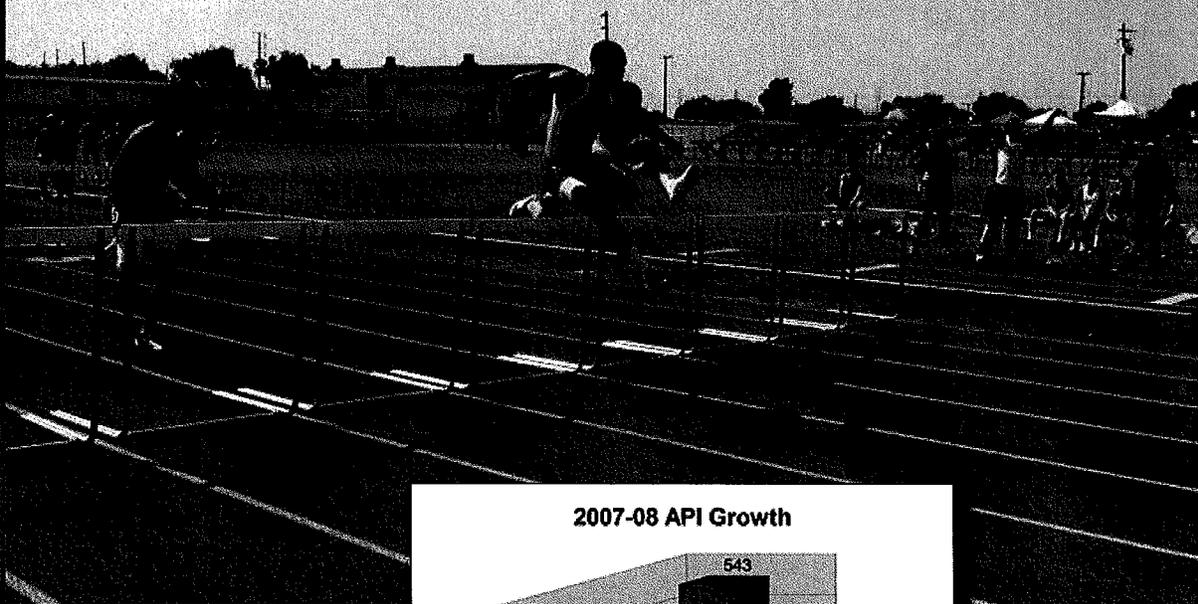
high expectations

for **ALL**

Jordan High School community members.

# Jordan High School

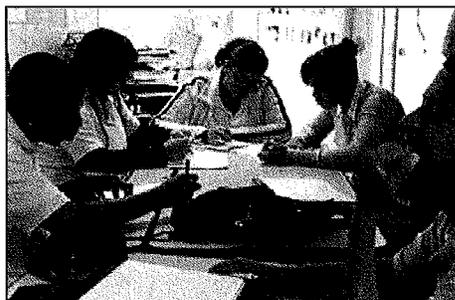
## A Year in Review: 2008-2009



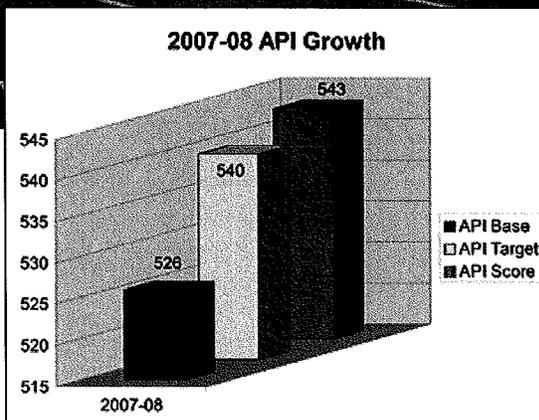
## Test Scores Climb Again

In 2008, Jordan High School's test scores rose for the second year in a row according to results of the California Academic Performance Index (API). Calculated using students' test results from both the CAHSEE and STAR tests in English-language arts, mathematics, science, and history, the API is like a report card for schools. Each year, the State sets a goal—called a growth target—for schools to meet.

In 2008, JHS students met and exceeded the API growth target set for them by the state with a respectable 17-point increase. Not only can



Above: STARR Academy students work together in Lacey Buidosik's economics class.



Above: In 2008, Jordan High made double-digit API gains for the second year in a row, surpassing the growth target set for it by the state. (The API score for 2009 will be released by the state in the upcoming school year.)

students boast two consecutive years of rising test scores based on improved academic performance, they can also celebrate long term growth since 2003—with Jordan High School's API rising by 16% from 468 to 543 API points over the last six years.

On the California Standards Tests (CST's), areas of note include biology, where students have improved their scores consistently over a 5-year period, and Algebra II, on which, after three years of growth, more students scored "proficient" or "advanced" in 2007-08 than in the last five years.

Above: Delvon Purvis on his way to taking first place in the 100-meter hurdles at the Eastern League Track Finals. The event was held on Jordan High School's brand new track, installed in December of 2008 along with other upgrades to athletic facilities.

## Student Athletes Shine on the Field... AND in the Classroom

Jordan High School's student athletes are not only accomplished at sports; they are also accomplished at academics.

In 2008-09, an impressive 77% of all 10th graders in the athletic program passed both sections of the California High School Exit Exam (CAHSEE) on their first try.

"It's the philosophy of our coaching staff that we support the academic program and constantly require athletes to meet high academic standards," explained Athletic Director Christopher Powell.

The CAHSEE pass rate for all student athletes, grades 10-12, was 71%.

# Jordan High School

## First-Ever Achievement Parade is 2,000 Strong!

In September of 2008, JHS held its first-ever Student Achievement Parade to celebrate students' academic and athletic successes. The parade featured not only Jordan High School students, but also students from local elementary schools. More than 2,000 people

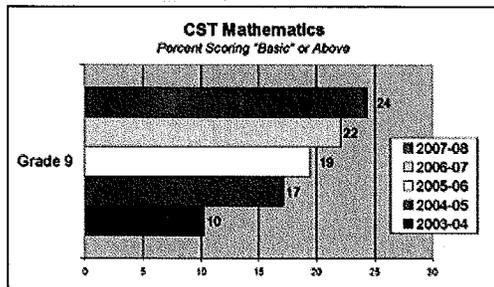
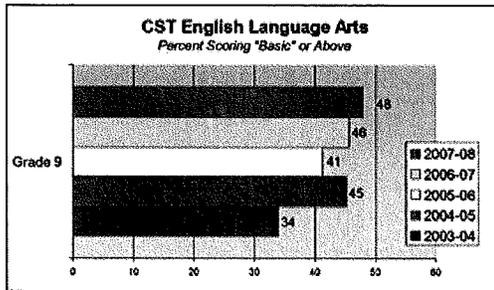
took part, including District 7 Superintendent Carol Truscott and Board of Education Member Richard Vladovic. This overwhelming participation goes to show just how much our community values education, and how much pride we all take in our students' accomplishments.



Right: Ninth-graders design sample MySpace pages for characters in *Romeo and Juliet* as part of a lesson on characterization in Jessica Butt's AVID English class.

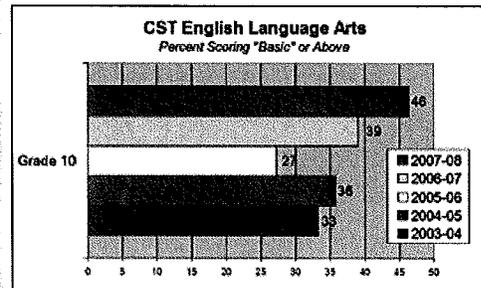
## Ninth Grade Gains Continue

Jordan High School is proud to announce that year after year, each class of 9th graders has done better than the last on the STAR program's California Standards Tests (CST's) in both English-language arts and mathematics.



## Tenth Graders Hold Their Own

Left: The percentage of 9th graders scoring at the "basic" level or above on the CST English-language arts and math continues to grow. It is significant since the majority of JHS students enter 9th grade scoring below grade level in English-language arts and math. This is why Jordan High enrolls 9th graders in a double block of English and math from the start—to help them build the strong academic foundation in 9th grade they will need to be successful throughout high school. You can see the results at JHS every day!



Above: Tenth graders show long-term growth on the CST English-language arts.

Tenth graders have been improving upon their successes in English-language arts for the past five years according to CST exam results. Since 2003-04, the percentage of 10th graders scoring "basic"

or above has grown by 39%.

## A Message from the Principal

Stephen Strachan, Ph.D.

Many good things are happening here at Jordan High School, and we are proud to share them with you in our second issue of *JHS: A Year in Review*.



This has been a year of budget challenges in the school district as it has been in the community. I would like to take this opportunity to commend our JHS teachers because even as many were unsure about their own positions as a result of the state's financial troubles, their care and love for our children prevailed and kept them here at Jordan, focused and dedicated to student learning and instruction.

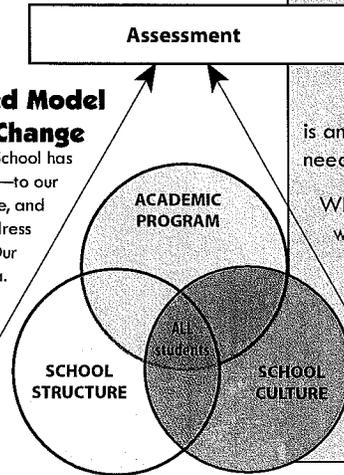
Our parent groups continue to get stronger, with new parents participating in workshops and parents reaching out to other parents. Thank you so much for being a part of the JHS community.

At left is a diagram explaining how we use data about our school to identify areas for improvement at JHS and then make changes for the better. This is an ongoing process because our needs continue to change.

While we look ahead to where we need to go, however, it is also important to look back and celebrate how far we've come. As you page through this report we invite you to celebrate our achievements with us.

## A Data-Based Model for Change

Since 2004 Jordan High School has undergone major changes—to our academic program, school structure, and school culture—designed to address the needs of all students. Our decision-making is based on data. In other words, we use assessment to inform the way we teach (our "delivery of instruction") as well as the programs we use to help students reach their academic goals ("targeted interventions").



Effective Delivery of Instruction

Targeted Interventions

**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
Ramon C. Cortines, Superintendent  
**Local District 7**  
Carol Truscott, Superintendent  
Irene Herrera-Stewart, Administrator of Instruction  
Russ Thompson, Director, High School Services

### DAVID STARR JORDAN HIGH SCHOOL (323) 568 - 4100

Dr. Stephen Strachan, Principal  
Gary Martinez, Assistant Principal  
Dr. Martin Avila, Assistant Principal  
Robert Whitman, Assistant Principal  
Elias Juarez, RLA Administrator  
Bonita Bradshaw, School Improvement Facilitator  
Lamont Millender, Diploma Project Advisor  
Velma Keller, Assistant Principal (retired)

### Check Us Out Online!

Please visit us online for updates on meetings, events, & other information: [www.jordanbulldogs.org](http://www.jordanbulldogs.org)

**About this Publication:** *Jordan High School: A Year in Review 2008-2009* is brought to you by Jordan High School with content/layout by Erica T. Marciniak, translation by Jean Caughell, and awesome photography assistance from JHS Class of '2009 graduate Valeria Vega. Thanks are also due to the friendly staff and students of JHS for their ongoing contributions and support.

# Jordan High School

## The Diploma Project

### Making Sure Students Graduate from High School

The percentage of students who earn their diplomas and successfully graduate from Jordan High has been on the rise for two years\*, even though all students are now required to pass the California High School Exit Exam (CAHSEE) in addition to their regular course requirements.

The state CAHSEE requirement went into effect in 2006. As of that year, students who do not pass the test in time for graduation cannot receive their high school diploma with their class.

To help students at risk for not graduating because of the CAHSEE or other reasons, JHS brought Lamont Millender on board as Diploma Project Advisor in 2006-07 through a program with the Los Angeles Unified School District (LAUSD): [www.myfuturemydecision.com](http://www.myfuturemydecision.com). Mr. Millender serves as a graduation coach, helping students who are low on credits by enrolling them in Credit Up, providing counseling, and making sure they receive CAHSEE test support.

There is also help for students who do not complete their graduation requirements on time to graduate with their classes. Mr. Millender keeps in touch with these 5th-year seniors, inviting them back to Jordan High to retake core classes, to get CAHSEE study support, or to sign up for Adult School to finish their course requirements.

"Last year we had a number of [5th year seniors] that came back," Millender said. "Out of 55 that came back, 48 of them were able to complete and get their high school diplomas. Thus far this year we've graduated about 20 that should have

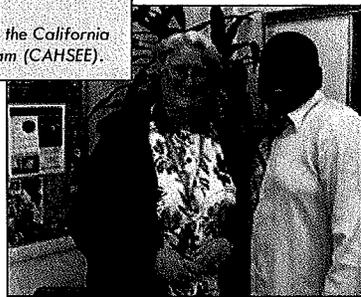
graduated last year."

A high school diploma is extremely important in this day and age. Statistics gathered by LAUSD show that high school graduates earn \$175 more per week on average than high school dropouts. If they could do it over again, 74% of dropouts would have stayed in school.

That's where Jordan

### JHS Graduation Requirements

- Earn 230 credits.
- Pass core classes with a "C" or better.
- Complete a community service learning project & 150 hours of community service.
- Pass both sections of the California High School Exit Exam (CAHSEE).



Above: Anne Lamont, Magnet Coordinator, and Lamont Millender, Diploma Project Advisor

High's Diploma Project Advisor comes in. "Jordan students don't see dropping out as an option anymore," Millender explained. "They know now that 'If I don't finish in four years I can at least do it in five—and I do have a place where I can go back and finish.'"

JHS would like to extend an invitation to anyone who has not earned his or her high school diploma but would like to do so. You are welcome here at Jordan. Come talk to us and find out what you need to do.

### More JHS Students Are Passing the CAHSEE

The percentage of students passing the CAHSEE while still in grade 10 has increased by leaps and bounds since 2003-04. In March of 2008, 53% of 10th graders passed the CAHSEE English-language arts and 49% passed the CAHSEE math. That's a 44% increase in the percentage of 10th graders passing math and a 33% increase in the percentage passing English-language arts since 2003-04.

\*This statement is based on 2008 data from the California Department of Education's NCES definition of graduation rate. According to school calculations, however, the graduation rate has risen considerably again in 2009.

## JHS Athletes at Home on New Track & Fields



Above: Kaneisha Grim takes home a victory at the Eastern League Track Finals held at JHS.

For the first time ever, JHS athletes now practice and compete at home on a new 400-meter synthetic track, installed in December of 2008. The new track is part of \$4 million in renovations and upgrades to athletic facilities that began with the gymnasium last year. Renovations to the football and softball fields are also underway.

## Parents and Alumni Support JHS Students

- Over 100 parents graduated from the workshop, "Breaking Down the Barriers between You and Your Child" this spring. Parent workshops are offered throughout the year. Please stop by the Parent Center for more information.
- Jordan's annual Parent and Volunteer Recognition Ceremony was a big success, with a large turnout of volunteers (dressed as cowboys and cowgirls) earning certificates and awards in between rounds of karaoke.
- The LA Jordanites held their annual brunch at Jordan High in June of 2009, awarding four scholarships to Class of 2009 graduates. Over 100 alumni attended—the biggest turnout ever!



Above: Jordan High's Resource Coordinating Team—a partnership between school & community groups—meets regularly to plan ways in which to provide resources for Jordan families.

### Did You Know?

James Marin earned his National Board Certification last year, making him the 3rd National Board certified educator at JHS, in addition to Assistant Principal Gary Martinez and special education teacher Dorothy Sweatt. Congratulations Mr. Marin!

"I go to school in Watts. While everybody thinks it's a bad place, it really isn't as bad as everyone thinks it is and I will have to change people's minds about that."  
-James Boyd, Class of 2009  
(Quote reprinted from The Bulldog Times)

## Athletic Feats!

Over 300 students participated on Jordan High School athletic teams in 2008-09. Here are some highlights from the past year:

- Boys' basketball won the league championship for the 6th year in a row under Coach Vander Myers.
- JHS football won the league championship for the 2nd year in a row under Coach Elijah Asante, and James Boyd was named the LA City Section Player of the Year.
- Cross Country had a frosh-soph girl qualify for the city finals for the first time under Coach Cambria D'Amico.
- Girls' basketball made it to the playoffs for the first time in five years under Coach Jason Simon.
- JHS baseball made the playoffs and advanced to the 2nd round under Coach Geoff West.
- Boys' tennis made the playoffs for the first time, had more students than ever compete in individuals, and one doubles team advance to the 2nd round of individual playoffs under Coach Tam Lam.
- Both boys' and girls' track and field teams won the league championship under Coach Sheron Butler.
- Boys' volleyball made the playoffs for the 3rd year in a row under Coach Leland Wang, with 2 players making the All-Academic Team.
- Boys' lacrosse won the Team Academic Excellence Award with a team GPA of 3.12. The award is given to the Varsity team in the LA City Section that attains the highest GPA during their season of sport. The lacrosse team is coached by Athletic Director Christopher Powell.

# Jordan High School

## Smaller Learning Communities at Jordan High

Jordan High School is structured into "smaller learning communities" (SLC's) within the larger JHS community. Like families, the SLC's are designed to provide each and every student with a support network of teachers and friends who help to make sure that he or she is successful in school. Every JHS student belongs—whether to a magnet, academy, or separate school within the school. The Class of 2009 is our second class of SLC graduates.

### Law & Justice Academy

The Law & Justice Academy is for students who are interested in the law, law-related fields, and legal and ethical issues. In partnership with Pepperdine Law School, students receive tutoring and mentoring by Pepperdine students. They also visit Pepperdine to take part in mock trials. Law & Justice students can also take part in Teen Court—where they hear real cases and determine a verdict of guilty or not guilty—as well as Police Explorers.



Above: Students take part in a mock trial hosted by Pepperdine University.

### 9th Grade Academy

The 9th Grade Academy gives students a strong academic foundation in math and language arts while building friendships and teacher-mentor relationships that last throughout their high school careers. Test scores and student input alike show that the design is working.



Above: Students in a classroom setting.

## College is Not Just for the Top 10

### JHS Prepares Many Students for College with AVID Program

For more than five years Jordan High School has offered a program called AVID, which stands for "Advancement Via Individual Determination." It is modeled after the nation-wide nonprofit AVID program, and the goal is to prepare students in the academic middle to be eligible for 4-year colleges and universities.

Students with a Grade Point Average between 2.0 and 3.0 are selected for the AVID class, explained Ilka Dupree, AVID counselor. They are tutored by



Left: AVID graduate Tramell Fantroy will attend Bethune Cookman University in Florida this fall with plans to major in business administration.

college students and high-achieving 12th graders to help them be successful in their Honors and AP classes. They also do a lot of college activities and field trips so that they have the interest and the know-how to select and apply to colleges while also pursuing financial aid and scholarships.

In the Class of 2009, all 15 AVID students completed their A-G requirements and are eligible to attend college, with the majority planning to attend two or four-year colleges and universities, said Erica Thomas, who coordinates the AVID and AP programs. In addition, JHS is proud to have been named an official AVID-affiliated school this year ([www.avidonline.org](http://www.avidonline.org)).

With approximately 100 participants, a waiting list of interested students, and graduates headed off to college, AVID is a proven success story—and just one more example of the kinds of things JHS is doing to prepare students for college and for life.

### STARR Academy for Visual & Performing Arts

The STARR Academy for Visual & Performing



Arts offers theater, computer graphics, video production, art, animation, dance, stagecraft, choir, and band in addition to its regular academic program. Partnerships with UCLA Arts Bridge, Paramount Studios, and Unite LA help to provide a wide range of opportunities in the arts for JHS students.

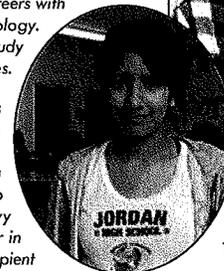


Visual arts classes are open to STARR students as well as other academies. Pictured: Portia Stroud's art class.

### Math/Science & Technology Magnet

Founded more than a decade ago, the Math/Science & Technology Magnet provides rigorous academic preparation for college and careers with an emphasis on science and technology. Many Magnet students go on to study at top colleges and universities.

Right: "The Magnet program has prepared me because...it has given me the opportunity to challenge myself," says Valedictorian Sara Rodriguez, who is headed to Brown University—an Ivy League school—to major in math. Sara is also a recipient of the Gates Millennium Scholarship—a 4-year scholarship that can be extended to eight years if she decides to pursue postgraduate studies.



### Health Science Academy



The Health Science Academy prepares students for vocational and college-bound careers in health sciences. For example, students can take ROP nursing classes, learn how to get certified as medical technicians, or follow the academic route to careers as doctors, scientists, or physician's assistants, to name a few.

Above: Students gain emergency training in their hospital occupations class.

"I think having academies within a high school is an excellent idea and here's the reason why: as teachers we get to know our students. We travel with them throughout the years. I have had 10th graders who are now seniors. They know me. I think having academies gives our students a sense of ownership [and] responsibility."  
-Irma Lemus, Health Science Academy teacher

### Gender-Specific Classes

JHS offers two gender-specific classes—an All-Male Academy and an All-Girls Academy. The idea is to give students the opportunity to learn in an environment free of distractions. Character development, rigorous academics, tutoring, and college planning are highlights of the program.



Left: Members of the All-Boys Academy study capitalism in Dorothy Cox's World History class.

"I think it's very helpful for us," said Danielle Clay, President of the All-Girls Academy. "It keeps us focused because there aren't any males in the class."



Above: A few members of the All-Girls Academy show off their uniforms.

For the All-Male Academy, Co-President Tommy Elam said, "I'm very excited to see how I turn out in the future because the All-Male Academy is giving me the opportunity to show my best so I can succeed when I get to college—and I like it. No matter what race you are, we all come together as brothers and do what we're [expected] to do."

### New Tech High School

New Technology High School (NTH) is located on the campus of Jordan High School. Although it is actually a separate school from JHS, it is open to all interested students. NTH uses project-based learning in a technology-rich environment. If you're a "techie" this is the place for you.



"New Tech is a great school. We learn a lot about technology and how to use computers."  
-Jonathan Arline

"It's a small community but we all know each other so it's really like a big family."  
-Emely Hernandez

# Jordan High School

## More Good News from the College Center

The College Center reports that even more JHS students have been accepted into 4-year colleges and universities this year—from Ivy League, out-of-state, and historically black colleges and universities to our own University of California (UC) and California State University (CSU) schools.



**Above:** Many JHS students consider the College Center their second home. Here are just a few of JHS' college-bound seniors caught in the College Center at lunchtime.

College acceptances are up in part due to something the College Center started doing last year. Basically, each 11th grader with a GPA of 2.0 or above filled out a high school planner online at CSU Mentor, the application portal of the CSU system. Students and counselors used the planner to make sure students completed all their A-G classes, or if not, signed up for them in 12th grade. Then as seniors, students were easily able to apply to the CSU system online. As a result, many more JHS seniors in the Class of 2009 have been accepted to California State Universities.

Also new through the College Center in 2008-09 is a partnership with LA Southwest College

that brought two college classes—anthropology and sociology—on campus for students who had already finished their graduation requirements. Approximately 60 students were able to take part and earn college credit.

JHS has worked hard along with its partners to build a culture where students not only expect

*"Especially for AB540 students, don't just stay quiet about stuff like that," advises Yaneth Conde, who was accepted to UC Irvine and Cal State Dominguez Hills. "Be more open about it. Talk to teachers [and counselors] you're close to, because otherwise you're on your own; it's way harder and you won't get where you want to be."*

to go to college, but also have the resources they need to successfully achieve that goal.

For information on USC Upward Bound, College Match, UCLA MAPPs tutoring, A-G and AP classes, college advising, SAT tutoring, financial aid, scholarships, AB540 tuition for undocumented students, and anything else college-related, please visit us at the College Center anytime!

**NOTE:** This page contains a snapshot of some of Jordan's college bound seniors. While we could not feature everyone here, we want to congratulate all JHS seniors. Good luck to you! Special thanks are due to all of the young people who contributed to this publication, both those who are featured and those who are not.

Magnet student Monica Alcantara is headed to UCLA this fall. She credits much of her success to her counselors. "They influenced me to be active," she said, and to "develop leadership qualities."



James Boyd earned a 4-year scholarship to USC, where he will study business administration and math while also playing on USC's football and basketball

teams. "I'm going to miss Jordan, but everybody's got to leave high school. I just want to say you can go anywhere out of anywhere."



Salutarian Selene Ceja is thankful to have had "great teachers who are experienced in their fields," AP courses, and programs that "give more opportunities to for low income students to go to college." Selene will attend Georgetown University.

The first in his family to go to college, Emmanuel Tecuatl is headed to Dartmouth College—an Ivy League school—this fall. At Jordan High, Emmanuel was pleasantly surprised by the quality of education, the support programs, and the school community.



ASB President Zindy Valdovinos, who is on her way to UCLA this fall, feels that Jordan's AP classes are what prepared her most for college. Her advice to other students is "to get involved, to participate in activities and community service," and to "work hard."



"I didn't want to go to college," says Chané Beard, who is bound for Cal State Northridge this fall. "I knew that college would help me but I didn't think that college was for everyone—and I didn't think that I was the type of person that would succeed in college. Ms. Shine, she kind of pushed me and stayed on me to just give myself a chance."

STARR Academy graduate Jovahny Herrera's success story starts at Jordan High, where he transferred short of credits in 10th grade. At JHS he went from being behind in school to graduating with his sights set on college. Jovahny will attend Cal State LA this fall.



Valeria Vega is on her way to Smith College in Massachusetts this fall. In addition to taking seven AP courses, Valeria was involved in many clubs, sports, and community service activities during high school—

making her exactly the kind of well-rounded student that colleges are looking for.

### A Full AP Courseload

Advanced Placement (AP) classes prepare students for college-level work, and students who score a 3 or above on AP tests do not have to take that class in college. JHS helps students get ready for post-secondary education by offering AP classes, which in 2008-09 included:

- AP English Literature
- AP English Language
- AP Calculus
- AP Physics AB
- AP Biology
- AP Environmental Science
- AP US History
- AP Spanish Literature
- AP Spanish Language
- AP Art History
- AP Studio Art/Drawing
- AP Human Geography

More AP courses are planned for next year:

- AP Computer Science
- AP World History

**THIS JUST IN:** In a Newsweek web exclusive on June 8, 2009, Jordan High was listed as one of 1,500 top U.S. schools. The list is based on the number of Advanced Placement exams taken by students in 2008 compared to the number of graduating seniors. Go Bulldogs!

### We Want to Know What You Think

Please tell us what you think of this publication. Thanks!

#### Comments:

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#### Submit To:

Dr. Stephen Strachan, Principal, David Starr Jordan High School  
2265 East 103rd Street, Los Angeles, CA 90002

# Jordan High School

## Comunidades Pequeñas de Aprendizaje en Jordan

Jordan High School está estructurada en "comunidades pequeñas de aprendizaje" (SLC's) dentro de la comunidad de JHS. Así como familias, los SLC's son diseñados a proveer a todos los estudiantes de una red de apoyo de maestros y amigos que ayudan a asegurar que ellos tengan una experiencia escolar exitosa. Cada alumno de JHS pertenece—sea a una escuela "magnet," academia, o escuela separada dentro de la escuela. La Clase del 2009 es la segunda clase para graduarse de nuestros SLC's.

### Academia de Derecho y Justicia



Esta academia es para los alumnos interesados en asuntos de derecho y la ética. En asociación con

la escuela de leyes Pepperdine, estudiantes reciben enseñanzas y programas de mentor por estudiantes de leyes. Pueden participar en juicios reales llamados "Teen Court", juicios simulados y Exploradores Policiacos.

### Academia STARR de Bellas Artes

Esta academia ofrece teatro, gráfica en computadora, producción de video, arte, animación, danza, escenografía, coro y banda además de los programas académicos regulares. Asociaciones con UCLA Arts Bridge, Paramount Studios, y Unite LA proporcionan oportunidades adicionales a los alumnos.



### Academia de Noveno Grado

Esta academia ofrece a los alumnos una fuerte base académica en matemáticas y artes de lenguaje, mientras engendra amistades y relaciones maestro/mentor que durarán hasta el final de sus estudios en escuela secundaria.



### Magnet de Matemáticas/Ciencias y Tecnología

Fundada hace más de una década, el programa Magnet provee preparación académica rigurosa para estudios universitarios y carreras. Muchos estudiantes de Magnet continúan estudiando en prestigiosos colegios y universidades.

Sara Rodriguez del programa Magnet se graduó en el primer lugar en la clase y asistirá a Brown University. Ella ganó una beca (Gates Millennium Scholarship) por cuatro años que puede ser extendida a ocho años si ella decide continuar con sus estudios posgraduados.

### Escuela Secundaria de Nueva Tecnología

Esta escuela está ubicada en el campo escolar de JHS. Aunque de hecho es una escuela separada, está abierta a cualquier alumno interesado. Si a usted le gusta la tecnología, éste es el lugar preciso para usted.

### Clases Específicas al Género

JHS ofrece dos clases específicas al género—una Academia Varonil y una Academia Femenil. La meta es darles a los estudiantes la oportunidad de estudiar en un ambiente libre de distracciones. El desarrollo del carácter, académicas rigurosas, tutelaje y planeamiento universitario son los puntos sobresalientes de este programa.



"Estoy muy feliz de ver como saldré en el futuro porque la Academia Varonil me está dando la oportunidad de demostrar lo mejor que puedo para poder tener éxito cuando llegue a la universidad," dijo el Co-Presidente Tommy Elam. "No importa de que raza seas, nos unimos todos como hermanos y hacemos lo que se espera de nosotros."



### Academia de Ciencias de Salud



Esta academia prepara a estudiantes en carreras vocacionales y carreras encaminadas a la universidad en ciencias de salud. Estudiantes pueden tomar enfermería ROP y cursos de técnicos médicos a pueden empezar el camino a sus carreras de doctores o científicos.

## El Proyecto Del Diploma

### Asegurando que Alumnos se Gradúen de la Preparatoria

El porcentaje de graduados de Jordan High School (JHS) ha estado aumentando por los pasados dos años, esto a pesar de que todos los alumnos se les requiere pasar el Examen de Egreso de la Preparatoria de California (CAHSEE) antes de graduarse.

Para ayudar a alumnos a riesgo de no graduarse por el examen de CAHSEE u otras razones, JHS trajo a Lamont Millender como Consejero para el Proyecto del Diploma en 2006-2007 por medio de un programa del Distrito Escolar Unificado de Los Angeles (LAUSD).



Anne Lamont, Coordinadora de Magnet, y Lamont Millender, Consejero del Proyecto de Diploma

El Señor Millender ayuda a los alumnos que están bajo en créditos, inscribiéndolos al programa "Credit Up," dando consejos y asegurando que reciben apoyo para el examen CAHSEE. También se mantiene en contacto con alumnos que no se gradúan a tiempo, invitándolos a regresar a Jordan High a repetir clases, obtener ayuda para el examen CAHSEE o inscribirse en la Escuela para Adultos.

"El año pasado tuvimos un número de alumnos que regresaron," comentó Millender. "De los 55 alumnos que regresaron, 48 de ellos fueron

capaces de acabar y recibir sus diplomas. En lo que corre del año, ya hemos graduado a 20 alumnos que tenían que haberse graduado el año pasado."

Un diploma es sumamente importante en estos tiempos. Estadísticas muestran que los graduados de la preparatoria ganan un promedio de \$175 más por semana que aquellos que no se gradúan.

"Los alumnos de Jordan ya no están considerando abandonar sus estudios como una opción," Millender concluyó. "Ellos saben que 'si no acabo en cuatro años, por lo menos lo puede hacer en cinco—y tengo un lugar donde puedo regresar y acabar.'"

JHS extiende una invitación a toda persona que no ha logrado sacar su diploma, venir y hablar con nosotros sobre lo que usted vaya a necesitar para obtenerla.

## Un Mensaje del Director

Stephen Strachan, Ph.D.



Muchas cosas buenas están pasando en Jordan High School, y estamos orgullosos en compartirlas con ustedes en nuestra segunda edición de JHS: Un Año en Reseña.

Este año ha sido uno de desafíos en el presupuesto del distrito escolar. Quiero comendar a nuestros maestros, que aunque no sabían si iban a tener empleo por el estado financiero estatal, su cuidado por nuestros niños sobresalió y los mantuvo enfocados y dedicados a la instrucción y a la enseñanza.

Nuestros grupos de padres de familia continúan más fuertes, con nuevos padres de familia participando en talleres. ¡Gracias por ser una parte de JHS!

Por favor, únase con nosotros mientras tomamos un momento para celebrar qué tan lejos hemos llegado, a la vez que miramos a qué tan lejos tendremos que llegar.

### Primer Desfile de Mérito

En septiembre, JHS celebró su primer desfile de mérito estudiantil para celebrar los logros académicos y atléticos de los estudiantes. El desfile contó con la participación de estudiantes de Jordan High School, sino que también de estudiantes de otras escuelas primarias locales. Más de 2,000 personas participaron. Esta participación tan incontestable muestra la importancia que da la comunidad a la educación, y cuanto orgullo sentimos por los logros de nuestros estudiantes.

### Más Estudiantes Pasando el Examen CAHSEE

En marzo del 2008, el 53% de alumnos del décimo grado pasaron el examen de CAHSEE del inglés-arts del lenguaje, y 49% pasaron el examen de CAHSEE de matemáticas. Esto refleja un aumento de 44% de alumnos del décimo grado que pasan en matemáticas y un aumento de 33% en el porcentaje que pasan en inglés-arts del lenguaje, desde el año 2003-2004.

# Jordan High School

## Más Noticias Buenas desde el Centro Universitario

Aún más estudiantes han sido aceptados este año a universidades de 4 años—desde universidades "Ivy League," de otros estados, y las históricamente afro americanas—hasta nuestros propios sistemas de University of California (UC) y California State University (CSU).

Una razón es que el año pasado el Centro Universitario pidió que cada alumno del grado 11 con una GPA de 2.0 o más complete un documento de planificación de escuela secundaria en la red del sistema CSU. Luego, durante el grado 12, los alumnos llenaron sus solicitudes al sistema CSU por Internet. Como resultado, muchos estudiantes de la Clase del 2009 fueron aceptados a universidades de CSU.

También nuevo en 2008-2009 es una sociedad con LA Southwest College que llevó clases a nivel universitario al campo escolar de Jordan High. Se ofrecieron antropología y sociología con créditos universitarios a estudiantes que ya habían completado sus requisitos para graduación de escuela secundaria.



Algunos de los "seniors" de Jordan, con rumbo a las universidades, se reúnen en el Centro Universitario y de Carreras.

Aproximadamente 60 alumnos participaron en este programa.

JHS y sus socios laboran fuertemente para fomentar una cultura donde estudiantes no sólo esperan asistir a la universidad, sino también tienen los recursos que necesitan para hacerlo.

"Especialmente para los AB540 estudiantes, no se quedan callados sobre asuntos como esos," se aconseja Yaneth Conde, quien fue aceptada a UC Irvine y Cal State Dominguez Hills. "Hablen con maestros y consejeros que ustedes conocen, porque de otro modo van a tener que defenderse solos."

Para obtener información sobre derechos de matrícula para alumnos indocumentados (AB540), "USC Upward Bound," "College Match," "UCLA MAPPS," instrucción individual, clases de A-G y AP, asesoría para estudios universitarios, instrucción individual para el examen SAT, asistencia económica, becas, y cualquier consulta relacionada a las universidades, visítenos en el Centro Universitario.

## El Programa "AVID" Prepara a Muchos Alumnos para la Universidad

Por cinco años, JHS ha ofrecido un programa llamado "AVID," modelado sobre el programa nacional del mismo título. La meta es preparar a los alumnos del intermedio académico a ser calificados para las universidades.

Los alumnos que tienen una calificación promedio (GPA) entre 2.0 y 3.0 están seleccionados para el programa. Ellos reciben instrucción individual por estudiantes universitarios y del grado 12 para ayudarles con sus clases de Honores y Ubicación Avanzada (AP). También participan en actividades a nivel universitario y viajes educativos para que tengan el interés y los conocimientos para escoger y solicitar entrada a las universidades mientras busquen asistencia económica y becas.

Todos los 15 alumnos "AVID" en la Clase del 2009 completaron sus requisitos y están calificados a entrar en la universidad. La mayoría piensa asistir a universidades el año que viene. Además, JHS está muy complacida de haber sido nombrada una escuela oficialmente afiliada "AVID" este año. Hay aproximadamente 100 alumnos, grados 9 a 12, en el programa.

El programa "AVID" es un cuento de éxito—y otro ejemplo de lo que JHS está haciendo para preparar a los alumnos para la universidad y para la vida.



Tramell Fantray del programa AVID asistirá a Bethune Cookman University en Florida.

Derecha: Monica Alcantara asistirá a UCLA. "Mis consejeros me influenciaron para ser activa," dijo ella, y a "desarrollar calidades de líder."



Derecha: "No pensé que la universidad era para todos—y no pensé que yo era el tipo de persona que lograría tener éxito en la universidad," dijo Chané Beard. Pero, gracias al apoyo de su consejera universitaria, Chané asistirá a Cal State Northridge.



Derecha: La historia de éxito de Jovahny Herrera comienza en Jordan High, donde se transfirió en décimo grado. En JHS, cambió de estar atrasado en la secundaria a seguir planes de asistir a la universidad. Jovahny asistirá a Cal State LA.



Derecha: Selene Ceja se graduó en el segundo lugar en la clase. Ella está agradecida de haber tenido "maestros excelentes" y programas que "dan más oportunidades a estudiantes de bajos recursos que ir a la universidad." Selene asistirá a Georgetown University.



Abajo: Valeria Vega asistirá a Smith College in Massachusetts. En JHS, Valeria tomó siete cursos de AP y era activa en muchos clubes, deportes y actividades de servicio comunitario. También tomó muchas de las fotos que aparecen en este reporte.



Derecha: James Boyd ganó una beca de cuatro años a USC, donde estudiará administración de negocios y matemáticas mientras juega fútbol americano y baloncesto.



Abajo: El primer de su familia para asistir a la universidad, Emmanuel Tecuati asistirá a Dartmouth College. Emmanuel está satisfecho con la calidad de la educación, los programas de apoyo y la comunidad en Jordan High.

NOTA: Esta página destaca a algunos de los "seniors" de JHS que seguirán su rumbo a las universidades. Aunque no pudimos incluir a todos aquí, queremos felicitar a todos los "seniors" de JHS. ¡Muy buena suerte a ustedes!

## Padres de Familia y Ex-Alumnos Apoyan a Estudiantes

- Esta primavera más de 100 padres de familia se graduaron del taller "Rompiendo las Barreras entre Usted y su Niño." Para más información sobre los talleres por favor pase al Centro de Padres de Familia.
- La ceremonia anual de reconocimiento de padres y voluntarios fue un gran éxito bien atendido con voluntarios ganando certificados y premios entre rounds de karaoke.
- Los Jordanites de LA, el grupo de ex-alumnos de Jordan, tuvieron su brunch anual en junio, confirmando becas a cuatro graduados. Más de 100 ex-alumnos asistieron.

## Logros de Atletismo

Más de 300 estudiantes participaron en equipos atléticos de JHS en el año 2008-2009. Aquí hay algunos puntos sobresalientes del año pasado:

- El equipo de baloncesto varonil ganó el campeonato de la liga por el sexto año consecutivo.
- El equipo de fútbol americano ganó el campeonato de la liga por el segundo año consecutivo.
- El equipo de baloncesto femenil llegó a las eliminatorias por primera vez en 5 años.
- El equipo de béisbol llegó a las eliminatorias.
- El equipo de tenis varonil llegó a las eliminatorias por primera vez.
- Los equipos varonil y femenil de atletismo ganaron el campeonato de la liga.
- El equipo varonil de voleibol llegó a las eliminatorias por el tercer año consecutivo.
- El equipo de lacrosse varonil ganó el Premio de Excelencia Académica de Equipo, dado por el equipo Varsity en la Sección de Ciudad de LA con el más alto promedio escolar.

# Jordan High School

## Un Año en Reseña: 2008-2009

### Los Deportistas Brillan en el Campo de Atletismo. . . ¡Y en la Sala de Clase!

Los alumnos atletas de JHS no solamente sobresalen en los deportes; ellos también se destacan académicamente.

En 2008-2009, un porcentaje impresionante del 77% de todos los alumnos del grado 10 en el programa de atletismo aprobaron las dos partes del Examen de Egreso de la Preparatoria de California (CAHSEE) en su primer intento.

"Es la filosofía de nuestro personal de entrenamiento que apoyemos el programa académico y exijamos constantemente a los deportistas a alcanzar altos estándares académicos," explicó el Director de Atletismo, Christopher Powell.

El porcentaje de aprobación del CAHSEE de todos los deportistas, grados 10-12, fue del 71%.

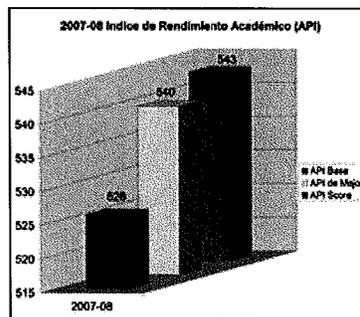


Crystal Lizaola-Arvizu toma segunda lugar en su evento en los finales de atletismo de la Liga Este, dejando atrás a las otras competidoras. Los finales se celebraron en la nueva pista de 400 metros recién instalada en Jordan High School además de otras renovaciones hechas a las instalaciones de atletismo.

### Suben las Calificaciones Otra Vez

En 2008, los alumnos de Jordan High School mejoraron su índice de rendimiento académico (API) por el segundo año consecutivo.

Las calificaciones API son similares a libretas de calificaciones para escuelas. Se calculan utilizando los resultados combinados de los exámenes estándares (CST's) en inglés-artes del lenguaje, matemáticas, ciencias, e historia. Cada año el Estado establece una meta—llamada API de Mejora—para ser alcanzada por las escuelas.



artes del lenguaje y matemáticas.

Esto se debe a que JHS matricula los estudiantes del grado 9 en clases extras de inglés y matemáticas (llamadas "double blocks" - agrupaciones dobles) para ayudarles a construir la fuerte base fundamental académica en el grado 9 que necesitarán para tener éxito durante todos sus años de escuela secundaria.

#### Más Logros Notables

Otros logros en los resultados de los exámenes de los alumnos incluyen:

- Notas de los alumnos del grado 10 en CST Inglés-artes del lenguaje han ascendido constantemente durante un período de 5 años.
- Notas en CST Biología han ascendido constantemente durante un período de 5 años.
- Notas en CST Algebra II han estado subiendo durante tres años. En 2007-2008, más estudiantes se calificaron "hábiles" o "avanzados" que durante los últimos 5 años.

### Muchas Clases de AP

Las clases de Ubicación Avanzada (Advanced Placement - AP) preparan a los estudiantes para estudios a nivel de universidad. Los alumnos que reciben una evaluación de "3" o mejor ahora no tienen que tomar esa clase en la universidad. En 2008-2009 JHS ofreció:

- AP Literatura en Inglés
- AP Lenguaje
- AP Cálculo
- AP Ciencia del Medioambiente
- AP Física AB
- AP Biología
- AP Historia de los EEUU
- AP Idioma Español
- AP Literatura en Español
- AP Historia de las Artes
- AP Arte de Estudio/Dibujo
- AP Geografía Humana

Se están programando más cursos AP para el próximo año:

- AP Ciencia de Computación
- AP Historia del Mundo

### Queremos Saber lo que Opina

Nos gustaría saber lo que usted piensa de esta publicación.

#### Comentarios:

#### Enviar A:

Dr. Stephen Strachan, Director  
David Starr Jordan High School  
2265 East 103rd Street  
Los Angeles, CA 90002

En 2008, los estudiantes de JHS excedieron su API de Mejora con un aumento respetable de 17 puntos. Los alumnos no sólo pueden ahora celebrar dos años consecutivos de notas ascendentes, ellos también pueden celebrar el crecimiento a largo plazo desde 2003—con el aumento del API del 16% de 468 a 543 durante los últimos seis años. (Se publicará el resultado del API para 2009 en el próximo año escolar.)

#### Continúan las Mejoras del Grado 9

Año tras año, cada clase del grado 9 ha rendido mejor que la anterior en los exámenes estándares (CST's) en inglés-

### Nuestra Visión:

La comunidad de Jordan High School fomentará el crecimiento de todos nuestros estudiantes en adultos pensativos e instruidos, que posean las habilidades académicas, sociales, y técnicas necesarias para pensar críticamente, resolver sus problemas, y realicen sus metas académicas y profesionales exitosamente, convirtiéndose en ciudadanos responsables y eficaces. En apoyo al aprovechamiento del estudiante, nosotros proveeremos un ambiente limpio y seguro basado en el respeto mutuo de cada cultura, con colaboración y expectativas altas para todos los miembros de la comunidad de Jordan.



# STEPHEN G. STRACHAN

179 West Centennial Ave. Roosevelt, NY 11575

323-443-6500 • SStra83626@aol.com

## High School Principal

### Program Management ♦ Administration ♦ Leadership Development

- Dynamic, results-oriented High School Principal with 16 years successful work history reflecting training, administration, and program management in uniquely challenging environments.
- Core competencies include:
  - Organizational Leadership
  - Strategic Planning
  - Continuous Improvements
  - Multimillion-Dollar Budget Management
  - Community Engagement
  - Staff Development
  - Consensus Building
  - Curriculum Alignment
  - Large Group Facilitation
  - Program Implementation
  - Partnership Building
  - Cultural Diversity Awareness
- Dedicated professional with a personal commitment to excellence in high school education.
- Innovative visionary leader with the ability to manage a large, complex organization with integrity.
- A dynamic communicator with talent in motivating staff and building strong community networks.

### CAREER HIGHLIGHTS

- Directed the instructional program and operation of a comprehensive, urban high school with more than 2,200 students in a high-poverty neighborhood.
- Led staff and students in making significant gains on the school's AYP and API, gaining more than 100 points on the school's API.
- Directly increased the number of graduates among minorities and low-income students.
- Demonstrated sensitivity to the needs of the rising number of culturally diverse students by incorporating multi-cultural programming in the lesson plans, addressing the needs of all students regardless of their cultural background.
- Effectively supervised more than 100 teachers, 6 administrators and numerous classified school personnel.
- Efficiently administered budgets of up to \$4 million.
- Managed and balanced the school budget during a budget crisis with minimal loss of staff and school programs.
- Met all state and federal requirements as well as implemented all district priorities.
- Supervised a special education program, ensuring that students were receiving equitable access to standard-based instruction.
- Achieved all special education IEP compliances established by the state and district.
- Participated in numerous home visitation programs aimed at promoting parent-teacher communication, bridging cultural gaps between the students and the school staff.

### EDUCATION AND FORMAL TRAINING

CHELSEA UNIVERSITY, Chelsea, England  
**Doctoral Degree in School Administration**, 2004  
Graduated Magna Cum Laude

UNIVERSITY OF LAVERNE, LaVerne, CA  
**Master of Education in Educational Management**, May 2001

THE UNION INSTITUTE, Cincinnati, OH  
**Bachelor of Arts in Education** May 1992

**Professional Clear Administrative Services Credential**  
**Professional Clear Multiple Subject Teaching Credential**

## ADMINISTRATIVE EXPERIENCE

- Principal** ROOSEVELT HIGH SCHOOL, Roosevelt, NY 2010 to Present
- Opened up a new \$67 million facility.
  - Secured federal Race to the Top grant in the amount of \$5.8 million over three years in order to expand opportunities for students.
  - Oversees implementation of the Common Core Learning Standards.
  - Provides professional development around implementation of the Common Core Learning Standards in English and Math.
  - Expands Advanced Placement course offerings to better prepare students for post-secondary learning.
  - Increases graduation rate from 58% to 81.3%.
  - Increases the number of students attending four-year colleges and universities.
  - Transformed a comprehensive high school into Small Learning Communities to improve student achievement.

- Principal** MARTIN LUTHER KING ACADEMY, Sausalito, CA 2009 to 2010
- Oversaw completion of a new state of the art middle school facility.
  - Secured \$500,000 in funding from private foundations for the school.
  - Provided guidance, supervision, and assistance in instructional practices and curriculum development.
  - Provided professional development for staff.

- Principal** JORDAN HIGH SCHOOL, Los Angeles, CA 2004 to 2009
- Assumed responsibility for all aspects of the school's operation including developing and facilitating the school improvement plans with short and long-term goals.
  - Created and assessed professional development opportunities for building staff capacity.
  - Oversaw the coordination of all student activities and events that created a positive learning environment.
  - Maintained building safety and security drills, processes and procedures for the learning community.
  - Provided guidance, supervision, and assistance in instructional practices and curriculum development.
  - Proactively monitored and reviewed the curriculum for alignment of state standards, coverage, and revisions.
  - Collaboratively worked with the staff, parents and community agencies to support student growth and learning.
  - Utilized data to diagnose, assess, and plan teacher instructions and student achievements.

- Assistant Principal** JOHN MUIR HIGH SCHOOL, Pasadena, CA 2003 to 2004
- Supervised the special education and counseling departments.
  - Established guidelines for proper student conduct and implemented disciplinary procedures and policies that ensured a safe and orderly environment.
  - Provided guidance and supervision for all staff, conducted performance appraisals, made reappointment recommendations for school personnel, and administered negotiated employee contracts at the school site.

- Principal** MORNINGSIDE HIGH SCHOOL, Inglewood, CA 2001 to 2003
- Simultaneously oversaw the school operations at City Honors High School.
  - Established, implemented, and assessed the instructional program for both schools.
  - Major contribution included converting the school into small learning communities in order to promote a high level of student achievement.

- Assistant Principal** COMPTON HIGH SCHOOL, Compton, CA 1998 to 2001
- Spearheaded initiatives in the development of the school's handbook for students, parents, and staff.
  - Led efforts in the implementation of a Saturday tutorial program.
  - Established and organized a 9<sup>th</sup> grade transition program. Developed the Student Master Schedule.

## TEACHING EXPERIENCE

- LINCOLN ELEMENTARY SCHOOL, Compton, CA 1994 to 1998  
**5<sup>th</sup> Grade Teacher / Middle School Teacher**
- Performed beyond the normal job duties and expectations of a Teacher by planning and organizing the school's culmination ceremonies, functioning as a mentor teacher to beginning and novice teachers.
  - Served as a key member of the school's leadership team, and acted as a Site Union Representative.

- HIGHLAND OAKS ELEMENTARY SCHOOL, Dade County Public Schools, FL 1992 to 1994  
**5<sup>th</sup> and 6<sup>th</sup> Grade Teacher**
- Utilized interactive discussions and 'hands-on' approaches in instructing 5<sup>th</sup> and 6<sup>th</sup> grade students.
  - Prepared, administered and graded written examinations to monitor and assess student's performance.
  - Served as a Basketball Coach.

**PROFESSIONAL SERVICE EXPERIENCE**

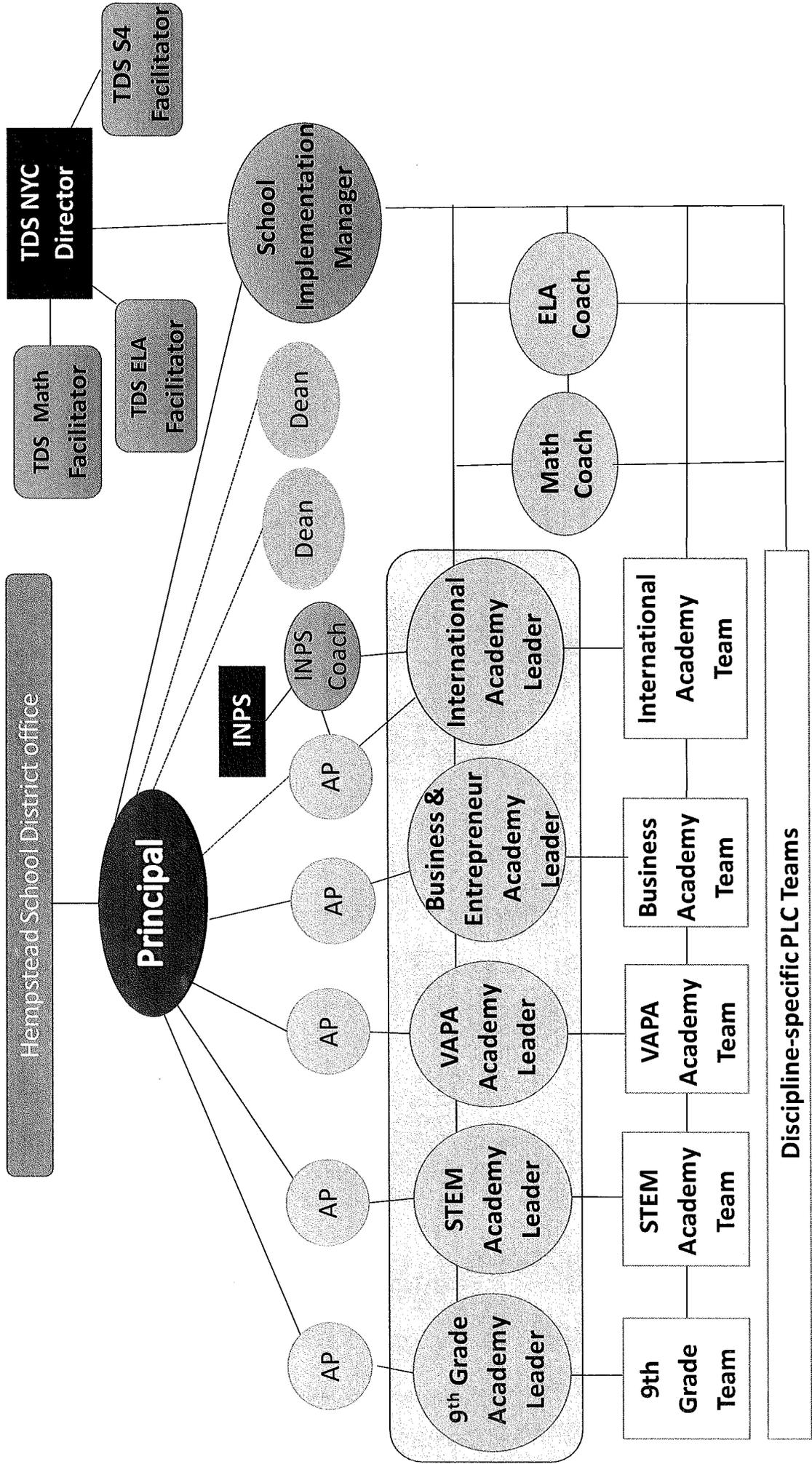
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC), Los Angeles, CA	2006 to 2009
<b>Accreditation Committee Member</b>	
<b>9<sup>th</sup> Grade Summer Bridge Program Coordinator</b> , Compton, CA	1998 to 2001
<b>Grade Level Chair</b> , Compton, CA	1999 to 2000
<b>Mentor Teacher K-12</b> , Compton, CA	

**PROFESSIONAL AFFILIATIONS**

Administrator's Association of Los Angeles  
Association of Supervision and Curriculum Development  
California Teacher's Association  
National Association of Secondary School Principals

**PRESENTATIONS**

**Using Data to Drive Instruction**, Los Angeles Unified School District, 2008  
**Developing Professional Learning Communities**, Los Angeles Unified School District, 2007  
**Preparing for Accreditation**, Los Angeles Unified School District, 2007



Hempstead Union Free School District  
 Hempstead, New York 11550  
 2015 - 2016 Calendar

Snow days

- 1st Snow Day (otherwise closed)
- 2nd Snow Day (otherwise closed)
- 3rd Snow Day (otherwise closed)

28-Mar
27-May
25-Apr

JULY						
S	M	T	W	T	F	S
			1	2	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 T=1 S=0						
S	M	T	W	T	F	S
						1
2	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					

SEPTEMBER T=18 S=18						
S	M	T	W	T	F	S
				1	2	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-Aug
1-Sep
6-Oct

OCTOBER T=21 S=21						
S	M	T	W	T	F	S
				1	2	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

NOVEMBER T=18 S=18						
S	M	T	W	T	F	S
1	2	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					

DECEMBER T=16 S=16						
S	M	T	W	T	F	S
				1	2	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				

3-Nov
28-Nov
29-Nov
25-Nov

JANUARY T=19 S=19						
S	M	T	W	T	F	S
						2
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						

FEBRUARY T=16 S=16						
S	M	T	W	T	F	S
	1	2	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					

MARCH T=20 S=20						
S	M	T	W	T	F	S
				1	2	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

12-Jan
15-Jan
10-Feb
11-Feb
1-Mar

APRIL T=16 S=16						
S	M	T	W	T	F	S
					1	2
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

MAY T=20 S=20						
S	M	T	W	T	F	S
1	2	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				

JUNE T=18 S=18						
S	M	T	W	T	F	S
				1	2	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	

Apr. 5-12
Apr. 13-20
1-Jun
Jun. 14-23
24-Jun

Total Day Students = 182  
 Total Day Teachers = 183

Last update 01/30/15

Superintendent Conference  
 First Day for Students  
 Closed for Labor Day  
 Closed for Rosh Hashanah  
 Closed for Yum Kippur  
 PD (Half-Day for Students)  
 Closed for Columbus Day

PD (Half-Day for Students)  
 Closed for Veterans Day  
 Conference Day - Elementary  
 Conference Day - Secondary  
 1/2 Day for Thanksgiving  
 Closed for Thanksgiving Recess  
 Closed for Holiday Recess

PD (Half-Day for Students)  
 Closed for MLK Holiday  
 Conference Day - Elementary  
 Conference Day - Secondary  
 Closed for Winter Recess  
 PD (Half-Day for Students)  
 Closed for Easter Recess

Closed for Spring Recess  
 3-8 ELA Assessment  
 3-8 Math Assessment  
 Closed for Memorial Day  
 CCLS Regents Algebra II  
 Other Regents Exams  
 Last Day of School

## Sample Bell Schedules 2015-2016

### EARLY SCHEDULE

PERIOD	BEGINNING	END	Length
1	8:00 A.M.	9:20 A.M.	80 min
2	9:23 A.M.	10:43 A.M.	80 min
3	10:43 A.M.	11:23 A.M.	40 min
Lunch A			
4	10:46 A.M.	12:06 P.M.	80 min
5	11:26 A.M.	12:46 P.M.	80 min
6	12:06 P.M.	12:46 P.M.	40 min
Lunch B			
7	12:49 P.M.	2:09 P.M.	80 min
Common Planning/PD	2:09 P.M.	3:00 P.M.	51 min

### LATE SCHEDULE

PERIOD	BEGINNING	END	Length
1	9:23 A.M.	10:43 A.M.	80 min
2	10:46 A.M.	12:06 P.M.	80 min
3	12:09 P.M.	1:29 P.M.	80 min
4	1:29 P.M.	2:09 P.M.	40 min
Lunch			
5	2:12 P.M.	3:32 P.M.	80 min
Common Planning/PD	3:32 P.M.	4:23 P.M.	51 min

## Sample Daily Schedules by Grade

Freshman Academy	
Semester 1	Semester 2
English 9	CC Algebra/CC Geometry (embedded AIS) or Elective (Advanced)
Advisory	Advisory
Earth Science or Living Environment	Spanish
Lunch	Lunch
Lab (A Day)/ P.E. (B Day)	Freshman Experience (A Day)/ P.E. (B Day)
CC Algebra or CC Geometry (Advanced)	U.S. History

Grade 10 Standard Track	
Semester 1	Semester 2
Geometry	Physical Education
Advisory	Advisory
Global 10	Elective
Lunch	Lunch
Chemistry/Earth Science/General Chemistry	English 10
Lab (A Day)/ P.E. (B Day)	SLC Seminar

<b>KEY STRATEGIES FOR YEAR 1 IMPLEMENTATION</b>		<b>DATE</b>
<b>Implement Summer Bridge for 9th graders (20 days):</b> Three-week summer bridge transition program for incoming 9th graders, designed to increase readiness for high school. Curriculum: Core ELA and Math, Advisory-style high school readiness		July 1, 2015
<b>Implement Pearson "COP" Summer Institutes:</b> Teachers take part in Change of Practice Summer Institutes. Total days: 6. For teachers in the areas of English Language Arts and Mathematics, to include foci on college and career-readiness in writing and reading, increasing rigor in English Language Arts, math practices in the Common Core, and algebra.		August 1, 2015
<b>Administrator PD:</b> HHS leadership, including the principal and AP's, will engage in several types of PD designed to build their leadership capacity, among them the <b>Summer Institute at Harvard Graduate School of Education</b> . The Summer Institute provides training for building-level administrators in redesigning high schools and improving instruction while ensuring internal and external accountability. The <b>REACH School Leader Coaching Program</b> will also be implemented to support the principal in any and all aspects of leadership coaching, addressing challenges inherent to leading a comprehensive school change transformation.		July 2016 Harvard; Sept 2015 - June 2016 REACH
<b>Implement John Hopkins TDS program for school change:</b> Multipronged, whole-school redesign is delivered jointly by TDS and HHS. It includes reorganizing the school into small learning communities; establishing a block schedule; managing PD program; and implementing and training staff on Early Warning Intervention system. TDS staff include the School Implementation Manager who leads all components of the redesign; ELA and Math facilitators who lead implementation of the double-dose 9th grade ELA and Math curriculum, plus PD and instructional support, including training school-based ELA and Math coaches who sustain instructional leadership after the 3-year partnership is over.		Sept 2015 - June 2016
<b>Implement Professional Learning Communities</b> - PLC's meet weekly in Academy teams and monthly in disciplinary teams for collaborative planning, lesson development and embedded PD.		Sept 2015 - June 2016
<b>Implement International Academy</b> - The International Academy, implemented as a homogenous, multi-grade SLC in grades 9-12, is designed to address the specific needs of newcomer SIFE and EL students who lack English and lack or have experienced gaps in their education. HHS engaged the International Network of Public Schools to help implement their successful program, which will serve approximately 280 students.		Sept 2015 - June 2016

<p><b>Implement Small Learning Communities</b> including Ninth Grade Success Academy, STEM (Science, Technology, Engineering, and Mathematics); Visual and Performing Arts; and Business and Entrepreneurship.</p>	<p>Sept 2015 - June 2016</p>
<p><b>Engage community-based organizations and institutions of higher learning</b> to partner with academics around specialized offerings and opportunities for students. Among the recently identified partners are Hofstra University, who will partner with the STEM and Business and Entrepreneurship academies, and Stony Brook, which will partner around the STEM Academy.</p>	<p>January 1, 2015</p>
<p><b>Hire new transformation teachers:</b> Six transformation teachers will be hired in the core subjects to reduce class size in courses that historically have a high failure rate. Competencies for these teachers include high student performance, experience in urban schools, and a commitment to implementing school change.</p>	<p>Summer 2015</p>
<p><b>Identify Academy Leaders:</b> Academy leaders are teachers who take a lead role in theme-based academy planning, partner engagement, and at PLC meetings.</p>	<p>Summer 2015</p>
<p><b>Identify ELA/Literacy and Math coaches:</b> These school-based ELA and Math coaches work with instructional staff, with assistance from TDS ELA/Math Facilitators to provide coaching, PD leadership, and assistance to instructional staff.</p>	<p>Summer 2015</p>
<p><b>Implement Tiger Academy Extended Day (20 hrs/week):</b> The school day will be extended 4 hours per day, 5 days a week. The time will be used for credit recovery, tutoring, college-prep, and enrichment programs for all students.</p>	<p>Sept 2015 - June 2016</p>
<p><b>Implement Saturday Academy:</b> A Saturday program will be used for credit recovery, tutoring, college-prep, and enrichment programs for all students.</p>	<p>Sept 2015 - June 2016</p>
<p><b>Implement JROTC program:</b> This program builds character while offering students interested in military service an additional pathway into careers, the workforce, and college. Components of JROTC will be delivered both after and during school.</p>	<p>August 1, 2015</p>
<p><b>Implement Pearson "COP" Institutes: Math, ELA, Leadership:</b> These standards-aligned institutes utilize the CCLS shifts to help teachers assess and collaborate to improve their curriculum and instructional delivery to impact student achievement. They are supported by embedded PD to ensure excellent implementation and support teachers.</p>	<p>Sept 2015 - June 2016</p>

<p><b>Implement REACH Data Program:</b> This program helps establish protocols for collection and use of data to drive instruction. Called School-wide Effective Practices for Using Data Program, it includes 20 face-to-face sessions including PD for teachers during monthly PLC meetings plus individual support to teachers, and consultation with the principal</p>	<p>Sept 2015 - June 2016</p>
<p><b>Implement new teacher mentor/PD program:</b> Teachers chosen from the HHS staff mentor new and struggling teachers.</p>	<p>Sept 2015 - June 2016</p>
<p><b>Implement vertical training with middle school,</b> with the goal of articulating and lining-up instructional standards to define what students should know leaving high school, and what they should learn upon entering high school</p>	<p>Sept 2015 - June 2016</p>
<p><b>Implement incentives for effective/highly effective teachers:</b> These include opportunities to take a leadership role at HHS such as Academy Leader or Instructional Coach; opportunities for school or district-funded additional PD; and scholarships for pursuing National Board Certification</p>	<p>December 1, 2015</p>
<p><b>Implement Early Warning Indicator system:</b> This TDS initiative is designed to have a positive impact on school culture by training teachers to monitor student data like attendance and academic achievement to identify needs and services to help the student. Academy teachers review the data weekly in PLCs.</p>	<p>Sept 2015 - June 2016</p>
<p><b>Establish College Center with College Counselor:</b> Establishing a technology-rich College Center, staff by a college counselor who supports students' college searches, applications, financial aid and scholarship applications, contributes to the school's college-going environment.</p>	<p>Sept 2015 - June 2016</p>
<p><b>Establish Parent Center with Parent/Community Liaison:</b> The school will also establish a Parent Center, staffed by a bilingual parent/community liaison who will coordinate parent workshop, activities, and programs that strengthen the home-school connection. This contributes to the school climate goal.</p>	<p>November 1, 2015</p>
<p><b>Implement Communications Projects</b> - To increase school-home communication, HHS will 1) update the school website; 2) create written communications such as bilingual newsletters and annual reports; 3) conduct public presentations.</p>	<p>Sept 2015 - June 2016</p>
<p><b>Implement year 2 of Smart Scholars ECHS with Farmingdale State College</b> - This program allows students to earn college credits, and a college experience, while still in high school.</p>	<p>Sept 2015 - June 2016</p>
<p><b>Implement Merit-based Discipline with Dignity program</b> - Students will have the opportunity to earn back merits through various avenues including community service with partnering agencies, school beautification assignments, after-school detention, Saturday detention, peer mediation, and conflict resolution.</p>	<p>January 1, 2016</p>

Partnerships	Student academic achievement
Stakeholder involvement	Staffing
School climate	Professional development



185 Peninsula Blvd.  
Hempstead, NY 11550

**Susan Johnson**  
Superintendent of Schools  
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**Dr. William McLaurin**  
President  
Hempstead School  
Administrators Association  
(516) 292-7111 ext. 3145  
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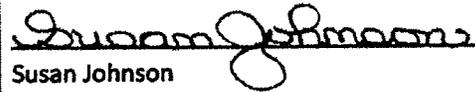
February 25, 2014

Dr. John King  
Commissioner of Education  
New York State Education Department  
89 Washington Avenue  
Albany, NY 12234

Dear Dr. King:

This letter is being written in support of the School Improvement Grant 1003(g) for the Hempstead Public School district's two schools, The Hempstead High School and the ABGS Middle School. The Hempstead Public School District and the Hempstead School Administrators Association Schools have agreed to work together to support the full implementation of a Transformation Model in each of the identified schools and hereby certify that discussions related to obstacles and activities that will be subject to negotiating collective bargaining agreements have been conducted and will continue to be conducted on a monthly basis with the goal of identifying and resolving contractual barriers through the negotiation and MOA process.

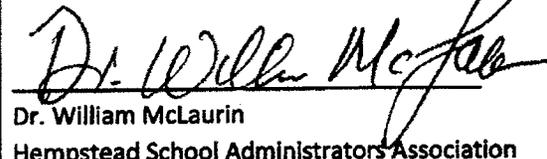
Sincerely,



Susan Johnson  
Superintendent of Schools

02-26-14

Date



Dr. William McLaurin  
Hempstead School Administrators Association

2/26/14

Date



185 Peninsula Blvd.  
Hempstead, NY 11550

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Superintendent of Schools  
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Executive Director  
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Fax: (516) 500-9949

February 26, 2014

John King, Ph.D.  
Commissioner of Education  
New York State Education Department  
89 Washington Avenue  
Albany, NY 12234

Dear Dr. King:

This letter is being written in support of the School Improvement Grant 1003(g) for the district's two Persistently Lowest Achieving Schools -- Hempstead High School and ABGS Middle School. The Hempstead School District (HPS) and Hempstead Classroom Teachers Association (HCTA) have agreed to work together to support the full implementation of a Transformation Model in each of the identified schools. The parties agree that they will engage in expeditious negotiations regarding mandatory subjects of bargaining related to changes in the collective bargaining agreement that are necessary to implement the transformational model.

  
Susan Johnson, Superintendent of Schools

02-26-14  
Date

  
Elias Mestizo, President of  
Hempstead Classroom Teachers Association

2/26/14  
Date

Attachment A  
 Consultation and Collaboration Documentation Form

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

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

Principal/Union President/Lead	Date	Summary Documentation/Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School Identified in the SIG application.
Signature (in blue ink) Dr. Ellen McGowan Type or print name DR. ELLEN MCGOWAN	2/26/14	
Signature (in blue ink) Kris S. Mastizo Type or print name Kris S. Mastizo	2-26-14	
Signature (in blue ink) Tina Lake Type or print name Tina Lake	2-26-14	
<p><b>Summary Documentation/Signature is Unobtainable</b>                      If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School Identified in the SIG application.</p>		

New York State Education Department:  
**M/WBE SUBCONTRACTORS AND SUPPLIERS NOTICE OF INTENT TO PARTICIPATE**  
 Under 1003(g) of the Elementary and Secondary Education Act of 1965

INSTRUCTIONS: Part A of this form must be completed and signed by the Bidder/Applicant unless requesting a total waiver. Parts B & C of this form must be completed by MBE and/or WBE subcontractors/suppliers. The Bidder/Applicant must submit a separate M/WBE Notice of Intent to Participate form for each MBE or WBE as part of the proposal/application.

Bidder/Applicant Name: Hempstead Union Free School District Federal ID No.: 116001965  
 Address: 100 Main Street Phone No.: (516) 434-4010  
 City: Hempstead State: NY Zip Code: 11550 E-mail: sjohnson1@hempsteadschools.org  
 Signature of Authorized Representative of Bidder/Applicant's Firm: SUSAN JOHNSON / SUPERINTENDENT OF SCHOOLS  
 Print or Type Name and Title of Authorized Representative of Bidder/Applicant's Firm

**PART B - THE UNDERSIGNED INTENDS TO PROVIDE SERVICES OR SUPPLIES IN CONNECTION WITH THE ABOVE PROCUREMENT/APPLICATION:**

Name of M/WBE: REACH Education Solutions Federal ID No.: 47-2322388  
 Address: 557 Grand Concourse Suite 3-16A Phone No.: (416) 389-8228  
 City, State, Zip Code: Bronx, NY 10451 E-mail: Ngfields@reachedsolutions.com

**BRIEF DESCRIPTION OF SERVICES OR SUPPLIES TO BE PERFORMED BY MBE OR WBE:**

Educational Consulting Services

DESIGNATION:  MBE Subcontractor  WBE Subcontractor  MBE Supplier  WBE Supplier

**PART C - CERTIFICATION STATUS (CHECK ONE):**

The undersigned is a certified M/WBE by the New York State Division of Minority and Women-Owned Business Development (MWBD).  
 The undersigned has applied to New York State's Division of Minority and Women-Owned Business Development (MWBD) for M/WBE certification.

**THE UNDERSIGNED IS PREPARED TO PROVIDE SERVICES OR SUPPLIES AS DESCRIBED ABOVE AND WILL ENTER INTO A FORMAL AGREEMENT WITH THE BIDDER/APPLICANT CONDITIONED UPON THE BIDDER/APPLICANT'S EXECUTION OF A CONTRACT WITH THE NYS EDUCATION DEPARTMENT.**

The estimated dollar amount of the agreement \$ \_\_\_\_\_  
7-20-2015  
 Date  
 Signature of Authorized Representative of M/WBE Firm: Monica George-Fields  
 Printed or Typed Name and Title of Authorized Representative: Monica George-Fields



Reimagine Excellence and Achievement Consultant House, LLC  
REACH® Educational Solutions

## **Instructional Leadership Coaching to Support Principal and School Leaders in School-Wide improvement Initiatives**

### **Rationale and Data:**

Since Hempstead is experiencing many layoffs and changes at the district level and the schools are in the midst of engaging in school reform, it is paramount that the administrators and teachers receive support focused on strategies to embrace and accomplish their school vision of shared accountability and strong collaboration often found in Transformation Schools. According to the 2015 Diagnostic Tool for School and District Effectiveness (DTSDE) Conceptual Four visit, Hempstead High School needed to focus immensely on the Statements of Practice aligned to leadership and instructional decisions and practices, teacher growth and support, and systems and structures. The visit further noted that staff aligned to supporting students and engaging families were developing. To address the crucial need of developing leadership across the school community, the Reimagine Excellence and Achievement Consulting House (REACH), LLC will combine their trademark School Leader Coaching Program™ (SLCP) and Teacher Leader Coaching Program™ (TLCP). This comprehensive approach will enable the school leaders and a subset of Hempstead High School teachers to develop the skills necessary to address curriculum development, teacher practices, and ultimately increase student achievement. It is clear that Hempstead High School can benefit from the support REACH©, LLC aims to provide via leadership and academic development, as well as, culture and climate dynamics in the school.

### **The Approach:**

The REACH School Leader Coaching Program™ (SLCP) is based on the premise that school leaders benefit from participating in a leadership support program that helps bridge the inevitable gap between credential leadership programs and the real world experiences of being a school leader. At the same time, we realize that teacher leadership is a growing practice in school improvement. It is particularly important to school leaders to have a teacher or group of teachers to assist with leading various aspects of the school improvement efforts. Coaching can begin anytime during a 12 month cycle, beginning in July and ending in June of the following year.

Cultivating teacher leaders is a sure way for a staff member to feel empowered. Research has proven that when teachers feel empowered, they begin to subscribe to a sense of shared accountability. According to Joyce and Showers (2002), teachers benefit immensely when they receive coaching focused on developing leadership skills versus one-off professional development workshops. The combined approach of supporting the school leader as well as, the teachers will be aimed to assist the school with preventing what York-Barr and Duke (2004) suggest that many teacher leaders get involved in; administrator roles, facilitating meetings, and other tasks that do not align to student achievement.

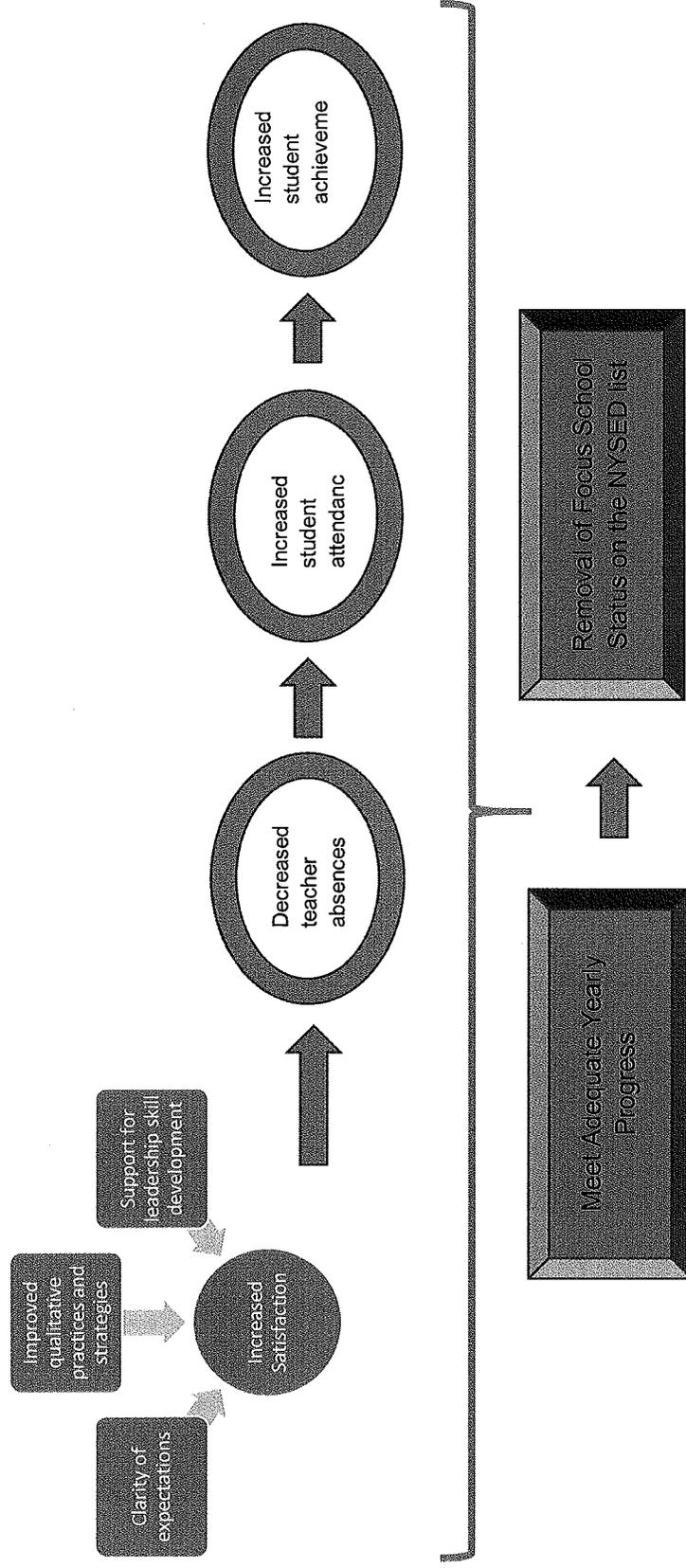
To be clear of the goals to be achieved during the 2015-2016 school year and every year thereafter during the SIG granting period will be to increase the following: qualitative ratings on the DTSDE school review report, student achievement, student attendance, positive perceptions aligned to leadership, and decrease teacher absences. The indicators will be mapped-out and monitored by REACH©, LLC, the district, and school community is in chart 1.1 below.

School Year	Indicator	Instrument of Evidence	Interim and Summative Assessment	Measurable Growth
2015-2016	DTSDE Tenet 2 SOPs 2.2, 2.3, 2.4, and 2.5	Diagnostic Tool for School and District Effectiveness Review Process	Mid-year (December) mock school review conducted by a trained DTSDE school reviewer ***** District-led Review with an independent Outside Educational Expert	There will be an increase of rating by at least one scale (ineffective ratings to developing and developing to effective)
	DTSDE SOPs 3.2, 4.2, 5.2, and 6.2	Diagnostic Tool for School and District Effectiveness Review Process	Mid-year (December) mock school review conducted by a trained DTSDE school reviewer ***** District-led Review with an independent Outside Educational Expert	There will be an increase of rating by at least one scale (ineffective ratings to developing and developing to effective)
	Increased perception of clear expectations and leadership	District Selected Survey Responses	REACH©, LLC interim surveys administered in December to inquire about leadership improvement ***** Administration of K-12 Insight Survey to be used as a pre-post SIG survey data set	There will be an increase of perceptions of effective leadership from the principal and identified teacher leaders in the school
	Increase in student assessment data	NYSEL ELA and mathematics assessments	District level interim assessments ***** Results of the Assessments	There will be an increase of 7-10% pts. In both ELA and mathematics across the school
2016-2017	Increase of consistent focused instruction across the grades and school	Lesson plans and classroom observations	School leader observation data and reports ***** Independent observer data and reports	There will be an increase of teachers providing rigorous teaching and learning opportunities throughout the school
	DTSDE Tenet 2 SOPs 2.2, 2.3, 2.4, and 2.5	Diagnostic Tool for School and District Effectiveness Review Process	Mid-year (December) mock school review conducted by a trained DTSDE school reviewer ***** District-led Review with an independent Outside Educational Expert	There will be an increase of rating by at least one scale (from developing to effective and at least sustainability of effective)

	DTSDE SOPs 3.2, 4.2, 5.2, and 6.2	Diagnostic Tool for School and District Effectiveness Review Process	Mid-year (December) mock school review conducted by a trained DTSDE school reviewer ***** District-led Review with an independent Outside Educational Expert	There will be an increase of rating by at least one scale (from developing to effective and at least sustainability of effective)
	DTSDE SOPs 3.3, 3.4, 4.3 and 4.4	Diagnostic Tool for School and District Effectiveness Review Process	Mid-year (December) mock school review conducted by a trained DTSDE school reviewer ***** District-led Review with an independent Outside Educational Expert	There will be an increase of rating by at least one scale (from developing to effective and at least sustainability of effective )
	Increase of teacher attendance	School-wide attendance record-keeping system	Monthly monitoring of teacher attendance ***** End-of-year average of absences	There will be a decrease in teacher absences by 10% pts.
	Increase of student attendance	School-wide attendance record-keeping system	Monthly monitoring of student attendance ***** End-of-year average of attendance	There will be an increase in student attendance by 2% pts.
2017-2018	Increase in student assessment data	NYSESED ELA and mathematics assessments	District level interim assessments ***** Results of the Assessments	There will be an increase of 10-15% pts. In both ELA and mathematics across the school
	All DTSDE Tenets	Diagnostic Tool for School and District Effectiveness Review Process	Mid-year (December) mock school review conducted by a trained DTSDE school reviewer ***** IIT Review conducted by NYSED	There will be sustainability of all ratings and some movement towards highly effective in leadership .2 indicators
2018-2019	Meeting Adequate Yearly Progress in ELA and mathematics	New York State Education Department of School Accountability Report	District level interim assessments ***** Results of the Assessments	Increase in the 3 subgroups identified as needing improvement on NYSED report card
	Increase of teacher attendance	School-wide attendance record-keeping system	Monthly monitoring of teacher attendance ***** End-of-year average of absences	There will be a decrease in teacher absences by 10% pts.

	Increase of student attendance	School-wide attendance record-keeping system	Monthly monitoring of student attendance ***** End-of-year average of attendance	There will be an increase in student attendance by 2% pts.
	All DTSDE Tenets	Diagnostic Tool for School and District Effectiveness Review Process	Mid-year (December) mock school review conducted by a trained DTSDE school reviewer ***** IIT Review conducted by NYSED	There will be sustainability of all ratings and some movement towards highly effective in leadership .2 indicators
	Removal of Focus School Status	New York State Education Department of School Identification List	NYSED announcement of new list	REACH©, LLC partner Schools will be removed from the NYSED Focus School list
	Meeting Adequate Yearly Progress in ELA and mathematics	New York State Education Department of School Accountability Report	District level interim assessments ***** Results of the Assessments	Increase in the 3 subgroups identified as needing improvement on NYSED report card
2019-2020	Maintain of teacher attendance	School-wide attendance record-keeping system	Monthly monitoring of teacher attendance ***** End-of-year average of absences	There will be continued decrease in teacher absences by 10% pts. Until desired attendance is established
	Maintain of student attendance	School-wide attendance record-keeping system	Monthly monitoring of student attendance ***** End-of-year average of attendance	Maintenance of student attendance of 98%
	All DTSDE Tenets	Diagnostic Tool for School and District Effectiveness Review Process	Mid-year (December) mock school review conducted by a trained DTSDE school reviewer ***** IIT Review conducted by NYSED	There will be sustainability of all ratings and greater movement towards highly effective in leadership .2 indicators

These indicators were selected due to evidence that show the interconnections between teacher satisfaction, teacher attendance, student attendance, culture and climate indicators, and student achievement. Our conceptual framework for this work is in graph 1.2.



Both the REACH Teacher Leader Coaching Program™ and the REACH School Leader Coaching Programs begin with a StrengthsFinder assessment. This research-based personality assessment is based on positive psychology and allows respondents to build and develop their skills from a strength perspective versus a deficit model. Our REACH coaches take the approach of coaching leaders in the same manner. The Hempstead High School and teacher leaders will learn to align their strengths to the four types of leadership necessary to turnaround a school. Chart 1.2 outlines the REACH® Leadership Traits necessary for effective leadership.

<b>REACH®, LLC LEADERSHIP STYLES</b>			
<b>TRANSFORMATIONAL</b>	<b>TRANSACTIONAL</b>	<b>MANAGERIAL</b>	<b>SITUATIONAL</b>
Dynamic	Motivator	Decisive	Reactive
Influential	Delegator	Organizer	Analyzer
Visionary	Communicator	Disciplinarian	Learner
Innovative	Collaborator	Focused	Relator
Risk-taker	Strategic	Connector	Adaptive

This chart exemplifies that every type of leadership style that is necessary to respond to varying situations that occur on a daily basis in a school. The ability of a school and teacher leader to assess the situation and determine the appropriate response is pivotal for successful leadership. REACH® Coaches emphasize that necessity of developing all of the leadership traits with the transformational leader being dominant. Unlike other programs and supports, REACH® has recreated the typical leadership traits chart to a primary, secondary, and tertiary level chart that incorporates all of the essential traits. This chart and development is exhibited in chart 1.3.

<b>INTERCONNECTIONS TO LEADING TRANSFORMATION TRAITS</b>				
<b>Dynamic</b>	<b>Influential</b>	<b>Visionary</b>	<b>Innovative</b>	<b>Risk-taker</b>
Communicator	Collaborator	Motivator	Delegator	Strategic
Decisive	Disciplinarian	Focused	Connector	Organizer
Learner	Adaptive	Relator	Reactive	Analyzer

Our 12-month program for the Hempstead school and teacher leaders will teach the participants how caring for one trait leads to the development of other essential traits. Therefore, allowing for fluid movement through the transformation, transaction, managerial, and situational leadership styles.

**The Cycle of Leadership Support:**

There are five (5) cycles of leadership development that span across six (6) weeks. These cycles align to the REACH®, LLC leadership styles and the concepts highlighted for improvement as articulated by the Hempstead High School Principal.

**Pre-Cycle Assessment:**

- The Hempstead High School and teacher leaders will take the StrengthsFinder assessment and receive the report.
- The school and teacher leaders meet with their REACH®, LLC coach individually and discuss the results and the completion of an action plan.
- The REACH®, LLC coach completes the action plan and sends it to each leader, who then is given the opportunity to suggest changes
- All teacher leader action plans are then vetted with the school leader for final approval

The sample cycle for the year-long work is as follows. The below is a short action research cycle and data collection summary, which includes a point of reflection.

#### Cycle 1:

The REACH©, LLC coach works begins implementing the action plan, trait development cycle 1.

- Week 1: Each participant will receive a packet of quick reads (short chapters) aligned to the specific leadership traits they are working on developing or strengthening. After reading the quick reads, the REACH© coach and school or teacher leader communicate via the online platform set-up for the project
- Week 2: The specific action plan for this trait is reviewed and a short action research cycle is created to test the logistics of the plan. This short action research takes place across one week and gives the leader the ability to practice the steps and identify any issues that may impede the development cycle so that any issues that may interfere with the development cycle are resolved.
  - Identify a target for the development
  - Address the issue using the strategies aligned to the trait being developed
  - Check for resolution and determine success or the need to revisit
  - Reflect of what worked or did not work with REACH© coach
- Week 3: Revision of action plan and finalization of implementation of official cycle of trait development
- Week 3.5 – 5:
  - Identify the target for development;
  - Address the issue using the strategies aligned to the trait being developed;
  - Implement REACHin-REACHout™ protocol with REACH© coach;
  - Check for resolution and determine success or the need to revisit; and
  - Reflect of what worked or did not work with REACH© coach
- Week 6: Data gathering and revisiting

The REACHin-REACHout protocol includes online communication, job-embedded coaching, and face-to-face professional development with all leaders in the school.

- The leaders are visited 20 times, across 10 months.
- During the months of September-November, the REACH© coach will meet with the mentee three times a month.
- From December-March, the REACH© coach will visit the school twice a month, and the visits will be monthly during the months of April-June. The visits will include observations of the leader participant's implementation of the strategies and practices the school leader is developing within the specific cycle. These visits provide job-embedded coaching and direction for effective leadership practices.
- The REACH SLCP™ coach will conduct onsite workshops pertaining to the leadership traits in which all school and teacher leaders to participate. These workshops will focus on research-based practices around effective leadership practices and provide an opportunity for the leaders to meet and share professional experiences with colleagues engaged in the same work.

Our goal is also to provide unique and personal services that yield school level capacity, continuous excellence, and high levels of sustainability of achievement. Each participant will receive a REACH© SLCP Essential Notebook that is used as a guide for logging meetings, responses to the quick study, logging notes from the REACH© online SLCP series, and meetings with teachers aligned to their areas of need. The progress in this work will be juxtaposed to the findings of Hempstead High School's DTSDE report to

ensure that the program is leading towards an increase of at least on rating in the .2 Statements of Practice in the DTSDE rubric.

WORK TOWARDS BUILDING CAPACITY ACROSS THE SIG TIMELINE	
YEAR 1	REACH© coach leads the leadership work with the first cohort of school and teacher leaders
YEAR 2	REACH© coach leads the leadership work with the second cohort of school and teacher leaders, while providing cursory support to the first cohort
YEAR 3	REACH© coach leads the leadership work with the third cohort of school and teacher leaders, while providing cursory support to the first two cohort
YEAR 4	REACH© coach works with first three cohorts to create an internal coaching program led by school teachers
YEAR 5	REACH© coach works to continue support the school-based created and implemented coaching program

Joyce, B., & Showers, B. (2002). *Student achievement through staff development* (3rd ed.). Alexandria, VA: ASCD.

## **Embedding a System of Data-driven Planning and Instruction (DDI)/Inquiry in the Instructional Cycle of Chronically Underperforming Schools.**

### **The Approach:**

The use of data is becoming a resounding call to action for all school staff, but not many schools have established explicit protocols for how to analyze data. The REACH School-wide Effective Practices for Using Data Program™ (SEPUDP) not only assists the school community with the data sources that align to overall goals the school has established, but the program will also ensure that there are systems established to benefit from the protocols. Teachers receive professional development aligned to the use of the REACH data protocols. This program consists of monthly visits to the school where the REACH© consultant meets with staff members during teacher team meetings to review the ways in which teachers collect and track data against the school's missions. This program has a blended model that incorporates off-site support of creations of data charts and graphs for the school leader and community to use to discuss if the school is on track to achieve established goals or if adjustments of practices are needed. These reflection sessions take place four times a year and a REACH© consultant conducts the reflection meeting in person with the school leader.

The REACH SEPUDP™ facilitator works directly with teacher teams to develop their knowledge of the ways in which data should be used in their schools. This program typically has 20 face-to-face sessions. The facilitator meets with the teacher team 10 times, across 10 months, throughout the school year. The remaining 10 visits are dedicated to providing coaching to individual teachers participating in the teams. The individual sessions will focus on providing job-embedded coaching to the teachers aligned to the use of data to inform instructional practices before, during, and after classroom instruction.

Our goal is also to provide unique and personal services that yield school level capacity, continuous excellence, and high levels of sustainability of achievement.

## Outline of SEPUDP™

Type of Service		Description of REACH Facilitator	Description of Participant
Book study	<ul style="list-style-type: none"> <li>➤ The facilitator will introduce the book aligned to the SEPUDP™ focused on the lessons learned</li> </ul>	<ul style="list-style-type: none"> <li>✓ Fully participate in the study group and apply the lessons learned in the book to the everyday practices</li> </ul>	
Online platform	<ul style="list-style-type: none"> <li>➤ The facilitator will conduct online group conversations and discussions with participants</li> <li>➤ The facilitator will introduce the participants to the online video discussions aligned to the book study</li> <li>➤ The facilitator will introduce the participants to the learning series for the book study</li> </ul>	<ul style="list-style-type: none"> <li>✓ Participants will log-in and participate in group conversations about the lessons learned in the book study</li> <li>✓ Participants will have the ability to watch the video discussions between REACH Senior Achievement Facilitators about the book and practical application of the lessons in a school setting</li> <li>✓ Participants will have the option to use the self-paced learning series to advance their knowledge aligned to the book study</li> </ul>	
Face-to-Face professional development	<ul style="list-style-type: none"> <li>➤ The facilitator will provide face-to-face group facilitation to the teacher teams (up to 4 teams per school)</li> <li>➤ The facilitator will provide job-embedded coaching to individual teachers during classroom instructional time to coach the teacher in using timely data to inform instructional strategies and decisions, using the REACH© coaching-in model</li> <li>➤ The facilitator will lead regional workshops providing the participants of different districts and schools the opportunity to learn from each other and experts in the field of data-driven inquiry</li> </ul>	<ul style="list-style-type: none"> <li>✓ Participants will commit to fully engaging in the face-to-face SEPUDP™ face-to-face sessions held at their school</li> <li>✓ Participants will work with the REACH© facilitator and school leader to identify instructional supports needed to effectively deliver timely data-informed instruction</li> <li>✓ Participants have the option of participating in workshops sponsored by REACH©</li> </ul>	
REACH© SEPUDP templates and materials	<ul style="list-style-type: none"> <li>➤ REACH© facilitator will distribute all materials to be used in the program to participants during the launch meeting</li> </ul>	<ul style="list-style-type: none"> <li>✓ Each participant will receive a REACH SEPUDP Essential Notebook© that is used as a guide for conducting team meetings, responses to the book study, logging notes from the REACH© online SEPUDP series, and personal data-driven inquiry work with the REACH© facilitator</li> </ul>	

## **The Cycle of Implementation**

In this program, teacher teams receive support for using data to make instructional decisions. These meetings take place on a monthly basis beginning in October and ending in May. The focus of the meetings is to coach teachers around the effective use of analyzing data towards achieving a pre-determined S.M.A.R.T goal. These uniquely aligned school's goals, values, and any articulated theory of action are intended to expedite student achievement and increase teacher effectiveness. The selected teacher teams Hempstead High School will learn strategies and practices aligned to the Diagnostic Tool for School and District Effectiveness rubric. The following protocol is carried out throughout the school year:

- Week 1: A meeting is held with the school leader to determine and assist with creating a clear mission for student achievement and teacher effectiveness:
  - The mission is parsed into guiding ideas and goals for each grade/department in the school and
  - A school communication plan is created and implemented to articulate the goal to teams of teachers working horizontally on a grade or subject.
- Week 2: Support aligned to identifying individual goals are established and implemented:
  - Teachers receive guided coaching on ways to create individual targets based on a grade or subject goal and
  - Teachers create an action plan for accomplishing their targets.
- Weeks 3-4: Face-to-Face support is provided to staff members either identified in need of assistance or who request personal assistance with achieving the individual set of targets:
  - REACH©, LLC coach begins to provide individual support to teachers in classrooms and REACHin-REACHout protocols.
- Week 5: Teachers with the guidance of the REACH©, LLC coach assists teachers with employing a post-data cycle assessment. The assessment is explicitly aligned to the services and focus of the school.

The cycle is repeated during the beginning of week 6 focused on the next actionable expectation. This program continues throughout the school year based on overarching goal to be accomplished at the end of the school year.

During the cycle, the staff receives online communication, job-embedded coaching, and face-to-face professional development for 4 groups of teacher teams.

- The school is visited 40 times, across 10 months. The days are mapped out in the following manner:
  - Day 1: Meeting with the principal and assessment of teacher actions towards the goals;
  - Day 2: The first day of support and teacher team meetings;
  - Day 3: The second day of support and individual visits to classes to provide job-embedded support;
  - Day 4: The third day of support and individual visits to classes to provide job-embedded support; and
  - Day 5: Review of work with administrators and teachers in groups (group meetings can be held throughout the 5 days to minimize the disruptions in teaching and school schedules.
- Off-site days of support and work.
  - 10 days to provide platform support across 10 months
- The REACH SEDUDP™ facilitator will conduct onsite workshops pertaining to the actionable expectation in which all teachers participate. These workshops will focus on research-based practices aligned to the expectation so that all staff members can contribute towards the accomplishment of the school's goal.

REACH© facilitators create and use a summary of findings aligned to grade or subject level visits to conduct follow-up meetings with teachers. During the follow-up meetings, teachers can request additional assistance aligned to the target they are attempting to achieve. Teacher targets may focus on academic and/or student social-emotional or family engagement.

Each participant will receive a REACH SEDUDP Essential Notebook© that is used as a guide for conducting team meetings, responses to the quick study, logging notes from the REACH© online SEDUDP series, and personal monthly focus work with the REACH© facilitator.

WORK TOWARDS BUILDING CAPACITY ACROSS THE SIG TIMELINE	
YEAR 1	REACH© facilitator leads the SEDUDP work with the school focused on a set of actionable expectations
YEAR 2	REACH© facilitator leads the SEDUDP work with the school focused on the 2 <sup>nd</sup> set of actionable expectations
YEAR 3	REACH© facilitator leads the SEDUDP work with the school focused on the 3 <sup>rd</sup> set of actionable expectations
YEAR 4	REACH© facilitators mentor school staff to continue data-focused teacher team meetings and work towards mission
YEAR 5	REACH© facilitators mentor school staff to continue the data-focused teacher team meetings and work towards mission

**4.0 (4) Budget/Cost Summary – Teacher and School Leader Coaching**

<b>Description of Service</b>	<b>Projected Number of Service Days/Daily Rate</b>	<b>Total Cost</b>
Training of School and Teacher Leaders year 1	20 days @ 2,000 per day; plus 5 days of planning @ \$1,000 per day	\$45,000
Online Learning Platform	10 days @ 1,000	\$10,000
Materials for all participants	\$500 per participants (includes Kindle and all electronic books for study group)	\$10,000 (Based on 20 participants per school)
<b>Total</b>		<b>\$65,000</b>

**4.0 (5) Budget/Cost Summary – Data Teams**

<b>Description of Service</b>	<b>Projected Number of Service Days/Daily Rate</b>	<b>Total Cost</b>
Training of School and Teacher Leaders year 1	20 days @ 2,000 per day; plus 5 days of planning @ \$1,000 per day	\$45,000
Online Learning Platform	10 days @ 1,000	\$10,000
Materials for all participants	\$500 per participants (includes Kindle and all electronic books for study group)	\$10,000 (Based on 20 participants per school)
<b>Total</b>		<b>\$65,000</b>

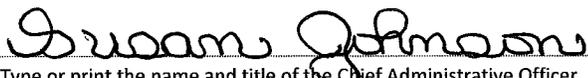
New York State Education Department  
Application Cover Sheet  
School Improvement Grant (SIG) 1003[g]

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

<b>District (LEA)</b>		<b>LEA Beds Code:</b>	
Hempstead Public Schools		28020201030000	
<b>Lead Contact (First Name, Last Name)</b>			
Dr. Stepehn Strachan			
<b>Title</b>	<b>Telephone</b>	<b>Fax Number</b>	<b>E-mail Address</b>
Associate Superintendent for Secondary Curriculum and Instruction	( 516 ) 434-4201	( 516 ) 292-7885	sstrachan@hempsteadschools.org
<b>Legal School Name for the Priority School Identified in this Application</b>		<b>School Beds Code</b>	
Hempstead High School		28020201030007	
<b>Grade Levels Served by the Priority School Identified in this Application</b>		<b>School NCES #</b>	
9,10,11,12, ungraded secondary		3614130	
<b>Total Number of Students Served by the Priority School Identified in this Application</b>		<b>School Address (Street, City, Zip Code)</b>	
2100		201 President St. Hempstead, NY 11550	
<b>School Model Proposed to be Implemented in the Priority School Identified in this Application</b>			
<b>Turnaround</b> <input type="checkbox"/>	<b>Restart</b> <input type="checkbox"/>	<b>Transformation</b> <input checked="" type="checkbox"/>	<b>Innovation Framework</b> <input type="checkbox"/>
<b>Closure</b> <input type="checkbox"/>	<b>Evidence-based</b> <input type="checkbox"/>	<b>Early Learning Intervention</b> <input type="checkbox"/>	<b>College</b> <input type="checkbox"/>
			<b>Community</b> <input type="checkbox"/>
			<b>Career</b> <input type="checkbox"/>

**Certification and Approval**

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

<b>CHIEF ADMINISTRATIVE OFFICER</b>	
Signature (in blue ink)	Date
	07-21-15
Type or print the name and title of the Chief Administrative Officer	
Susan Johnson, Superintendent of Schools	
DO NOT WRITE IN THIS SPACE	

**SIG SUBMISSION CHECKLIST - Turnaround, Restart, Transformation, Innovation Framework, Evidence-based  
and Early Learning Intervention Models**

Documents for Submission	Checked – applicant	Checked – SED
Application Cover Sheet <i>(with original signatures in blue ink)</i>	✓	<input type="checkbox"/>
Proposal Narrative <i>(Including District-level Plan, School-level Plan)</i>	✓	<input type="checkbox"/>
Attachment A Consultation and Collaboration Form (required)	✓	<input type="checkbox"/>
Attachment B (required) School-level Baseline Data and Target Setting Chart	✓	<input type="checkbox"/>
Attachment C Evidence of Partner Effectiveness Chart	✓	<input type="checkbox"/>
Attachment D Budget Summary Chart	✓	<input type="checkbox"/>
FS-10 Form for Year-One Implementation Period. FS-10 available here: <a href="http://www.oms.nysed.gov/cafe/forms/">http://www.oms.nysed.gov/cafe/forms/</a>	✓	<input type="checkbox"/>
Budget Narrative	✓	<input type="checkbox"/>
Memorandum of Understanding <i>(required only if proposing Restart or Innovation model)</i>	<input type="checkbox"/>	<input type="checkbox"/>

M/WBE Documents Package (containing original signatures)			
<input checked="" type="checkbox"/> Full Participation <input type="checkbox"/> Request Partial Waiver <input type="checkbox"/> Request Total Waiver			
Type of Form	Full Participation	Request Partial Waiver	Request Total Waiver
M/WBE Cover Letter	✓	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 100 Utilization Plan	✓	<input type="checkbox"/>	N/A
M/WBE 102 Notice of Intent to Participate	✓	<input type="checkbox"/>	N/A
EEO 100 Staffing Plan and Instructions	✓	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 105 Contractor’s Good Faith Efforts	N/A	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 101 Request for Waiver Form and Instructions	N/A	<input type="checkbox"/>	<input type="checkbox"/>
<b>SED Comments:</b> Has the applicant submitted all of the documents listed above? <input type="checkbox"/> Yes <input type="checkbox"/> No			
Reviewer: _____		Date: _____	

## **I. District-level plan**

### **I. A. District Overview**

#### **I. A. i. Theories of Action Guiding District Strategies to Support Lowest Achieving Schools**

The Hempstead Union Free School District (HUFSD) is identified as a Focus School District. HUFSD is committed to the implementation of New York State's Regent Reform Agenda as a means to bring about school improvement at all HUFSD schools to help all students prepare for post-secondary success. The district is in the process of aligning all its resources with the elements of the Regents Reform Agenda: the implementation of the New York State P-12 Common Core Learning Standards (CCLS); Teacher and Leader Effectiveness (TLE) through the implementation of a comprehensive Annual Professional Performance Review (AAPR) system; Data-Driven Instruction (DDI) to design teaching and learning around the needs of staff and students; Professional Development for school leaders and the teaching staff; and Parental Portal to increase engagement and community amongst parents, teachers, and school leaders designed to build parents comprehension of the reform initiatives, and to track and support their child's academic needs and progress.

HUFSD's overall vision for preparing students for college and career are aligned to the President Obama's goals under the Race to the Top initiative. It is the district's responsibility to ensure every school has an effective leader and every classroom has an effective teacher, which will ensure every child can learn and achieve to his or her full potential. This effort begins with an intentional Professional Development Plan built on data collected for student performance and teacher practice. In order to reach our district-wide goals of preparing every student for college and careers, HUFSD is:

- Employing a strong core instructional program that will provide the framework for highly-effective instruction and equal access to academic opportunities for all students to occur through core program implementation, intervention courses and strategies (including the use of time), and acceleration prospects for all students;
- Implementing a strong TESOL/Bilingual program that will articulate rigorous grade level expectations in the areas of speaking, listening, reading, and writing;
- Building the capacity of teachers to deliver high-quality, highly effective instruction that is based on rigorous standards and curriculum with a focus on the differentiating instructions to meet the individual needs of students;
- Increasing the instructional expertise and effective coaching strategies of all central office and school leaders; and
- Holding everyone accountable for specific student and school outcomes by using the Diagnostic Tool for School and District Effectiveness (DTSDE) at a higher frequency for assessment.

The guiding principles for the HUFSD improvements in curriculum and instruction are grounded in the belief that college persistence dramatically increases life outcomes for all students. A coherent reform strategy will connect everything to improving teaching and learning. HUFSD will be deliberate in instruction, defining the curriculum, standards of performance, and accountability standards for all students. Accountability systems will connect student outcomes with adult outcomes. Central office staff is committed to working collaboratively with all schools to support the changes needed to transform its schools as outlined in the Transformation and

School Comprehensive Plans. It is the strong desire to provide the systems and structures necessary for our students to be able to compete with their neighboring peers and acquire the necessary skills to become productive members of global society.

#### I.A.ii. District Approach to Supporting School Turnaround

The District's Comprehensive Plan guides its work to improve student achievement and prepare students to be successful in the global economy. The plan outlines goals and strategies for improving schools and increasing student achievement, inclusive of measurable targets for graduation rate, academic performance, and school tone. The plan was developed from the belief that every child can succeed. It is aligned with NYS's Regents Reform Agenda and is based on three core values:

- Achievement- Student achievement will improve with a total focus on teaching and learning with an emphasis on results and rigor and "vigor" of instruction.
- Equity- Resources will be distributed equitably based on the needs of schools and students with the Core Instructional Program being the foundation of resource allocation.
- Accountability- Data will be used to ensure that we hold adults accountable for the success of all students and extensive monitoring will occur.

To achieve the goals of the Strategic Plan, HUFSD aligns its resources to ensure they are used where they are needed most, that is, in the classroom. Ongoing monitoring of plan implementation provides regular opportunities for the District to learn, reflect, and take quick and informed actions to make and sustain progress. HUFSD uses data to recognize, intervene, and adjust curriculum, instruction, and programs that directly correlate to enhance student achievement, as well as strives to model the culture of learning expected in the schools and classrooms throughout the district.

HUFSD's core instructional program anchors academic standards in the real world and requires all students to participate in a quality college and workplace ready curriculum. Academic high school standards are aligned with the knowledge required for college and workplace success, and back-mapped to create coherent, focused, grade-by-grade progression from prekindergarten through college. A course catalog has been designed to provide a detailed description of all courses offered at the high school and NYS requirements for high school graduation. Electives, academic interventions, and accelerated courses are outlined to support academic needs of students in all subgroups. The required curricular content will be individualized while keeping the NYS standards and tests constant. All disciplines reinforce college and workplace readiness expectations. A battery of assessments, including large-scale tests, performance-based tasks, and teacher-developed assessments monitor student academic progress and growth. Quality interim assessments evaluate mastery and are used to adjust instruction beginning in kindergarten. High school graduation performance exams are being developed to ensure that students meet standards before earning a high school diploma to ensure college readiness.

HUFSD has rewritten the District Comprehensive Improvement Plan (DCIP), incorporated the vision of the Regents Reform Agenda. The DCIP is also aligned with the State's new DTSDE tool and HUFSD's core instructional program. Full implementation of the plan will occur in 2015-2016. Hempstead DCIP is a living document and will be updated continually to reflect the District's new improvement plans and alignment with NYSED recommendations and requirements (e.g., incorporation of growth measurements). School Comprehensive Education Plans (CEPs) will align with the objectives of the DCIP and all elements of the core instructional

program. Quarterly school or district-led reviews will provide evidence as to the impact of the implementation of DCIP/SCEPs. Three additional supports for HHS were recently put in place:

1. The new Associate Superintendent of Secondary Schools assigned to Hempstead HS has been changed. The school will now report to the Superintendent directly and Mr. James Clark, who has been a successful principal for the past 10 years. Mr. Clark brings his expertise in the areas of at risk students, alternative and vocational programming.
2. HUFSD's Associate Superintendents of Elementary and Secondary Schools will take an active role in supporting the principal of HHS school by working collaboratively with the Hempstead principal and president of the teacher's association to ensure the successful implementation of the Transformation model.
3. The district will appoint a School Implementation Manager (SIM) who will work closely with the high school principal to monitor turnaround efforts closely by collaborating and examining school wide data with the School Principal, HS Leadership Team, and essential Central office staff on a bi-weekly basis to ensure efforts are consistent and moving forward according to the designated plan.

#### 1.A.iii Evidence of District Readiness for System-Wide Improvement of Priority Schools

Beginning in summer 2015, all HUFSD leadership, both in central administrative offices and schools, are participating in targeted leadership academies delivered by external educational partners. The academies will take the form of an Administrative Retreat and will develop a foundation of strong leadership for improvement in the instructional core within a context unique to Hempstead. District chiefs, directors, principals, and assistant principals are gaining a better understanding of the technical requirements for implementation of the Common Core State Standards through intensive workshops with associated executive coaching. Principals and assistant principals at Priority Schools are working coherently to support the District's instructional goals and use data to inform decisions. All workshop activities support the goals and objectives of the six tenets of the State's new DTSDE tool: 1) district leadership and capacity; 2) school leadership practices and decisions; 3) curriculum development and support; 4) teacher practices and decisions; 5) student social and emotional developmental health; and 6) family and community engagement.

HUFSD has demonstrated its commitment to building internal District capacity to improve student performance through implementation of the Regents Reform Agenda. More than 25 district and school leaders attended NYSED's Network Team Institutes in Albany last school year. Senior research fellows have provided follow up support from the Regents Research Fund in regard to the DTSDE. Additionally, HUFSD is in the process of collecting and triangulating data to determine the root causes of low student achievement and graduation rate. The data will be used to make decisions regarding best practices and approaches that will have the greatest impact on student results. Research dictates that teachers have the greatest impact on student achievement. Using the evidence collected through observations and learning walkthroughs, an intentional professional development plan will address specific needs of teachers.

Some of the district's current undertakings are to provide teachers with guidance how to effectively address rigor and relevance. A common definition of college- and career-ready must be developed and shared with staff, students, and parents. Based on this understanding, courses and programs must be designed and accessible that address the individual needs of all students. One major goal is for students to have the opportunity to take college level courses during their junior and senior years. Partnerships have already been established with Farmingdale and Nassau

Community Colleges. It is the district's desire to collaborate with CBOs and other nearby school districts to support the vocational programs. The District is looking to staff a career counselor to assist in this effort; vocational programs will include: cosmetology, cooking, nursing, mechanics, military, and business. The JROTC program will be operational for the 2015-16 school year.

Even though students in high poverty areas face enormous inequities compared to their peers in other districts, the outcomes for learning are expected to be the same. Recognizing that poverty in itself does not consign HUFSD students to poor academic results, an intense professional development plan (PDP) was implemented to increase teachers' ability to instruct students in a manner that is rigorous, relevant, and aligned to Common Core Learning Standards (CCLS). Providing ongoing intentional professional development in these areas will serve as the vehicle to increase students' proficiency levels in reading, math, writing, speaking, and language skills across the content areas and eventually decrease the achievement gap observed in the HUFSD compared to the region and the state.

During the 2013-2014 and 2014-2015 school years the HUFSD solicited the assistance of Scholastic Partners, International Center for Leadership and Education (ICLE) and Math Solutions, to deliver high quality professional development (PD) in implementing Common Core Learning Standards (CCLS) in English Language Arts (ELA) and Mathematics. Scholastic Partners delivered 8 grade/content specific professional development sessions for teachers on how to incorporate CCLS in ELA in the classroom to strengthen students' reading comprehension and evidence-based writing skills. Each elementary school and the middle school received 3-4 full-day job-embedded trainings from our partners. The partners modeled lessons taught in the professional development sessions in classrooms and debriefed with teachers and principals to ensure their understanding of the concepts being addressed (identified below). All of the HUFSD teaching staff, regardless of content and subject taught, were invited to attend a 2-day summer institute (2013, 2014 and 2015) to gain a better understanding of shifts in ELA and Math CCLS; unpacking the CCLS; creating lesson plans that address rigor and relevance; questioning techniques that tap into students' higher order thinking; close reading strategies; and a three-tiered system for academic vocabulary.

There is a plan for secondary content area teachers to participate in a 2 day Literacy Institute in August to address the implementation of CCLS and addressing rigor and relevance through the use of higher ordering thinking questions.

For the 2014-15 school year, the district math team, consisting of the director and three staff developers, led the charge by providing ongoing PD to all teachers of mathematics P - 12. Teachers participated in ten (10) 90-minute grade/course specific training during extended Wednesdays. Additionally, in preparation for the 2015-2016 school year teachers in P-8 participated in a two-day workshop (during the months of May or June) to strengthen their mathematics knowledge and enhance their ability to deliver high quality instruction to students. The district made a decision to fully implement the Engageny math modules in all classrooms, P -12, to ensure the effective implementation of the shifts in mathematical practice. The modules lend themselves for students to explore the shifts in mathematics, to develop fluency, conceptual understanding, and apply this knowledge to real-world situations.

## **I.B. Operational Autonomies**

### **I.B.i. Operational Autonomies for Hempstead High School**

Hempstead HS has the autonomy to staff positions outside of the Core Instruction Program that are unique to the model; determine how time is used after school; elect programs; and select educational partners

All HUFSD will be staffed centrally to the District's Core Instructional Program and the standardized schedule that supports the varying needs of all students. The Hempstead principal will have the autonomy to make staffing decisions that support implementation of positions beyond those required for the Core Instructional Program and are unique to the school's SIG transformation plan. Additionally, the Hempstead principal will work with the Hempstead Classroom Teachers Association (HCTA) be exempt from the voluntary teacher transfer process using the side Memorandum of Understanding (MOU) provision. The purpose of this exemption is to enhance Hempstead HS's ability to recruit new staff, provide stability, and support school change. Autonomy will also be provided to Hempstead HS in the selection of educational programs. Programs will be identified that address the unique needs of the school within the framework of the Core Instructional Program, will reflect the needs of high number of ENL speakers and SWD, as well as take into account the suggestions made by NYSED during the last review of the SCEP.

A standardized schedule has been created within the Core Instructional Program to support students, but significant flexibility is allowed in its implementation to individualize program at the school. The schedule was developed to provide better support for students who need remediation and acceleration and address the high mobility of the District's student population, as well as the needs of sub-groups who are in accountability status (e.g., ELL and SWD). Hempstead HS will have full autonomy to identify how the school day will be expanded to meet the Commissioner's requirement that priority schools add 200 or more additional student contact hours per year. In partnership with Talent Development Secondary and other selected partners, the required hours and more will be fully implemented to provide students additional time on task in order to accelerate learning. Hempstead HS will be able to determine whether the additional hours are added before or after school, on Saturdays, during school recess periods, or through intensive summer programming. Determining how the additional time (instructional, socio-emotional, or recreational support, etc.) will be used is also an autonomous decision that will be linked directly to Hempstead HS's transformational plan.

To increase school autonomy even further, Hempstead HS will work with HCTA to have a School-Level Living Contract. The purpose of the contract is to establish a joint committee to provide for discussions and decision-making on matters relating to improved union-management relations and system operations. The contract will allow HHS to enter into contractual agreements different than provisions in the central collective bargaining agreement.

#### I.B.ii/iii. Evidence of School Autonomies and Support

Contractual Agreement between HUFSD and HCTA provide the supporting labor-management documentation for the exemption from the voluntary teacher transfer process and School-Level Living Contract Committee respectively.

### **I.C. District Accountability and Support**

#### I.C.i. Senior Leadership Responsible for Coordination of District Turnaround

Two Associate Superintendents, who report directly to HUFSD's Superintendent, are key instructional managers in the district. Each School Associate Superintendent supervises a cluster

of schools. The District’s Associate Superintendents have wide latitude for independent judgment and decision-making and assist in the formation of educational policy and practices. HUFSD’s School Implementation Manager will provide additional support to both struggling schools as they expand learning time to meet the Commissioner’s requirements of 200 additional student contact hours per year. Technical assistance is being provided by Talent Development Secondary Schools (TDS).

HUFSD’s Department of Curriculum and Instruction is responsible for the academic and instructional needs of the District. The department includes managing directors of the content areas as well as Intervention Services, Special Education, and English Native Learners. The Associate Superintendents for Curriculum and Instruction design and implement ‘best practices’ instructional systems and work to ensure the alignment of curriculum, instruction, research, assessment, and supporting resources. The focus is to align the curriculum to the NYS CCLS so that all students are prepared for high school graduation and post-secondary education.

The School Superintendent ensures consistency of implementation of the Regents Reform Agenda and Race to the Top initiative that include: Common Core Learning Standards; Data-driven instruction; and Annual Professional Performance Review (APPR). The Superintendent’s Cabinet works with Priority Schools to utilize tools and technological instructional resources to analyze data and then use that data to inform instructional practices and necessitate professional development. See Attachment E for a chart showing HUFSD’s management structure.

I. C. ii Providing High Quality Accountability and Support to Hempstead High School

Led by the Superintendent of Schools, the HUFSD will develop structures and systems to ensure each struggling school is provided optimum support. The school principal will participate in bi-weekly meetings with the Transformation Team and Implementation Manager to monitor and ensure the plan is being implemented with fidelity. The district will also have a team composed of members responsible for curriculum and instruction, testing, assessment, and accountability, human resources, and other content specialists to provide ongoing dialogue, suggestions, and resources needed to support Hempstead HS. All members will be expected to have read, digested, and deciphered their responsibilities as this pertains to providing support the HS in their area. During meetings, different components of the transformation plan will be discussed to ensure our targets are being met, and adjustments will be made as indicated by evidence collected during building and instructional walkthroughs of teaching, learning, and school culture. Using the DSTDE tool, quarterly school and/or district led reviews will be conducted. Established partners and other outside educational experts will serve as active members of the review process. Feedback from the reviews will be used to make the necessary adjustments to maintain and sustain the integrity and intend of the transformation plan.

<b><u>Interaction</u></b>	<b><u>Frequency</u></b>	<b><u>Person Responsible</u></b>
Support Visits for Expanded Learning Implementation	Weekly during Pre-implementation Period; Bi-Weekly during Year 1 Implementation; As needed in Years 2 and 3	School Implementation Manager High School Principal
District Team Visit	Monthly	HUFSD Transformation Team Led by Superintendent of Schools
School/District Led Reviews	Quarterly Reviews	HHS Transformation Team in conjunction with Partners and

		Outside Educational Experts District Central Administration
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## **I.D. Teacher and Leader Pipeline**

### **I. D. i. Recruitment Goals and Strategies to Ensure Equal Access to High-Quality Educators**

Successful recruitment efforts rely heavily on strategic efforts throughout the year, not only when vacancies occur. The need to promote flexibility in teaching staff reaches beyond recruitment of new teachers. The benefit to the educational system to have teachers with multiple certifications is even more evident. HSD is faced each year with displacement or elimination of teachers and/or administrators who are critical to the programs in schools due to statutory and contractual requirements and budgetary restrictions. The District has an urgent need to develop both depth and breadth in programs so that changes in personnel will not negatively affect student learning. The district is also prepared to transfer underperforming staff; extend the school day for students to offer more instructional time; increase number of professional development sessions for teachers; add one additional parent/teacher conference (increasing it to 3 conferences) to for the school year; and to retrain and restructure the guidance office to enhance counselors' ability to review and analyze student transcripts.

Due to changes in enrollment and limited fiscal resources, reductions in force, and reduction in Title II A allocations for recruitment, the Office of Human Resources (HR) has established two overarching goals to ensure that students in SIG schools have equal access to high-quality leaders and teachers: 1) Increase efforts to recruit and retrain high-quality minority candidates for leader and teacher positions that reflect the student population; and 2) Integrate a talent management module into the current Human Resource System of record.

HUFSD will continue to provide the Master's degree Reimbursement Program as required for New York State professional teaching certification. HUFSD also will explore an agreement to use funds to pay for a certification for those seeking additional certification in shortage areas such as TESOL. Efforts will be continuously made to publicize these benefits to fill high need areas with experienced qualified teachers; tuition reimbursement is the incentive to attract more high quality teachers to work in high needs areas.

HUFSD's Career in Teaching (CIT) and Career in Administration and Supervision (CIAS) programs will become established cornerstones of HUFSD's strategic approach to ensure each student is taught by a highly qualified educator. CIT is a collaborative effort between the District and the Hempstead Teacher's Association. CIT's mentor/internship program provides full-year, one on-one, intensive professional support aligned with the Framework for Teaching (2012 Revised Edition), the same criteria that are used in HUFSD's teacher evaluation. New administrators will be given the same opportunity for individual mentoring through CIAS. CIAS is collaboration with the Association for Supervisors and Administrators that balance preparation in the areas of management and instructional leadership. Both panels provide one-on-one mentoring and engage educators in learning-focused conversations.

HUFSD will continue to pursue the NYSED's Strengthening Teacher and Leader Effectiveness (STLE) grant that will provide support for recruitment and teacher credentialing in shortage areas, development of a comprehensive coaching program, and enhancements to professional learning opportunities. Extra compensation will be paid for these positions through the grants. An effort will be made to develop salary guidelines to allow the District to offer additional

compensation for newly hired teachers in shortage areas, as the Hempstead Teacher Association contract will include a clause for schools classified as low performing. For low performing schools, the District may propose that openings be set aside for either Lead Teacher Mentors or national board certified teachers.

#### I. D. ii. District Policies that will Support the Required Changes

The District is moving towards better monitoring of the master schedule process. This change will allow for the creation of consistent and compatible schedules throughout HHS, which will in turn reduce the number of part-time and itinerant positions and increase the attractiveness of employment for the district. Proper master scheduling will also allow the district to identify vacancies earlier in the year to facilitate a more extensive search for qualified applicants and subsequently, a quicker hiring process. The District has also recently expanded its geographical area to nationally recruit highly qualified teachers and administrators. All vacant positions will be posted and will undergo a full recruitment process prior to selection of an applicant.

#### I. D. ii. District-Wide Training to Build Leadership Capacity for Leading Change

In efforts to promote leadership capacity for school leaders HUFSD has partnered with REACH School Leader Coaching Program. The REACH School Leader Coaching Program (SLCP) is based on the premise that school leaders benefit from participating in a leadership support program that helps bridge the inevitable gap between credential leadership programs and the real world experiences of being a school leader. The reality of dealing with competing priorities, lack of confidence around making the correct decisions, and navigating the political landscape, while honoring the sense of urgency a school may need to be at the forefront of actions, can be overwhelming to anyone. Through the REACH SLCP, school leaders learn how to and when to manage the aforementioned issues. REACH coaches share their experiences and proven methods for successfully addressing matters of a school community that impact improvement and success.

## **II. School-level plan**

### **II. A. Assessing the Needs of the School Systems, Structures, Policies, and Students**

#### II. A. i. Student Population and Subgroup Needs

Hempstead High School (HHS) has a diverse population of students for which it has lofty goals for academia, college, workforce, and life success. As of 2013-14 the school served 1,896 students, of whom 52% were economically disadvantaged, 56% African American, 42% Hispanic or Latino, 20% Limited English Proficient, and 13% students with disabilities. The vision is that “students will meet and exceed state and national standards; be college- and workforce-ready; and value diversity.” At present, however, Hempstead is a consistently low performing school that has experienced a great deal of turnover in leadership. In 2014, the school had a graduation rate of 43%.

Although gradual academic improvements have been achieved in English Language Arts (ELA) and Mathematics over the past three years, a significant achievement gap between HHS students and students across the state remains. The percentage of HHS students scoring proficient in these subjects trails behind cohorts statewide by 20% or more. HHS does not meet federal accountability targets in ELA, Mathematics, or Graduation Rate. In order to meet and exceed these targets, there is a need to improve student academic performance across the board. (Please see Attachment F for charts depicting key data for academic performance and school culture.)

HHS faces the additional challenge of a large influx of immigrant school-age children, new to the United States, with limited English skills. Many of these students have had traumatic experiences in their country of origin, have come to the U.S. without their parents, or are meeting their parents in the U.S. for the first time. A large majority of these students come with significant education gaps. They often come without transcripts, and either lack formal education or have interrupted formal education. Twenty percent (20%) of students were Limited English Proficient in 2013-14, an increase over the previous year. Special attention is required to ensure the acclimation and on-time graduation of this subgroup.

Students with disabilities make up 13% of the HHS population. Needs for this subgroup include individualized academic support, life skills training, and social and emotional supports. In addition, only a small percentage of HHS students graduate with plans to attend a 4-year college or university. In 2013-14, just 24% of graduates indicated plans to enter a 4-year college; with 51% planning to enter a 2-year college. The majority of HHS students are a group that is traditionally underrepresented in college, and many would be first-generation college-goers. To improve the college-going rate requires creating a college-going culture with built-in supports to ensure that students receive assistance in charting a path to college, including help with all necessary plans and forms; and build the strong academic foundation required to enter and succeed at an institution of higher learning.

A past attempt at transforming HHS did not achieve the desired results. In 2010 Hempstead High School was divided into 4 small schools with separate principals and BEDS codes—3 theme-based, and one Senior Academy. The manner of implementation encouraged competition instead of cooperation; a perception of inequitable resource allocation; and unclear staffing patterns and expectations. This change resulted in a pervasive lack of trust amongst stakeholder groups. Three of the four principals were given notice in April 2013 that their contracts would not be renewed.

Overall school climate data showed a turn for the worse in 2013-14, with student attendance diving 10%, and suspensions growing from 6% to 14%. To create change that has a lasting impact on student academic performance, school culture factors also need to be addressed.

#### II. A. ii. Diagnostic School Review

In April 2013, the International Center for Leadership in Education (ICLE) partnered with Hempstead Public Schools to facilitate an onsite needs assessment of HHS that involved 35 classroom observations using the Daggett System for Effective Instruction (DSEI). The team observed faculty commitment and student interest in learning as clear strengths. However, they also observed that the majority of learning was limited to Quadrant A—which is teacher-centered, and relies on student recall, comprehension, and memorization, with little to no application of learning. Staff reported feeling isolated from peers, and having no basis on which to reflect on the quality of instruction and curriculum. They reported little to no access to data, and said there was no organized plan to use the data.

Focus groups expressed an interest in the district “getting its act together.” They indicated a desire to implement standards that hold up beyond the HHS environment with exciting learning experiences for students and teachers. Focus groups with teachers, students, counselors and administrators revealed there was a lack of instructional leadership, inadequate teaching materials, and little direction on what and how to teach. The team found chaotic organizational leadership during the visit. The staff described the culture of the school as terrible, non-existent,

and worse than ever. Students and teachers pointed to their amazing tenacity to show up and persevere amidst the chaos. Annual surveys by the district and school indicated that parents and students seek a school that feels safe, with increased rigor in the classroom, and access to technology resources and college and career programs. Parents expressed a desire to see added social and emotional support for students.

#### II. A. iii. Results and Recommendations of Diagnostic School Review

The needs assessment identified the following challenges, and made a list of recommendations:

##### **Key Challenges**

- Absence of consistent school, district, and instructional leadership
- Absence of a clear vision, mission, and academic approach for the district
- Absence of a rigorous and relevant high school curriculum aligned to the CCSS
- Lack of adequate instructional materials
- Absence of inspirational district and school-based PD and professional support
- Lack of structured time for staff to learn from and collaborate with one another
- Lack of a formal system for the continued development and monitoring of the small learning communities (SLCs) to allow for increased student personalization and staff collaboration within and across the SLC's

##### **Recommendations**

- Create a recruitment and retention plan that will incentivize the hiring and retention of excellent district, school, and instructional leaders
- Implement a strategic planning process that involves student, faculty, staff, parent, school, and district leadership representation to develop a roadmap for the school based on instructional excellence and high student achievement for all students
- Collaboratively develop a rigorous and relevant CCSS-aligned district curriculum with an emphasis on literacy across the content areas and targeted support for students at varied achievement and English language proficiency levels
- Collaboratively develop a high school schedule that provides opportunities for staff collaboration across subjects, grade levels, and SLCs
- Develop a professional learning program with staff that creates opportunities for 1) staff to share their own best practices; 2) consistent in-class coaching from non-evaluative, school-based instructional and literacy coaches; 3) staff to learn how to analyze data and develop targeted learning plans; 4) staff to engage in common planning to benefit increased student achievement; 5) staff to be inspired by the possibilities of teaching; 6) staff to evaluate their teaching effectiveness

#### II. A. iv. How the SIG Plan Prioritizes Identified Needs

The LEA has already taken steps to address some of the challenges and recommendations outlined in the report, including hiring a new superintendent in 2012, and replacing the principal in the 2014-15 school year. The new high school principal, Dr. Stephen Strachan, is a leader with demonstrated success developing and implementing school-wide transformation plans. Dr. Strachan has begun a strategic planning process by engaging committees of stakeholders around whole-school reform designed to impact academic, structural, and cultural factors.

HHS has identified a lead partner in Talent Development Secondary (TDS) from John Hopkins University, which will co-lead the school transformation outlined in the SIG grant. Among the

elements identified in the ICLE report that are prioritized in the SIG plan with help from TDS are: 1) development of rigorous and relevant CCSS-aligned district curriculum with an emphasis on literacy across the content areas; 2) identification and provision of targeted support to students at various achievement and EL proficiency levels; 3) creation of a block schedule that provides for interdisciplinary and academy-based staff collaboration, common planning, and self-reflection via Professional Learning Communities; and 4) creation of a comprehensive professional development plan that includes in-class coaching from school-based Math and ELA coaches, while engaging two other providers— Pearson Professional Development Service’s “Change of Practice Institutes, the Internationals Network for Public Schools, and REACH—to help HHS align its curriculum to the standards, implement instructional strategies in line with the CCLS shifts; teach in the block schedule; use data to drive instructional decision-making; and address the needs of HHS’ significant population of students who are recent immigrants and/or Limited English Proficient.

School-culture factors are addressed in the SIG grant through by restructuring the high school into small learning communities (SLC’s) where students feel connected, engaged, interested in the subject matter, and less likely to fall through the cracks. As part of the proposal, TDS includes an Early Warning Indicator (EWI) system to identify students who need support, and to provide the appropriate interventions as quickly as possible.

The district currently offers Master’s Degree tuition reimbursement to teachers as an incentive. The creation of a district-level recruitment and retention plan to further incentivize the hiring and retention of excellent district, school, and instructional leaders is underway. In the meantime, HHS is recruiting four transformation teachers who have demonstrated success in the content areas and in working in urban inner city schools. The school site aims to bolster teacher retention by providing new teacher training, access to local and state professional development opportunities, and mentor teachers to assist and support new teachers so they are successful. Please see Attachment G for Dr. Strachan’s resume and Annual Reports (2) describing successes at Roosevelt High School and David Starr Jordan High School.

## **II. B. School Model Selection and Rationale**

### II. B. i. Rationale for Model Selection

HHS and Talent Development Secondary (TDS) will partner to implement a whole-school redesign that satisfies the requirements of the Transformation model. The first step was for the LEA to replace the principal. The new principal, Dr. Strachan, spearheaded the development of this plan. One of the key components of the Transformation Plan is to provide additional time for students to learn academic content and take part in enrichment activities that contribute to a well-rounded education. Extended schedule components to this effect include:

- Converting the school day into a **75-80 minute block schedule**. This makes it possible to recover instructional time lost to class changes, and allows for more in-depth, hands-on instruction. It makes it possible to implement a double-dose of ELA and mathematics for incoming 9<sup>th</sup> graders who are below grade level. It allows students to complete a course in a single semester, retaking it the following semester if necessary.
- An **extended day program** with Tiger Academy, which is open to all students and takes place daily from 3:15-7:15 p.m., along with a Saturday Academy for upperclassmen and specific subgroups, such as Limited English Proficient and Students with Disabilities. The extended day and Saturday programs offer Regents preparation and tutoring to support

students in need of credit recovery, as well as Princeton Review, which provides ACT and SAT preparation to support college-going goals. It will also provide additional opportunities for students to develop their English proficiency skills. The extended day program addresses the ICLE-identified need for academic supports, and the Transformation model requirement to provide enrichment activities.

- A **summer bridge transition program** for incoming 9<sup>th</sup> graders. This adds an additional 20 days of instruction to the school year for 9<sup>th</sup> graders. The program is designed to increase readiness for high school.

The Transformation Plan also builds time for teachers to collaborate, plan, and engage in professional development. Professional development components include:

- **Professional Learning Communities (PLC's)**, provided for in the new block schedule, in which teachers collaborate around instructional units, evaluating student work, reflecting on best-practices, and identifying and responding to student needs for intervention. This addresses the ICLE-identified concerns regarding staff isolation and related lack of basis on which to reflect on the quality of instruction.
- A **tiered professional development program**. Led by the School Implementation Manager (SIM), teachers work together to develop standards-based units that employ the CCLS shifts. The TDS team includes ELA and Math Facilitators who work with school-based ELA and Math Coaches to support classroom instruction, including modeling lessons and non-evaluative in-class coaching. Additional partners to be engaged around the school-wide professional development (PD) plan include Pearson Professional Development Services' "Change of Practice" Institutes; and REACH administrator training and School-wide Effective Practices for Using Data Program (SEPUDP). The tiered plan addresses the need for instructional leadership, and makes sure teachers have the tools they need to determine "what and how to teach."

To ensure that initiatives designed to impact student performance have their intended effects, instructional delivery by effective and highly effective educators is crucial. For instructional staff who earn a composite rating of ineffective or developing on the State's APPR rating system, the APPR plan and district receivership program provide a means for helping teachers and school leaders improve their performance through professional development (PD) on a specified timeline. If identified individuals fail to complete the required PD or make the necessary improvements, the school and/or district begins the necessary steps to remove teachers and/or administrators who are persistently underperforming as determined by their yearly composite rating. Teachers rated as effective and highly effective, on the other hand, have the opportunity to be considered for leadership positions in the high school. They can earn tuition reimbursement for advanced degrees from the LEA, and will be given the opportunity to pursue additional, district-sponsored professional development. The school will implement scholarships for teachers interested in pursuing National Board Certification as part of the transformation plan.

The overarching approach to success at HHS is to impact student academic achievement via a multi-pronged redesign that addresses overlapping factors of academics, school culture, and school structure. In addition to the initiatives that satisfy the requirements of the Transformation Model described above, TDS and HHS will jointly implement the following key components:

- **Small Learning Communities (SLC's)** - The SLC structure creates small communities of learning called academies, each with a team of teachers collectively teaching the same

students. It encourages students, teachers, and families to establish strong bonds and close, caring relationships. All academies have an Advisory period that gives students the opportunity to develop a trusting relationship with at least one adult in the academy. This adult serves as the student's advocate and bridge to the guidance team. The advisor develops a strong relationship with his or her advisee's family, parent, or guardian figure, positioning him or her to refer the student to the guidance team and other staff for additional support. The theme-based academies include:

- A **Ninth Grade Success Academy** that has an intensive academic focus delivered through a double-dose of ELA and mathematics instruction, designed to help students achieve grade level performance in the core subjects in the first semester of school, while building study skills that will help them succeed during their high school careers and beyond. This addresses the ICLE-identified need for academic supports.
- **Career Academies** in grades 10-12, including STEM (Science, Technology, Engineering, and Mathematics); Visual and Performing Arts; and Business and Entrepreneurship. Partnerships with local colleges and universities enhance the offerings of the academies, engaging the larger community around students' success. Hofstra University has already been engaged to partner with HHS around the STEM and Business & Entrepreneurship Academies, with the Hofstra journalism program in particular assisting the journalism program within the Business & Entrepreneurship Academy. Stony Brook University has also agreed to partner around the STEM academy, and vocational courses through the LEA will be aligned to the academy offerings too.
- An **International Academy**, implemented in partnership with the Internationals Network for Public Schools (INPS), that is designed to address the unique needs of SIFE and English Learner students. This multi-grade academy starts at grade 9, helping students of all ages and languages fill gaps in their education while receiving acculturation support and services.

Other major features of the school's Transformation Plan include:

- **Creation of a College-Going Culture** - Some work to this effect has already been done. Starting in 2014-15, HHS partnered with Farmingdale State College to offer Smart Scholars, a program in which students can take college courses and earn college credit while still in high school. HHS also recently earned the NY Gear Up grant in partnership with Nassau Community College, making it possible to offer this college readiness program starting in 2015-16. As part of the SIG grant, HHS proposes to establish a technology-rich College Center, staffed by a college counselor, to support all students' college-going activities. A college-going culture will constitute a huge positive change to the school climate, which was flagged as a major concern in the ICLE report. It also addresses the need identified by students and parents for additional college-going supports.
- **Early Warning Indicator (EWI) system** – This TDS system helps staff identify students' social, emotional, and academic needs early on, so that access to support systems can be provided early. Teacher teams meet weekly to review individual student data in Attendance, Behavior, and Course performance in math and English (the "ABCs"), identify students whose data indicates a need for additional support in one or more of these areas, and plan and evaluate necessary interventions.

The redesign work is possible because the LEA has provided HHS with sufficient operating flexibility in staffing, calendars and time management, and budgeting to implement a full school redesign aimed toward substantially improving student achievement outcomes.

The plan takes into account lessons learned from the mistakes made in the 2010-12 era under Dr. Garcia, who attempted to implement a small school model in a manner that encouraged rivalry instead of teamwork, rather than communal and collective accountability. Instead of creating competing small schools as was done in the past, HHS will now have SLC's that complement one another and remain under one BEDS code.

### II. B. ii. Process by which the Model was Chosen

Dr. Strachan came on board in November of 2014 and immediately began to engage the community, staff, students, and partners around the school's transformation, proposing an SLC-structured, multipronged approach to impacting academic, structural, and cultural factors at HHS. Dr. Strachan has demonstrated success creating school-wide change at Roosevelt High School in New York, which recently came out of state receivership for the first time in more than a decade, and David Starr Jordan High School in Watts, California. In both he used a broad SLC model that can be tailored to a school's individual needs. At Jordan High School, he partnered with TDS in that effort.

In December 2014, HHS held the first stakeholder meeting, at which 50-75 parents, community members, teachers, school staff, labor union representatives, and students participated. The purpose was to identify concerns and develop a common vision that would help staff to begin formulating an action plan for school change. The reception was overwhelmingly positive; school stakeholders were energized by the possibility of creating real, sustainable change at the high school that addresses their concerns for improved academic performance and college readiness, as well as the creation of a safe and positive school learning environment. Monthly meetings with instructional staff; focus groups with students including a monthly breakfast with the principal; and a spring parent meeting followed, providing the opportunity to engage stakeholders around the plan's development while addressing needs and concerns.

HHS instructional staff expressed support for a structured professional development program with clear leadership and the opportunity for professional collaboration. Teachers and administrators visited several Internationals Schools to understand what the Internationals Academy for SIFE and ELL students could look like. They visited two TDS schools in New York and Washington D.C., observing best practices and meeting with directors. HHS leadership also met with potential school partners to discuss New York's school reform agenda, and the school's plan to meet the needs of its stakeholders through a whole-school redesign.

The Transformation Model was agreed upon as the best framework for providing needed academic supports and enrichment to students while also building in time for necessary professional development and collaboration.

## **II. C. Determining Goals and Objectives**

### II. C. i. ELA Goal and Objective

**Goal:** To achieve proficiency in all subgroups on the ELA Common Core Regents Exam.

**Objective:** To increase the percentage of students scoring proficient or above on each ELA benchmark assessment throughout the school year.

**Objective:** To increase the percentage of students scoring proficient or advanced on the ELA Common Core Regents Exam to 80% by 2018 and 90% by 2020 in all subgroups.

II. C. ii. Math Goals and Objectives

**Goal:** To achieve proficiency in all subgroups on Regents math assessments.

**Objective:** To increase the percentage of students scoring proficient or above on each Math benchmark assessment throughout the school year.

**Objective:** To increase the percentage of students scoring proficient or advanced on the Algebra 1 Regents exam to 80% by 2018 and 90% by 2020 in all subgroups.

**Objective:** To increase the percentage of students scoring proficient or advanced on the Geometry Regents exam to 80% by 2018 and 90% by 2020 in all subgroups.

**Objective:** To increase the percentage of students scoring proficient or advanced on the Algebra 2 Regents exam to 80% by 2018 and 90% by 2020 in all subgroups.

**Objective:** To increase the percentage of students scoring proficient or advanced on the Summative Regents exam to 80% by 2018 and 90% by 2020 in all subgroups.

II. C. iii. Additional Goals and Objectives

**Goal:** 100% of HHS students will graduate in 4 years with a Regents or Advanced diploma.

**Objective:** To increase the overall graduation rate to 70% by 2018 and 85% by 2020.

**Objective:** To increase the percentage of students receiving a Regents or Advanced Regents diploma to 16% by 2008 and 25% by 2020.

**Objective:** To increase the number of students graduating within 4 years each year.

**Goal:** To build the capacity of HHS instructional staff to deliver all students a challenging, rigorous curriculum aligned to Common Core and State standards that utilizes the CCLS shifts.

**Objective:** To increase the percentage of teachers employing standards-aligned lessons that utilize CCLS shifts, as measured on administrator observation forms during regularly scheduled walk-throughs.

**Objective:** Teachers will develop and utilize formative and summative assessments to monitor student academic progress around the CCLS and NYS content standards.

**Goal:** To increase staff satisfaction and involvement.

**Objective:** To increase the teacher retention rate annually.

**Objective:** To increase the number of incidences of teacher leadership—such as teachers taking on leadership roles, serving as mentor teachers, and participating on committees—each year, as measured by participation data collected by the school.

**Goal:** To create a climate of high expectations that is safe, positive, and conducive to learning.

**Objective:** To increase student attendance to 95% by 2008.

**Objective:** To decrease the out-of-school suspensions to 5% by 2008 and 3% by 2020.

**Objective:** To reduce the drop-out rate by 6% in 2016 and 3% annually after that.

**Objective:** To increase the percentage of high school graduates accepted into two or four year colleges by 15% annually.

**Goal:** To extend the school community outside HHS walls by rallying stakeholders and partners around the success of the school redesign and students.

**Objective:** To increase the number and rate of organizations and groups partnering with theme-based academies annually as measured by participation records.

**Objective:** To increase the rate of involvement of parents in school activities and workshops as measured by Parent/Community Liaison participation records.

**Objective:** To increase the number and frequency of representation by diverse stakeholder groups including parents, community members, students, and staff on school-based decision-making committees as measured by participation records.

## II. C. iv. School-level Baseline Data and Target-Setting Chart - Please see Attachment B.

### **II. D. School Leadership**

#### II. D. i. Characteristics and Competencies of an Effective School Principal

The following core competencies, selected from the State's list of qualifications for Priority School leaders, were identified as crucial to the unique needs of HHS:

1. Identifies effective teaching and learning, and conveys to staff the impact of effective teaching and learning to the change process.
2. Develops cohesive improvement plans in collaboration with key stakeholders, informed by a theory of action, current data, and evidence of best practice.
3. Identifies and supports necessary adaptations to make curriculum, programming, and instruction fully accessible to groups such as English Learners and students with disabilities, to positively impact their educational outcomes.
4. Has a clear vision to ensure that all teachers fully implement high quality, deeply rigorous curriculum aligned fully to the Common Core Learning Standards.
5. Demonstrates expertise to implement a whole-school strategy for data driven instruction, based on analysis of periodic common assessments or performance tasks, and supported by appropriate PD in a way that ensures teachers use data to make instructional decisions.
6. Develops/shares a clear vision ensuring all students access resources and supports necessary to put them on the path for college and career readiness.
7. Incorporates data in the development of school policies and procedures; uses data to monitor progress and make adjustments; and to determine success.
8. Understands the need for staff, parents, caregivers and community to be involved in the life of the school as participants with voice and input.

#### II. D. ii/iii. School Principal

Dr. Stephen Strachan was selected as the new principal of HHS for his track record leading the redesign and turnaround of low-performing, high-poverty, urban inner city schools in New York and Los Angeles. The most recent was Roosevelt High School (RHS) in Long Island, where he applied for and secured a federal Race to the Top grant in the amount of \$5.8 million to implement over three years for school redesign. That process involved engaging partners and implementing SLC's with a block schedule, as well as implementing a Smart Scholars early college high school program. During his tenure at RHS, the graduation rate increased from 58% to 81.3%. Student attendance increased from 87% in 2009 to 94% in 2013. The total number of college credits students earned in high school increased from 244 in 2011 to 1,004 in 2014, and the number of students attending four-year colleges and universities also increased. The school cut the ribbon on a \$67 million new school facility. HHS was removed from the Persistently Low

Performing School list after 20 years, and recently came out of State Receivership for the first time in more than a decade.

Prior to that, in Los Angeles, Dr. Strachan led a whole-school redesign—using the SLC structure with a block schedule in partnership with Talent Development—at David Starr Jordan High School in the low-income community of Watts. During his tenure, the school’s Academic Performance Index (API)—a school “report card” figure calculated from test results on the California High School Exit Exam (CAHSEE) and STAR test results in ELA, math, science, and history—rose from 468 in 2003 to 543 in 2008, surpassing state targets for multiple years.

Dr. Strachan has 16 years of experience as a high school principal, reflecting training, administration, and program management in uniquely challenging environments. He has led comprehensive, urban high schools with more than 2,200 students; supervised more than 100 teachers, six administrators, and classified personnel; and administered budgets of up to \$10 million. He has managed and balanced a school budget during a budget crisis with minimal loss of staff and school programs. He has a track record of engaging stakeholders including parents, community members, students, and staff around visioning and strategic planning, and experience implementing comprehensive, data-driven professional development plans designed to build capacity among staff. He is an innovative, visionary leader with the ability to manage a large, complex organization with integrity, and a dedicated professional with a personal commitment to excellence in high school education. This combination of traits and experience make him an excellent choice to lead the whole-school redesign at HHS.

Dr. Strachan earned his doctoral degree in school administration from Chelsea University in England in 2004, graduating Magna Cum Laude. He earned his masters of education in educational management from the University of LaVerne in California in 2011.

#### II. D. iv. Job Description and Duties of AP’s and SIM

Each HHS Assistant Principal is responsible for one of the SLC Academies. Responsibilities include managing operations and providing support and oversight to the Academy Teams. Assistant principals will be evaluated on the basis of student progress data from interim assessments and State test measures, student and staff survey data, and climate data such as student attendance and suspension referrals in their academies.

Day-to-day operations of the redesign process at HHS are coordinated by the School Implementation Manager (SIM). HUFSD has created a job description to hire someone to fill this role effective July 1, 2015. The SIM will serve in the capacity of an Assistant Principal at HHS, 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 comprehensive high school to SLC’s, and assisting with initiatives to enhance student advisement, school themes, and college culture at HHS. The SIM provides instructional coaching support in the Freshman Seminar classes and coordinates the reporting and review of weekly EWI data. Serving as a coordinator, the SIM is the point person for TDS in the high school. 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 District and the school, and provide documentation of implementation to the District.

## II. D. v. Supporting Leadership Profile

The current high school leadership is fairly new. None has been at the high school for more than two years. There are five assistant principals and two deans who currently serve in a leadership capacity along with the principal. The dean hired this year is bilingual in Spanish and has a strong instructional background. All of the site administrators are certified as lead evaluators and have extensive training on the use of the New York State United Teachers (NYSUT) teacher evaluation protocol. The school administrators have participated in site visits in preparation for the conversion of the comprehensive high school to SLC's, and sit on committees established to transform the high school. They have participated in all planning sessions and are currently actively involved with recruiting partners to support the career-themed SLC's.

The principal has scheduled weekly administrative meetings that all administrators are required to attend, where each school leader provides input and participates in the decision-making process. The principal will work with staff to ensure the following is in place to build a strong leadership team and support the unique talents each administrator brings to the high school:

- Recognizable team structure and legitimacy among the administrators
- Opportunity to reframe and clarify existing roles collectively
- Regular meetings and time allocated for administrative responsibilities
- Maintenance of a school-wide perspective and commitment
- Supervisory responsibility assigned for teachers can facilitate school-wide implementation of instructional vision

There are no identified barriers at this time.

## **II. E. Instructional Staff**

### II. E. i. Instructional Staff in the Building

In 2013-14 HHS had 114 teachers, a number that will increase to 118 with the hiring of four additional transformation teachers. They are led by one principal and five assistant principals. In addition, the school will hire two full-time instructional coaches in the areas of ELA and math.

In 2013-14, the overall composite rating of instructional staff was reported as follows: 2% ineffective, 10% developing; 63% effective; and 25% highly effective. Prior to that, in 2012-13, no APPR educator evaluation data were reported. The current administration is thoroughly trained in the APPR review system and teacher effectiveness is evaluated in accordance.

### II. E. ii. Staffing Picture: Current & Future

According to the State's composite rating of teacher effectiveness, 88% of HHS instructional staff is rated effective or highly effective. All teachers are highly qualified and work in their certification area. Because students' low level of academic performance does not correspond with the expertise of the instructional staff, HHS will seek a qualitative change among teachers, helping them look at enhancing the learning experience for all students, and increasing the rigor of instruction to align with the CCLS. This self-reflection and adjustment in teaching strategies will be bolstered by the comprehensive PD program to be put in place as a part of the SIG grant.

On the quantitative side, to implement the SLC redesign, HHS will hire six additional core content teachers so that there are two teachers per content area. This will bolster the professional collaboration to take place in the PLC's, while reducing the class size in math and English 9 to

provide more one-one-one attention to students in classes where they historically fail. The goal is to increase the number and percentage of students passing courses and matriculating to the next grade level, so that they remain on course to graduate with their cohort.

### II. E. iii. Instructional Staff Characteristics and Core Competencies

Instructional staff key to the transformation model implementation include:

- **English Language Arts (ELA) and Mathematics Instructional Coaches (2)** - These full-time content-area leaders, employed by the school district, are focused on providing ongoing, job-embedded PD for language arts and mathematics teachers. The coaches are responsible for maintaining contact with the TDS Instructional Facilitator on instructional issues and priorities in preparation for and between TDS technical assistance visits. The ELA Coach ensures the implementation of the TDS reading and writing programs, assisting all staff members with literacy issues in the classroom. The Math Coach is focused on providing ongoing, job-embedded professional development for mathematics teachers, ensuring implementation of the TDS math program, and assisting all staff members with math issues in the classroom. Both coaches facilitate the process of designing the core ELA and mathematics curriculum for grades 9-12, and support the school's reading and math labs. As instructional leaders, ELA and Math coaches they must develop and maintain a model classroom, actively participate on the Transformation Team, and attend PD trainings to stay current in content area and pedagogical strategies. Responsibilities include arranging for teachers to participate in interclass visitations; providing assistance with key administrators to develop and update curriculum maps, reviewing and adjusting curriculum as needed to ensure rigor and relevance; assisting in the selection and distribution of resources and materials to support individual student needs; coordinating NY State Regents exams; conducting peer class visitations and providing informal feedback; using evidence from informal classroom walk-throughs to plan for purposeful PD; reviewing and providing feedback on teachers' lesson plans; collecting and analyzing student writing samples as a vehicle to monitor curriculum and their progress toward meeting standards; conducting data analysis of trends from NYS exams and providing strategies for improvement; and mentoring new and struggling teachers in collaboration with the principal.
- **Academy Team Leaders** – Academy Team Leaders are committed teacher leaders who help create a team identity, set goals, meet regularly with their team's teachers, participate in scheduling of their students and teachers, handle team discipline, keep team files and plan field trips, team ceremonies, and other activities. Team Leaders are teachers who are committed to helping students become successful. Qualifications and core competencies for Academy Team Leaders include: 1) a minimum of three years of satisfactory teaching experience; 2) a record of satisfactory attendance not to exceed seven absences within each of the last two school years, except for mitigating circumstances; 3) demonstrated knowledge of best practices, standards-driven instruction, and assessment; 4) willingness to work successfully in team building and motivation; 5) good interpersonal skills; 6) must be a member of the 2015-2016 Academy; 7) should have experience in a leadership position.
- **Transformation Teachers** – In addition to training existing teachers to implement the transformation process as members of a theme-based academy, HHS is recruiting transformation teachers selected because they have demonstrated success 1) in the core content areas; and 2) working in urban inner city schools, where they have gained practice supporting the unique needs of a diverse student population.

- **Smart Scholars Coordinator** – The Smart Scholars program coordinator handles the school-based management of the Smart Scholars early college high school program. The position involves forming partnerships with institutions of higher education (IHE) and community organizations; ensuring ongoing engagement in college coursework, tutoring, advising, effective strategies for time management, study skills and communication; embedding enrichment opportunities such as SAT/ACT prep; facilitating the Memorandum of Understanding between HHS and the IHE's; promoting a district-wide college-going culture; arranging workshops on financial literacy and financial aid; ensuring support from partner college faculty on classroom instruction; facilitating a curriculum planning committee; collaborating with the master scheduler to include college courses in the HHS schedule; facilitating the ongoing recruitment of at-risk and underrepresented students; logistics such as transportation to the college; securing meals and materials for courses; ensuring fidelity of implementation; evaluating courses and transferability of college credit; assessment and maintenance of data; addressing program issues; overseeing expenditures; and reporting. The Smart Scholars Coordinator's performance will be assessed via rubric.

#### II. E. iv. LEA Staff Screen Mechanism

The transformation model requires instructional staff who are rated effective and highly effective on the State's APPR system. Staff must be willing to participate in extensive professional development. They should be enthusiastic about implementing school change for the success of all students. New transformation teachers exhibiting the characteristics described in the previous section are recruited through the OLAS system. Existing staff cannot be transferred, since there is only one high school and one middle school in HUFSD, both identified as Priority Schools. Year 1 staff identified as underperforming through school-based assessments receive intensive support and professional development. Year 1 staff who do not succeed after these supports are provided, or any instructional staff that earns a composite rating of ineffective or developing on the State's APPR system, are placed on an improvement plan with specific goals and objectives that must be reached by an established timeline. These staff members are required to attend school-year and summer professional development programs. Instructional coaches are engaged to work with them around lesson planning and effective instructional delivery. Those who fail despite the intensive supports, as measured by quarterly benchmark assessments and classroom observations by administrators, will be identified as teachers who must be removed from the high school. The principal will make that recommendation to the superintendent, who, as the designated School Receiver, has the authority to require teachers to reapply for their positions.

The LEA offers programs to incentivize the retention of high-performing staff, including tuition reimbursement for advanced degrees. In addition, effective and highly effective instructional staff will be considered for leadership positions and assignments at the high school, such as Academy Leader, instructional coaches, and leaders of professional development and Professional Learning Communities. They will be given the opportunity to pursue additional, district-sponsored professional development. HHS will implement scholarships for teachers interested in pursuing National Board Certification as part of the transformation plan.

#### **II. F. Partnerships**

##### II. F. i. Partner Organizations

HHS has engaged several educational partner organizations to provide services critical to the implementation of the new school design.

**1) Lead Partner: Johns Hopkins University Talent Development Secondary (TDS)**

The transformation framework to be implemented at HHS draws in large part from the Talent Development Secondary (TDS) model for organizational and instructional reforms developed by Johns Hopkins University. For the past 20 years, TDS has helped schools across the nation reorganize in ways that promote strong relationships for students and adults; implement innovative, evidence-based curricula and instructional strategies; and build professional communities that support distributed leadership, shared decision-making, and increased capacity for continual improvement. TDS was the major partner in the transformation of California's Jordan High School under Dr. Strachan, and will be engaged as a major partner in Hempstead High School's transformation.

Schools that implement TDS organizational and instructional reforms see increases in student attendance, reductions in suspensions and other data related to student discipline and school climate, improved course passing and graduation rates, and increased scores on student achievement tests. TDS helps schools obtain such outcomes by offering research-based strategies, developed at Johns Hopkins University, that are paired with intense technical assistance provided by master educators who serve as TDS organizational and instructional facilitators. They work in the school, with the HHS administrators, to ensure that the strategies provided will be effectively implemented, monitored, and managed. The goal is to create a school that meets *all* students where they are and takes them where they need to be to graduate from high school ready to succeed in college, career, and civic life. This comprehensive school restart model uses organizational, instructional, and curricular innovations in concert with multi-level professional development to address the extensive needs of low-achieving schools. The function of TDS is to build capacity within the school so that the school continues to utilize and build upon the practices established during the TDS support period.

The TDS model integrates the following key elements and core strategies:

1. Research and evidence-based comprehensive whole school reform model with intensive instructional and organizational support for students, teachers, and administrators. This includes implementation of the block schedule, Professional Learning Communities, student Advisory period and curriculum, and theme-based small learning communities.
2. A teacher-friendly Early Warning Indicator system tied to research-based prevention, intervention, and recovery strategies in the areas of Attendance, Behavior, and Course performance in English and math.
3. A team-based organizational structure and collaborative work environment to make the job manageable.
4. An on-site School Implementation Manager (SIM) who works with the principal to coordinate the entire transformation process and implementation, including the various PD components;
5. TDS regional team Instructional Facilitators (IFs) in ELA and math who provide professional development and technical assistance to support expert school-based content coaches in ELA and math employed by the Hempstead school district; and a TDS regional School and Student Support Services (S4) Facilitator who provides technical assistance in the areas of school climate and classroom management.
6. Acceleration curriculum in Literacy, Mathematics, and Student Success in grades 9-11. ELA and Math classes are intended to teach students the skills they will need to succeed

in their regular English and Mathematics classes in those grades. The double-dose of ELA and Math for 9<sup>th</sup> graders is a major component.

7. An emphasis on the use of data to drive instruction and to provide tiered whole school and individual interventions.

## 2) **Partner: The Internationals Network for Public Schools**

HHS will engage a second partner, the Internationals Network for Public Schools (INPS), to create an additional academy option which will support its growing number of newcomer SIFE students and English Learners. This multi-grade academy starts at grade 9, helping students of all ages and languages fill gaps in their education while receiving acculturation support and services. The academy will serve a subgroup of approximately 280 students who continue to struggle academically due to education and language gaps.

The research-based approach was developed by expert practitioners in EL education and is based on more than 30 years of school-based experience. It combines quality education for EL students with support to districts, schools, and educators, and involves: 1) Heterogeneity and Collaboration: Schools and classrooms are heterogeneous and collaborative structures that build on the strengths of every individual member of the school community to optimize learning; 2) Experiential Learning: Expansion of the 21st century schools beyond the four walls of the school building motivates adolescents and enhances their capacity to successfully participate in modern society; 3) Language and Content Integration: Language skills are most effectively learned in context and emerge most naturally in purposeful, language-rich, experiential, interdisciplinary study; 4) Localized Autonomy and Responsibility: Linking autonomy and responsibility at every level within a learning community allows all members to contribute to their fullest potential; 5) One Learning Model for All: All learners, faculty, and students participate in similar collaborative learning and work structures which maximize their ability to support one another.

INPS was selected because of the outstanding results it has had with newcomer and English Learners in its International High Schools. In its network of 19 high schools and academies in California, New York, and Virginia, students' standardized test performance, persistence, graduation, and college-going rates are significantly above both native English speaking and English Language Learner averages in these regions. International High Schools have consistently out-performed NYC schools for EL student achievement using a model that has been proven effective in multiple contexts, geographies, and with a large range of ethnic and language groups.

## 3) **Partner: Pearson Professional Development Services**

Pearson Professional Development Services has been engaged by HHS to provide targeted professional development to teachers, instructional staff, and school leaders through its "Change of Practice" Institutes and administrator coaching in the areas of school leadership, ELA, and mathematics. While TDS focuses on the acceleration program, Pearson's Change of Practice professional development program works with all teachers to support Common Core, NY Standards-based lessons. There are summer and school-year components.

"Change of Practice" professional development is geared toward all teachers' implementation of standards-aligned curriculum. Each COP institute starts with a 1 day needs assessment tailored to developing a Data Driven Culture. Data is collected from multiple data points, including classroom observations, focus groups, and teacher and

administrator surveys, and each needs assessment is built flexibly to incorporate existing district or school level tools. Following the needs assessment process, the Pearson team collaborates with the school team to design a flexible training schedule in which participants receive targeted professional learning modules designed to impact the knowledge and skills that are the subject of the Data Driven Culture Institute. The job-embedded coaching can take various forms, including one-on-one coaching, classroom modeling, small group lesson study, teacher or leader network facilitation, co-teaching, co-planning, guided practice (such as walk-throughs), and classroom observation and feedback. The combination of short, targeted training modules (that can be offered during planning periods, team meetings etc.) and job-embedded coaching and differentiated consultative supports (informed by the initial needs assessment) provides schools with highly comprehensive support that does not require time away from the regular daily tasks of teaching and leading. Progress monitoring is embedded within onsite service days over multiple visits and culminates in a final report to stakeholders to debrief implementation, measure the achievement of institute objectives, and define next steps. “COP” institutes are designed to give educators the flexibility to prioritize and target areas of need, and allow them to incorporate professional development flexibly into daily instructional and leadership practice. Because change occurs only with practice, the approach is to nest professional development within the greater context of long-term, systemic solutions. That is, training is accompanied by job-embedded supports that verify fidelity of implementation and entail committed involvement by participating educators.

Pearson was selected as a partner because of its proven results implementing school-wide PD around the core content areas, and because of the customizable tools and program it offers, which allow implementation to be tailored to a school’s specific needs. It was also chosen for the level of service provided to schools and teachers through embedded PD, designed to verify and support the integrity of implementation.

**4) Partner: REACH School Leader Coaching Program (SCLP) and School-wide Effective Practices for Using Data Program™ (SEPUDP)**

In efforts to promote leadership capacity for school leaders, HUFSD engaged REACH School Leader Coaching Program (SCLP). Through the REACH SLCP, school leaders learn how to and when to manage issues of competing priorities, lack of confidence around making the correct decisions, and navigating the political landscape, while honoring the sense of urgency a school may need to be at the forefront of actions. REACH coaching begins in July and ends in June of the following year. During the 12-month program, The REACH school leader coach spends at least one full day per week, 3 times a month, coaching the school leader. The program is designed to address the specific needs of participating school leaders.

HHS will also engage the assistance of REACH as a partner to facilitate the use of instructional data to support the alignment of curriculum and instruction through its SEPUDP program. This will be provided through embedded professional development. It will help instructional staff build capacity to monitor the school’s progress around assessments and other established benchmarks for student achievement.

REACH was selected as a partner because it has a proven track record helping schools develop a protocol for collecting and analyzing data, and using it to drive instructional decision-making. HHS has long lacked such a system, which is crucial to implementing effective school change that identifies and addresses need areas.

II. F. ii. Evidence of Partner Effectiveness - Please see Attachment C and supporting documents.

II. F. iii. Partner Accountability

The LEA will hold the external partners accountable for all areas as specified in the signed contract. A detailed summation of the services rendered must be provided to the district on a quarterly basis. Any changes to the contract without district or school knowledge will not be honored. Partners will also provide the Superintendent of Schools with an overall summary of their work with supporting data (pre and post) that demonstrates the impact of the partnership. Upon completion of the above reporting, the LEA will engage an external evaluator on an annual basis to conduct a review of the services rendered against the contract. Partners will not receive payment from the district until have met all deliverables.

**II. G. Organizational Plan**

II. G. i. Organizational Chart - Please see Attachment H.

II. G. ii. Day-to-Day Operations

**School Staff and Partner Roles**

- **Principal and Assistant Principals:** The principal and assistant principals will continue to manage the day-to-day operations of the entire school program, conducting classroom observations to monitor the instructional program, participating in site and district level meetings around instructional initiatives and priorities that directly impact the high school, and developing and implementing school-wide discipline policies and procedures to maintain a safe and orderly campus. Personnel decisions, budgeting, financial management, legal compliance, and special staffing needs are managed by the principal with assistance from the leadership team.
- **Lead Partner:** Talent Development Secondary (TDS) will serve as a Lead Partner managing the transformation process at HHS. A Lead Partner is a specialized organization that coordinates the transformation of low performing schools by providing intensive, embedded support. The Lead Partner will establish a team providing staggered support five days a week at HHS. This team includes but is not limited to the district-hired School Implementation Manager/School Transformation Facilitator (SIM/STF) and TDS regional Instructional Facilitators in ELA and Mathematics, as well as a School and Student Support Services (S4) Facilitator. TDS will provide targeted services and supports in designing and executing a comprehensive school model including scheduling, academic programming, and support services; professional development and technical assistance in instructional strategies, effective teaming, and the use of data to drive instruction and interventions; implementing activities necessary to create a positive learning environment through change management, media relations, and family and community engagement; designing a strong human capital strategy and investing in school staff through recruitment and hiring processes, coaching, professional development and staff incentives; and supporting school operations by coordinating central office services and supporting budgeting and management.
- **Distributed Leadership and School Committees:** HHS will employ a distributed leadership model to help govern school activities and frame the decision-making process. TDS and other partner leaders meet weekly with administrators, teacher leaders, and department

representatives to support and guide school leaders and faculty members in this effort. This approach to school leadership and governance acknowledges that schools cannot rely on a single, heroic leader; rather, all members of the school community are, in part, responsible for the success of the school. As Alma Harris and James Spillane explain in a recent *Management in Education* article, “Distributed leadership is not a panacea or a blueprint or a recipe. It is a way of getting under the skin of leadership practice, of seeing leadership practice differently, and illuminating the possibilities for organizational transformation.”

- **Instructional Leadership Team:** Comprised of TDS staff, school administrators, faculty members, staff, parents, community partners, and students when appropriate. The purpose of this team will be to guide the overall transformation work. The school will create additional sub-committees to address school needs in areas such as operations, professional development, climate and culture, and community engagement. These committees will create a structure and process that is conducive to community involvement and shared accountability. The committees will provide recommendations to the school’s leadership team; in other instances, the committee may have decision-making authority.

### **Key Transformation Personnel**

- **TDS School Transformation Facilitator** - The School Transformation Facilitator (STF), hired by the district, is full-time onsite at HHS and will be trained and supported by TDS to ensure that the TDS model is implemented in the school. Specifically, the STF plans and facilitates common planning time meetings, leads the planning for implementation of career academies, and ensures that team, academy, and whole school TDS events are planned and implemented. The STF provides instructional coaching support in the Freshman Seminar classes and coordinates the reporting and review of weekly EWI data. Serving as a coordinator, the STF is the point person for TDS in the high school.
- **TDS Instructional Facilitators** – TDS instructional facilitators (2) in the areas of English Language Arts and Mathematics provide support to instructional coaches and teachers in specific content areas. Facilitators work with coaches and teachers on planning courses, units, and lessons; demonstrating teaching techniques; and reflecting on current practices. Instructional Facilitators are responsible for maintaining contact with the school instructional coaches on instructional issues and priorities in preparation for and in between monthly TDS technical assistance visits.
- **TDS Support and Student Support Services Facilitator** – This TDS regional facilitator provides support on school climate and classroom management, including PD around the Early Warning Intervention system.
- The **International Academy instructional coach**, from INPS, plays a key role in supporting the International Academy. The instructional coach and specialists will collaborate with the academy leader to develop a professional development plan that meets the specific needs of teachers over time.
- For school-based instructional transformation personnel descriptions, see section II. E.

### **II. G. iii. APPR Plan**

HUFSD was a part of six school districts that worked with NYSUT to develop the Teacher Evaluation Development (TED) System and teacher rubric as it relates to APPR. Training on the components of APPR and requirements for observations and evaluations began with teachers and administrators in January of 2012 and continued throughout the 2012-2013 and 2013-2014 school years. Teachers throughout the district participated in five 90-minute module trainings

called APPR Educator Academy. The training focused on understanding the language within the teacher’s rubric and developing a common understanding of highly effective teacher practice and collection of evidence to support learning. Teachers were able to preview videos, collect evidence of teacher practice, align practice to the rubric, and determine HEDI rating.

Currently, at the beginning of each school year, building administrators provide an overview of the APPR process. New teachers participate in a half-day training orchestrated by the Office of Human Resources. (All new administrators attend a 5-day training given by either Educational Leadership Trust (ELT) or the local BOCES. Once the Superintendent of Schools certifies the administrators, they are able to conduct formal observations of classroom teachers.) District-level administrators, in collaboration with the principal, make decisions regarding which administrator will be most effective in observing teachers within the school. Collectively, a schedule is developed and adhered to. Each administrator is responsible for following the agreed upon APPR Plan executed between the district and the collective bargaining unit, as it pertains to scheduling and conducting observations. Tenured teachers receive two formal observations, one announced and one unannounced. Non-tenured teachers can receive a minimum of 2 formal observations and unlimited informal observations. The principal completes the final evaluation of all teaching staff.

Teacher observations are conducted from October 1 through May 15 of each year. Throughout the observation process, teachers and observer work together to determine pre-observation, observation, and post-observation dates. Notification of all schedule observations is conducted via the OASYS platform. All formal observations must be signed by the observer and teacher and submitted to personnel. Original copies are maintained in the in the HR office.

**II. G. iv. Calendar**

<b>Event</b>	<b>Dates</b>
APPR Overview by building administrators	September 2015
APPR half-day training by HR dept	August 25-26, 2015
APPR new administrator training	August 3-4, 2015
Tenured teacher observations (2)	October 2015 – May 2016
Non-tenured teacher observations	October 2015 – May 2016
Creation of APPR schedule	September 30, 2015
Final evaluation by principal	May 30, 2016

**II. H. Educational Plan**

**II. H. i. Curriculum**

With the help of TDS, HHS will implement acceleration curriculum and a double dose of ELA and Mathematics for students who enter HHS below grade level in ELA or Math (scoring 1 or 2 in 8th grade), a format that will be replicated beyond the three-year implementation period. With the help of Pearson Professional Development Services’ “Change of Practice” Institutes, teachers will revisit the standards and work as teams to develop standards-based units around them in the areas of English Language Arts and Mathematics. The framework for collaboration, made possible by new Professional Learning Communities, is supported by TDS facilitators. Curriculum and instructional strategies from INPS will address the specialized needs of newcomer and limited English students.

### **Standards-Aligned Curriculum**

HHS began the implementation of Engage New York's state-approved instructional modules in English Language Arts and Mathematics last year. The modules are aligned with the New York State Learning Standards and the Common Core, and the curriculum was adopted by the school district to support implementation of the CCLS shifts. HHS will continue to build capacity around the utilization of the modules and other instructional materials to support the shift to Common Core ELA and Mathematics. Over the four years of high school, all students' schedules will include:

- At least three credit-bearing courses in mathematics that meet or exceed the Common Core Standards and can include competency at or above Algebra II;
- A sequence of four credit-bearing courses in English that meet or exceed the Common Core Standards at the proficient or advanced level;
- At least three college-preparatory science courses;
- At least four college-preparatory social science/history courses;
- Up to three years of foreign language instruction;
- Freshman Seminar, which facilitates and lays the groundwork for students' transition to high school and college and career preparation.
- Art, music, or drama electives.

Enhancing teachers' ability to deliver this curriculum is New York Learns ([www.nylearns.org](http://www.nylearns.org)), a Standards-based curriculum management and sharing system that will be made available to teachers in the Hempstead School District starting in the 2015-16 school year. This online system includes searchable Standards by grade level and subject, along with shared lesson plans, assessments, and other teaching tools.

### **Curriculum for Acceleration from Talent Development**

The TDS curriculum serves the high school's need for academic acceleration, particularly for incoming 9th graders. It is for acceleration only, and forms the full instructional approach when combined with curriculum from the district. TDS provides curricula in literacy, mathematics, and Student Success for grades 9-11. ELA and math classes are intended to teach students the skills they will need to succeed in their regular English and mathematics classes in those grades. Their effectiveness has been proven in national studies. TDS deploys ELA and math curricula that are Common-Core aligned, and implemented with research-based best-practice strategies. The instructional strategies embedded in the courses are utilized across all courses.

- **Literacy:** The TDS high school model includes intensive double-dose courses designed to build literacy skills for students who are two or more years below grade level to close skills gaps and prepare them for the challenging, standards-based curriculum required of all students. Students are enrolled in TDS double-dose literacy courses during the first semester, and complete the district's required English course during the second semester. Students who enter high school inadequately prepared in literacy take Strategic Reading, a non-traditional approach to accelerating fluency and comprehension skills with emphasis on modeling, reasoning and metacognition, and guiding students through reading authentic literature. These students then go on to take the district ninth-grade English course in the 90 minute block during the second semester. The tenth grade acceleration course, Reading and Writing in Your Career, is provided in the first semester to prepare students for the standard district tenth-grade course during the second semester.

- Mathematics:** The TDS model for 9th grade students entering high school below grade level proficiency provides a research-based curriculum, **Transition to Advanced Mathematics (TAM)**, which is offered first semester in an extended block schedule. The district-level Common Core-aligned course is taught second semester. **Geometry Foundations (GF)** offers the same beneficial double-dose strategy in the first semester of 10<sup>th</sup> grade to prepare student for geometry. GF reviews basic algebraic skills and fosters students’ conceptual understanding of key ideas in high school geometry. GF helps students learn missing math components, develop new concepts, broaden depth of understanding, and strengthen skills and mathematical reasoning.
- Student Success and Career Academies - Freshman Seminar** is taught as a full-year course for all students in 9th grade. Students practice the note-taking, time management, study, social, and human relations skills they need every day in their academic and elective subjects and in their lives outside of school. They learn more about themselves and their futures in the worlds of post-secondary education and careers as they prepare to choose a Career Academy for subsequent grade levels. In-depth lessons use both innovative and traditional teaching techniques including long-range projects, cooperative learning activities, role-play, and reflective journal writing.

**English Learner Curriculum**

INPS provides targeted support for newcomer students and other English Learners through its International Schools model, which HHS will implement in the form of an academy. The curriculum includes:

- I-SHARE, Internationals’ online curriculum sharing website with over 850 Common Core aligned curriculum units in all content areas, and resources to support educators in developing their practice. There are also resources, articles, formative assessment rubrics, guidance and college readiness resources posted by teachers.
- Internationals also has systems in place to capture critical knowledge that is generated across its portfolio of schools. The following tools provide schools with direct access to best practices and help to identify particular school components in need of support: 1) LISTSERVs – Online venues organized by academic discipline to facilitate teacher collaboration; 2) Network Curriculum Library – Exemplary curricula and resources chosen for their effectiveness in improving student achievement. Available online through I-SHARE, at the Network office, and via email on request from the INPS office.

II. H. ii. Instruction

The pedagogical shifts demanded by the Common Core Learning Standards will be implemented in joint by TDS and HHS using the following instructional strategies in core courses and common-branch subjects.

<b>ELA and Literacy Instructional Strategies</b>	
Shift I: Balancing Informational and Literary Text	TDS ELA Facilitator will assist ELA coach and teachers in choosing materials that meet the recommended CCLS guidelines for a balance of informational and literary texts. CORE ACTION1 planning sheets from NY CCSS Instructional Practice Guides will be used to ensure that texts are carefully chosen and that tasks are text-dependent while providing all students opportunities to engage in the work of the lesson.
Shift II: Knowledge	Students are taught to view text as their main source of knowledge as teachers move from the role of lecturer to facilitator, teaching students to think critically

in the Disciplines	about the text. A rich variety of reading and metacognition strategies (e.g., reflection, using reference tools, using graphic organizers) are provided, and student independence is fostered so that students become self-directing and self-assessing.
Shift III: Staircase of Complexity	ELA facilitator will guide ELA coach and teachers in scaffolding texts so that students reach targeted complexity bands by providing training in examining texts and identifying strategies for close reading when planning lessons. The Lexile Framework will be used to identify students' entry reading levels (as tested by the Gates-MacGinitie Reading Tests) in order to differentiate and scaffold toward Common Core Lexile Bands. Teachers will be expected to apply differentiation strategies in order to meet the needs of every student.
Shift IV: Text-based Answers	Across content areas, a focus on providing text-based evidence when answering questions or writing will continue to be reinforced throughout the year. The TDS facilitators and building coaches will support a school-wide literacy initiative that emphasizes the importance of using text-based evidence to support responses. TDS materials have been designed to engage students collaboratively in small learning teams around rigorous text-based conversations. After discussion, students write individual text-based answers that serve as ongoing formative assessments. This will give students frequent practice in using text-based evidence to support claims.
Shift V: Writing from Sources	Teachers are taught to require students to provide evidence from sources when supporting claims or explaining their reasoning. ELA, social studies, and other content areas will include MLA documentation and citation in research-based assignments.
Shift VI: Academic Vocabulary	Best-practice vocabulary training has been provided by TDS Facilitator and ELA coach, and will continue to be emphasized school-wide, across all subject areas. Special emphasis will be given to "Tier 2" academic vocabulary, teaching critical CCLS words while keeping the cognitive verbs in mind, such as <i>analyze</i> , <i>evaluate</i> , <i>compare</i> , etc., that focus on processing skills and lead to cross-curricular academic success. A morning announcement vocabulary program will be instituted, and keeping words alive through illustrated word walls, activities, and contests.

<b>Math Instructional Strategies</b>	
Shift I: Focus	TDS math facilitator will work with math coach and teachers to focus on Common Core Learning Standards in all lesson planning. Planning conferences for TDS math facilitator or coach and teacher will include building practice rubrics for task selection.
Shift II: Coherence	TDS math facilitator, math coach, administrators, and representatives from each math course meet periodically as a vertical team to align the overall curriculum with CCLS, avoiding gaps or overlaps.
Shift III: Fluency	Teachers provide opportunities for students to master core functions that contribute to speed and accuracy. TDS facilitator and math coach will support teachers in differentiation strategies and extra supports for students who are identified as having weak core skills. TDS facilitator and coach will model classroom discourse supports.
Shift IV: Deep Understanding	TDS facilitator, math coach, and teachers work together to design formative assessments that go beyond the correct answers by requiring students to explain their thinking. Students are provided small learning team experiences in which they can discuss processes and insights related to math concepts. TDS facilitator, math coach and teachers design rigorous tasks and appropriate rubrics during planning sessions which support a deep understanding of the standards.

Shift V: Application	TDS facilitator, math coach, and teachers will design lessons that require students to provide evidence of their ability to choose appropriate concepts and processes for problem-solving on their own rather than being directed by the teacher. Scaffolding and support will be provided as students work toward independence. This shift will be modeled and/or co-taught with TDS facilitator and/or math coach.
Shift VI: Dual Intensity	Students are presented with situations in which they can prove their ability to apply concepts independently and explain their thinking processes. TDS math facilitator and math coach support teachers in designing instruction to accommodate this shift.

II. H. iii. Use of Time - See Attachment I for the district school-year calendar.

**Block Schedule**

HHS will implement a block schedule starting in the fall of 2015. The current class schedule consists of 45- 48 minute periods. These will increase to approximately 75-80-minute blocks. The block schedule allows students to recoup minutes normally spent traveling from one class to the next, increasing instructional time in core classes while reducing movement in the building. Less movement in the building also helps decrease disciplinary issues that can arise during multiple class changes and dense student traffic.

The new schedule allows for the double period of English Language Arts and Mathematics utilized in the TDS model for students scoring at levels 1 and 2 as measured by state standard assessments. Academic acceleration in that framework occurs in large part due to the innovative instructional practices teachers can implement in the longer class periods. Teachers have time to model skills for students, engage students through cooperative learning activities, offer authentic assessments through project-based learning, and create individual learning centers that allow students to focus on the specific skills and content they need to succeed in a course. To support this change, teachers will take part in professional development around teaching in the block. The schedule will allow for instructional units to be taught in depth” and not just a focus on breadth of the curriculum, thus aligning to the common learning standards.

The block schedule will also allow for a 15-20 minute student **Advisory/ homeroom** period. HHS aims for Advisory to take place a minimum of three times each week. The Advisory period will be used to help students develop study skills and chart a course to college and careers. It will also be used for character education initiatives, team-building opportunities, and establishing a strong connection between teachers and students. It will be a venue for teachers to identify student needs and appropriate services to support those needs using the EWI System. The focus of the International Academy’s first year Advisory is acculturation, emphasizing students’ transition to the U.S., the Hempstead community, and the larger high school campus. This includes socio-emotional supports and delivery of services as needed.

An added benefit of the block schedule is that students can cover the academic content and complete classes in a semester. For example, a traditional year-long class can be completed in one semester allowing additional courses to be completed during the year or repeat courses embedded into the school day for credit recovery. This makes it possible to offer the same classes more than once during the school year as needed, so that students who fail a class can take it again, completing it that year instead of waiting until summer or the following year to complete it and allow students to make progress towards meeting graduation requirements .

Any schedules that are selected will be in alignment with an agreement with the collective bargaining unit.

**Sample Bell Schedules 2015-2016** - Please see Attachment J for bell schedules for 2015-16

### **Common Planning Time**

The new schedule also allows for common planning time for teacher teams, called Professional Learning Communities (PLC's), which help to build the collective capacity of the school's staff. Common planning time is a fixed time during the professional day to engage in collective data analysis and decision-making, professional learning, and planning and preparation of student activities. It will be built into the teacher teams' schedules. The teams meet multiple times per week, and each meeting has a specific focus, such as:

- Identifying students in need of individualized instructional time and devising individualized instructional plans of actions for such students.
- Analyzing student data such as Early Warning Indicators and achievement data
- Developing individual student intervention plans based on student data
- Planning for team-wide incentives, celebrations, or interventions to promote a positive school and team culture and identity
- Utilizing Data Driven Instructional (DDI) practices to examine, discuss, and analyze student work
- Sharing best practices, and engaging in other interdisciplinary professional development activities

TDS helps schools implement common planning time within teacher team schedules, and provides technical assistance and capacity-building activities that help teachers do focused work targeting improved student outcomes.

Professional development from Pearson COP Institutes will also be embedded in the common planning time provided for by the PLC's.

At the International Academy, the PLC's will allow for meetings of **interdisciplinary and discipline-based teams**. Each has a team leader who sets the agenda and facilitates weekly meetings. The interdisciplinary team develops projects that address academic themes from multiple content perspectives, discusses student progress through analysis of work and behavior, fine-tunes the design and use of DY0 formative assessments in literacy and numeracy, shares ideas and curricula to mutually support one another's pedagogical growth, holds constructive critical dialogues about one another's instructional effectiveness after organized lesson studies, and plans Advisory curriculum based on the affective needs of their students. Teachers of the same content area will gather once a week during PLC's to engage in inquiry work focused on instructional and language development strategies to use in their non-ELA courses that will also prepare students for success on the ELA Regents exam, and create performance-based benchmarks and portfolio rubrics used to assess the growth of individual students in their specific content class.

**Summer Bridge Program for Incoming 9<sup>th</sup> Graders** - HHS will extend the school year for incoming 9<sup>th</sup> graders, who will take part in a three-week summer bridge transition program. This adds 20 days of instruction to the school year for 9<sup>th</sup> graders. The program is designed to increase readiness for high school. Course offerings include Pre-English 9; Real-world Mathematics; Organization and Study Skills for High School; Financial Mathematics; Advisory; and Dance.

**Extended Learning Time** - HHS will also implement an extended day with its new **Tiger Academy**, a program that adds 4 hours daily, Monday through Friday, from 3:15 p.m. to 7:15 p.m., for a total of 20 hours per week. It operates as a continuation of the regular school day, with the same policies and procedures. Tiger Academy will also offer college entrance exam test support for juniors and seniors. Subject areas are led by full-time HHS faculty members. The offerings are as follows:

- **Tiger Academy weekdays** include:
  - **After-school Credit Accrual program** for students who need to accrue credits required for graduation.
  - **After-school tutoring programs** - Students may take part in tutoring assistance to support their academic needs, including remediation and Regents preparation.
  - **Enrichment programs** - The extended day also allows for enrichment classes. Some classes offered will be Princeton Review SAT/ACT preparation classes, Smart Scholars college readiness classes through Farmingdale State College, JROTC, sports, and enrichment classes.
- **Tiger Academy Saturdays** include programs like Princeton Review to help juniors and seniors on college entrance exams such as the ACT, PSAT, and SAT, in addition to Regents exams test preparation. It will also continue to support students with limited English build their English reading comprehension, speaking, and writing skills.
- **0 Period** – HHS will also implement a before-school, 0-period class to accommodate additional elective and enrichment courses, such as Advanced Placement classes.

**Additional Extended Learning Time Options** - Guidance counselors will collaborate with students and their parents to present all of the options available after reviewing each interested student's transcript. Students may elect to enroll in such extended day programs:

- **Twilight Academic Program at the BOCES Career and Technical Center**— Students may take part in this academic program for Regents-bound students.
- **Tech Plus Program at the BOCES Career and Technical Center**—Students may take part in the technology career track programs and/or credit recovery programs offered.
- **Summer School** is an additional credit recovery option.
- HHS is also adding an early morning, **0-period class** that takes place before the start of school. The added flexibility of a 0-period class would allow for additional enrichment, Advanced Placement, and college courses.
- **JROTC program** – HHS is bringing back its JROTC program. The program builds character while offering students interested in military service an additional pathway into careers, the workforce, and college. Components of JROTC will be delivered both after and during school.

#### II. H. iv. Data-Driven Instruction/Inquiry (DDI)

The use of data to drive decision-making is an ongoing focus at HHS, both during and beyond the three-year transformation period. This includes instructional decision-making in the classroom, assessment and provision of support services for individual students, as well as school initiatives designed to create a climate conducive to student success.

The functional cycle of Data-Driven Instruction is as follows:

- Formative and summative assessments are conducted at the beginning and end of each instructional unit, during the first and second semester.

- Benchmark or interim assessments are conducted quarterly in the core content areas.
- Teachers meet monthly in content-specific PLC's to review and analyze instructional data from formative, benchmark, and summative assessments in addition to student work. Instructional delivery is modified as needed based on the findings. This takes place in classrooms or other spaces as assigned.
- Teachers meet with administrators quarterly, following the benchmark assessments, to review concerns about student progress and develop intervention plans as needed.
- Teachers meet weekly in interdisciplinary academy-based PLC teams during which data review and planning are conducted.

**Talent Development Data Supports** - A portion of PLC meeting time is devoted to an Early Warning Indicator meeting to examine student data in the areas of attendance, behavior, and course performance. The school will use TD Access Tracker as a data management system to capture student data in real time so that staff can identify individual students in need of academic, behavioral, or socio-economic supports, as well as broader trends that inform instructional strategies and decision-making. The SIM will play a key role in assisting and training school staff in the use of student data to drive instruction. In addition, Math and ELA facilitators will monitor student achievement data in these two key areas and will assist teachers of these subjects to adjust instructional practice as warranted, both individually and in the context of content-area teams. Content area teachers (math, ELA, science, and US history) will meet across grade levels to ensure coherence of instruction both within a grade level and in the articulation of skills taught in 7<sup>th</sup> and 9<sup>th</sup> grade. Finally, TDS instructional Facilitators in Math and ELA will each provide two days per month of technical assistance in the form of PD, coaching, and facilitation in their respective content areas.

**REACH School-wide Effective Practices for Using Data Program (SEPUDP)** - HHS has engaged REACH SEPUDP as an additional resource to assist the school community in making use of data sources to align to overall goals the school has established. The program will ensure that there are systems established with explicit protocols for how to analyze and use data. HHS teachers will receive PD aligned to the use of the REACH data protocols during monthly PLC meetings, during which the REACH SEPUDP Facilitator meets with staff members to review the ways in which teachers collect and track data against the school's mission. The facilitator works directly with teacher teams to develop their knowledge of the ways in which data should be used in the school. He or she also initiates a system of school-wide data collection to enable HHS to better understand school-wide progress indicators. This program has 20 face-to-face sessions. The facilitator meets with the teacher team 10 times, across 10 months, throughout the school year. The remaining 10 visits are dedicated to providing coaching to individual teachers participating in the teams. The individual sessions will focus on providing job-embedded coaching to the teachers aligned to the use of data to inform instructional practices before, during, and after classroom instruction. This program will blend a model that incorporates off-site supports, including the creation of data charts and graphs for the school leader and community to use to discuss if the school is on track to achieve established goals, or if adjustments of practices are needed. Reflection sessions between the REACH consultant and the school leader take place quarterly.

## II. H. v. Student Support

**Small Learning Communities** - The Small Learning Communities structure, in which each student belongs to a smaller community led by a team of teachers within the larger high school, helps to keep students from falling through the cracks. It encourages a close-knit community of students, teachers, and families. Research and experience have shown that the quality of student-teacher interactions and the quality of instruction are critical to the levels of student motivation, effort, and engagement required for sustained academic progress.

At the International Academy, students will develop a sense of pride in their own backgrounds and the diverse experiences of others through classroom projects, school-wide initiatives, Advisory-based lessons, and culture/language clubs. Students will be continually encouraged to celebrate their cultural and linguistic individuality while embracing their new home in the United States. Many of the students in the International Academy have faced recent trauma, separation from family members, and reunification with others. The Academy will develop strategic partnerships with community-based organizations in order to provide family reunification workshops, adult English language courses, access to mental health and legal services. Positioning the academy as the community's bridge to such services will strengthen the relationship between the families of ELLs and HHS.

**Summer Bridge for 9<sup>th</sup> Graders** - The summer bridge transition program for incoming 9th graders is designed to increase readiness for high school via math, ELA, advisory, and study skills curricula.

**Early Warning Indicator System** - The Early Warning Indicator (EWI) system from TDS is designed to identify students early who need support, and to provide the appropriate interventions as quickly as possible. School staff members who closely follow and use the EWI's of attendance, behavior, and core course failure quickly identify students who begin to exhibit warning signs. In addition, the system helps to identify the intensity of services needed, and to monitor impact. Teams hold weekly EWI meetings in which teachers, school administrators, and support staff meet to analyze EWI data, assign and assess interventions, and determine the professional development needed to strengthen the success of student-teacher interactions and support high-quality instruction in every classroom. These meetings, as well as the EWI system, are facilitated by an on-site facilitator experienced in supporting school-based implementation of EWI and intervention systems. EWI meetings result in very specific supports to individual students along with follow-up from committed staff and partner organizations. The TDS EWI system incorporates three distinct tiers of support:

- Tier 1 supports are provided for all students to help them raise their attendance rates, teach and reinforce expected behaviors, and ensure a high level of achievement;
- Tier 2 supports are interventions for students who need more than Tier 1 supports. These include group supports such as tutoring, anger management or after-school activities.
- Tier 3 are for students with academic issues, or challenges outside the school building requiring off-site one-on-one support such as services from a psychologist or social worker, or off-site clinical personnel.

#### **Academic & College-Going Supports**

- The **Ninth Grade Success Academy** supports students transitioning to high school while providing the academic and social foundation they need to succeed. Students begin to select their post-secondary pathway and prepare for college in *Freshman Seminar*, a transition-to-high-school course that emphasizes the study skills, social skills, and career and post-

secondary planning skills necessary to succeed in and beyond high school. They begin to explore their strengths and interests, using this information to research career fields and relevant post-secondary pathways. The double-dose courses in Strategic Reading and Transition to Advanced Mathematics during the first semester provide students with the extra help and support they need to succeed. Throughout the **sophomore and junior years**, students receive academic support that prepares them to be successful post-secondary students. Career electives challenge them to apply academic skills in workplace settings and develop skills that will benefit them after high school.

- The **Student Support Team (SST)** assists in the facilitation of a caring, structured, and nurturing environment in which each student's educational and physical needs are met. The SST is prepared to obtain needed resources or services for each student's particular needs as well as collaborate with parents, case managers, health care providers, and other service providers in the students' best interest.
- HHS also implements the **Safe & Civil Schools program**, which employs strategies to increase student respectfulness, responsibility, and motivation. As a Response to Intervention (RtI) model, Safe & Civil schools complements the TDS model and the EWI tiered system of supports.
- **Check-in/Check-out (CICO)** is another behavior intervention which requires students to check in with a faculty member in the morning and in the afternoon. Faculty members volunteer to become lead CICO Facilitators in the building, and are assigned a small group of students. Students receive positive contact, pre-corrects, reminders of school-wide expectations and, if needed, basic school supplies. The facilitator receives updates from the student and his/her teachers and discusses daily performance with the student.
- **Social/Academic Instructional Groups (SAIG)** are led during lunches and extended periods by members of the Student Support Team (SST). Youth are supported in a small group for direct instruction of school-wide expectations and/or replacement behaviors, including structured practice and direct behavioral feedback. Interventions leading to generalization are most effective when youth are also supported by CICO.
- HHS uses positive behavior certificates called **Tiger Certificates** which are provided to all faculty members to give to students who perform good deeds, follow school rules, or at the discretion of the faculty member for a student who is acting as a good citizen or caring for the Hempstead community. The school will explore various incentives to encourage positive behavior for students who earn the certificates.
- **Say Yes** works with TDS and other partners to provide individualized supports for students. Services currently include a student monitoring system to ensure students are on track to thrive and successfully graduate high school, scholarships to attend vocational training and/or two and four year colleges, mentoring, tutoring and academic assistance, and after-school programming.
- HHS is bringing back its **JROTC program**, which builds character while offering students an additional pathway into careers, the workforce, and college.

**Empowered Teachers, School Climate** - The TDS model and teacher team organization empowers teachers to take charge of creating a safe environment that promotes high-quality teaching and learning. School climate celebrations and interventions include quarterly **Report Card Conferences** and monthly and quarterly **student recognition programs** and end-of-season team recognition programs. Teachers also work together during planning meetings to

design, implement, and adjust academy-level policies regarding students' academic responsibilities and behavior. These policies provide students with a consistent and fair set of procedures for all classes.

**A College-Going Culture** - HHS aims to create a college-going culture where students set their sights on college early, then develop a plan, build the necessary skills, and access resources that will help them enter and succeed at college.

- **Advanced Placement (AP) courses** - HHS currently offers 7 AP courses, but intends to expand the number of AP courses to 10 or 11 over the next 3 years.
- **NYGEARUP** – As part of the transformation, HHS is implementing NYGEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) in conjunction with Nassau Community College, a federal initiative designed to increase the number of students who are prepared to enter and excel in postsecondary education. The goals of NYGEAR UP are to increase the academic performance and preparation for postsecondary education of participating students, with an emphasis on career readiness and college fit; increase the rate of high school graduation, with an emphasis on college and career readiness; increase participation in postsecondary education with an emphasis on college fit and alignment with high-demand fields and sectors of the economy; increase participation in postsecondary education without need for remedial coursework; increase the rate of college persistence and completion of participating students; and increase student and family knowledge of postsecondary education options, preparation, and financing.
- **SMART Scholars Early College High School** – A SMART Scholars program is in place at HHS. This is an early college high school program, delivered in partnership with Farmingdale State College, through which students take college classes and then graduate from high school with college credits. HHS will continue this program, working to make it more robust and better utilized by HHS students.
- **College Center** – HHS will establish a College Center with a computer lab and resources to aid students in their college search, as well as applications for financial aid and scholarships.
- **College counselor** - The College Center will be staffed with a college counselor who can assist students with all aspects of the college selection, application, and funding process.
- **College visits** – HHS will create more opportunities for students to visit colleges, including trips to historically black colleges and universities, NYS CUNY system, and other schools. The goal is to increase student interest and enrollment in postsecondary education.

#### II. H. vi. School Climate and Discipline

While the multi-pronged approach to improving school climate described in the previous section is an excellent preventative strategy that will benefit a majority of students, those who continue to be disruptive, cause disciplinary incidents, or miss school will necessitate school responses. Discipline with Dignity is a concept based on creating a connection with students so ultimately they are motivated by the realization that positive behavior will make their lives better.

An HHS committee headed by the Dean of Students will explore options for a dignity-based disciplinary system featuring a **merit system**. Students will have the opportunity to earn back merits through various avenues including community service with partnering agencies, school beautification assignments, after-school detention, Saturday detention, peer mediation, and conflict resolution. These alternatives to suspension ensure that students are not out of school

even when a suspension is merited. The ultimate goal is to restore an opportunity for students to experience discipline with dignity.

The overall approach to school climate transformation is designed to address the needs of all HHS students, including students with special needs. In addition to the components described above, the Committee on Special Education will develop behavior intervention plans for special needs students who illustrate a pattern of repeated behavioral incidents. These will be monitored by the school social workers and school psychologists.

**School Climate Surveys** - In order to gauge satisfaction with the school climate, HHS will implement annual student, staff, and parent surveys. Additional information will be gathered informally at Breakfasts with the Principal and other events.

#### II. H. vii. Parent and Community Engagement

Community and parental involvement is another component that helps address challenges with non-academic barriers to learning. HHS makes a diligent effort to engage the school community with timely notification of school services and programs. Literature is sent home in English and Spanish. Parents are invited to visit the school during Open House, Back to School Night, and parent-teacher conferences. In addition to the current outreach efforts, the school will recruit and hire a bilingual Parent Community Liaison to support HHS adding the following components to strengthen the school-to-home connection:

- Town Hall Meetings – Town Hall Meetings are good ways to engage parents on important topics, such as introducing the parents of 9<sup>th</sup> graders to the school, or to explain the transformation process. The format allows for question-and-answer sessions with school staff. This initiative will commence in August of 2015.
- A communications campaign about the school transformation process
- Bilingual annual progress reports to parents and community members, and/or a monthly newsletter from the principal
- Updated, active school website
- Parent Symposium – Organized by staff, this event invites parents to the school to take part in workshops and become active members of the school community.

Parent Center – Many schools have a Parent Center staffed by parent volunteers and a bilingual parent/community liaison, where parents can go to obtain information and become involved in the school. HHS is planning to implement a Parent Center replete with classes designed to help parents support their children.

#### **II. I. Training, Support, and Professional Development**

HHS will employ a three-tier model of job-embedded professional development (PD) in which TDS ELA and Math facilitators and school-based ELA and Math instructional coaches work with school administration, the Instructional Leadership Team, and classroom teachers. Much of the support of the instructional team takes place during Professional Learning Community meeting time embedded into the school day on a weekly (SLC teams) and monthly (discipline teams) basis. Major partners to be engaged in school PD include TDS, which manages the PD program while also deploying an academic PD component that revolves around its acceleration curriculum and an Early Warning Indicator system to help teachers identify student needs and support systems; and Pearson Professional Development Services, which addresses whole-school implementation of CCLS-aligned curriculum. Both utilize embedded professional development

strategies that take the form of working with teachers by co-teaching and/or modeling lessons. This is bolstered by structured sharing and team planning among teachers.

II. I. i. School Leadership/Staff Role in Plan Development

The plan was developed by Dr. Strachan and the Instructional Leadership Team, with feedback from teacher focus groups and assistance from TDS.

II. I. ii. Implementation Period

<b>YEAR 1</b>			
<b>Training, Support, and PD Events</b>	<b>Agency</b>	<b>Measurable Outcomes</b>	<b>Method of Assessment</b>
<b>Pearson Change of Practice Summer Institutes:</b> Total days: 6. For teachers in the areas of English Language Arts, Mathematics, college readiness. Emphasis on CCLS/shifts. Aug. 2015	Pearson	Progress toward benchmarks in student achievement and culture	Analysis of student data; external evaluator tool
<b>Summer Institute at Harvard Graduate School of Education:</b> Principal and AP's (4) attend this training for building-level administrators in redesigning high schools and improving instruction while ensuring internal and external accountability.	Harvard Institute	Progress toward benchmarks in student achievement and culture in individual SLC's, including attendance and discipline referrals. Student surveys show positive climate.	Principal uses student data and surveys to assess APs' performance. Principal evaluated under APPR by LEA.
<b>REACH School Leader Coaching Program</b> Supports the principal in any and all aspects of leadership coaching, addressing challenges inherent to leading a comprehensive school change transformation. One full day per week, 3 times a month. Sept. 2015-June 2016	REACH	Successful leadership of school transformation implementation evidenced by leading indicators.	Principal evaluated under APPR by LEA. REACH by external eval.
<b>Academy Professional Learning Communities (PLC's)</b> – One block class per week dedicated to academy meetings that include PD and coaching from TDS Facilitators around Early Warning Intervention System for students, Advisory curriculum.	TDS	Successful use of Early Warning Indicators to ID and match students to services. Successful implementation of Advisory curriculum.	TDS facilitators and ILT confirms practice at monthly meeting.
<b>Content-specific Professional Learning Communities (PLC's)</b> – One block class per month dedicated to content-specific meetings that includes: PD, coaching, and team planning assistance from TDS Facilitators, with assistance from school-based ELA and Math coaches, around 9 <sup>th</sup> grade Math and ELA intervention curriculum, plus multi-grade planning. The monthly PLC's also provide the framework for PD from Pearson Institutes in ELA and Math.	TDS, Pearson	Progress toward benchmarks in student achievement in the core content areas.	Analysis of student data; external evaluator tool

<p><b>“Change of Practice” Leadership Network Institute</b> – Delivered in the form of half-day sessions each month September 2015 – June 2016</p>	<p>Pearson</p>	<p>Successful leadership of school transformation implementation evidenced by leading indicators.</p>	<p>Principal evaluated under APPR by LEA. REACH by external eval.</p>
<p><b>Instructional Leadership Team</b> - Principal and AP’s, school instructional leaders, and partner leaders meet monthly around transformation efforts and to take part in embedded PD from TDS, Pearson, and REACH. A major focus is the alignment of student data to PD opportunities.</p>	<p>TDS, Pearson, REACH</p>	<p>Successful alignment of data to PD opportunities</p>	<p>Successful alignment of data to PD opportunities.</p>
<p><b>International Academy PD</b> – Internationals Network will provide this academy’s teachers, leader, and AP with coaching to align curriculum to the Common Core, leverage best practices in teaching ELLs, and differentiate for a heterogeneous classroom through workshops and embedded coaching and curriculum development support to teachers one day per week in PLC’s.</p>	<p>INPS</p>	<p>Progress toward benchmarks in student achievement and culture in International Academy</p>	<p>Analysis of student data; external evaluator tool</p>
<p><b>Pearson “Change of Practice” Professional Development</b> – Pearson Professional Development implements their research-based ELA and Math institutes accompanied by job-embedded supports for participating educators. While TDS focuses on the acceleration program, Pearson’s program works with all teachers to support Common Core, NY Standards-based lessons. September 2015-June 2016.</p>	<p>Pearson</p>	<p>Progress toward benchmarks in student achievement</p>	<p>Analysis of student data; external evaluator tool</p>
<p><b>REACH School-wide Effective Practices for Using Data Program™ (SEPUPDP)</b> -Facilitates the use of instructional data to support the alignment of curriculum and instruction, provided through embedded PD. SEPUPDP helps school staff monitor progress around assessments and other established benchmarks for student achievement. September 2015-June 2016.</p>	<p>REACH</p>	<p>Progress toward benchmarks in student achievement</p>	<p>Analysis of student data; external evaluator tool</p>
<p><b>New teacher training</b> - Teachers chosen from the HHS staff mentor new and struggling teachers. Monthly mini-workshops to support their transition into the teaching profession on top of other PD. Mentoring is ongoing; mini-workshops are 1x/month September 2015-June 2016</p>	<p>ELA &amp; Math coach; HHS teacher leaders</p>	<p>Progress toward benchmarks in student achievement</p>	<p>Analysis of student data</p>

II. I. iii. PD Evaluation

Hempstead High School is committed to providing teachers and instructional leaders with high quality professional development to improve teaching and learning. To that end the school site will follow the protocol listed below to effectively evaluate the professional development outlined in this transformation application and make adjustments as needed.

Evaluation of the implementation will consist of the following:

- **Changes in Educator Practice:** School leadership will conduct monthly evaluations of the PD plan to assess its impact on educator practices at the classroom and/or school level. Data is collected each month (10x/year) by the Instructional Leadership Team via formal classroom walk observations, in addition to more regular informal observations, followed by a monthly meeting to study the data and plan changes as needed. The evidence collected from teacher practice observations is not only shared with teachers, but is also used to make decisions regarding ways to address additional performance needs of staff through PD.
- **Changes in Students:** The Instructional Leadership Team will also assess the PD program's impact on student performance at the monthly meeting—using summative and formative data from state achievement measures, district achievement tests, progress monitoring, educator-constructed tests, interim assessments, action research results, discipline referrals, and/or portfolios of student work—to assess the impact of professional learning.
- Annually, the school will conduct an evaluation of the degree of fidelity with which the school's PD plan is implemented.
- Annually, school administrators and the ILT will review school-level evaluation data as part of the needs assessment process for the subsequent school year's PD planning in order to eliminate ineffective programs and strategies and to expand effective ones.

#### **Use of Teacher Input**

- At the end of each school year, as a part of the APPR process, teachers meet with the principal evaluator. The teacher and evaluator determine workshops/conferences that most benefit the teacher to improve on his or her practice. It becomes the responsibility of building administration in conjunction with Office of Curriculum and Instruction (OCI) to develop a plan of action to enhance teacher practice based on their areas of growth.
- HUFSD requires staff to complete an evaluation form for all PD sessions. Evaluation forms are submitted to OCI for analysis. The information gained is used to determine whether or not future PD sessions need to be adjusted to ensure the individual and collective needs of staff are being addressed. Teachers' suggestions to what they feel is needed to improve the teaching and learning environment is crucial to buy-in and promoting successful practices.

#### **Pearson Professional Development Services Self-Assessment**

Pearson Professional Development Services offers multiple evaluation tools around the services that they provide to HHS staff. These tools include post-training participant surveys, observational and instructional rubrics utilized during the course of job-embedded coaching and modeling, and field notes summarizing change over time. This data is used on an ongoing basis to tailor Pearson PD to the needs of the instructional staff.

#### **II. J. Communication and Stakeholder Involvement/Engagement**

- It is especially important at the start of the transformation process to inform parents of the changes they and their children will experience as a result of the school redesign. In August 2015, the school will take a proactive approach by mailing home a bilingual flyer in English

and Spanish highlighting the key components of the process. The informational flyer will also be posted on the district and school websites.

- **Bi-monthly Town Hall Meetings** – One of the key goals of the bi-monthly Town Hall Meetings is to inform parents about the school's Priority status and progress on SIG plan implementation. Presentations are informed by an analysis of evidence and leading indicator data. They generally begin with a PPT presentation by the principal, followed by a question-and-answer session. This initiative will commence in August of 2015. Town Hall Meetings are held in the school auditorium.
- The school website has lain dormant for some time. HHS will revitalize the site, using it to provide updates about the SIG process and serve as a vehicle for parents and community to leave comments and voice concerns. This initiative is planned for August 2015, with weekly updates occurring after that.
- The principal will produce a monthly bilingual newsletter to update stakeholders on the progress of the SIG implementation and related indicators.

## **II. K. Project Plan Narrative/Timeline**

### II. K. i. Key Strategies for Year 1 Implementation

Please see Attachment K for an annotated chart illustrating Key Strategies for Year 1 Implementation, categorized into areas of student academic achievement, staffing, professional development, partnerships and stakeholder involvement, with implementation dates. Strategies:

- **Hire new transformation teachers:** Six transformation teachers will be hired in the core subjects to reduce class size in courses that historically have a high failure rate. Competencies for these teachers include high student performance, experience in urban schools, and a commitment to implementing school change.
- **Identify Academy Leaders:** Academy leaders are teachers who take a lead role in theme-based academy planning, partner engagement, and at PLC meetings.
- **Identify ELA/Literacy and Math coaches:** These school-based ELA and Math coaches work with instructional staff, with assistance from TDS ELA/Math Facilitators to provide coaching, PD leadership, and assistance to instructional staff.
- **Implement Tiger Academy Extended Day (20 hrs/week):** The school day will be extended 4 hours per day, 5 days a week. The time will be used for credit recovery, tutoring, college-prep, and enrichment programs for all students.
- **Implement Saturday Academy:** A Saturday program will be used for credit recovery, tutoring, college-prep, and enrichment programs for all students.
- **Implement JROTC program:** This program builds character while offering students interested in military service an additional pathway into careers, the workforce, and college. Components of JROTC will be delivered both after and during school.
- **Implement Pearson "COP" Institutes:** Math, ELA, Leadership: These standards-aligned institutes utilize the CCLS shifts to help teachers assess and collaborate to improve their curriculum and instructional delivery to impact student achievement. They are supported by embedded PD to ensure excellent implementation and support teachers.
- **Implement REACH Data Program:** This program helps establish protocols for collection and use of data to drive instruction. Called School-wide Effective Practices for Using Data Program, it includes 20 face-to-face sessions including PD for teachers during monthly PLC meetings plus individual support to teachers, and consultation with the principal

- **Implement new teacher mentor/PD program:** Teachers chosen from the HHS staff mentor new and struggling teachers.
- **Implement vertical training with middle school,** with the goal of articulating and lining-up instructional standards to define what students should know leaving high school, and what they should learn upon entering high school
- **Implement incentives for effective/highly effective teachers:** These include opportunities to take a leadership role at HHS such as Academy Leader or Instructional Coach; opportunities for school or district-funded additional PD; and scholarships for pursuing National Board Certification
- **Implement Early Warning Indicator system:** This TDS initiative is designed to have a positive impact on school culture by training teachers to monitor student data like attendance and academic achievement to identify needs and services to help the student. Academy teachers review the data weekly in PLCs.
- **Establish College Center with College Counselor:** Establishing a technology-rich College Center, staffed by a college counselor who supports students' college searches, applications, financial aid and scholarships, contributes to the school's college-going environment.
- **Establish Parent Center with Parent/Community Liaison:** The school will also establish a Parent Center, staffed by a bilingual parent/community liaison who will coordinate parent workshop, activities, and programs that strengthen the home-school connection. This contributes to the school climate goal.
- **Implement Communications Projects:** To increase school-home communication, HHS will 1) update the school website; 2) create written communications such as bilingual newsletters and annual reports; 3) conduct public presentations.
- **Implement year 2 of Smart Scholars ECHS with Farmingdale State College:** This program allows students to earn college credits, and a college experience, while at HHS.
- **Implement Merit-based Discipline with Dignity program:** Students will have the opportunity to earn back merits through various avenues including community service with partnering agencies, school beautification assignments, after-school detention, Saturday detention, peer mediation, and conflict resolution.

#### II. K. ii. “Early Wins” Indicators of Successful Implementation

Some of the “early wins” anticipated are:

- A shift in the academic environment in the building
- Increased in seat attendance
- Reduction of 1) referrals to office and 2) out of school suspensions
- More 1) students passing courses and 2) credits earned meeting graduation requirements
- Increased teacher attendance and morale
- Increased parent and community participation in school activities

The school leadership will meet with stakeholders on a quarterly basis to evaluate the systems and structures that have yielded success so the school can continue to build them, ensuring they become systemic in the culture of the school building. The school will conduct an annual parent and community symposium to engage parents in meaningful activities, presented by school partners, to build their knowledge and understanding of the shifts in the building, and the implementation status of the school-wide initiatives.

Other “early wins” that serve as indicators of successful SIG implementation include:

- Successful hiring of the school-based SIM and math and ELA coaches
- Successful organization of SLCs (Freshman Academy, International Academy, and Career Academies)
- Creation of a block schedule that allows for double-dose acceleration courses in math and ELA, and Freshman Seminar for 9th graders
- Successful Town Hall meeting in August to communicate the Transformation Plan to students, teachers, families, and other stakeholders
- Revamping of school website, up and running by August 15
- Creation of a school-wide Early Warning data system, with all teachers trained in its use
- Early functioning of EWI meetings in all SLCs, with appropriate tiered interventions at academy, classroom, subgroup, and individual levels (e.g., parents of absentee students receive a phone call the same day)
- Successful implementation of after-school Tiger Academies
- Successful Back-to-School night, parent-teacher conferencing, and Report Card Conference
- Timely submission of 1st quarter EWI data, showing evidence of appropriate and effective interventions provided to students slipping off-track
- Successful pre-implementation and 1st quarter tiered professional development, including TA from TDS instructional facilitators and onsite support from math and ELA coaches

Some of the major initiatives intended to ensure the long-term sustainability of the plan include:

- Heavy investment in professional development and support systems to teachers including incentives for becoming effective and highly effective educators who use data to inform standards-based instruction.
- Building capacity among school-based Math and ELA Coaches to support teachers with coaching and other embedded PD plus instructional leadership beyond the SIG grant period.
- Restructuring the school into small learning communities led by a team of teachers. The SLC structure makes it possible to build in supports for students' individual needs. The SLC's and corresponding block schedule are implemented as part of the grant and practiced for five years, so that school leadership and staff are well-trained and practiced in the new structure, ensuring their ability to utilize it beyond the SIG grant period.
- Training on the Early Warning Indicator system to help teachers identify and respond to student needs. This system, too, will have ample PD support and time for educator practice so that it is incorporated into school staff's weekly practice, ensuring sustainability.

#### II. K. iii. Leading Indicators of success.

Leading indicators of success will draw from several sources of data:

- Ongoing individual student EWI data (Attendance, Behavior, and Course performance in math and English)
- School-wide daily and monthly data for attendance and behavior
- School-wide long-term data on promotion and graduation rates, and percentage of students going on to two- and four-year colleges and vocational training
- Number of students enrolled in and regularly attending after-school Tiger Academies and other extended learning options
- Student achievement data as measured by statewide test scores
- End-of-year student, teacher, and parent school climate and satisfaction surveys

Information not collected by the TD Access Tracker will be collected by the Instructional Leadership Team (ILT) from participation records and surveys. The data will be examined quarterly (every 5 weeks, after the benchmark assessments) 1) by the instructional staff at academy and discipline team meetings in PLC's, and 2) by the ILT with assistance from REACH. Results will be reported to stakeholders via Town Hall Meetings, faculty meetings, parent conferences, and newsletters.

#### II. K. iv. How Key Strategies Meet Model Requirements

- The 6 Key Strategies that describe a tiered, intensive approach to professional development for the instructional staff and school leadership ensure that all staff members, including those identified as underperforming, have a matrix of support at their disposal, giving them every opportunity to improve their practice so as to avoid being removed from the school as described under the APPR plan with the Superintendent as Receiver. These also provide a support system designed to ensure teacher success and engagement, thereby improving retention. An additional Key Strategy speaks to additional incentives to reward high-performing teachers to be considered in Year 1 to bolster current incentives already offered by the LEA.
- Key Strategies that speak to increased instructional time for students and increased collaboration time for teachers include implementation of the block schedule with assistance from TDS, the Tiger Academy extended day program and Saturday Academy, and the Summer Bridge program for incoming 9<sup>th</sup> graders. These components provide additional time for students to learn core academic content as well as participate in enrichment activities.
- The Key Strategies around the entire redesign speak to the operating flexibility afforded HHS by the LEA in order to accomplish major change during the SIG grant period.

### **III. SIG Budget**

#### **III. A. Budget Forms**

i/ii. FS-10 and Budget Summary Chart - See Attachment D.

#### **III. B. Budget Narrative**

##### III. B. i. Budget Narrative

YEAR 1

##### **School Redesign**

- *School Implementation Manager* - **\$130,000 (SIG)** - To ensure implementation of the school improvement grant with fidelity, the school will recruit and hire a highly qualified School Implementation Manager (SIM). The SIM will be assigned to the school site and will support the school site administrative staff. The district will sustain these actions by identifying additional funding sources through Title I, Receivership Funds, and General Funds.
- *John Hopkins TDS program* – \$253, 940 (receivership) - The TDS program includes reorganizing the school into SLC's; establishing a block schedule; managing PD program; implementing and training staff on Early Warning Intervention system. TDS staff include the school-based School Implementation Manager who leads all components of the redesign; ELA and Math facilitators who lead implementation of the double-dose 9th grade ELA and

Math curriculum, plus PD and instructional support, including training school-based ELA and Math coaches who sustain instructional leadership after the 3-year partnership is over.

- *Internationals Academy* - \$100,000 (receivership) The International Academy, a homogenous, multi-grade SLC in grades 9-12, is designed to address the specific needs of newcomer SIFE and EL students who lack English and lack or have experienced gaps in their education. HHS engaged the International Network of Public Schools to help implement their successful program, which will serve approximately 280 students. This is sustainable beyond the grant period because it creates a structure and trains teachers on strategies that can be used into the future.

### **Professional Development**

- *Pearson PD COP Institutes, summer and school year* - **\$100,000 (SIG)** - Pearson will provide intense comprehensive PD to the high school instructional staff in the core subjects. On-site instructional coaching will take place in classrooms in supporting teachers with teaching in an extended period, CCLS shifts, and developing instructional units utilizing the Understanding by Design protocol. Strategies learned can be used beyond the grant period.
- *Summer Institute at Harvard* - **\$12,000 (SIG)** - Administrative staff at the high school will participate in the Leadership Training in Urban Schools to build leadership capacity in the school building and shift the academic culture, becoming instructional leaders who effectively utilize and analyze instructional data. Strategies and practices learned can be used beyond the grant period.
- *REACH School Leader Coaching Program & Data Team* – **\$20,000 (SIG)** - REACH consultants will facilitate the development of a school site data inquiry team to develop instructional leader expertise in understanding and interpreting school-wide data and identifying best practices to intervene chronic underperformance of students.
- *CCLS & Technology Workshops* - **\$5,000 (SIG)** - Workshops for administrators and teachers to increase staff capacity in CCLS instructional shifts and technology integration. The funds will cover costs of registration, travel reimbursement, conference attendance reimbursement, and materials. Strategies and practices learned can be used beyond the grant period.
- *Full-time Math & ELA Coaches (2)* - \$250,000 (General Fund/Title 1) - These school-based ELA and Math coaches work with instructional staff, with assistance from TDS ELA/Math Facilitators to provide coaching, PD leadership, and assistance to instructional staff. These positions will be sustained by the district beyond the grant period to provide ongoing support.

### **Student Academic Achievement & Enrichment**

- *Instructional Materials* – **\$9,000 (SIG)** - To support the instructional program at the high school, students will be provided with calculators and flash drives for their technological portfolio to help with their mathematic and technology skills in the Common Core Algebra I and Common Core ELA 9.
- *Right Reason software* – **\$5,000 (SIG)** - Right Reason provides access to accredited online courses for students who have fallen behind during a particular quarter/semester in a specific discipline. This credit recovery program provides a mechanism for students to continue in their course of study and enables them to close the gap on lost course work from the previous quarter. It will be used in the TIGER Academy extended day program. The district will sustain this program beyond the grant period to support students with academic needs.
- *4 Transformation Teachers* - \$400,000 (Title 1/receivership) – These additional teachers in the core subjects will reduce student-teacher ratios in classes where students historically fail.

- *Tiger Academy Extended Day* - \$250,000 (General Fund) - The school day will be extended 4 hours per day, 5 days a week. The time will be used for credit recovery, tutoring, college-prep, and enrichment programs for all students.
- *Saturday Academy* - \$150,000 (General Fund/Title I) - A Saturday program will be used for credit recovery, tutoring, college-prep, and enrichment programs for all students.
- *Summer Bridge Program for Incoming 9<sup>th</sup> Graders* - \$85,000 (General Fund) - Three-week summer bridge transition program for incoming 9th graders, designed to increase readiness for high school. Curriculum: Core ELA and Math, Advisory-style high school readiness.
- *BOCES Career & Technical Education* – (BOCES) – Students may take part in the technology career track programs and/or credit recovery programs offered.

### **College-Going Culture**

- *College & Career Counselor* - **\$40,000 (SIG)** - Will assist the school with the development of a college and career culture through the development of a college & career center, facilitating parent workshops, coordinating college tours, and providing school-wide orientations. The district will sustain this position beyond the grant period.
- *Naviance Software* -**\$7,000 (SIG)** - Naviance software provides a comprehensive college and career readiness solution for high schools that helps align student strengths and interests to post-secondary goals and improve student outcomes. It also tracks college-bound data.
- *College and Career Trips* - **\$5,000 (SIG)** - Local and interstate college and career trips to expose students to the options of higher education that are available to them. This will provide transportation, reimbursement of teacher travel costs for offsite meetings, conferences, workshops, and registrations. The district will cover the cost of these trips beyond the grant period; additionally, the school will seek outside funding.
- *Development of College and Career Center* - **\$100,000 (SIG)** - A one-time cost to establish a College and Career Center that will assist students in researching and developing college options and career paths beyond the grant period. This center will provide information and support for students to research scholarships, receive admission counseling and other post-secondary guidance. This cost will cover the expenditures of computer technology for student access, furniture to develop a room environment to support high expectations give students access to Naviance, the interactive board will help to engage students with out of state schools and participate in satellite interviews. The purchase of a fax, printer, and copy machine will give student access and designated space as they prepare applications for career and college. The poster maker will help to effectively communicate with the student body of deadlines and events taking place at the school site.
- *Smart Scholars* \$250,000 (ECHS grant) - This program, offered in partnership with Farmingdale State College, allows students to earn college credits while still in high school.

### **School Climate**

- *Safe Schools Conference* - **\$5,000 (SIG)** – This conference in Denver, Colorado helps administrators and support learn strategies and solutions for promoting safer school environments.

### **Community Engagement**

- *Bilingual Parent/community Liaison* - **\$50,000 (SIG)** - The bilingual parent/community liaison will engage all parents in the community, organize the parent center, coordinate parent activities such as parent orientations and parent workshops, and serve as liaison between school and homes, increasing parental engagement. The bilingual parent/community liaison will also development a bilingual monthly parent newsletter to inform parent and

community of the schools progress and needs, and provide translation service for the school's increasing Hispanic population five days a week. The district will sustain this position beyond the grant period.

- *Development of a Parent Center* - \$50,000 (General Fund) - A one-time cost to establish a Parent Center that will serve as a home base for the coordination of parent workshop, activities, and programs that strengthen the home-school connection. This contributes to the school climate goal.
- *Parent Center activities including Workshops, Guest Speakers* - **\$7,000 (SIG)** - These resources and materials will be purchased to develop and establish the Parent Center that will function as a parent resource and hub to promote and increase parent involvement and engagement.

### **Stakeholder Communications**

- *Communications: Annual Report, Principal Newsletter, Website* - **\$3,000 (SIG)** - The school will create ten monthly publications to inform and communicate essential information about the high school. The expenditure will offset the cost of mailing, printing, and writing.
- *Publication Printing* - **\$2,000 (SIG)** - Offset printing costs for school wide publication to inform community of school progress on a quarterly and annual basis

## **YEAR 2**

### **School Redesign**

- *School Implementation Manager* - **\$130,000 (SIG)**
- *TDS program and components* - \$193,940 (receivership)
- *International Academy* - \$100,000 (receivership)

### **Professional Development**

- *Pearson PD COP Institutes, summer and school year* - **\$100,000 (SIG)**
- *Summer Institute at Harvard* - **\$12,000 (SIG)**
- *REACH School Leader Coaching Program & Data Team* – **\$20,000 (SIG)**
- *CCLS & Technology Workshops* - **\$5,000 (SIG)**
- *Full-time Math & ELA Coaches (2)* - \$250,000 (General Fund/Title 1)

### **Student Academic Achievement & Enrichment**

- *Instructional Materials* – **\$9,000 (SIG)**
- *Right Reason software* – **\$5,000 (SIG)**
- *4 Transformation Teachers* - \$400,000 (Title 1 & receivership)
- *Tiger Academy Extended Day* - \$250,000 (General Fund + **\$13,000 SIG**)
- *Saturday Academy* - \$150,000 (General Fund/Title I)
- *Summer Bridge Program for Incoming 9<sup>th</sup> Graders* - **\$85,000 (SIG)**
- *BOCES Career & Technical Education* – (BOCES)

### **College-Going Culture**

- *College & Career Counselor* - **\$40,000 (SIG)**
- *Naviance Software* - **\$7,000 (SIG)**
- *College and Career Trips* - **\$5,000 (SIG)**
- *NY Gear Up* – \$250,000 (NYGEARUP grant) – This college prep program with Nassau Community College is designed to increase student readiness for college.
- *Smart Scholars* - \$250,000 (ECHS grant)

### **School Climate**

- *Safe Schools Conference - \$5,000 (SIG)*

#### **Community Engagement**

- *Bilingual Parent/community Liaison - \$50,000 (SIG)*
- *Parent Center activities including Workshops, Guest Speakers - \$7,000 (SIG)*

#### **Stakeholder Communications**

- *Communications: Annual Report, Principal Newsletter, Website - \$5,000 (SIG)*
- *Publication Printing - \$2,000 (SIG)*

### **YEAR 3**

#### **School Redesign**

- *School Implementation Manager - \$130,000 (SIG)*
- *TDS program and components - \$193,940 (General Fund)*
- *International Academy - \$100,000 (General Fund)*

#### **Professional Development**

- *Pearson PD COP Institutes, summer and school year - \$100,000 (SIG)*
- *Summer Institute at Harvard - \$12,000 (SIG)*
- *REACH School Leader Coaching Program & Data Team – \$20,000 (SIG)*
- *CCLS & Technology Workshops - \$5,000 (SIG)*
- *Full-time Math & ELA Coaches (2) - \$250,000 (General Fund/Title 1)*

#### **Student Academic Achievement & Enrichment**

- *Instructional Materials – \$9,000 (SIG)*
- *Right Reason software – \$5,000 (SIG)*
- *4 Transformation Teachers - \$400,000 (Title 1 & receivership)*
- *Tiger Academy Extended Day - \$250,000 (General Fund + \$15,000 SIG)*
- *Saturday Academy - \$150,000 (General Fund/Title I)*
- *Summer Bridge Program for Incoming 9<sup>th</sup> Graders - \$85,000 (SIG)*
- *BOCES Career & Technical Education – (BOCES)*

#### **College-Going Culture**

- *College & Career Counselor - \$40,000 (SIG)*
- *Naviance Software - \$7,000 (SIG)*
- *College Trips - \$5,000 (SIG)*
- *NY Gear Up – \$250,000 (NYGEARUP grant)*
- *Smart Scholars (General Fund/Seek alternate funding sources)*

#### **School Climate**

- *Safe Schools Conference - \$5,000 (SIG)*

#### **Community Engagement**

- *Bilingual Parent/community Liaison - \$50,000 (SIG)*
- *Parent Center activities including Workshops, Guest Speakers - \$7,000 (SIG)*

#### **Stakeholder Communications**

- *Communications: Annual Report, Principal Newsletter, Website - \$3,000 (SIG)*
- *Publication Printing - \$2,000 (SIG)*

### **YEAR 4**

#### **School Redesign**

- *School Implementation Manager - \$65,000 (General Fund/Title 1) – part-time*

- *International Academy* – No additional cost

### **Professional Development**

- *Pearson PD COP Institutes, summer and school year* - **\$50,000 (SIG)**
- *REACH School Leader Coaching Program* – **\$10,000 (SIG)**
- *CCLS & Technology Workshops* - **\$5,000 (SIG)**
- *Full-time Math & ELA Coaches (2)* - \$250,000 (General Fund/Title 1)

### **Student Academic Achievement & Enrichment**

- *Instructional Materials* – **\$11,000 (SIG)**
- *Right Reason software* – **\$5,000 (SIG)**
- *4 Transformation Teachers* - \$400,000 (Title 1 & receivership)
- *Tiger Academy Extended Day* - \$250,000 (General Fund)
- *Saturday Academy* - \$150,000 (General Fund/Title I)
- *Summer Bridge Program for Incoming 9<sup>th</sup> Graders* - \$85,000 (General Fund)
- *BOCES Career & Technical Education* – (BOCES)
- *TDS student consumables* - **\$100,000 (SIG)** – To continue implementation of the TDS-designed curriculum, HHS will need to purchase student consumables for Strategic Reading (\$28,000), Freshman Seminar (\$31,000), and Transition to Advanced Mathematics (\$41,000). These costs are folded into the TDS price for the first three years.

### **College-Going Culture**

- *College & Career Counselor* - **\$40,000 (SIG)**
- *Naviance Software* - **\$7,000 (SIG)**
- *College Trips* - **\$5,000 (SIG)**
- *NY Gear Up* – \$250,000 (NYGEARUP grant)
- *Smart Scholars* (General Fund/Seek alternate funding sources)

### **School Climate**

- *Safe Schools Conference* - **\$5,000 (SIG)**

### **Community Engagement**

- *Bilingual Parent/community Liaison* - \$50,000 (General Fund/Title 1)
- *Parent Center activities including Workshops, Guest Speakers* - **\$7,000 (SIG)**

### **Stakeholder Communications**

- *Communications: Annual Report, Principal Newsletter, Website* - **\$3,000 (SIG)**
- *Publication Printing* - **\$2,000 (SIG)**

## **YEAR 5**

### **School Redesign**

- *School Implementation Manager* - \$65,000 (General Fund/Title 1) – part-time
- *International Academy* – No additional cost

### **Professional Development**

- *Pearson PD COP Institutes, summer and school year* - **\$50,000 (SIG)**
- *REACH School Leader Coaching Program* – **\$10,000 (SIG)**
- *CCLS & Technology Workshops* - **\$5,000 (SIG)**
- *Full-time Math & ELA Coaches (2)* - \$250,000 (General Fund/Title 1)

### **Student Academic Achievement & Enrichment**

- *Instructional Materials* – **\$11,000 (SIG)**
- *Right Reason software* – **\$5,000 (SIG)**

- *4 Transformation Teachers* - \$400,000 (Title 1 & receivership)
- *Tiger Academy Extended Day* - \$250,000 (General Fund)
- *Saturday Academy* - \$150,000 (General Fund/Title I)
- *Summer Bridge Program for Incoming 9<sup>th</sup> Graders* - \$85,000 (General Fund)
- *BOCES Career & Technical Education* – (BOCES)
- *TDS student consumables* - **\$100,000 (SIG)**

#### **College-Going Culture**

- *College & Career Counselor* - **\$40,000 (SIG)**
- *Naviance Software* -**\$7,000 (SIG)**
- *College Trips* - **\$5,000 (SIG)**
- *NY Gear Up* – \$250,000 (General Fund/Seek alternate funding sources)
- *Smart Scholars* (General Fund/Seek alternate funding sources)

#### **School Climate**

- *Safe Schools Conference* - **\$5,000 (SIG)**

#### **Community Engagement**

- *Bilingual Parent/community Liaison* - \$50,000 (General Fund/Title 1)
- *Parent Center activities including Workshops, Guest Speakers* - **\$7,000 (SIG)**

#### **Stakeholder Communications**

- *Communications: Annual Report, Principal Newsletter, Website* - **\$3,000 (SIG)**
- *Publication Printing* - **\$2,000 (SIG)**

### III.B. ii. How Funds Support the Model

The SIG funds and supporting funding sources from the LEA, federal, and local grants complete the picture of school redesign. The budget features a heavy investment in professional development and partner support in the first three years of implementation, during which staff is trained to implement standards-based curriculum and CCLS shifts in a way that will not only impact student achievement, but also serve the goal of improving teacher morale, engagement, and retention. This speaks to the development of all teachers into effective and highly effective teachers who have every opportunity to improve their practice so as to avoid being removed from the school as described under the APPR plan.

SIG funds are allocated toward a School Implementation Manager, who, in conjunction with TDS as a district-supported partner, will lead the school redesign into SLC's with a block schedule that regains instructional minutes lost to passing periods. This begins to address the Transformation Model requirement of increased learning time, which is additionally supported by district funds for the Tiger Academy extended day, Saturday academy extended week, and Summer Bridge extended year programs. The SIM-led school redesign also builds PLC's into the schedule, during which teachers have a year-long structure of added time for professional collaboration, also a stipulation of the Transformation Model.

Again, the Key Strategies around the entire redesign speak to the operating flexibility afforded HHS by the LEA in order to accomplish major change during the SIG grant period.

The LEA and HHS worked collectively to make sure the requested resources address the needs outlined in the ICLE needs assessment, while equitably allocating funds that will support all subgroups of students.

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

<b>SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART</b>	<b>Unit</b>	<b>District Average</b>	<b>Baseline Data</b>	<b>Target for 2015-16</b>	<b>Target for 2016-17</b>	<b>Target for 2017-18</b>	<b>Target for 2018-19</b>	<b>Target for 2019-20</b>
<b>I. Leading Indicators</b>								
a. Number of minutes in the school year	min	69,184	69,184	76,244	76,244	76,244	TBD	TBD
b. Student participation in State ELA assessment	%	90%	90%	95%	95%	95%	100%	100%
c. Student participation in State Math assessment	%	96%	96%	100%	100%	100%	100%	100%
d. Drop-out rate	%	17%	11%	-6%	-3%	-3%	-3%	-3%
e. Student average daily attendance	%	89%	80%	90%	95%	95%	95%	95%
f. Student completion of advanced coursework	%		7%	15%	20%	35%	45%	50%
g. Suspension rate	%	7%	14%	10%	7%	5%	3%	3%
h. Number of discipline referrals	num							
i. Chronic absenteeism rate	%							
j. Teacher attendance rate	%							
k. Teachers rated as "effective" and "highly effective"	%	81%	88%	90%	95%	100%	100%	100%
l. Hours of professional development to improve teacher performance	num	10	10	20	30	20		
m. Hours of professional development to improve leadership and governance	num	10	10	20	30	20	20	20
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num	0	20	20	20	20	20	20
<b>II. Academic Indicators</b>								
a. ELA performance index	PI		92	105	150			
b. Math performance index	PI		79	90	145			
c. Student scoring "proficient" or higher on ELA assessment	%	53%	60%	70%	73%	80%	85%	90%
d. Students scoring "proficient" or higher on Math assessment	%	58%	65%	70%	73%	80%	85%	90%
e. Average SAT score	score							
f. Students taking PSAT	%							
g. Students receiving Regents diploma with advanced designation	%	3%	4%	9%	13%	16%	18%	25%

h. High school graduation rate	%	37%	43%	55%	65%	70%	80%	85%
i. Ninth graders being retained	%		44%	-10%	-10%	-10%	-10%	-10%
j. High school graduates accepted into two or four year colleges	%							

*\*Bi-monthly telephone calls will be conducted with LEA's to consider interim data and progress being made toward yearly targets*

\*Some of the above data was not previously collected by the school. HHS is implementing a school-wide focus on data including a data team, with the assistance of partner REACH, to collect and track data. In addition, the LEA will acquire the college data-tracking program Nabiance that HHS can use, with help from the new College Counselor, to collect and analyze college-going data. This form will be updated as needed to reflect additional data sources.

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

Attachment C  
Evidence of Partner Effectiveness Chart

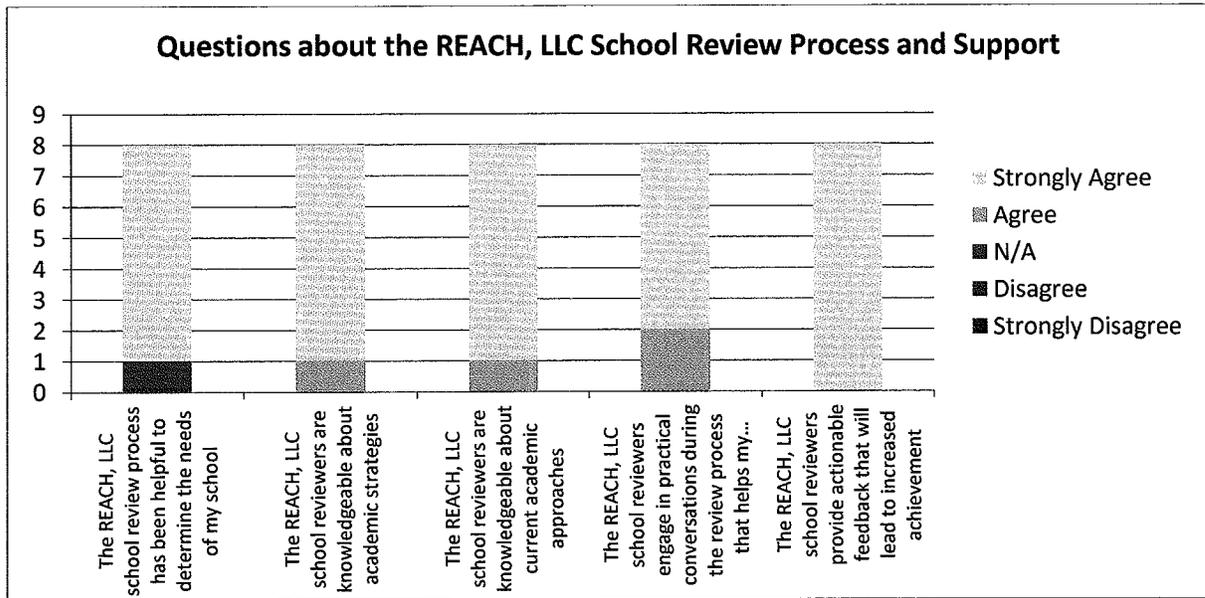
<b>Partner Organization Name and Contact Information and description of type of service provided.</b>	<b>Schools the partner has successfully supported in the last three years</b> (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	<b>References / Contacts</b> (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.)
REIMAGINE EXCELLENCE AND ACHIEVEMENT CONSULTING HOUSE (REACH), LLC 557 Grand Concourse Suite 3-167 Bronx, New York 10451 <a href="http://www.reachedsolutions.com">www.reachedsolutions.com</a> President and CEO Dr. Monica George-Fields <a href="mailto:mgfields@reachedsolutions.com">mgfields@reachedsolutions.com</a> 646-389-8228	<ol style="list-style-type: none"> <li>1. St. Paul, Minnesota School District</li> <li>2. EAA School District of Detroit School District</li> <li>3. Urban Scholars Elementary School</li> <li>4. Bronx Design and Construction High School</li> <li>5. PS/MS 178 Saint Clair Mckelway School</li> <li>6. Danny Kaye School</li> <li>7.</li> <li>8.</li> <li>9.</li> <li>10.</li> </ol>	<ol style="list-style-type: none"> <li>1. Cheryl Carlstrom Director of Title I Federal Programs (Cheryl.carlstrom@spps.org)</li> <li>2. Veronica Conforme, Chancellor of EAA Detroit Schools (vconforme@eaafmichigan.org)</li> <li>3. Debra Jones, Principal (Djones51@schools.nyc.gov)</li> <li>4. Abigail Lovett, Principal (alovett@bxdc.org)</li> <li>5. Joseph Henry, Principal (Jhenry1@schools.nyc.gov)</li> <li>6. Yvette Donald, Principal (yschoff@schools.nyc.gov)</li> <li>7.</li> <li>8.</li> <li>9.</li> <li>10.</li> </ol>
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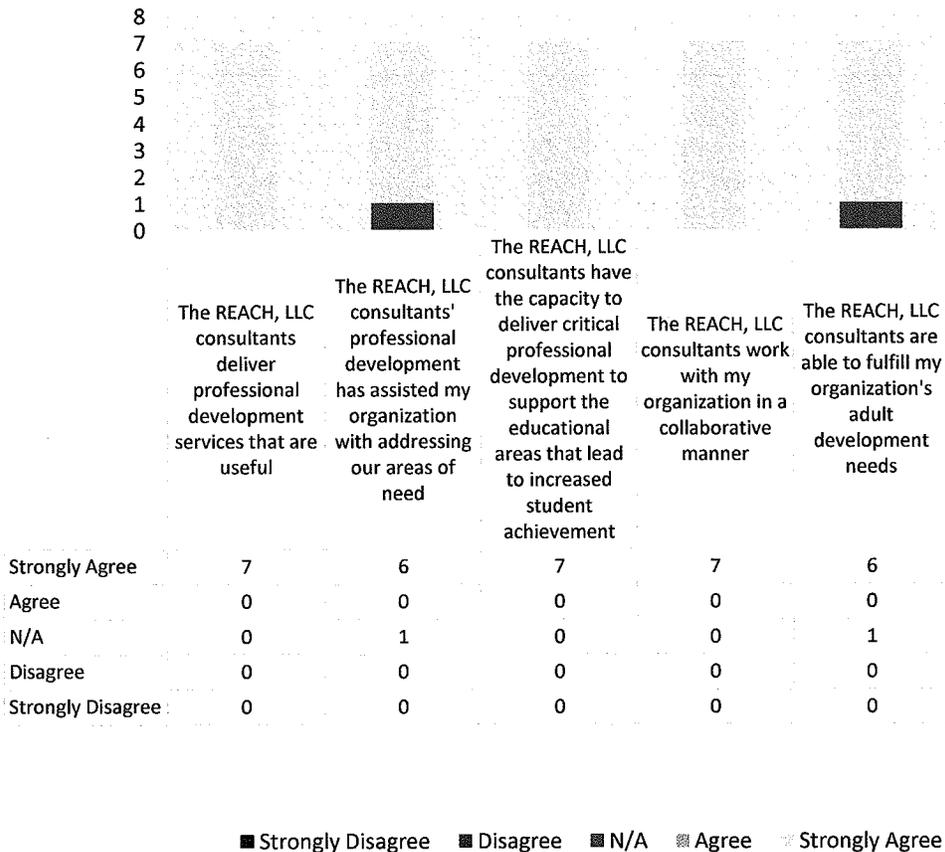
**Attachment C - Evidence**  
**Evidence of Partner Effectiveness Chart**

Currently, REACH©, LLC supports several districts and schools around the country. Our work in St. Paul, Minnesota and Detroit, Michigan includes assessing their Focus and Priority Schools’ effectiveness using the REACH©, LLC DROCLSD process and protocol. This protocol is similar to the DTSDE Conceptual Frames. It was created by the architect of the DTSDE, Dr. Monica George-Fields, in order to resemble the process and protocols of the DTSDE; however, the DROCLSD™ is based on concepts, which is fundamentally different than the DTSDE. In addition, REACH©, LLC works with schools in other states, such as New Jersey and Utah, to use the self-assessment component of the DROCLSD™ for their high-achieving schools. The feedback from principals and district administrators is extremely positive and there is consensus that our process and expertise has and will continue to assist them with increasing student achievement. A recent survey administered to our clients, which was focused on school and district reviews, yielded the following results:



We were thrilled to confirm that 100% of our clients find that the feedback reports and information provided through our process lead to increased student achievement. The satisfaction expressed by our clients around school and district reviews reflects the sentiments of our clients receiving professional development support and services. Our organization provides professional development and programs to schools that are attempting to change their educational environments. The face-to-face professional development, coaching, and mentoring provided to school leaders and other school members have been instrumental for districts and the school communities receiving the support. Thus far, REACH©, LLC provides services to schools aligned to strategic planning, school culture development and improvement, perception monitoring (via survey administration), and data collection and analysis. The following chart demonstrates the level of satisfaction with these services.

## Professional development services from REACH, LLC consultants.



Our organization executives have worked and partnered with the New York State Education Department and are well versed in the federal, state, and local policies and guidelines, as it pertains to Title I funding sources, School Improvement Grants, and other regulatory statues that this RFP may encompass. Our executives regularly provide guidance to superintendents throughout New York State about compliance with regulations. Below is a chart that exemplifies the types of schools our consultants have worked and/or led.

**Specific Outcome of the Services Provided the Following Schools and Districts**

Location	Deliverable	Specific Outcome	When Delivered
St. Paul, Minnesota School District	Diagnostic Review for the Optimal Conditions of Learning in Schools and Districts – Onsite training, licensing of reviews, and face-to-face professional development, which included job-embedded training for reviews	<ol style="list-style-type: none"> <li>Central office staff received intensive professional development aligned to conducting school reviews</li> <li>School review of Priority Schools</li> <li>District received a license to use the DROCLSD for the school year</li> </ol>	2014-2015 School Year
EAA School District of Detroit School District	Assessment of all EAA of Detroit Michigan elementary schools	<ol style="list-style-type: none"> <li>Intensive and comprehensive assessment of Chancellor Schools in Detroit Michigan, which yielded an assessment report and recommendations for school leadership</li> </ol>	2014-2015 School Year
Urban Scholars Elementary School	Perception survey on conditions for teaching and response to accountability tools and school assessment	<ol style="list-style-type: none"> <li>Analysis of survey report</li> <li>Assessment report of instructional practices in the school</li> </ol>	2013-2014 and 2014-2015 School Years
Bronx Design and Construction High School	Leadership team training	<ol style="list-style-type: none"> <li>Full-day leadership training team training focused on vision, mission, and action planning work</li> </ol>	2014 – 2015 School Year
PS/MS 178 Saint Clair McKelway School	Quality review training teacher team inquiry training and data driven instruction professional development	<ol style="list-style-type: none"> <li>Quality review professional development for staff and administrators yielded a mock review with specific recommendations for improvement</li> <li>Teacher team training using a specific protocol created by REACH©, LLC President Monica George-Fields that yielded more focused instructional practices aligned to specific data targets</li> </ol>	2012 -2015
Danny Kaye School	Systems thinking professional development	<ol style="list-style-type: none"> <li>Staff professional development that provided specific strategies and practices to address school culture change</li> </ol>	2012 – 2013 School Year

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<p>The Princeton Review 6900 Jericho Tpke, Ste. LL 102 Syosset, NY 11791 Lesley Kniffin, Executive Director of Educational Partnerships <a href="mailto:Lesley.kniffin@review.com">Lesley.kniffin@review.com</a> 516-714-5458</p> <p>Content and test prep review for: Math, ELA, SAT, ACT, PSAT, Regents, ASVAB, SAT Subject Test</p>	<p>1. Roosevelt Union Free School District</p> <p>2. Valley Stream Central High School District</p> <p>3. Sachem School District</p> <p>4.</p> <p>5.</p> <p>6.</p> <p>7.</p> <p>8.</p> <p>9.</p> <p>10.</p>	<p>Reina Jovin Guidance Roosevelt High School 1 Wagner Avenue Roosevelt, NY 11575 <a href="mailto:rjovin@rufsd.org">rjovin@rufsd.org</a> 516-345-7377</p> <p>Tara Richards District Director of Guidance Valley Stream Central High School District 1 Kent Road Valley Stream, NY 11580 <a href="mailto:richardt@vschsd.org">richardt@vschsd.org</a> 516-872-5625</p> <p>Paul Mianzo Deputy Superintendent Sachem School District 51 School Street Lake Ronkonkoma , New York 11779 <a href="mailto:pmanzo@sachem.edu">pmanzo@sachem.edu</a> (631) 471-1350</p>

## Talent Development Evidence of Effectiveness

There is much research to support Talent Development Secondary. For the sake of the limitations of this application, one will be cited here. MDRC, an independent nonprofit education and social policy research organization, conducted a third-party evaluation of Talent Development. This rigorous evaluation focused on the first five high schools to begin using the model in the School District of Philadelphia. The evaluation follows 20 cohorts of ninth-grade students for up to four years of high school using a comparative interrupted time series research design. Key Findings include the following:

- **Talent Development produced substantial gains in attendance, academic course credits earned, and promotion rates during students' first year of high school.** These impacts emerged in the first year of implementation and were reproduced as the model was extended to other schools in the district and as subsequent cohorts of students entered the ninth grade.
- **Talent Development's strong positive impacts during the first year of high school are consistent with the model's intensive initial focus on the ninth grade** and its emphasis on combining high-quality curricular and instructional enhancements with pervasive structural reforms aimed at building supportive and personalized learning environments.
- **The improvements in credits earned and promotion rates for ninth-graders were sustained as students moved through high school.** Improvements in student performance on the eleventh-grade state standards assessment began to emerge for later cohorts of students as the most intensive components of the model were extended beyond the ninth grade. There are also early indications that Talent Development is improving graduation rates. The findings in this report provide encouraging evidence that real improvements can be made in some of the lowest-performing high schools in the country.

([http://www.mdrc.org/sites/default/files/full\\_432.pdf](http://www.mdrc.org/sites/default/files/full_432.pdf))

The primary strengths of the TDS model are its strong research base, its experience with low-performing schools over the last 20 years, its ability to influence the culture of a school through intensive support and capacity building professional training. An on-site school transformation facilitator (STF) coordinates the restart process and implementation, and instructional facilitators (IFs) support expert school-based content coaches assigned or hired by the Hempstead school district (HSD). The additional personnel, combined with the core components of the TDS model and the re-organized and supported efforts of the school staff, create the opportunity for multi-year school improvement. TDS' double-dose courses in mathematics and English language arts enable all students to strengthen basic skills and achieve academic success. TDS stresses the use of data to drive instruction and to provide whole school and individual interventions.

## **Pearson Professional Development – Evidence of Effectiveness**

### **Case Study: DeKalb County Schools, DeKalb, Georgia**

In 2009 Pearson began a partnership with DeKalb County Schools, for the purpose of helping to improve student achievement. A total of 40 schools adopted Pearson's school reform model, which is grounded in job-embedded training and coaching support for teachers and leaders. This model includes a laser-like focus on the core areas of English Language Arts and Mathematics, including classroom based coaching and modeling that presents and supports evidence-based instructional and assessment practices. The model is also grounded in teacher and leader workgroup efforts, meaning Pearson coaches worked closely with their monthly Professional Learning Communities to introduce, model, and explore new practices for improved student outcomes.

**Results:** After only one year of reform, many of the schools were showing respectable improvements in student achievement. On the End of Course Test in mathematics for "Math 2" (an integrated math course for high school students), student proficiency increased. Across the state of Georgia most high schools showed a 3% increase in student proficiency as compared to the prior year. In DeKalb, that percentage increased to 5%. But among the DeKalb schools working directly with Pearson for school reform, there was approximately a 10% increase in student proficiency over the prior year.

Clarkston High School (one of DeKalb's many high schools) showed highly impressive advancements in student mathematics proficiency. From 2010 to 2011 the percentage of students proficient on the Math 2 End of Course test increased from 45% to 54% (a change of 9% in only one year).

In addition to significant gains in mathematics, one of the greatest results evidenced in DeKalb County Schools is the increased attention to and promotion of ongoing coaching efforts. Follow up visits to the school revealed that coaches are now working together to determine next steps, and tiered support for teachers is now just "the way they do business." The school leadership teams provide regular focus for instructional and assessment support, and peers support one another through collaborative learning opportunities.

In summary, Pearson's job embedded supports (coaching, modeling, lesson study) for some very low performing schools resulted in improved school cultures, increased mathematics proficiency, and greater support for the teaching, leading, and learning process.

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**Brief Description of Engagement and Results** (with similarities and differences from Mississippi requirements highlighted):

Pearson rigorously worked side by side with the Hazelwood School District in 2012-2013 to introduce, implement, and help sustain a rigorous data-driven approach that included formal professional development, coaching, and local collaboration. Utilizing resources and inputs from our Assessment Training Institute, the district systematically inched staff closer to a broader understanding of the role of assessments and student data to drive instruction and leadership. Pearson coaches worked side by side with teachers helping them gain a deeper understanding of data and assessment literacy, as a solid construct was required before staff could implement data-driven practices. As a result of our work, the district has begun to see a major shift in staff understanding and willingness to embrace data practices as a normal part of the teaching, leading, and learning experience.

## **Similar Services: Positively Impacting Student Achievement**

Multiple rural and urban schools across the nation and in Puerto Rico have implemented Pearson's school improvement model with great success and many have used SIG funds to do so. The following case studies provide evidence to that success.

### **Escuela Superior Medardo Carazo, Puerto Rico**

Escuela Superior Medardo Carazo, named after a dedicated local teacher and administrator, was built in the 1950s to serve the community of Trujillo Alto in Puerto Rico. After educating students for more than a half century, the school needed to update its pedagogy and facilities for the 21st century.

#### **Challenge**

Students at Escuela Superior Medardo Carazo were receiving only average grades on key high stakes tests which negatively affected teacher, student, and school community morale. "Medardo Carazo [was] the school that no one chose to go to because students were known for cutting class," says Director Mayra Monroy. The school was formally identified by the Department of Education of Puerto Rico as a school in need of transformation and as a result was eligible for SIG funds made available by the US Department of Education. To raise achievement and engagement, the school needed a new vision, strong leadership, and targeted professional development. The school also needed an updated building with new technology so that students could learn the technical skills required to succeed in college and career.

#### **Solution**

The Puerto Rico Department of Education engaged Pearson in March 2012 to assist in the transformation of Escuela Superior Medardo Carazo. Pearson partnered with the school and the Puerto Rico Department of Education to implement SIM, the research-based framework which builds a data-driven culture; aligns curriculum, instruction, and assessment; and improves student, teacher, and community engagement.

Pearson worked closely with staff members to understand stakeholder concerns. Before implementation, a needs assessment and gap analysis was conducted at Medardo Carazo to determine strengths and areas for growth. In addition, a variety of data was gathered from across the school and community. In 2012, targeted professional development sessions were conducted and the decision was made to move into a new, 21st century building that incorporated new technology and modular seating more conducive to group projects in each classroom.

## Results

Over the past two years, Pearson education specialists have been mentoring teachers daily to help them better align curriculum, instruction, and assessment programs. Classroom observations and ongoing professional development also confirm that teachers have the necessary knowledge to prepare their students for critical high stakes assessments. With the intervention of Pearson education specialists, the percentage of students scoring “proficient” or “advanced” has increased 12 points in English and five points in mathematics.

Medardo Carazo’s new data-driven culture has fostered a strong accountability for both teachers and students and improved engagement. For example, the front office of the school features data walls that illustrate core concepts, grade distributions, and high stakes testing scores. “Students set their own goals and manage their own path toward those. It encourages them to strive for better. Data is used for education so teachers can better help students,” Monroy states.

With the new building, Medardo Carazo offers a more inviting atmosphere to prospective students. As a result, enrollment has increased since the redesign, from 593 students in 2012–2013 to 672 in 2013–2014. Students and teachers work in more collaborative classrooms with flexible seating for group work. “The students teach each other and they feel more free. They feel like they’re in college,” says Monroy. “Even the teachers are more comfortable with this type of instruction. The Schoolwide Improvement Model has changed their way of thinking.”

In addition, some after school programs were launched with Pearson’s assistance, as part of an initiative known as extended learning time. Pearson contracted with staff from the Polytechnical University to coach Medardo Carazo’s teachers in robotics. From there, a robotics program was introduced at the school. Remarkably, Medardo Carazo students entered in a robotics competition and won, marking the first time a new team entry came away with first place.

Even more impressive is the 98 percent graduation rate that Medardo Carazo is now seeing. Monroy concludes, “Medardo Carazo is now the school that everyone wants to go to. We’re exceeding student capacity and the new building has encouraged that.”

*With the intervention of Pearson education specialists, the percentage of students scoring “proficient” or “advanced” has increased 12 points in English and five points in mathematics.*

## Kendrick High School, GA

Facing many challenges, Kendrick High School in Georgia, was designated as a school in need of improvement three years in a row. The school applied for and received a SIG funds. Part of the grant was used to fund professional development for the science department, with the goals of changing

instructional practices, adopting data-analysis processes, and instituting more collaboration among teachers and administrators. In the three years since the school improvement plan was initiated, passing rates for end-of-course tests have increased in biology and physical science.

## **Challenge**

At Kendrick High School, a Title I school, more than 85 percent of students face economic disadvantages, and many have low motivation and lack support. By the time they are in high school, many students are struggling because of deficient mathematics and reading skills, and they are unable to reach state-level benchmarks in all subjects, including science. Before Kendrick High School applied for the SIG funds, students were beginning to leave the school or choosing to attend a different high school, which caused enrollment to decline 30 percent over three years. Due to these circumstances, the graduation rate dropped below 50 percent.

The Georgia Department of Education designated Kendrick High School as a “Needs Improvement” school three years in a row because of its poor academic performance. By 2011, school officials knew they needed to make changes and applied for SIG money. Once the grant was approved, teachers and administrators chose to implement the High Schools That Work improvement model, a research-based transformation program established by the Southern Regional Education Board, because other schools in the district had experienced higher student achievement with this approach.

Teachers and administrators then faced the challenge of applying the approach in various departments. School leaders turned to Pearson to help implement the model’s professional development component in the science department, specifically in biology and physical science.

## **Solution**

The grant was approved in the spring of 2011, and Kendrick High School began implementing the model in the fall of 2011. “We had low science scores in both our formative and end-of course assessments,” said Carolyn Randolph, an academic coach. “From the start, our goal was to increase overall student achievement.” Pearson’s education specialist, Dr. Jacquelyn Walton, created a professional development plan centered on changing teachers’ instructional practices to achieve the school’s goal within the parameters of the transformation model.

“The science teachers already had a good work ethic and were very dedicated. They also had great support from their principal, department chair, and instructional coach, so it was easier to help get the teachers on target,” explained Dr. Walton. “At first we held training days with all of the science teachers going over the new standards-based teaching practices. From there I worked with teachers individually, understanding their needs and developing new instructional practices in the classroom. Plus I modeled the practices for them with their kids, so they could see what I was talking about. This made it much easier for the teachers to grasp.”

The new practices entailed analyzing student data, working collaboratively, and assessing the effectiveness of lessons and activities. Physical science teacher LaJoyce Sanders explained, “We scheduled weekly collaborative meetings by course content. One of the things we always discussed was where we were with the state standards and how our students were performing. Then we would look at some of the strategies and discuss what was modeled for us in class. The driving force, though, was the

data. We would look at the types of questions we were giving the students, asking whether they were valid. We looked at what we were teaching and how it aligned to the standards, how we were assessing the students, and then how we could re-teach or re-assess them.”

Teachers also used data to meet students’ individual needs. Dr. Sheila Jones, science department chair, said, “One thing we did as part of our improvement plan was to increase the length of the school day. This gave us the time we needed to implement increased-learning-time classes. In these 45-minute classes, students received direct instruction or remediation on the content. This was done daily. We assessed students weekly, and from the reports we placed them into these classes based on their needs. If they needed help with biology, they were placed in a biology increased-learning-time classroom. This supplemented what teachers were already doing. There was a lot of collaboration on the part of the teachers in doing this, and the test scores showed that it did help the kids overall.”

## **Results**

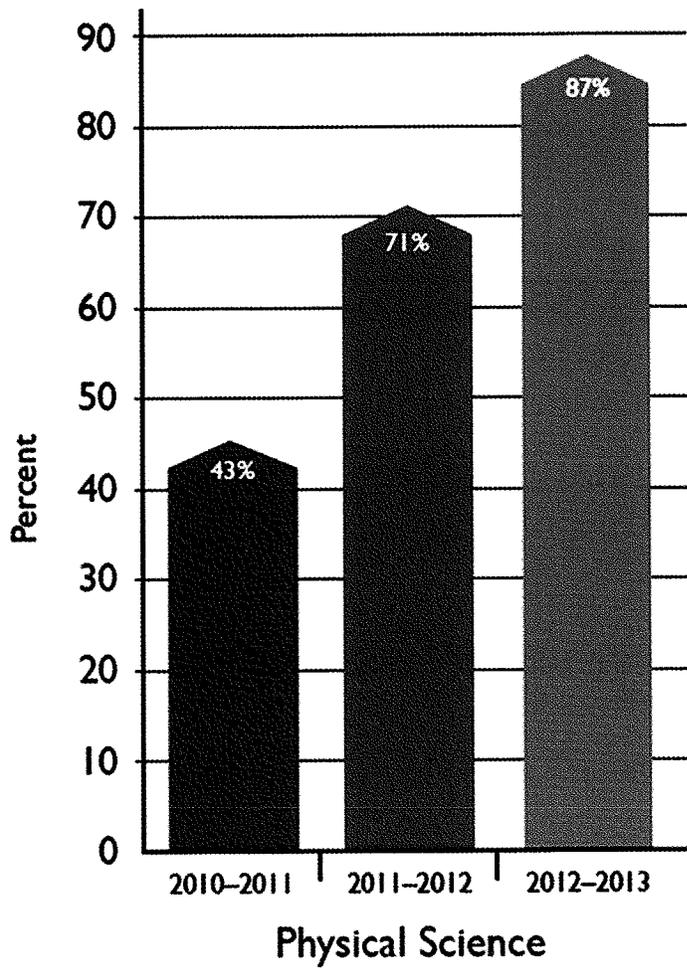
The results reflect all of the students’ and teachers’ hard work. At the end of the 2011–2012 school year, the first year of implementation, the percent of students who passed the Grade 9 physical science end-of-course test rose from 43 to 71 percent, a 28-point increase. End-of-course test passing rates for Grade 10 biology increased from 35 to 64 percent, a 29-point gain.

During the 2012–2013 school year, the second year of implementation, 87 percent of Grade 9 students passed the physical science end-of-course test, an increase of 16 points from the prior year and an increase of 44 points over two years. In biology, 76 percent of Grade 10 students passed the end-of-course test, a 12-point gain from the previous year.

In the third year of using the new instructional practices, end-of-course test passing rates continued to increase. In Grade 10 biology, 81 percent of students passed the test, a gain of five points from the prior year and a 46 point increase since the instructional practices were implemented. Administrators decided to move physical science to Grade 11 that year, and 90 percent of students passed the end-of-course test.

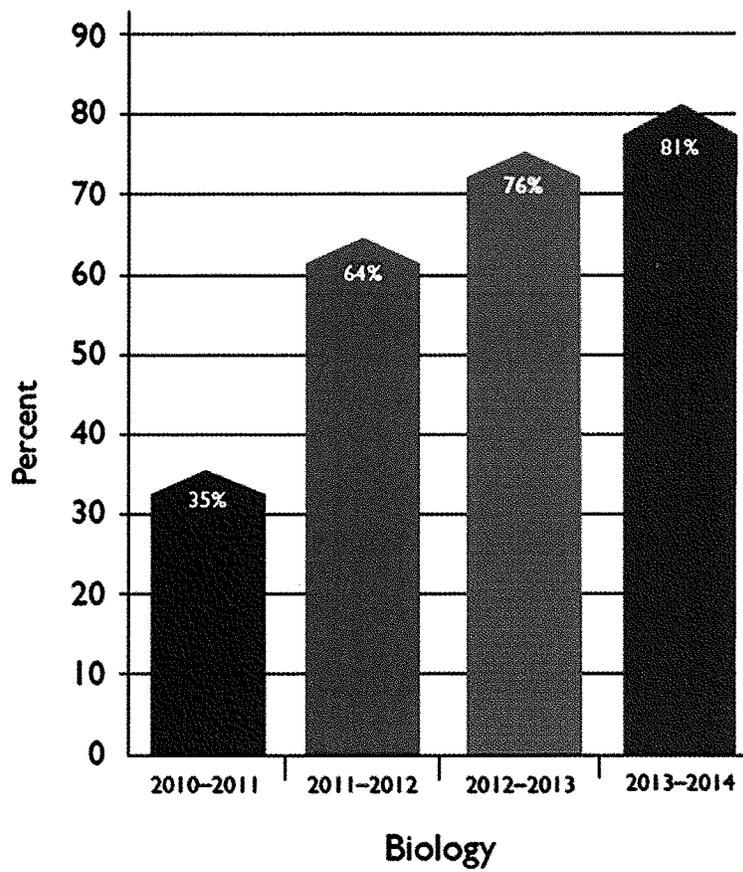
Kendrick High School has seen other indicators of success in addition to test scores. In 2013, the school surpassed the state’s overall College and Career Ready Performance Index (CCRPI) for the first time, scoring 72 percent whereas the state average was 68 percent. In 2014, Kendrick High Schools’ graduation rate reached 69.4 percent, a gain of 20 points since it began implementing new instructional practices. The school also exited the state’s Priority Schools list, a testament to the gains it has achieved.

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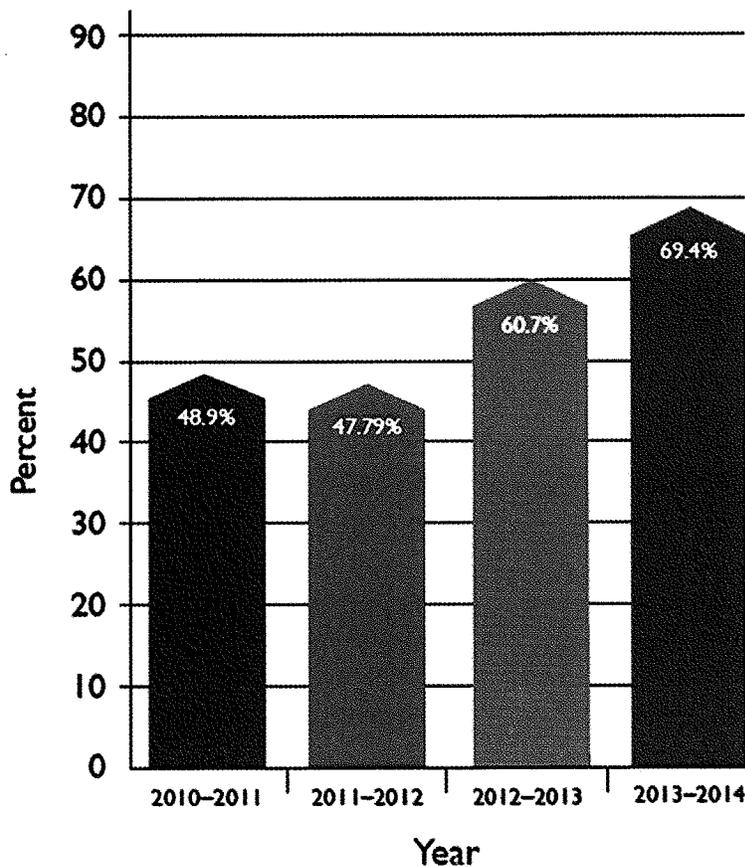


**Note: In the 2013-2014 school year,  
physical science was moved to 11th grade**

**Physical Science Passing Rates. By 2012-2013, passing rates reached 87 percent.**



**Biology Passing Rates.** By 2012-2013, passing rates reached 81 percent.



**Increasing Graduation Rates.** By 2013–2014, graduation rates neared 70 percent.

## **President William McKinley High School, HI**

McKinley High School in Honolulu is in its first year of implementing SIM. A key part of this implementation is training to help the school use data more effectively to inform instruction. The school uses a formative assessment tool, and we are training the teachers to use data from these assessments to plan and deliver instruction. The school's Leadership Team now functions as a data team and participates in trainings to build their capacity to plan and prepare using data from several sources. Our education specialists are using Teacher Success, a complete, customizable online teacher evaluation and coaching system, to gather and share data regarding student engagement in classrooms.

In addition, McKinley High School is using several Pearson intervention programs to help students who are struggling to meet grade-level standards. To strengthen literacy services for ELLs, the school has started using iLit, the first and only complete instructional solution built and delivered on the iPad that offers each student personalized learning support based on their own instructional needs, engaging interactivities, and built-in reward systems that motivate students and track their progress.

McKinley High School is also using our Navigator and Ramp-Up intervention programs to help students narrow the gaps in their performance. Literacy Navigator and Math Navigator provide strategies for

students who struggle with reading and mathematical concepts. Ramp-Up Literacy and Ramp-Up Mathematics provide intervention strategies for students who are performing two or more years behind their peers.

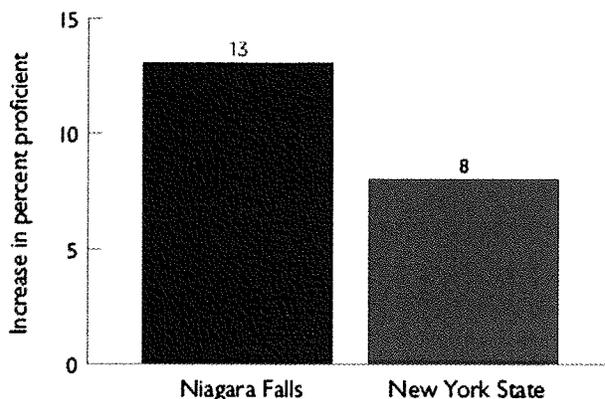
## Niagara Falls City School District, NY

Our engagement with the Niagara Falls City School District in New York began in 1998 when two of the district's elementary schools received Comprehensive School Reform Grants. In 2003, the district used its own resources to bring its remaining six elementary and middle schools into the project. Two years later work began with the district's high school. From 1998 to 2009, we provided whole school reform at all elementary (grades K–6) and preparatory schools (grades 7–8) and since 2008 we have provided targeted literacy and mathematics support at Niagara Falls High School.

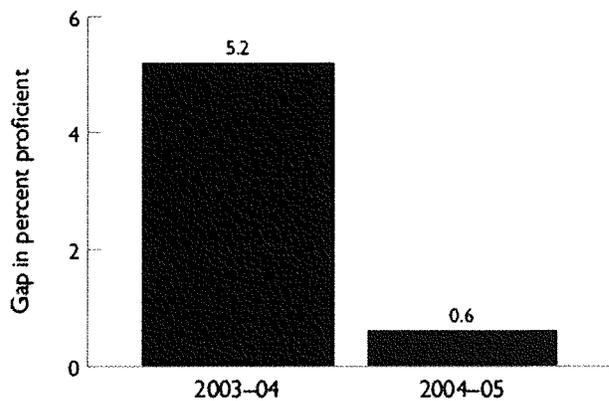
We also began providing K–12 professional development and in-class support in 2010 around implementing the CCSS in literacy, mathematics, social studies, and science and continue to do so. Our programs include content training on instructional shifts and building teacher capacity, as well as the Tools for Understanding program. We work on the development of unit plans for middle and high school mathematics, as well as collection, annotation, and development of anchor papers for performance indicators at each grade level in middle school and high school algebra.

Our working relationship has been maintained through changes in district leadership and changes in education specialists assigned to the district, and the project has evolved through collaborative goal setting and review of progress. Changes in assessments and scaling of assessments make it difficult to consistently track improvements in scores over the period.

However, sample data include an increase from 56 percent of students passing Regents English in 2005–2006 to 72 percent in 2009–2010, and from 58 percent to 76 percent passing Regents Math A over the same period. By 2008, Niagara Falls High School and six other district schools had been designated by New York State as a “high performing/gap closing school.”



**Niagara Falls Schools Outpace State Growth Rate.** During 2004–2005, the district showed an increase in the percentage of students proficient on New York’s Grade 4 ELA assessment.



**Achievement Gap Between Niagara Falls and State Narrows.** The difference between Niagara Falls and New York State in percent proficient and above narrowed on New York's grade 4 ELA assessment.

We enjoy a continuing partnership with Niagara Falls City School District to develop units of study aligned to the New York Common Core Learning Standards for ELA and mathematics. We also pilot performance tasks to inform instruction and professional development at the secondary level. Additionally, we provide ongoing professional development for district coaches, content leads, principals, and supervisors of mathematics and literacy in elementary, prep, and high school.

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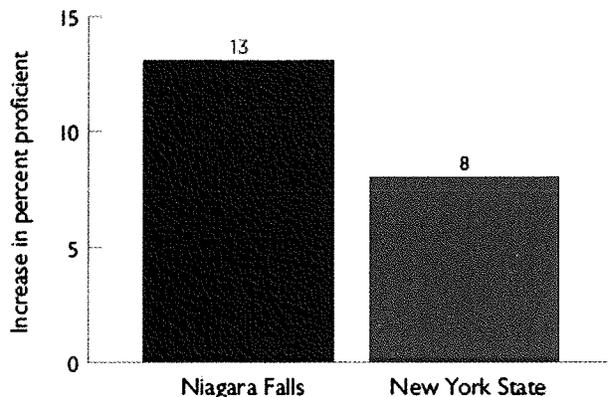
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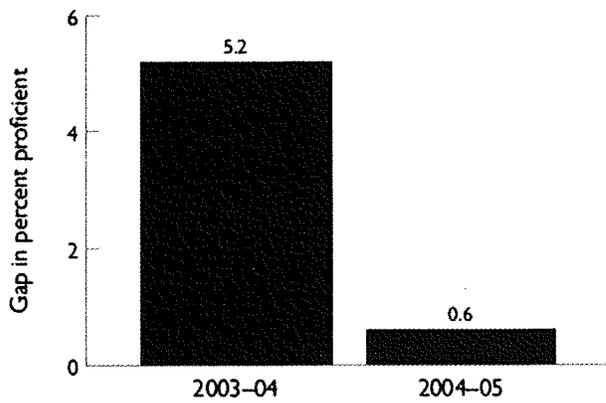
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Attachment D - (1003g) Budget Summary Chart

Agency Code	2	8	0	0	2	0	0	1	0	3	0	0
<b>HEMPSTEAD HIGH SCHOOL</b>												
<b>Year 1 Implementation Period (September 1, 2015 - June 30, 2016)</b>												
<b>Categories</b>	<b>Code</b>	<b>Costs</b>										
Professional Salaries	15	170,000										
Support Staff Salaries	16	50,000										
Purchased Services	40	134,000										
Supplies and Materials	45	31,000										
Travel Expenses	46	15,000										
Employee Benefits	80	00										
Indirect Cost (IC)	90	00										
BOCES Service	49	00										
Minor Remodeling	30	100,000										
Equipment	20	00										
		<b>Total</b>	500,000									
<b>Year 2 Implementation Period (July 1, 2016 - June 30, 2017)</b>												
<b>Categories</b>	<b>Code</b>	<b>Costs</b>										
Professional Salaries	15	220,000										
Support Staff Salaries	16	50,000										
Purchased Services	40	150,000										
Supplies and Materials	45	70,000										
Travel Expenses	46	10,000										
Employee Benefits	80	00										
Indirect Cost (IC)	90	00										
BOCES Service	49	00										
Minor Remodeling	30	00										
Equipment	20	00										
		<b>Total</b>	500,000									
<b>Year 3 Implementation Period (July 1, 2017 - June 30, 2018)</b>												
<b>Categories</b>	<b>Code</b>	<b>Costs</b>										
Professional Salaries	15	220,000										
Support Staff Salaries	16	50,000										
Purchased Services	40	120,000										
Supplies and Materials	45	100,000										
Travel Expenses	46	10,000										
Employee Benefits	80	00										
Indirect Cost (IC)	90	00										
BOCES Service	49	00										
Minor Remodeling	30	00										
Equipment	20	00										
		<b>Total</b>	500,000									

<b>Year 4 Post-Implementation Period (July 1, 2018 - June 30, 2019)</b>												
<b>Categories</b>	<b>Code</b>	<b>Costs</b>										
Professional Salaries	15	50,000										
Support Staff Salaries	16	50,000										
Purchased Services	40	50,000										
Supplies and Materials	45	100,000										
Travel Expenses	46	00										
Employee Benefits	80	00										
Indirect Cost (IC)	90	00										
BOCES Service	49	00										
Minor Remodeling	30	00										
Equipment	20	00										
		<b>Total</b>	250,000									
<b>Year 5 Post-Implementation Period (July 1, 2019 - June 30, 2020)</b>												
<b>Categories</b>	<b>Code</b>	<b>Costs</b>										
Professional Salaries	15	50,000										
Support Staff Salaries	16	50,000										
Purchased Services	40	50,000										
Supplies and Materials	45	100,000										
Travel Expenses	46	00										
Employee Benefits	80	00										
Indirect Cost (IC)	90	00										
BOCES Service	49	00										
Minor Remodeling	30	00										
Equipment	20	00										
		<b>Total</b>	250,000									
<b>TOTAL Project Period (September 1, 2015 - June 30, 2020)</b>												
<b>Categories</b>	<b>Code</b>	<b>Costs</b>										
Professional Salaries	15	710,000										
Support Staff Salaries	16	250,000										
Purchased Services	40	504,000										
Supplies and Materials	45	401,000										
Travel Expenses	46	35,000										
Employee Benefits	80	00										
Indirect Cost (IC)	90	00										
BOCES Service	49	00										
Minor Remodeling	30	100,000										
Equipment	20	00										
		<b>Total</b>	2,000,000									

= Required Field

Local Agency Information			
<b>Funding Source:</b>	School Improvement Grant SIG 6 - 1003g		
<b>Report Prepared By:</b>	Stephen Strachan		
<b>Agency Name:</b>	Hempstead Union Free School District		
<b>Mailing Address:</b>	201 President Street		
	Street		
	Hempstead	NY	11550
	City	State	Zip Code
<b>Telephone # of Report Preparer:</b>	516-434-4255	<b>County:</b> Nassau	
<b>E-mail Address:</b>	sstrachan@hempsteadschools.org		
<b>Project Funding Dates:</b>	_____		
	Start	End	

INSTRUCTIONS
<ul style="list-style-type: none"> <li>• 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.</li> <li>• The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee.</li> <li>• 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.</li> <li>• For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at <a href="http://www.oms.nysed.gov/cafe/guidance/">http://www.oms.nysed.gov/cafe/guidance/</a>.</li> </ul>

SALARIES FOR PROFESSIONAL STAFF			
Subtotal - Code 15			\$170,000
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
College counselor	1.00	\$40,000	\$40,000
School Improvement Manager	1.00	\$150,000	\$130,000

SALARIES FOR SUPPORT STAFF			
Subtotal - Code 16			\$50,000
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Bilingual parent/community liaison	1.00	\$50,000	\$50,000

PURCHASED SERVICES			
Subtotal - Code 40			\$134,000
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Pearson PD COP Institutes, summer and school year	Pearson	50 days of embedded professional development and coaching @ \$2000 per day.	\$100,000
Summer Institute at Harvard	Harvard	(4 administrators @ \$3,000)	\$12,000
REACH School Leader Coaching Program & Data Team	REACH Program	20 Teachers @ \$1,000 / teacher	\$20,000
Publication Printing		10 Publications @ \$2000	\$2,000

SUPPLIES AND MATERIALS			
Subtotal - Code 45			\$31,000
Description of Item	Quantity	Unit Cost	Proposed Expenditure
Instructional materials	500 Flash Drives 40 Calculators	Flash Drive \$6 each- \$,3000 40 T180 Series Graphing Calculators \$150 each - \$6,000	\$9,000
Technology Software	20.00	Navient Software \$7,000 Right Reason Technology \$5,000	\$12,000
Parent Center activities including workshops, guest speakers	40.00	Guest Presenters- \$2500 Parent/Student Refresments \$3500	\$7,000
Communications: annual report, principal newsletter, website	10 total reports throughout the year.	\$300 x 10 Publications	\$3,000

<b>TRAVEL EXPENSES</b>			
Subtotal - Code 46			<b>\$15,000</b>
Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures
Administrator, Teachers and Students	Local and interstate college and career trips to expose students to the options of higher education that are available to them.	5 trips at \$1,000 per trip.	\$5,000
Administrator and Teachers	Workshops for staff to increase staff capacity in CCLS instructional shifts and technology integration.	5 workshops @ \$1,000 each	\$5,000
Administrators and Support Staff	Safe Schools Conference, Denver Colorado *To learn strategies and solutions for promoting safer school environments.	4 trips @ \$1,250 each trip.	\$5,000

MINOR REMODELING		
Subtotal - Code 30		\$100,000
Description of Work to be Performed	Calculation of Cost	Proposed Expenditure
Development of College and Career Center	25 Desktop Computers @ \$1500 each - \$37,500 Furniture - Desks, tables, chairs, \$50,000 Interactive White Board @ \$3,300 Postermaker \$6,200 Postermaker Paper Printer/Fax/Copier @\$3,000	\$100,000



## **Pearson Professional Development – Evidence of Effectiveness**

### **Case Study: DeKalb County Schools, DeKalb, Georgia**

In 2009 Pearson began a partnership with DeKalb County Schools, for the purpose of helping to improve student achievement. A total of 40 schools adopted Pearson's school reform model, which is grounded in job-embedded training and coaching support for teachers and leaders. This model includes a laser-like focus on the core areas of English Language Arts and Mathematics, including classroom based coaching and modeling that presents and supports evidence-based instructional and assessment practices. The model is also grounded in teacher and leader workgroup efforts, meaning Pearson coaches worked closely with their monthly Professional Learning Communities to introduce, model, and explore new practices for improved student outcomes.

**Results:** After only one year of reform, many of the schools were showing respectable improvements in student achievement. On the End of Course Test in mathematics for "Math 2" (an integrated math course for high school students), student proficiency increased. Across the state of Georgia most high schools showed a 3% increase in student proficiency as compared to the prior year. In DeKalb, that percentage increased to 5%. But among the DeKalb schools working directly with Pearson for school reform, there was approximately a 10% increase in student proficiency over the prior year.

Clarkston High School (one of DeKalb's many high schools) showed highly impressive advancements in student mathematics proficiency. From 2010 to 2011 the percentage of students proficient on the Math 2 End of Course test increased from 45% to 54% (a change of 9% in only one year).

In addition to significant gains in mathematics, one of the greatest results evidenced in DeKalb County Schools is the increased attention to and promotion of ongoing coaching efforts. Follow up visits to the school revealed that coaches are now working together to determine next steps, and tiered support for teachers is now just "the way they do business." The school leadership teams provide regular focus for instructional and assessment support, and peers support one another through collaborative learning opportunities.

In summary, Pearson's job embedded supports (coaching, modeling, lesson study) for some very low performing schools resulted in improved school cultures, increased mathematics proficiency, and greater support for the teaching, leading, and learning process.

Hazelwood School District  
15955 New Halls Ferry Road  
Florissant, MO 63031

Telephone: 314-953-5000, ext 35034

Fax: 314-953-5038

email: [creiter@hazelwoodschoools.org](mailto:creiter@hazelwoodschoools.org)

**Brief Description of Engagement and Results** (with similarities and differences from Mississippi requirements highlighted):

Pearson rigorously worked side by side with the Hazelwood School District in 2012-2013 to introduce, implement, and help sustain a rigorous data-driven approach that included formal professional development, coaching, and local collaboration. Utilizing resources and inputs from our Assessment Training Institute, the district systematically inched staff closer to a broader understanding of the role of assessments and student data to drive instruction and leadership. Pearson coaches worked side by side with teachers helping them gain a deeper understanding of data and assessment literacy, as a solid construct was required before staff could implement data-driven practices. As a result of our work, the district has begun to see a major shift in staff understanding and willingness to embrace data practices as a normal part of the teaching, leading, and learning experience.

## **Similar Services: Positively Impacting Student Achievement**

Multiple rural and urban schools across the nation and in Puerto Rico have implemented Pearson's school improvement model with great success and many have used SIG funds to do so. The following case studies provide evidence to that success.

### **Escuela Superior Medardo Carazo, Puerto Rico**

Escuela Superior Medardo Carazo, named after a dedicated local teacher and administrator, was built in the 1950s to serve the community of Trujillo Alto in Puerto Rico. After educating students for more than a half century, the school needed to update its pedagogy and facilities for the 21st century.

#### **Challenge**

Students at Escuela Superior Medardo Carazo were receiving only average grades on key high stakes tests which negatively affected teacher, student, and school community morale. "Medardo Carazo [was] the school that no one chose to go to because students were known for cutting class," says Director Mayra Monroy. The school was formally identified by the Department of Education of Puerto Rico as a school in need of transformation and as a result was eligible for SIG funds made available by the US Department of Education. To raise achievement and engagement, the school needed a new vision, strong leadership, and targeted professional development. The school also needed an updated building with new technology so that students could learn the technical skills required to succeed in college and career.

#### **Solution**

The Puerto Rico Department of Education engaged Pearson in March 2012 to assist in the transformation of Escuela Superior Medardo Carazo. Pearson partnered with the school and the Puerto Rico Department of Education to implement SIM, the research-based framework which builds a data-driven culture; aligns curriculum, instruction, and assessment; and improves student, teacher, and community engagement.

Pearson worked closely with staff members to understand stakeholder concerns. Before implementation, a needs assessment and gap analysis was conducted at Medardo Carazo to determine strengths and areas for growth. In addition, a variety of data was gathered from across the school and community. In 2012, targeted professional development sessions were conducted and the decision was made to move into a new, 21st century building that incorporated new technology and modular seating more conducive to group projects in each classroom.

## Results

Over the past two years, Pearson education specialists have been mentoring teachers daily to help them better align curriculum, instruction, and assessment programs. Classroom observations and ongoing professional development also confirm that teachers have the necessary knowledge to prepare their students for critical high stakes assessments. With the intervention of Pearson education specialists, the percentage of students scoring “proficient” or “advanced” has increased 12 points in English and five points in mathematics.

Medardo Carazo’s new data-driven culture has fostered a strong accountability for both teachers and students and improved engagement. For example, the front office of the school features data walls that illustrate core concepts, grade distributions, and high stakes testing scores. “Students set their own goals and manage their own path toward those. It encourages them to strive for better. Data is used for education so teachers can better help students,” Monroy states.

With the new building, Medardo Carazo offers a more inviting atmosphere to prospective students. As a result, enrollment has increased since the redesign, from 593 students in 2012–2013 to 672 in 2013–2014. Students and teachers work in more collaborative classrooms with flexible seating for group work. “The students teach each other and they feel more free. They feel like they’re in college,” says Monroy. “Even the teachers are more comfortable with this type of instruction. The Schoolwide Improvement Model has changed their way of thinking.”

In addition, some after school programs were launched with Pearson’s assistance, as part of an initiative known as extended learning time. Pearson contracted with staff from the Polytechnical University to coach Medardo Carazo’s teachers in robotics. From there, a robotics program was introduced at the school. Remarkably, Medardo Carazo students entered in a robotics competition and won, marking the first time a new team entry came away with first place.

Even more impressive is the 98 percent graduation rate that Medardo Carazo is now seeing. Monroy concludes, “Medardo Carazo is now the school that everyone wants to go to. We’re exceeding student capacity and the new building has encouraged that.”

*With the intervention of Pearson education specialists, the percentage of students scoring “proficient” or “advanced” has increased 12 points in English and five points in mathematics.*

## Kendrick High School, GA

Facing many challenges, Kendrick High School in Georgia, was designated as a school in need of improvement three years in a row. The school applied for and received a SIG funds. Part of the grant was used to fund professional development for the science department, with the goals of changing

instructional practices, adopting data-analysis processes, and instituting more collaboration among teachers and administrators. In the three years since the school improvement plan was initiated, passing rates for end-of-course tests have increased in biology and physical science.

## **Challenge**

At Kendrick High School, a Title I school, more than 85 percent of students face economic disadvantages, and many have low motivation and lack support. By the time they are in high school, many students are struggling because of deficient mathematics and reading skills, and they are unable to reach state-level benchmarks in all subjects, including science. Before Kendrick High School applied for the SIG funds, students were beginning to leave the school or choosing to attend a different high school, which caused enrollment to decline 30 percent over three years. Due to these circumstances, the graduation rate dropped below 50 percent.

The Georgia Department of Education designated Kendrick High School as a “Needs Improvement” school three years in a row because of its poor academic performance. By 2011, school officials knew they needed to make changes and applied for SIG money. Once the grant was approved, teachers and administrators chose to implement the High Schools That Work improvement model, a research-based transformation program established by the Southern Regional Education Board, because other schools in the district had experienced higher student achievement with this approach.

Teachers and administrators then faced the challenge of applying the approach in various departments. School leaders turned to Pearson to help implement the model’s professional development component in the science department, specifically in biology and physical science.

## **Solution**

The grant was approved in the spring of 2011, and Kendrick High School began implementing the model in the fall of 2011. “We had low science scores in both our formative and end-of course assessments,” said Carolyn Randolph, an academic coach. “From the start, our goal was to increase overall student achievement.” Pearson’s education specialist, Dr. Jacquelyn Walton, created a professional development plan centered on changing teachers’ instructional practices to achieve the school’s goal within the parameters of the transformation model.

“The science teachers already had a good work ethic and were very dedicated. They also had great support from their principal, department chair, and instructional coach, so it was easier to help get the teachers on target,” explained Dr. Walton. “At first we held training days with all of the science teachers going over the new standards-based teaching practices. From there I worked with teachers individually, understanding their needs and developing new instructional practices in the classroom. Plus I modeled the practices for them with their kids, so they could see what I was talking about. This made it much easier for the teachers to grasp.”

The new practices entailed analyzing student data, working collaboratively, and assessing the effectiveness of lessons and activities. Physical science teacher LaJoyce Sanders explained, “We scheduled weekly collaborative meetings by course content. One of the things we always discussed was where we were with the state standards and how our students were performing. Then we would look at some of the strategies and discuss what was modeled for us in class. The driving force, though, was the

data. We would look at the types of questions we were giving the students, asking whether they were valid. We looked at what we were teaching and how it aligned to the standards, how we were assessing the students, and then how we could re-teach or re-assess them.”

Teachers also used data to meet students’ individual needs. Dr. Sheila Jones, science department chair, said, “One thing we did as part of our improvement plan was to increase the length of the school day. This gave us the time we needed to implement increased-learning-time classes. In these 45-minute classes, students received direct instruction or remediation on the content. This was done daily. We assessed students weekly, and from the reports we placed them into these classes based on their needs. If they needed help with biology, they were placed in a biology increased-learning-time classroom. This supplemented what teachers were already doing. There was a lot of collaboration on the part of the teachers in doing this, and the test scores showed that it did help the kids overall.”

## **Results**

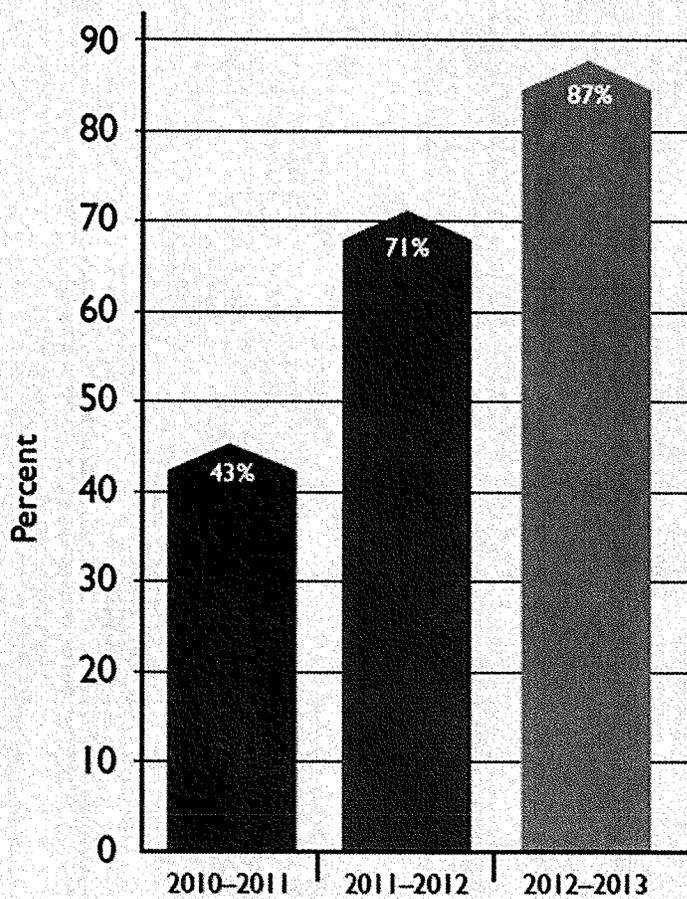
The results reflect all of the students’ and teachers’ hard work. At the end of the 2011–2012 school year, the first year of implementation, the percent of students who passed the Grade 9 physical science end-of-course test rose from 43 to 71 percent, a 28-point increase. End-of-course test passing rates for Grade 10 biology increased from 35 to 64 percent, a 29-point gain.

During the 2012–2013 school year, the second year of implementation, 87 percent of Grade 9 students passed the physical science end-of-course test, an increase of 16 points from the prior year and an increase of 44 points over two years. In biology, 76 percent of Grade 10 students passed the end-of-course test, a 12-point gain from the previous year.

In the third year of using the new instructional practices, end-of-course test passing rates continued to increase. In Grade 10 biology, 81 percent of students passed the test, a gain of five points from the prior year and a 46 point increase since the instructional practices were implemented. Administrators decided to move physical science to Grade 11 that year, and 90 percent of students passed the end-of-course test.

Kendrick High School has seen other indicators of success in addition to test scores. In 2013, the school surpassed the state’s overall College and Career Ready Performance Index (CCRPI) for the first time, scoring 72 percent whereas the state average was 68 percent. In 2014, Kendrick High Schools’ graduation rate reached 69.4 percent, a gain of 20 points since it began implementing new instructional practices. The school also exited the state’s Priority Schools list, a testament to the gains it has achieved.

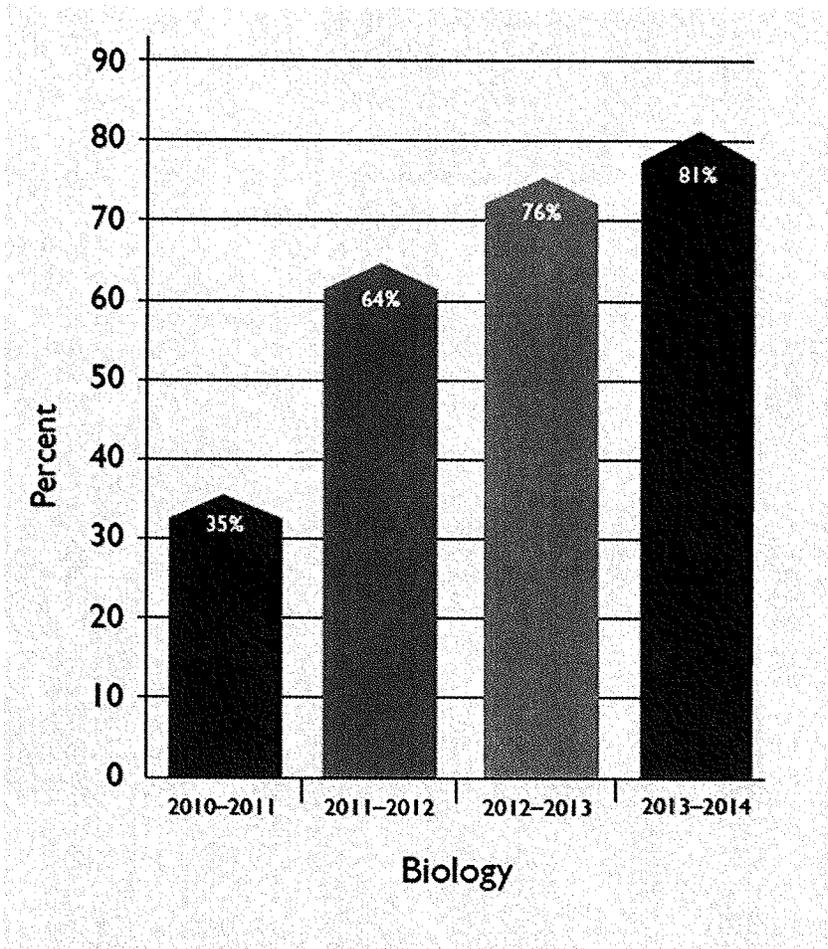
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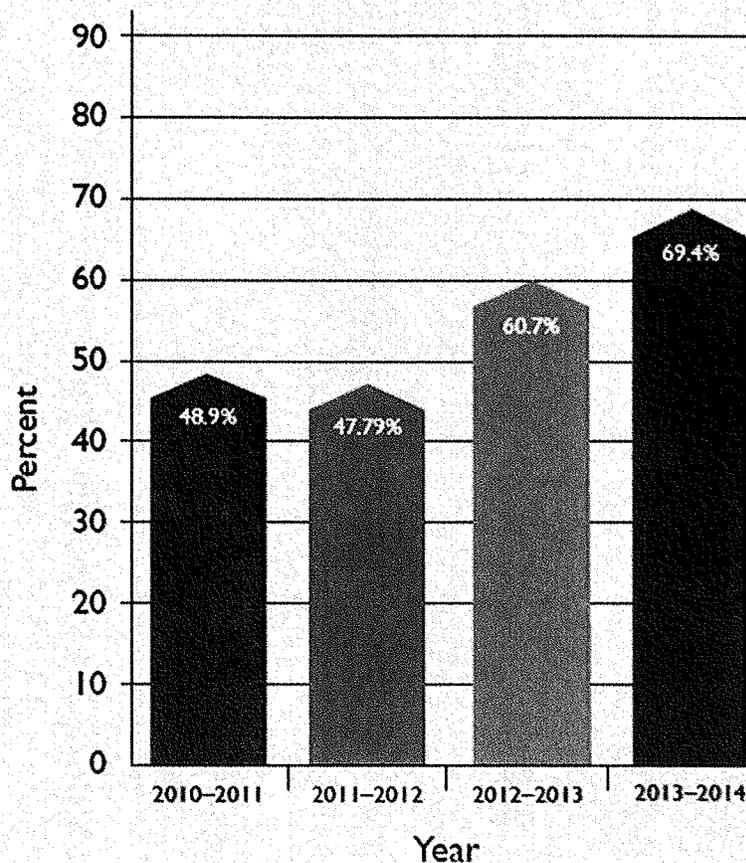
### Physical Science

Note: In the 2013-2014 school year,  
physical science was moved to 11th grade

Physical Science Passing Rates. By 2012-2013, passing rates reached 87 percent.



**Biology Passing Rates.** By 2012-2013, passing rates reached 81 percent.



**Increasing Graduation Rates.** By 2013–2014, graduation rates neared 70 percent.

### **President William McKinley High School, HI**

McKinley High School in Honolulu is in its first year of implementing SIM. A key part of this implementation is training to help the school use data more effectively to inform instruction. The school uses a formative assessment tool, and we are training the teachers to use data from these assessments to plan and deliver instruction. The school’s Leadership Team now functions as a data team and participates in trainings to build their capacity to plan and prepare using data from several sources. Our education specialists are using Teacher Success, a complete, customizable online teacher evaluation and coaching system, to gather and share data regarding student engagement in classrooms.

In addition, McKinley High School is using several Pearson intervention programs to help students who are struggling to meet grade-level standards. To strengthen literacy services for ELLs, the school has started using iLit, the first and only complete instructional solution built and delivered on the iPad that offers each student personalized learning support based on their own instructional needs, engaging interactivities, and built-in reward systems that motivate students and track their progress.

McKinley High School is also using our Navigator and Ramp-Up intervention programs to help students narrow the gaps in their performance. Literacy Navigator and Math Navigator provide strategies for

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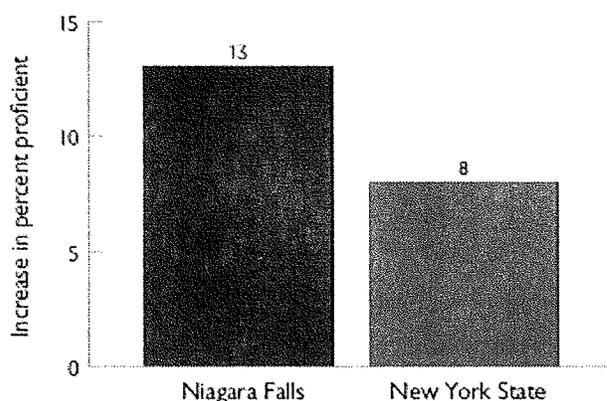
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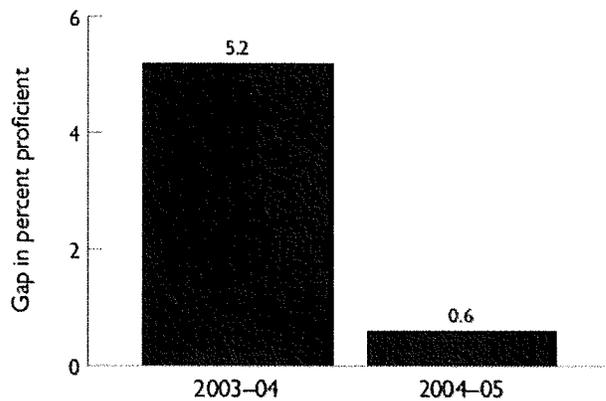
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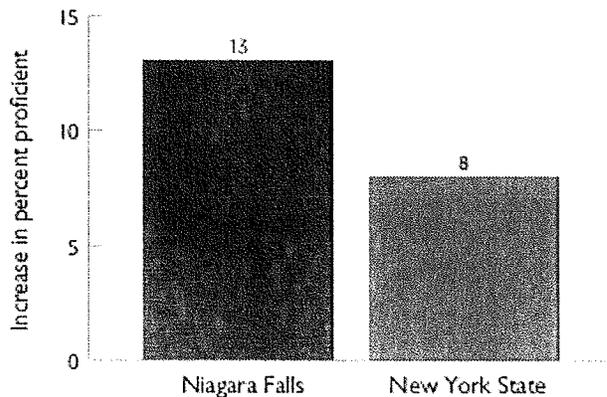
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Our engagement with the Niagara Falls City School District in New York began in 1998 when two of the district's elementary schools received Comprehensive School Reform Grants. In 2003, the district used its own resources to bring its remaining six elementary and middle schools into the project. Two years later work began with the district's high school. From 1998 to 2009, we provided whole school reform at all elementary (grades K–6) and preparatory schools (grades 7–8) and since 2008 we have provided targeted literacy and mathematics support at Niagara Falls High School.

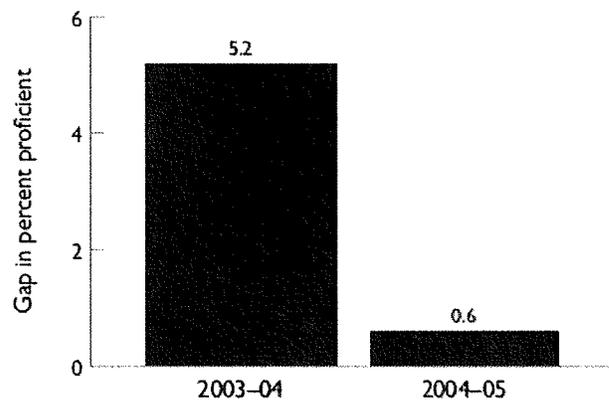
We also began providing K–12 professional development and in-class support in 2010 around implementing the CCSS in literacy, mathematics, social studies, and science and continue to do so. Our programs include content training on instructional shifts and building teacher capacity, as well as the Tools for Understanding program. We work on the development of unit plans for middle and high school mathematics, as well as collection, annotation, and development of anchor papers for performance indicators at each grade level in middle school and high school algebra.

Our working relationship has been maintained through changes in district leadership and changes in education specialists assigned to the district, and the project has evolved through collaborative goal setting and review of progress. Changes in assessments and scaling of assessments make it difficult to consistently track improvements in scores over the period.

However, sample data include an increase from 56 percent of students passing Regents English in 2005–2006 to 72 percent in 2009–2010, and from 58 percent to 76 percent passing Regents Math A over the same period. By 2008, Niagara Falls High School and six other district schools had been designated by New York State as a “high performing/gap closing school.”



**Niagara Falls Schools Outpace State Growth Rate.** During 2004–2005, the district showed an increase in the percentage of students proficient on New York's Grade 4 ELA assessment.



**Achievement Gap Between Niagara Falls and State Narrows.** The difference between Niagara Falls and New York State in percent proficient and above narrowed on New York's grade 4 ELA assessment.

We enjoy a continuing partnership with Niagara Falls City School District to develop units of study aligned to the New York Common Core Learning Standards for ELA and mathematics. We also pilot performance tasks to inform instruction and professional development at the secondary level. Additionally, we provide ongoing professional development for district coaches, content leads, principals, and supervisors of mathematics and literacy in elementary, prep, and high sch

**ATTACHMENT C**

<p><b>Partner Organization</b>  <b>Name and Contact Information and description of type of service provided.</b>   <b>Internationals Network for Public Schools</b>          50 Broadway, Suite 2200          New York, NY 10004           tel 212.868.5185          fax 212.868.5188          www.internationalsnps.org</p>	<p><b>Schools in which the partner has managed/ supported in the last three years</b>          (attach additional trend-summary evidence of the academic success of each school and trend-summary evidence of partners fiscal performance)</p>	<p><b>References / Contracts</b>  <b>References / Contacts</b>          (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)</p>
<p>The Internationals Network for public Schools will support Hempstead High School in incorporating Internationals’ proven effective instructional strategies for working with ELLs. Internationals will collaborate with the Hempstead School District during the period of July 2015 - June 2016. Our support will include opportunities to orient the school leader and staff on the philosophy and practices of the Internationals Approach in anticipation of phasing in a cohort of English Language Learners at Hempstead HS into the Internationals’ model. Internationals will provide school development support, which will include a consultancy and community engagement phase, which will inform the implementation of the model at the Hempstead HS ELL Academy. Emphasis will be placed on building the capacity of the school leader to establish a sustainable instructional model. An Internationals coach will provide one-on-one mentoring to the school leader and the school’s instructional specialist, co-facilitate Internationals workshops that are tailored to suit the specific needs of the faculty, and coach teachers on instruction and curriculum development. Additionally, the development efforts will include Internationals’ on-site professional development, that will develop teachers’ ability to structure collaborative classrooms, develop rigorous, project-based curriculum that integrates language and content objectives, support students in advisories, and assess students’ academic and linguistic development.</p>	<ol style="list-style-type: none"> <li>1. International High School at LaGuardia Community College</li> <li>2. Manhattan International High School</li> <li>3. Brooklyn International High School</li> <li>4. Bronx International High School</li> <li>5. Flushing International High School</li> <li>6. International High School at Prospect Heights</li> <li>7. International High School at Lafayette</li> <li>8. International Community High School</li> </ol>	<p>Jacklyn Valane, Principal          JVALANE@ihsnyc.org</p> <p>Gladys Rodriguez, Principal          GRodriguez2@schools.nyc.gov</p> <p>Kathleen Rucker, Principal          krucker@schools.nyc.gov</p> <p>Joaquin Vega, Principal          jvega4@schools.nyc.gov</p> <p>Lara Evangelista, Principal          LEvange@schools.nyc.gov</p> <p>Nedda de Castro, Principal,          ndecastro@schools.nyc.gov;</p> <p>Jon Harriman, Principal          JHarrim@schools.nyc.gov</p> <p>Berena Cabarcas, Principal          bcabarc@schools.nyc.gov</p>

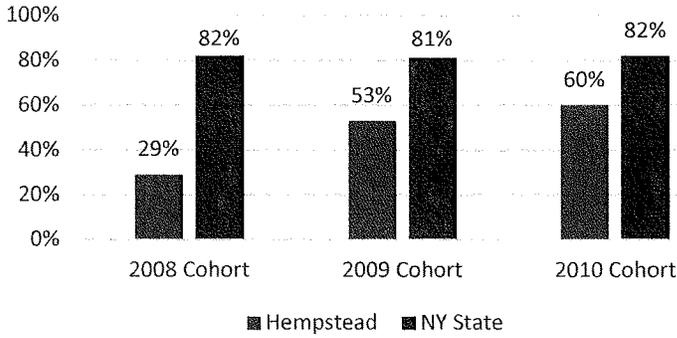
<p>George Badia, Principal IA gbadia@schools.nyc.gov</p>	<p>9. Pan American International High School</p>
<p>Bridgit Bye-Dyster, Principal bbye@schools.nyc.gov</p>	<p>10. Pan American International High School at Monroe</p>
<p>Norma Vega, Principal NVega12@schools.nyc.gov</p>	<p>11. ELLIS Academy</p>
<p>Daniel Walsh, Principal daniel@ihs-us.org</p>	<p>12. International High School at Union Square</p>
<p>Jessica Long, Principal JLong22@schools.nyc.gov</p>	<p>13. Crotona International High School</p>
<p>Anthony Finney, Principal CFinney2@schools.nyc.gov</p>	<p>14. International High School for Health Sciences</p>
<p>Elizabeth Demchak, Principal EDemchak@schools.nyc.gov</p>	<p>15. Claremont International High School</p>



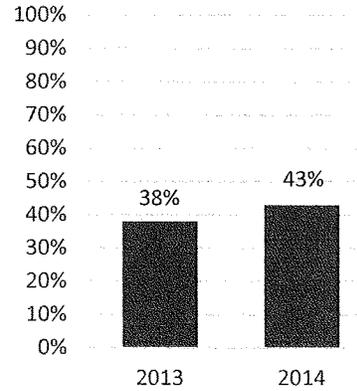
# HHS Data on Academic Performance and School Culture

## English-Language Arts

Percent Proficient (3's & 4's) after 4 Yrs of Instruction

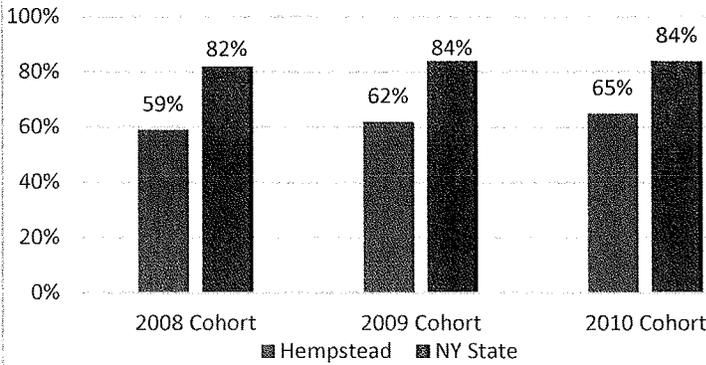


## School Graduation Rate

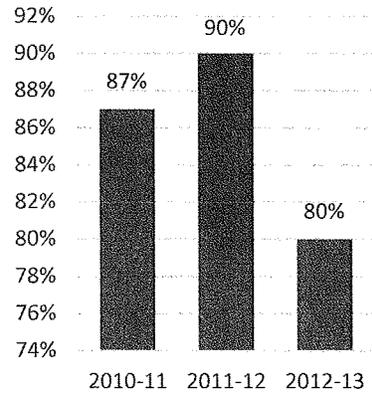


## Mathematics

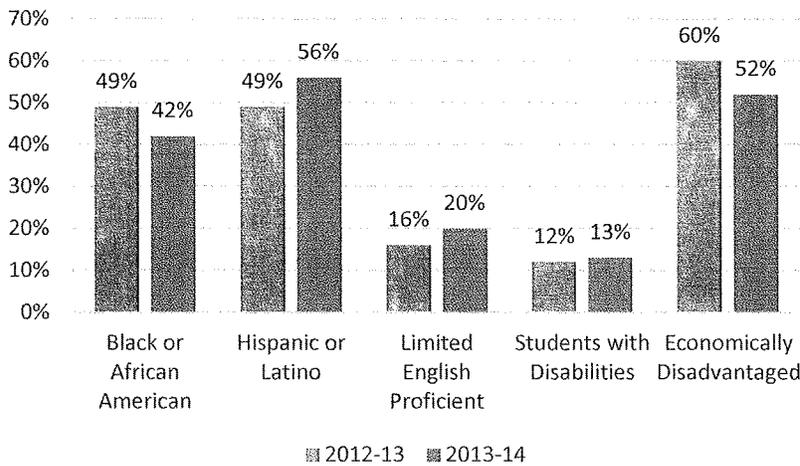
Percent Proficient (3's & 4's) after 4 Yrs of Instruction



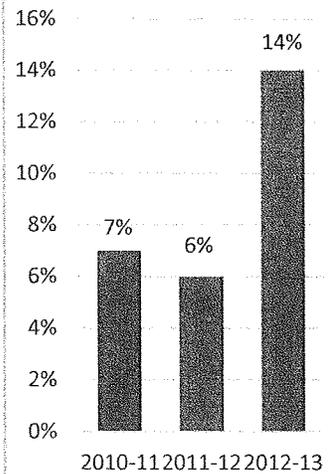
## Student Attendance



## Student Demographics at HHS



## Student Suspensions





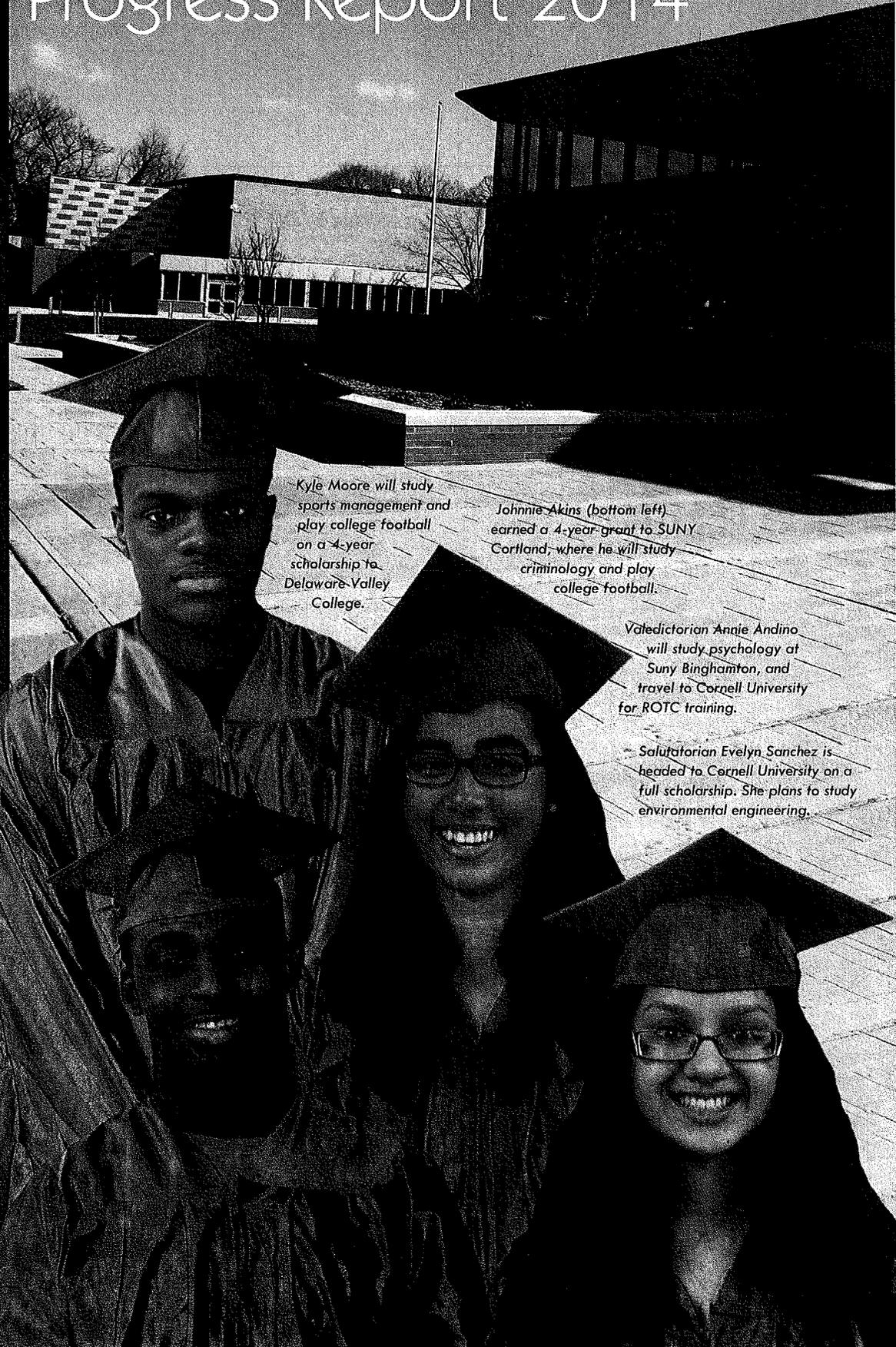
# Roosevelt High School

## Progress Report 2014

### **Our Mission:**

The mission of the Roosevelt Union Free School District is to educate the whole child to excel, thereby ensuring achievement for ALL.

**“Failure is not an option.”**



Kyle Moore will study sports management and play college football on a 4-year scholarship to Delaware-Valley College.

Johnnie Akins (bottom left) earned a 4-year grant to SUNY Cortland, where he will study criminology and play college football.

Valedictorian Annie Andino will study psychology at Suny Binghamton, and travel to Cornell University for ROTC training.

Salutatorian Evelyn Sanchez is headed to Cornell University on a full scholarship. She plans to study environmental engineering.

# Roosevelt High School

## Progress Continues

Dr. Stephen Strachan, Principal



There is much to be proud of at Roosevelt High School these days.

Classes are held in a modern new facility with state-of-the-art technology. The hallways are filled with chatter about college, sports, clubs, and school events. Our students are being accepted to the best colleges in the nation, many on scholarship. They are graduating from high school ready for college and careers.

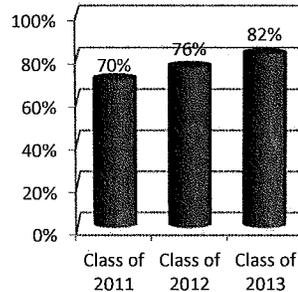
To get here, we spent three years transforming the school into career-based academies, with a three-pronged focus on academics, structure, and culture. Local colleges, organizations, and workforce groups partnered with us in this journey.

I would like to thank everyone who helped us get this far: the Board of Education and Roosevelt Union Free School District for supporting these initiatives; the teachers and school staff who implemented them; the parents, community members, and local groups that continue to provide opportunities for our students; and of course the students who put in the effort each and every day.

As far as we've come, there is still work to do. Please join us—not only in celebrating our achievements, but also as partners in a growing school community united around making Roosevelt High School (RHS) a place where every student experiences success.

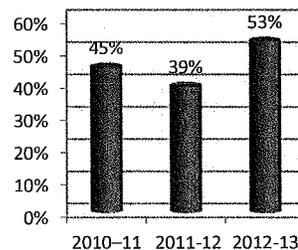
## Test Results Show What's Working

### Students Proficient in English/Language Arts after 4 Years of Instruction



\*2012-13 is the most recent year for which test scores are available; the 2013-14 test scores come out next spring.

### Integrated Algebra Percent Scoring 65 & Above



Each year, Roosevelt High School students take the Regents exams, which measure their knowledge in the core content areas. Their test results help teachers and school staff know what is working, and what more can be done to improve students' academic performance.

One of the ways to look at test scores is to compare the progress of each graduating class after four years of instruction. The top chart shows that RHS has been making multi-year gains in English/Language Arts, with 82% of the Class of 2013\* scoring at the proficient level, up 12% in the last two years. We are making significant progress toward our goal that all students master the English/Language Arts curriculum, so that they are well prepared for success in college and careers.

In 2012-13, RHS students not only met but exceeded the goal for Annual Yearly Progress (AYP) set

for them by the New York State Department of Education.

The school continues to focus on improving math performance, while at the same time increasing access to high-level and college gateway courses for all students. Two years ago, only 238 students were enrolled in Integrated Algebra. In 2012-13, that number increased to 299 students. Even with more students enrolled, the percentage of students scoring 65 or better increased from 39% to 53%. Test scores in Algebra 2 remained relatively consistent from 2011-12 to 2012-13, while 33 more students were enrolled. Students also made gains in geometry in 2012-13.

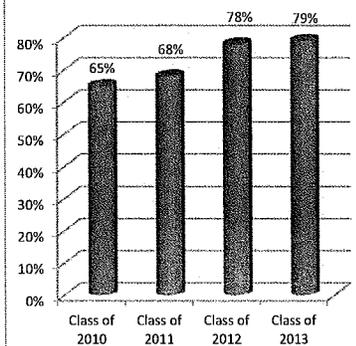
In social studies, there was a slight increase in the percentage of students scoring at or above 85 in 2012-13. Students' test scores on science measures including living environment, earth science, and chemistry also improved from 2011-12 to 2012-13.

### Goal: A Diploma for All

We want all students to earn a high school diploma. To support that goal, Roosevelt High School offers programs and assistance for struggling students, such as the **PUSH program** and the **Alternative Learning Academy** for students who are behind on credits, as well as **tutoring**, **Saturday Academy**, **distance learning**, **extended day**, and **technology-based instruction**. Each year, more Roosevelt High School students complete the necessary coursework to earn a high school diploma.

This means that more RHS students are graduating prepared to enter colleges and the workforce. The 2012-13 school year marked the second in which RHS made its Annual Yearly Progress (AYP) goal on the graduation rate measure.

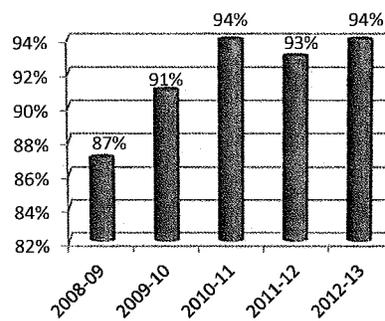
### Roosevelt High School Graduation Rate



### Student Attendance is Up

You can't learn if you don't go to school, so Roosevelt High School has made a concerted effort over the last four years to increase student attendance, while at the same time making sure to provide a safe and positive environment for learning. The result is increased student attendance, which helps all the other initiatives succeed.

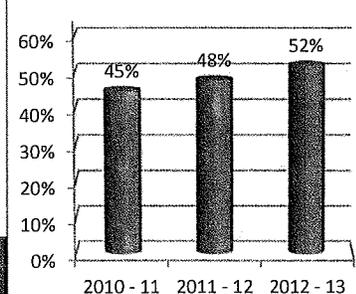
### Student Attendance Rate



### Great Teachers

It takes a great deal of preparation to become a teacher—years of study, not to mention exams. However, many Roosevelt teachers go above and beyond the requirements to earn master's and doctoral degrees. The percentage of Roosevelt teachers who hold advanced degrees is on the rise. "You become more of an experienced teacher when you go back to school," said Vivian Isom, who is studying for her doctorate in Educational Leadership. "I think the students wind up getting more of an enriched education."

### Percentage of Teachers with Master's Degree +30 Hours or Doctorate



# Roosevelt High School

## Headed for College

“The American dream is still attainable,” said Evelyn Sanchez, who will attend Cornell University on a four-year scholarship. At Roosevelt, Evelyn took Advanced Placement (AP) courses to prepare for college-level work. Students who score 3 or higher on an AP test often do not have to take that course in college, at the university’s discretion.

### Early College

RHS students can also prepare for college in the Smart Scholars program, offered in partnership with SUNY College at Old Westbury since 2010. Smart Scholars accepts up to 200 students, grades 9-12. Participants take college-credit courses at RHS and on campus at Old Westbury while still in high school. They get college textbooks, transportation, tutoring, mentoring by a college student, and help with college and financial aid applications. Upon graduating, they earn an official college transcript and credit for any courses in which they scored a “C” or better.

This year, some Smart Scholars were enrolled in a full college course load, and seniors earned up to 28 transferrable college credits. “The students have proven they can handle that level of work,” said the program’s coordinator, Reina Jovin. Smart Scholars was originally launched with help from the Bill and Melinda Gates Foundation. The NY Department of Education recently

Seniors in the Smart Scholars program hold up their first official college transcripts.



## Class of 2014 Earns More than \$1 Million in Scholarships

College is not always easy to afford, but thanks to a concerted effort by students, staff, and parents, RHS students amassed more than \$1 million in scholarships this year. Among the students to receive a full academic scholarship is Dhakenia Maxime, a Smart Scholars participant who earned 24 college credits while still in high school. In the fall she will pursue a degree in biology at Hofstra University.

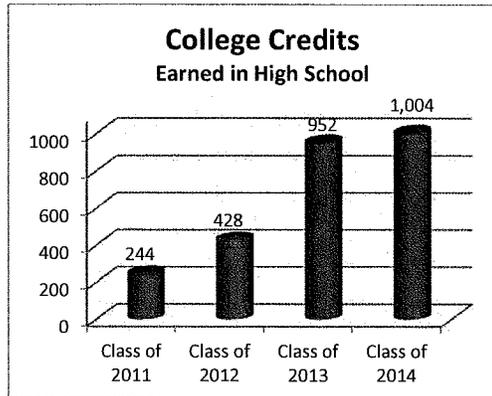
extended its funding for three more years.

### College Shopping

Students need to pick the college that’s right for them, so RHS offers trips to public, private, 2-year, 4-year, and technical schools to help them decide. This year, a 2-night, 3-day tour of Historically Black Colleges and Universities was added. On the tour, three students—Nahjeem Lowe, Isaiah Furline, and Matthew Plaisimond—connected with the admissions director at Virginia State University. All three applied and will attend VA State in the fall. In addition, this was the second year the high school held an overnight trip to the SUNY colleges of Binghamton, Albany, Oneonta, and Morrisville.

Students can also shop for schools and careers at **College & Career Day**. Facilitated by guidance counselor Minnie Livingston, this strong new RHS tradition boasts a college fair as well as classroom presentations by professionals who volunteer their time to tell students about their careers.

The **College & Career Center** has a “beautiful” new home in the brand new high school and is so popular, Jovin joked,



Above: In the Smart Scholars program, students can complete college courses while still in high school. The chart shows the total number of college credits earned by RHS students each year since the program’s start.

that she sometimes has to push students out the door. “It’s a hub for students,” she said. “They come in here every day. They inquire about college

scholarships and financial aid, or just do their work. It’s an atmosphere that encourages a college-going culture, and they like to be here.”

### College Attitude

Valedictorian Annie Andino has noticed an attitude shift at Roosevelt High School. “It seems as though the students want to become college and career ready,” she said. “They’re more eager to learn and enter the real world than before.”



Vanessa is one of two students, including salutatorian Evelyn Sanchez (left), to earn a full financial aid package to the Ivy League school. They are believed to be the first RHS students to be accepted to an Ivy League

School in more than a decade. Both girls’ families are from El Salvador. “Our families both came here with nothing, and we are basically living out their American dream,” Vanessa told *Newsday* reporter Joie Tyrrell. Both expressed gratitude to teachers Christina Squillante and Yolette Wright; Vanessa also thanked softball coach Don Crummell for his support.

Superintendent Deborah Wortham (center) called the girls “role models.” Last fall, Dr. Wortham started the tradition of a senior commitment ceremony, where all seniors commit to taking the ACT and SAT college entrance exams, maintaining good grades and attendance, and applying to at least one college.

## A Full AP and College Course Load

Advanced Placement (AP) courses prepare students for college-level work, and those who score a 3 or above on an AP test often do not have to take that course in college. RHS offers:

- AP Chemistry
- AP English, Language & Composition
- AP Enrichment Lab
- AP Government
- AP Literature & Composition
- AP Spanish Literature
- AP Statistics
- AP Studio Art
- AP U.S. History & Government
- AP World History
- English Composition I
- English Composition II
- Themes in U.S. History
- Plants and Society
- Intro to Biology
- College Algebra
- Pre-Calculus
- Introduction to Color
- Greek mythology

# Roosevelt High School

## Educators Seek National Board Certification

One of the highest certifications and greatest honors that a teacher can achieve is to be certified by the National Board.

This year, three Roosevelt High School teachers are taking on the challenge—Yolette Wright and Carleen Henry in science, and Erica Posada in World Languages/Spanish. To make a bid for National Board Certification, teachers have to put in a great deal of work videotaping and reviewing their lessons, volunteering for school and community projects, documenting their accomplishments, and taking an intensive subject area test to prove they are up to date on new developments in their fields. They will find out the results in November.

"It's a great way to become what they call a master teacher," said Vivian Isom, who earned the distinction in 2008, and to this day applies what she learned in the classroom. Her students are always busy with hands-on projects, like making videos. "I know I've done my job when students come to my classroom before school, during lunch, and after school to work on their videos," she said. "To me, that's proof positive right there that I've done my job—because they are so into whatever project it is that they're doing, that they do it for the love of the arts."

## RHS Welcomes New Teachers

### Class of 2002 Grad Now a Teacher

Roosevelt High School is pleased to welcome math teacher Despina Forakis, world history and government teacher Lauren Taylor, and chorus teacher Akira Regan to the teaching staff this year. "I'm extremely happy to have these educators join the Roosevelt family," said Principal Stephen Strachan. "They have come with the resilience and dedication needed to move us forward."

Among the new faces, however, one was already familiar to Roosevelt's veteran teachers. That's because Mrs. Taylor was a Roosevelt High School student, Class of 2002. "It's always been a dream to come back and teach in Roosevelt," she said. "When I got to Hofstra University, I thought, this was a pathway to give back to the community that I felt gave a lot to me."

Mrs. Taylor has been enjoying reconnecting with her former teachers. "I feel like a lot of people have been extremely supportive of me," she said.

The dress code is new since she was a student, and she's noticed there's more involvement by administration.

"I'm excited about the change that's going on at Roosevelt," she said. "I've always thought it's been an amazing community. I've been in this district all my life. I live in Roosevelt. I raise my kids in Roosevelt. My husband graduated from Roosevelt. I'm just excited



Left to right: Despina Forakis, Lauren Taylor, and Akira Regan.

about the transformation—about what the future's going to bring us in this little hamlet of a town. I'm excited and happy to be a part of it."



Scholarship winner Ashe Davis has noticed a change during her time at Roosevelt High. "It's more of a family environment at Roosevelt now. We are coming together as a school and community." She was of course happy for the new track too.

## Athletes Earn Scholarships & Academic Awards

Five Roosevelt High School student-athletes were awarded full college scholarships in 2014.

From the football team, Raymond Jones earned a 5-year scholarship to Stoney Brook University, where he will study business. Robert Hansen will major in criminology or criminal justice and minor in psychology at American International University. Kyle Moore will attend Delaware Valley College, where he will study sports management; and Johnnie Akins will go to SUNY Cortland, where he will study criminology. All four will play college football while pursuing their degrees. Combined, the football scholarships are valued at more than half a million dollars. The offers came during a winning streak for RHS football, which took the Nassau County Championship this year for a third year under Coach Joseph Vito.

On girls' track, Ashe Davis sprinted and studied her way to a 4-year combined academic and athletic scholarship to St. Peters University.

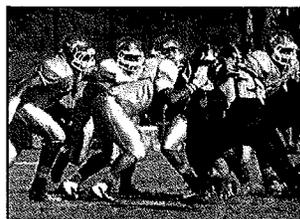
To qualify for athletic scholarships, students must meet (and hopefully exceed) NCAA academic standards. Student-athletes were projected to finish the 2013-14 season with a combined GPA of 82%, according to athletic director Joseph Mercado. "It's a good measure that our athletes are taking academics seriously," he said.

This year, the girls' volleyball, soccer, basketball, and softball teams were named NYS Scholar Athlete teams with a minimum GPA of 90%.

Raymond Jones advises that incoming students "stay on top of their grades while in 9th grade to start off their high school careers strong." He also suggests taking the

SAT in 9th grade and getting to know the guidance counselors.

Robert Hansen credits efforts by Roosevelt High School—including the block schedule and senior portfolio—with helping students prepare for the next steps in their lives. "The support of our school and community behind us helped us do well. It provided stepping stones and helped us become better people on our way to college as student-athletes," said Robert, who can feel the difference between Roosevelt High today and when



he started. "Even on the sports teams, I feel like there are more kids aiming to do well in school and do something productive with their lives after high school," he said. "Kids are more goal-oriented, and eager to go to college."

## More Sports News

- The boys' track team won the Nassau County Championship this year.
- The boys' and girls' basketball teams qualified for the playoffs.
- The girls' volleyball and tennis teams won sportsmanship awards from the Nassau County Coaches Association.
- Varsity wrestlers Dorkim Simeona and James Nuapah were named all-county.
- RHS hosted its first division championships and state qualifiers for track and field.
- Both the girls' and boys' 4x100 relay teams won the state championship.
- Raymond Jones came in 1st in the state in the 200 meter dash, and 2nd in the 100.
- Yusuf Young came in 2nd in the state in the triple jump.
- Students now enjoy a brand new gym.

# Roosevelt High School

## A Vibrant School Community

### Local Groups Partner with Career Academies



At RHS, all students in grades 10-12 belong to a career-based academy. Students choose from the **Administration of Law & Law Enforcement Academy, STEM & Health Careers Academy, and the Family Consumer Science Academy.** Each academy partners with local groups and organizations, and aims to provide workforce experiences to students. These academies were started with the help of a School Improvement Grant and are now being sustained with the help of school partners including BOCES.

The new school facility is providing additional resources, including the culinary lab pictured above.

"I took anatomy/physical science because I want to go into the medical field," said senior Vanessa Chicas. "There's virtual enterprises for business, constitutional law for law, and dance for performing arts. I appreciated these courses for expanding our ideas of what we could do."

### Bright, Modern School

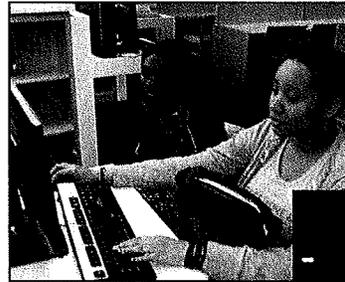
Everyone seems to be enjoying Roosevelt High School's new school facility.

"I like how colorful it is," said senior Evelyn Sanchez. "There's more sunlight, more windows."

"I like the technology in each classroom," added senior Vanessa Chicas. "Each classroom has two computers and a Smartboard. It makes learning easier. Also, there's central air."

"It's really bright and cheerful," said senior Annie Andino. "It's very clean and productive for us to continue our learning."

"Compared to the other school, it's a big facility," said senior Ashe Davis. "We get to use it for our advantage, especially the kids who are going to be coming up in the school."



### Talent & Fashion

Other activities brought back in recent years include the talent show (right) and the fashion show, both student favorites.



### JROTC Going Strong

Now in its second year, Roosevelt High School's JROTC program continues to support and prepare students for their futures. JROTC is a leadership program, preparing students with skills for college, careers, or military. There's a physical education component, and students earn a half credit per semester. It is led by Lieutenant Colonel Gr. Gulley and First Sergeant Kenneth Woods.



### Senior Academic & Scholarship Awards

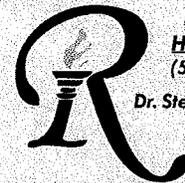
Each year, RHS holds a senior academic and scholarship awards ceremony to recognize high-achieving students. Students are recognized for staying on the Honor Roll and earn departmental awards. What started in the auditorium is now an occasion to dress up, because it's held at a nice catering hall with a jazz band. "You can look at the students and see—their attitudes are different because someone is paying them some attention," said RHS teacher Vivian Isom.

**"High school has a lot of distractions, but if you stay focused on what you need to do, no dream is too big."**

—Robert Hansen, Class of 2014

### Parents Get Involved

Parents can get involved in the Parent Teacher Student Association. For info, call the school at (516) 345-7200.



**ROOSEVELT HIGH SCHOOL**  
(516) 345-7200

**Dr. Stephen Strachan,**  
Principal

Shawn Farnum,  
Assistant Principal  
Carey Gray,  
Assistant Principal

Treva Patton, Assistant Principal  
Dr. Kim Nisbett, Coordinator of Guidance  
Desmond Poyser, School Implementation Mgr.

### ROOSEVELT UNION FREE SCHOOL DISTRICT

#### Board of Education

Robert Summerville, President  
Alfred Taylor, Vice President  
Wilhelmina Funderburke, Trustee  
Robert Miller, Trustee  
Willie Scott, Trustee

#### Administration

Dr. Deborah Wortham, Superintendent  
Lyne Taylor, Asst. Supt. for Business & Operations  
Marilyn Zaretsky, Asst. to the Supt. for Secondary Education  
Marnie Hazellon, Asst. to the Supt. for Elementary Education

#### About this Publication:

This progress report is brought to you by Roosevelt High School, with information and photos contributed by the staff of RHS and The Rough Writer student newspaper, and writing/layout by Erica T. Marciniac.

#### Check Us Out Online!

[www.roosevelttfisd.org/Domain/8](http://www.roosevelttfisd.org/Domain/8)

## Honoring Dr. J's Coach: RHS Basketball's Ray Wilson

When Roosevelt High School and the Alumni Association invited RHS alumnus and NBA Hall of Famer Julius Erving to have the center square of the old high school's gym floor dedicated in his name, "Dr. J" asked that his coach,

Ray Wilson, be honored instead. Erving called Wilson, who coached many RHS athletes in the 1960's, "a coach, a teacher, a role model, a mentor, an inspiration," in an interview with Archie Snowden of Push Pause ([www.fios1news.com/longisland](http://www.fios1news.com/longisland)). The dedication was held on April 26, 2014. The plaque will be hung in the athletic hallway. Pictured are Coach Wilson (center) flanked by two of his former athletes, Julius Erving (right) and Stanley Tucker (left).

### Roosevelt Alumni Are Behind Students

The first class to graduate from Roosevelt High School was the Class

of 1964, and several members were in attendance at the dedication. Today, the RHS Alumni Association helps Roosevelt alumni reconnect with one another while offering senior scholarships, professional internships, and other programs that support the student body.

For information and to get involved, visit [www.rooseveltalumni.net](http://www.rooseveltalumni.net) or contact Rob Dixon at (516) 662-1521.



### We Want to Know What You Think

Please tell us what you think of this publication. Thanks!

#### Comments:

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#### Submit To:

Dr. Stephen Strachan, Principal, Roosevelt High School  
1 Wagner Ave., Roosevelt, N.Y. 11575

# Roosevelt High School

Informe del progreso 2014

## Nuestra misión:

La misión del Distrito Escolar de Roosevelt es educar al estudiante en su totalidad para que sobresalga y de esta manera asegurar el éxito para TODOS.

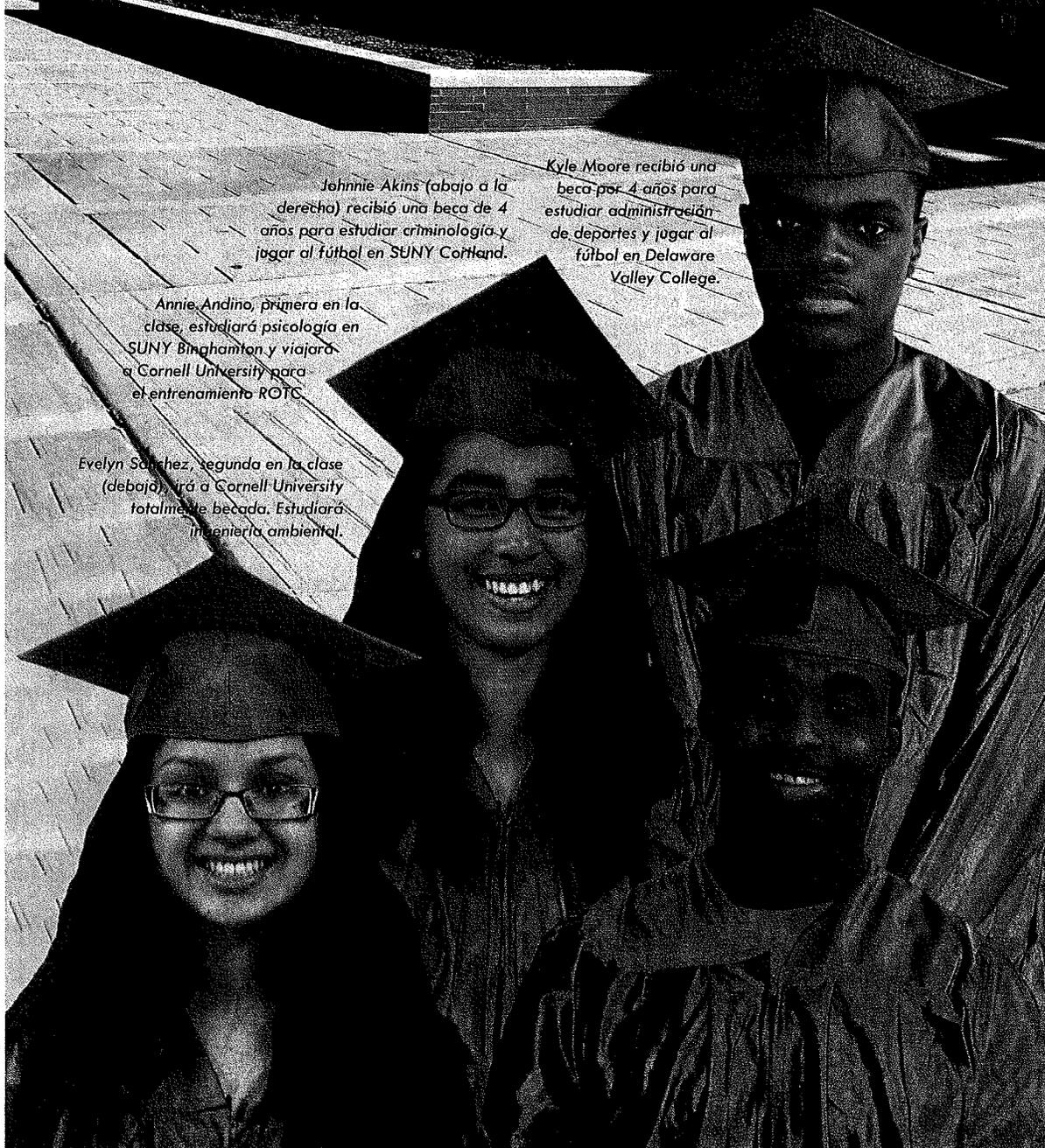
**“El fracaso no es una opción.”**

Johnnie Akins (abajo a la derecha) recibió una beca de 4 años para estudiar criminología y jugar al fútbol en SUNY Cortland.

Kyle Moore recibió una beca por 4 años para estudiar administración de deportes y jugar al fútbol en Delaware Valley College.

Annie Andino, primera en la clase, estudiará psicología en SUNY Binghamton y viajará a Cornell University para el entrenamiento ROTC.

Evelyn Sánchez, segunda en la clase (debajo), irá a Cornell University totalmente becada. Estudiará ingeniería ambiental.



# Roosevelt High School

## El progreso continúa

Dr. Stephen Strachan,  
Director



Estos días, hay muchos motivos de orgullo en la Escuela Secundaria Roosevelt. Las clases se dictan en una nueva instalación con tecnología moderna. Los alumnos hablan sobre la universidad, los deportes, los clubes y los eventos escolares. Los están aceptando en las mejores universidades del país y se están graduando de la secundaria listos para la universidad y para sus carreras.

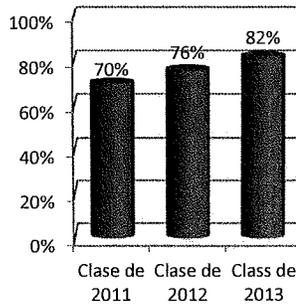
Para lograrlo, pasamos tres años transformando la escuela en academias basadas en carreras, concentrándonos en lo académico, la estructura y la cultura. Se asociaron a nosotros universidades, organizaciones y grupos laborales locales.

Gracias a todos los que nos ayudaron a llegar hasta aquí: al Consejo de Educación y el distrito escolar, por apoyar estas iniciativas; a los profesores y el personal, por implementarlas; a los padres, los miembros de la comunidad y los grupos locales que siguen brindando oportunidades a nuestros alumnos; y por supuesto a los alumnos que realizaron el esfuerzo cada día.

Llegamos lejos pero aún hay trabajo por hacer. Únanse a nosotros, no solo al celebrar nuestros logros, sino también como socios de una comunidad escolar creciente, unida para hacer de la Escuela Secundaria Roosevelt un lugar donde cada alumno tenga éxito.

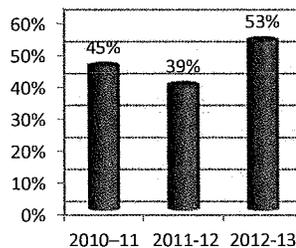
## Las pruebas muestran qué está funcionando

### Alumnos competentes en Inglés/Artes lingüísticas tras 4 años de instrucción



\*2012-13 es el año más reciente para el que hay resultados de pruebas disponibles; los puntajes de 2013-14 estarán la primavera siguiente.

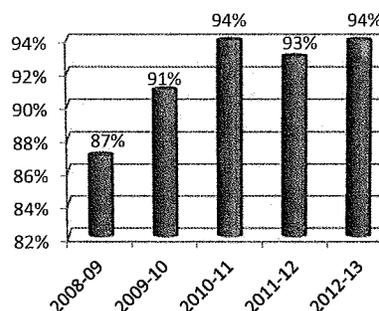
### Álgebra integrada Porcentaje con 65 o más



### Aumenta la asistencia de los alumnos

Si no vas a la escuela no puedes aprender; por eso, la Escuela Secundaria Roosevelt se ha esforzado los últimos cuatro años por aumentar la asistencia de los alumnos, así como por brindar un ambiente seguro y positivo para el aprendizaje.

### Tasa de asistencia



Cada año, los alumnos de Roosevelt dan los exámenes Regents, que miden sus conocimientos en las áreas de contenido básico. Los resultados de sus pruebas nos ayudan a ver qué es lo que está funcionando y qué más se puede hacer para mejorar el rendimiento académico de los alumnos.

Una forma de mirar los resultados de las pruebas es comparar el progreso de cada clase tras cuatro años de instrucción. Esto muestra que la Secundaria Roosevelt ha estado progresando varios años en Inglés/Artes lingüísticas, con un 82% de la clase de 2013\* en el nivel competente, un aumento del 12% en los últimos dos años. Estamos progresando hacia nuestra meta de que todos los alumnos dominen las materias para estar listos para la universidad y sus carreras.

En 2012-13, los alumnos sobrepasaron la meta del Progreso Anual Adecuado (AYP) establecidas por el Departamento de Educación del Estado de Nueva York.

La escuela sigue enfocándose en mejorar el rendimiento en matemáticas y a la vez aumentar el acceso a los cursos de nivel alto. Hace dos años, solo 238 alumnos se inscribieron en Álgebra integrada. En 2012-13, esa cifra aumentó a 299. Incluso con más alumnos inscriptos, el porcentaje de los que obtuvieron un puntaje de 65 o más aumentó de 39% a 53%. Los resultados de las pruebas de Álgebra 2

**"En la secundaria hay muchas distracciones, pero si te concentras en lo que debes hacer, ningún sueño es demasiado grande".**

—Robert Hansen, Clase de 2014

### Un diploma para todos

Queremos que todos los alumnos obtengan un diploma de secundaria. La Escuela Secundaria Roosevelt ofrece programas de ayuda para los alumnos con dificultades, como el programa PUSH y la Academia de Aprendizaje Alternativo para los alumnos que no tienen suficientes créditos, así como clases particulares, la Academia de los Sábados, el aprendizaje a distancia, la jornada extendida y la instrucción basada en tecnología. Cada año, más alumnos completan los cursos y obtienen un diploma de secundaria. En 2012-13, por segundo año, RHS alcanzó su meta de Progreso Anual Adecuado (AYP).

### Grandes profesores

Ser profesor lleva mucha preparación: años de estudio, sin mencionar los exámenes. Sin embargo, muchos profesores de Roosevelt se esfuerzan más de lo requerido y obtienen títulos de maestría o doctorado. El porcentaje de profesores de Roosevelt con títulos de posgrado está en aumento.

se mantuvieron relativamente constantes de 2011-12 a 2012-13, a la vez que se inscribieron 33 alumnos más. En 2012-13 también hubo progresos en geometría.

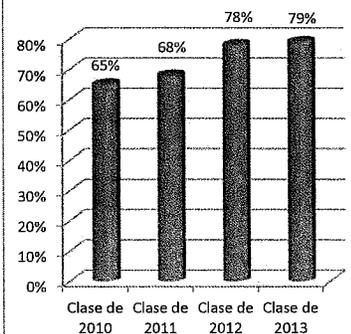
En los estudios sociales, hubo un ligero aumento del porcentaje de alumnos que obtuvieron 85 o más en 2012-13. De 2011-12 a 2012-13, los puntajes subieron en las ciencias, incluidas las de medio ambiente, ciencias de la tierra y química.

### Clases avanzadas

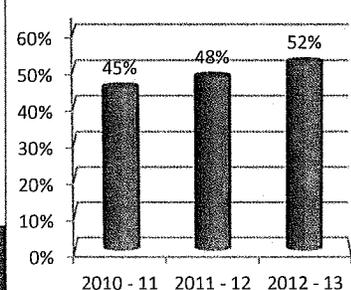
Las clases de AP (colocación anticipada) preparan a los alumnos para el trabajo de nivel universitario. RHS ofrece:

- Química AP
- Inglés, lengua y composición AP
- Laboratorio de enriquecimiento AP
- Gobierno AP
- Literatura y composición AP
- Literatura española AP
- Estadística AP
- Arte AP
- Gobierno e historia de los USA AP
- Historia mundial AP
- Composición inglesa I
- Composición inglesa II
- Temas en la historia estadounidense
- Plantas y sociedad
- Introducción a la biología
- Álgebra para diplomados
- Pre-cálculo
- Introducción al calor
- Mitología griega

### Tasa de graduación Roosevelt High School



### Porcentaje de profesores con maestría y 30 créditos o doctorado



# Roosevelt High School

## En camino a la universidad

“El sueño americano todavía se puede alcanzar”, dijo Evelyn Sanchez, que estudiará en Cornell University. En Roosevelt, Evelyn hizo varios cursos de Colocación Avanzada (AP) para prepararse para el trabajo de nivel universitario.

Los alumnos de RHS también se pueden preparar para la universidad con el programa Smart Scholars (Estudiosos Inteligentes), ofrecido en asociación con el SUNY College de Old Westbury desde 2010. Smart Scholars acepta hasta 200 alumnos de los años 9 a 12. Los participantes toman cursos con créditos universitarios en RHS y en el campus de Old Westbury, mientras siguen en la secundaria. Reciben libros de texto universitarios, transporte, clases particulares, asesoramiento de un estudiante universitario y ayuda con las solicitudes de ingreso a la universidad y de asistencia económica. Al graduarse, obtienen un certificado analítico oficial y créditos para los cursos en los que obtuvieron una calificación de “C” o más alta.

Este año, algunos Smart Scholars se

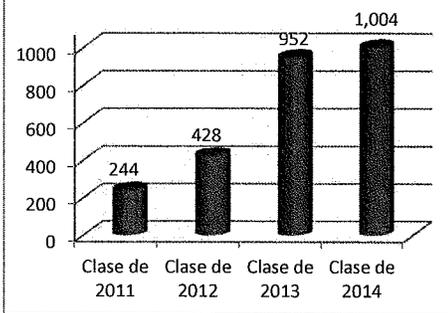
inscribieron en una carga de cursos universitarios completa, y algunos obtuvieron hasta 28 créditos universitarios transferibles.

### Eligiendo universidades

Los alumnos necesitan elegir la universidad apropiada; para ayudarlos a decidir, RHS ofrece viajes a universidades públicas y privadas, de 2 o 4 años y técnicas. Este fue el segundo año que la escuela secundaria realizó un viaje a las universidades SUNY de Binghamton, Albany, Oneonta y Morrisville. Los alumnos también pueden elegir universidades y carreras en el Día de las Universidades y las Carreras.

El Centro de Universidades y Carreras tiene una “hermosa” casa nueva en la flamante secundaria. “Es un centro de reunión para los alumnos”, dijo Jovin. “Vienen aquí todos los días. Preguntan sobre las becas universitarias y la asistencia económica, o simplemente trabajan. Es una atmósfera que

### Créditos universitarios Obtenidos en la secundaria



Arriba: La tabla muestra el número total de créditos universitarios que obtuvieron los alumnos de RHS cada año desde el inicio del programa.

alienta la cultura universitaria y les gusta estar aquí”.

### Actitud universitaria

La alumna Annie Andino ha observado un cambio de actitud en la Escuela Secundaria Roosevelt. “Parece como si los alumnos quisieran prepararse para la universidad y las carreras”, dijo. “Están más entusiasmados por aprender e ingresar al mundo real que antes”.

## De RHS a la Ivy League

“No importa dónde naces, eso no determina qué puedes hacer”, dijo Vanessa Chicas (derecha), quien comenzará sus estudios de desarrollo humano en Cornell University en otoño. “No debes dejar que nada te impida llegar a ser quien deseas ser”.

Vanessa es, con Evelyn Sanchez (izquierda), una de las dos alumnas que obtuvo un paquete de ayuda económica completo para la universidad de la “Ivy League”. Parece que son las primeras alumnas de RHS que ingresan a una universidad de la Ivy League en más de una década.

Ambos vienen de familias de El Salvador. “Nuestras familias vinieron aquí sin nada y nosotras, básicamente, estamos viviendo su sueño americano”, le dijo Evelyn al corresponsal de Newsweek Jaie Tyrrell.

La superintendente

Deborah Worthingham (centro) llamó a los jóvenes “modelos a seguir”. Este año, ella inició la tradición de una ceremonia de compromiso para los alumnos de último año, en la que todos se comprometen a dar los exámenes ACT y SAT de ingreso a la universidad, mantener buenas calificaciones y asistencia y solicitar el ingreso al menos a una universidad.



## Nuevos profesores

La Escuela Secundaria Roosevelt se complace en dar la bienvenida este año a la profesora de matemáticas Despina Forakis, la profesora de historia mundial y gobierno Lauren Taylor y la profesora de coro Akira Regan.

Una de las nuevas profesoras es una ex alumna de Roosevelt, de la clase de 2002. “Estoy entusiasmada por el cambio que está teniendo lugar en Roosevelt”, dijo la Sra. Taylor (centro). “Siempre me pareció una comunidad increíble. He vivido toda mi vida en este distrito. Vivo en Roosevelt. Crio a mis hijos en Roosevelt. Mi esposo se graduó de Roosevelt. Me entusiasma mucho la transformación, lo que nos traerá el futuro en esta pequeña aldea. Estoy entusiasmada y feliz de formar parte de ella”.



## Ceremonia de premios

Cada año, la escuela organiza una ceremonia de entrega de premios académicos para reconocer a los alumnos de último año con grandes logros. Los alumnos reciben premios de cada departamento y por permanecer en el cuadro de honor. Lo que comenzó en el auditorio ahora es una ocasión para ir bien vestida, porque tiene lugar en un bello salón de fiesta con una banda de jazz.

## La clase de 2014 obtiene más de \$1 millón en becas

Este año, los alumnos de RHS obtuvieron más de \$1 millón en becas. Una de las alumnas que recibió una beca completa es Dhakenia Maxime, una participante de Smart Scholars que obtuvo 24 créditos universitarios mientras estaba en la secundaria. En otoño comenzará sus estudios de biología gratis en Hofstra University.

Los alumnos del programa Smart Scholars muestran sus primeros certificados analíticos universitarios.



## Escuela moderna

Todos parecen estar disfrutando de la nueva instalación de la Escuela Secundaria Roosevelt. “Me gusta lo colorida que es. Hay más luz natural, más ventanas”, dijo la alumna Evelyn Sanchez.

“Me gusta la tecnología que hay en cada aula”, agregó Vanessa Chicas. “Cada aula tiene dos computadoras y un pizarrón inteligente. El aprendizaje es más fácil. Además, hay aire acondicionado central”.



Los padres pueden participar en la Asociación de Padres, Alumnos y Profesores llamando al (516) 345-7200.

## Academias de Carreras

En Roosevelt, todos los estudiantes de los años 10 a 12 pertenecen a una academia basada en carreras. Los estudiantes eligen entre la Academia de Administración Legal y Orden Público, la Academia de STEM y Carreras de la Salud y la Academia de Ciencias del Consumidor Familiar. Cada academia se asocia con los grupos locales con el objetivo de ofrecer experiencias laborales a los alumnos.

“Elegí anatomía/ciencias físicas porque quiero ingresar al ámbito médico”, dijo la alumna Vanessa Chicas. “Hay empresas virtuales para los negocios, ley constitucional para el derecho y danza para las artes escénicas. Aprecié esos cursos porque ampliaron nuestras ideas sobre lo que podíamos hacer”.

## Our Vision:

The Jordan High School community will foster the growth of all our students into

thoughtful, literate adults,

possessing the

academic, social, & technical skills

necessary to

think critically,

solve problems,

& successfully pursue academic & career

goals,

becoming

effective, responsible citizens.

In support of student

achievement, we will provide

a clean, safe, orderly, &

enriching environment &

culture based on

mutual respect,

collaboration, &

high expectations

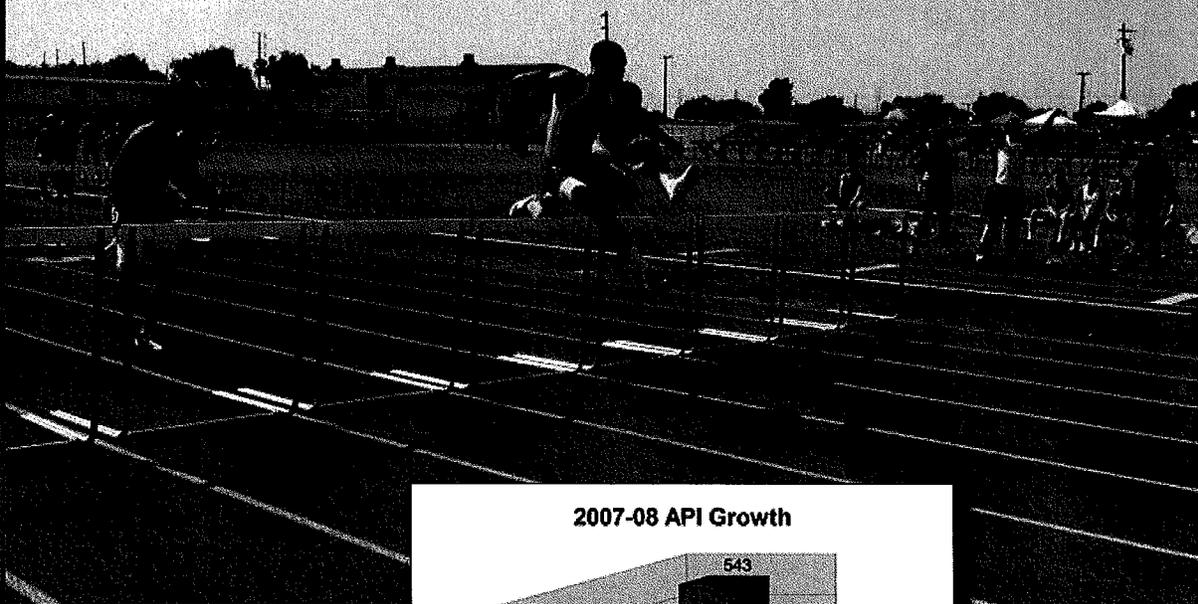
for **ALL**

Jordan High School

community members.

# Jordan High School

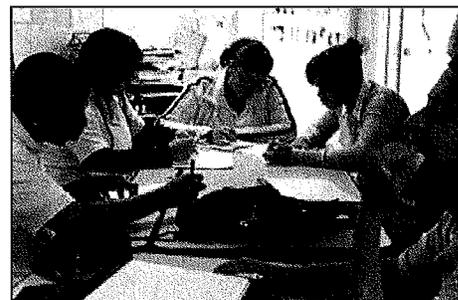
## A Year in Review: 2008-2009



## Test Scores Climb Again

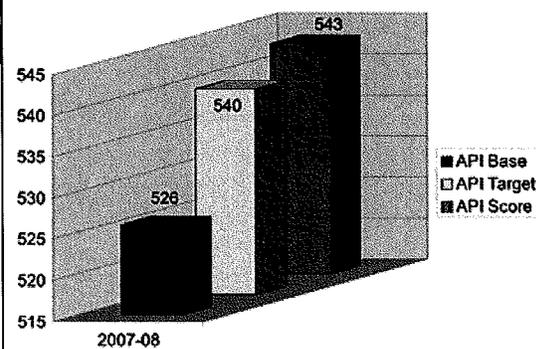
In 2008, Jordan High School's test scores rose for the second year in a row according to results of the California Academic Performance Index (API). Calculated using students' test results from both the CAHSEE and STAR tests in English-language arts, mathematics, science, and history, the API is like a report card for schools. Each year, the State sets a goal—called a growth target—for schools to meet.

In 2008, JHS students met and exceeded the API growth target set for them by the state with a respectable 17-point increase. Not only can



Above: STARR Academy students work together in Lacey Buidosik's economics class.

### 2007-08 API Growth



Above: In 2008, Jordan High made double-digit API gains for the second year in a row, surpassing the growth target set for it by the state. (The API score for 2009 will be released by the state in the upcoming school year.)

students boast two consecutive years of rising test scores based on improved academic performance, they can also celebrate long term growth since 2003—with Jordan High School's API rising by 16% from 468 to 543 API points over the last six years.

On the California Standards Tests (CST's), areas of note include biology, where students have improved their scores consistently over a 5-year period, and Algebra II, on which, after three years of growth, more students scored "proficient" or "advanced" in 2007-08 than in the last five years.

Above: Delvon Purvis on his way to taking first place in the 100-meter hurdles at the Eastern League Track Finals. The event was held on Jordan High School's brand new track, installed in December of 2008 along with other upgrades to athletic facilities.

## Student Athletes Shine on the Field... AND in the Classroom

Jordan High School's student athletes are not only accomplished at sports; they are also accomplished at academics.

In 2008-09, an impressive 77% of all 10th graders in the athletic program passed both sections of the California High School Exit Exam (CAHSEE) on their first try.

"It's the philosophy of our coaching staff that we support the academic program and constantly require athletes to meet high academic standards," explained Athletic Director Christopher Powell.

The CAHSEE pass rate for all student athletes, grades 10-12, was 71%.

# Jordan High School

## First-Ever Achievement Parade is 2,000 Strong!

In September of 2008, JHS held its first-ever Student Achievement Parade to celebrate students' academic and athletic successes. The parade featured not only Jordan High School students, but also students from local elementary schools. More than 2,000 people

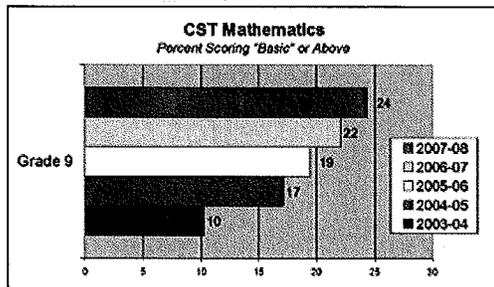
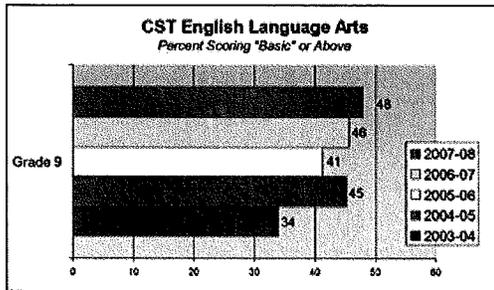
took part, including District 7 Superintendent Carol Truscott and Board of Education Member Richard Vladovic. This overwhelming participation goes to show just how much our community values education, and how much pride we all take in our students' accomplishments.



Right: Ninth-graders design sample MySpace pages for characters in *Romeo and Juliet* as part of a lesson on characterization in Jessica Butt's AVID English class.

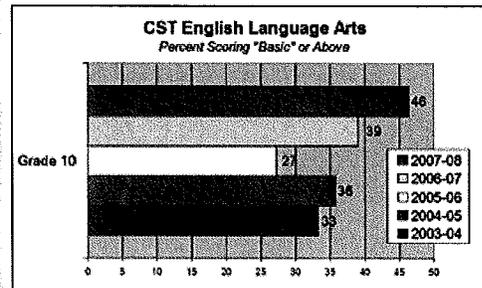
## Ninth Grade Gains Continue

Jordan High School is proud to announce that year after year, each class of 9th graders has done better than the last on the STAR program's California Standards Tests (CST's) in both English-language arts and mathematics.



## Tenth Graders Hold Their Own

Left: The percentage of 9th graders scoring at the "basic" level or above on the CST English-language arts and math continues to grow. It is significant since the majority of JHS students enter 9th grade scoring below grade level in English-language arts and math. This is why Jordan High enrolls 9th graders in a double block of English and math from the start—to help them build the strong academic foundation in 9th grade they will need to be successful throughout high school. You can see the results at JHS every day!



Above: Tenth graders show long-term growth on the CST English-language arts.

Tenth graders have been improving upon their successes in English-language arts for the past five years according to CST exam results. Since 2003-04, the percentage of 10th graders scoring "basic"

or above has grown by 39%.

## A Message from the Principal

Stephen Strachan, Ph.D.

Many good things are happening here at Jordan High School, and we are proud to share them with you in our second issue of *JHS: A Year in Review*.



This has been a year of budget challenges in the school district as it has been in the community. I would like to take this opportunity to commend our JHS teachers because even as many were unsure about their own positions as a result of the state's financial troubles, their care and love for our children prevailed and kept them here at Jordan, focused and dedicated to student learning and instruction.

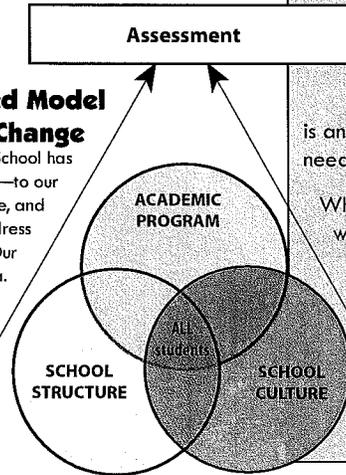
Our parent groups continue to get stronger, with new parents participating in workshops and parents reaching out to other parents. Thank you so much for being a part of the JHS community.

At left is a diagram explaining how we use data about our school to identify areas for improvement at JHS and then make changes for the better. This is an ongoing process because our needs continue to change.

While we look ahead to where we need to go, however, it is also important to look back and celebrate how far we've come. As you page through this report we invite you to celebrate our achievements with us.

## A Data-Based Model for Change

Since 2004 Jordan High School has undergone major changes—to our academic program, school structure, and school culture—designed to address the needs of all students. Our decision-making is based on data. In other words, we use assessment to inform the way we teach (our "delivery of instruction") as well as the programs we use to help students reach their academic goals ("targeted interventions").



Effective Delivery of Instruction

Targeted Interventions

**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
Ramon C. Cortines, Superintendent  
**Local District 7**  
Carol Truscott, Superintendent  
Irene Herrera-Stewart, Administrator of Instruction  
Russ Thompson, Director, High School Services

### DAVID STARR JORDAN HIGH SCHOOL (323) 568 - 4100

Dr. Stephen Strachan, Principal  
Gary Martinez, Assistant Principal  
Dr. Martin Avila, Assistant Principal  
Robert Whitman, Assistant Principal  
Elias Juarez, RLA Administrator  
Bonita Bradshaw, School Improvement Facilitator  
Lamont Millender, Diploma Project Advisor  
Velma Keller, Assistant Principal (retired)

### Check Us Out Online!

Please visit us online for updates on meetings, events, & other information: [www.jordanbulldogs.org](http://www.jordanbulldogs.org)

**About this Publication:** *Jordan High School: A Year in Review 2008-2009* is brought to you by Jordan High School with content/layout by Erica T. Marciniak, translation by Jean Caughell, and awesome photography assistance from JHS Class of '2009 graduate Valeria Vega. Thanks are also due to the friendly staff and students of JHS for their ongoing contributions and support.

# Jordan High School

## The Diploma Project

### Making Sure Students Graduate from High School

The percentage of students who earn their diplomas and successfully graduate from Jordan High has been on the rise for two years\*, even though all students are now required to pass the California High School Exit Exam (CAHSEE) in addition to their regular course requirements.

The state CAHSEE requirement went into effect in 2006. As of that year, students who do not pass the test in time for graduation cannot receive their high school diploma with their class.

To help students at risk for not graduating because of the CAHSEE or other reasons, JHS brought Lamont Millender on board as Diploma Project Advisor in 2006-07 through a program with the Los Angeles Unified School District (LAUSD): [www.myfuturemydecision.com](http://www.myfuturemydecision.com). Mr. Millender serves as a graduation coach, helping students who are low on credits by enrolling them in Credit Up, providing counseling, and making sure they receive CAHSEE test support.

There is also help for students who do not complete their graduation requirements on time to graduate with their classes. Mr. Millender keeps in touch with these 5th-year seniors, inviting them back to Jordan High to retake core classes, to get CAHSEE study support, or to sign up for Adult School to finish their course requirements.

"Last year we had a number of [5th year seniors] that came back," Millender said. "Out of 55 that came back, 48 of them were able to complete and get their high school diplomas. Thus far this year we've graduated about 20 that should have

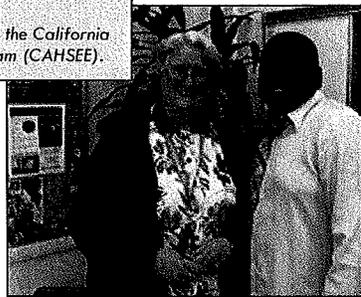
graduated last year."

A high school diploma is extremely important in this day and age. Statistics gathered by LAUSD show that high school graduates earn \$175 more per week on average than high school dropouts. If they could do it over again, 74% of dropouts would have stayed in school.

That's where Jordan

### JHS Graduation Requirements

- Earn 230 credits.
- Pass core classes with a "C" or better.
- Complete a community service learning project & 150 hours of community service.
- Pass both sections of the California High School Exit Exam (CAHSEE).



Above: Anne Lamont, Magnet Coordinator, and Lamont Millender, Diploma Project Advisor

High's Diploma Project Advisor comes in. "Jordan students don't see dropping out as an option anymore," Millender explained. "They know now that 'If I don't finish in four years I can at least do it in five—and I do have a place where I can go back and finish.'"

JHS would like to extend an invitation to anyone who has not earned his or her high school diploma but would like to do so. You are welcome here at Jordan. Come talk to us and find out what you need to do.

### More JHS Students Are Passing the CAHSEE

The percentage of students passing the CAHSEE while still in grade 10 has increased by leaps and bounds since 2003-04. In March of 2008, 53% of 10th graders passed the CAHSEE English-language arts and 49% passed the CAHSEE math. That's a 44% increase in the percentage of 10th graders passing math and a 33% increase in the percentage passing English-language arts since 2003-04.

\*This statement is based on 2008 data from the California Department of Education's NCES definition of graduation rate. According to school calculations, however, the graduation rate has risen considerably again in 2009.

## JHS Athletes at Home on New Track & Fields



Above: Kaneisha Grim takes home a victory at the Eastern League Track Finals held at JHS.

For the first time ever, JHS athletes now practice and compete at home on a new 400-meter synthetic track, installed in December of 2008. The new track is part of \$4 million in renovations and upgrades to athletic facilities that began with the gymnasium last year. Renovations to the football and softball fields are also underway.

## Parents and Alumni Support JHS Students

- Over 100 parents graduated from the workshop, "Breaking Down the Barriers between You and Your Child" this spring. Parent workshops are offered throughout the year. Please stop by the Parent Center for more information.
- Jordan's annual Parent and Volunteer Recognition Ceremony was a big success, with a large turnout of volunteers (dressed as cowboys and cowgirls) earning certificates and awards in between rounds of karaoke.
- The LA Jordanites held their annual brunch at Jordan High in June of 2009, awarding four scholarships to Class of 2009 graduates. Over 100 alumni attended—the biggest turnout ever!



Above: Jordan High's Resource Coordinating Team—a partnership between school & community groups—meets regularly to plan ways in which to provide resources for Jordan families.

### Did You Know?

James Marin earned his National Board Certification last year, making him the 3rd National Board certified educator at JHS, in addition to Assistant Principal Gary Martinez and special education teacher Dorothy Sweatt. Congratulations Mr. Marin!

"I go to school in Watts. While everybody thinks it's a bad place, it really isn't as bad as everyone thinks it is and I will have to change people's minds about that."  
-James Boyd, Class of 2009  
(Quote reprinted from The Bulldog Times)

## Athletic Feats!

Over 300 students participated on Jordan High School athletic teams in 2008-09. Here are some highlights from the past year:

- Boys' basketball won the league championship for the 6th year in a row under Coach Vander Myers.
- JHS football won the league championship for the 2nd year in a row under Coach Elijah Asante, and James Boyd was named the LA City Section Player of the Year.
- Cross Country had a frosh-soph girl qualify for the city finals for the first time under Coach Cambria D'Amico.
- Girls' basketball made it to the playoffs for the first time in five years under Coach Jason Simon.
- JHS baseball made the playoffs and advanced to the 2nd round under Coach Geoff West.
- Boys' tennis made the playoffs for the first time, had more students than ever compete in individuals, and one doubles team advance to the 2nd round of individual playoffs under Coach Tam Lam.
- Both boys' and girls' track and field teams won the league championship under Coach Sheron Butler.
- Boys' volleyball made the playoffs for the 3rd year in a row under Coach Leland Wang, with 2 players making the All-Academic Team.
- Boys' lacrosse won the Team Academic Excellence Award with a team GPA of 3.12. The award is given to the Varsity team in the LA City Section that attains the highest GPA during their season of sport. The lacrosse team is coached by Athletic Director Christopher Powell.

# Jordan High School

## Smaller Learning Communities at Jordan High

Jordan High School is structured into "smaller learning communities" (SLC's) within the larger JHS community. Like families, the SLC's are designed to provide each and every student with a support network of teachers and friends who help to make sure that he or she is successful in school. Every JHS student belongs—whether to a magnet, academy, or separate school within the school. The Class of 2009 is our second class of SLC graduates.

### Law & Justice Academy

The Law & Justice Academy is for students who are interested in the law, law-related fields, and legal and ethical issues. In partnership with Pepperdine Law School, students receive tutoring and mentoring by Pepperdine students. They also visit Pepperdine to take part in mock trials. Law & Justice students can also take part in Teen Court—where they hear real cases and determine a verdict of guilty or not guilty—as well as Police Explorers.



Above: Students take part in a mock trial hosted by Pepperdine University.

### 9th Grade Academy

The 9th Grade Academy gives students a strong academic foundation in math and language arts while building friendships and teacher-mentor relationships that last throughout their high school careers. Test scores and student input alike show that the design is working.



### STARR Academy for Visual & Performing Arts

The STARR Academy for Visual & Performing



Arts offers theater, computer graphics, video production, art, animation, dance, stagecraft, choir, and band in addition to its regular academic program. Partnerships with UCLA Arts Bridge, Paramount Studios, and Unite LA help to provide a wide range of opportunities in the arts for JHS students.



Visual arts classes are open to STARR students as well as other academies. Pictured: Portia Stroud's art class.

### Math/Science & Technology Magnet

Founded more than a decade ago, the Math/Science & Technology Magnet provides rigorous academic preparation for college and careers with an emphasis on science and technology. Many Magnet students go on to study at top colleges and universities.

Right: "The Magnet program has prepared me because...it has given me the opportunity to challenge myself," says Valedictorian Sara Rodriguez, who is headed to Brown University—an Ivy League school—to major in math. Sara is also a recipient of the Gates Millennium Scholarship—a 4-year scholarship that can be extended to eight years if she decides to pursue postgraduate studies.



Left: AVID graduate Tramell Fantroy will attend Bethune Cookman University in Florida this fall with plans to major in business administration.

### Health Science Academy



The Health Science Academy prepares students for vocational and college-bound careers in health sciences. For example, students can take ROP nursing classes, learn how to get certified as medical technicians, or follow the academic route to careers as doctors, scientists, or physician's assistants, to name a few.

Above: Students gain emergency training in their hospital occupations class.

"I think having academies within a high school is an excellent idea and here's the reason why: as teachers we get to know our students. We travel with them throughout the years. I have had 10th graders who are now seniors. They know me. I think having academies gives our students a sense of ownership [and] responsibility."  
-Irma Lemus, Health Science Academy teacher

### Gender-Specific Classes

JHS offers two gender-specific classes—an All-Male Academy and an All-Girls Academy. The idea is to give students the opportunity to learn in an environment free of distractions. Character development, rigorous academics, tutoring, and college planning are highlights of the program.



Left: Members of the All-Boys Academy study capitalism in Dorothy Cox's World History class.

"I think it's very helpful for us," said Danielle Clay, President of the All-Girls Academy. "It keeps us focused because there aren't any males in the class."



Above: A few members of the All-Girls Academy show off their uniforms.

For the All-Male Academy, Co-President Tommy Elam said, "I'm very excited to see how I turn out in the future because the All-Male Academy is giving me the opportunity to show my best so I can succeed when I get to college—and I like it. No matter what race you are, we all come together as brothers and do what we're [expected] to do."

### New Tech High School

New Technology High School (NTH) is located on the campus of Jordan High School. Although it is actually a separate school from JHS, it is open to all interested students. NTH uses project-based learning in a technology-rich environment. If you're a "techie" this is the place for you.



"New Tech is a great school. We learn a lot about technology and how to use computers."  
-Jonathan Arline

"It's a small community but we all know each other so it's really like a big family."  
-Emely Hernandez

## College is Not Just for the Top 10

### JHS Prepares Many Students for College with AVID Program

For more than five years Jordan High School has offered a program called AVID, which stands for "Advancement Via Individual Determination." It is modeled after the nation-wide nonprofit AVID program, and the goal is to prepare students in the academic middle to be eligible for 4-year colleges and universities.

Students with a Grade Point Average between 2.0 and 3.0 are selected for the AVID class, explained Ilka Dupree, AVID counselor. They are tutored by



college students and high-achieving 12th graders to help them be successful in their Honors and AP classes. They also do a lot of college activities and field trips so that they have the interest and the know-how to select and apply to colleges while also pursuing financial aid and scholarships.

In the Class of 2009, all 15 AVID students completed their A-G requirements and are eligible to attend college, with the majority planning to attend two or four-year colleges and universities, said Erica Thomas, who coordinates the AVID and AP programs. In addition, JHS is proud to have been named an official AVID-affiliated school this year ([www.avidonline.org](http://www.avidonline.org)).

With approximately 100 participants, a waiting list of interested students, and graduates headed off to college, AVID is a proven success story—and just one more example of the kinds of things JHS is doing to prepare students for college and for life.

# Jordan High School

## More Good News from the College Center

The College Center reports that even more JHS students have been accepted into 4-year colleges and universities this year—from Ivy League, out-of-state, and historically black colleges and universities to our own University of California (UC) and California State University (CSU) schools.



**Above:** Many JHS students consider the College Center their second home. Here are just a few of JHS' college-bound seniors caught in the College Center at lunchtime.

College acceptances are up in part due to something the College Center started doing last year. Basically, each 11th grader with a GPA of 2.0 or above filled out a high school planner online at CSU Mentor, the application portal of the CSU system. Students and counselors used the planner to make sure students completed all their A-G classes, or if not, signed up for them in 12th grade. Then as seniors, students were easily able to apply to the CSU system online. As a result, many more JHS seniors in the Class of 2009 have been accepted to California State Universities.

Also new through the College Center in 2008-09 is a partnership with LA Southwest College

that brought two college classes—anthropology and sociology—on campus for students who had already finished their graduation requirements. Approximately 60 students were able to take part and earn college credit.

JHS has worked hard along with its partners to build a culture where students not only expect

*"Especially for AB540 students, don't just stay quiet about stuff like that," advises Yaneth Conde, who was accepted to UC Irvine and Cal State Dominguez Hills. "Be more open about it. Talk to teachers [and counselors] you're close to, because otherwise you're on your own; it's way harder and you won't get where you want to be."*

to go to college, but also have the resources they need to successfully achieve that goal.

For information on USC Upward Bound, College Match, UCLA MAPPs tutoring, A-G and AP classes, college advising, SAT tutoring, financial aid, scholarships, AB540 tuition for undocumented students, and anything else college-related, please visit us at the College Center anytime!

**NOTE:** This page contains a snapshot of some of Jordan's college bound seniors. While we could not feature everyone here, we want to congratulate all JHS seniors. Good luck to you! Special thanks are due to all of the young people who contributed to this publication, both those who are featured and those who are not.

Magnet student Monica Alcantara is headed to UCLA this fall. She credits much of her success to her counselors. "They influenced me to be active," she said, and to "develop leadership qualities."



James Boyd earned a 4-year scholarship to USC, where he will study business administration and math while also playing on USC's football and basketball

teams. "I'm going to miss Jordan, but everybody's got to leave high school. I just want to say you can go anywhere out of anywhere."



Salutarian Selene Ceja is thankful to have had "great teachers who are experienced in their fields," AP courses, and programs that "give more opportunities to for low income students to go to college." Selene will attend Georgetown University.

The first in his family to go to college, Emmanuel Tecuatl is headed to Dartmouth College—an Ivy League school—this fall. At Jordan High, Emmanuel was pleasantly surprised by the quality of education, the support programs, and the school community.



ASB President Zindy Valdovinos, who is on her way to UCLA this fall, feels that Jordan's AP classes are what prepared her most for college. Her advice to other students is "to get involved, to participate in activities and community service," and to "work hard."



"I didn't want to go to college," says Chané Beard, who is bound for Cal State Northridge this fall. "I knew that college would help me but I didn't think that college was for everyone—and I didn't think that I was the type of person that would succeed in college. Ms. Shine, she kind of pushed me and stayed on me to just give myself a chance."

STARR Academy graduate Jovahny Herrera's success story starts at Jordan High, where he transferred short of credits in 10th grade. At JHS he went from being behind in school to graduating with his sights set on college. Jovahny will attend Cal State LA this fall.



Valeria Vega is on her way to Smith College in Massachusetts this fall. In addition to taking seven AP courses, Valeria was involved in many clubs, sports, and community service activities during high school—

making her exactly the kind of well-rounded student that colleges are looking for.

### A Full AP Courseload

Advanced Placement (AP) classes prepare students for college-level work, and students who score a 3 or above on AP tests do not have to take that class in college. JHS helps students get ready for post-secondary education by offering AP classes, which in 2008-09 included:

- AP English Literature
- AP English Language
- AP Calculus
- AP Physics AB
- AP Biology
- AP Environmental Science
- AP US History
- AP Spanish Literature
- AP Spanish Language
- AP Art History
- AP Studio Art/Drawing
- AP Human Geography

More AP courses are planned for next year:

- AP Computer Science
- AP World History

**THIS JUST IN:** In a Newsweek web exclusive on June 8, 2009, Jordan High was listed as one of 1,500 top U.S. schools. The list is based on the number of Advanced Placement exams taken by students in 2008 compared to the number of graduating seniors. Go Bulldogs!

### We Want to Know What You Think

Please tell us what you think of this publication. Thanks!

#### Comments:

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#### Submit To:

Dr. Stephen Strachan, Principal, David Starr Jordan High School  
2265 East 103rd Street, Los Angeles, CA 90002

# Jordan High School

## Comunidades Pequeñas de Aprendizaje en Jordan

Jordan High School está estructurada en "comunidades pequeñas de aprendizaje" (SLC's) dentro de la comunidad de JHS. Así como familias, los SLC's son diseñados a proveer a todos los estudiantes de una red de apoyo de maestros y amigos que ayudan a asegurar que ellos tengan una experiencia escolar exitosa. Cada alumno de JHS pertenece—sea a una escuela "magnet," academia, o escuela separada dentro de la escuela. La Clase del 2009 es la segunda clase para graduarse de nuestros SLC's.

### Academia de Derecho y Justicia



Esta academia es para los alumnos interesados en asuntos de derecho y la ética. En asociación con

la escuela de leyes Pepperdine, estudiantes reciben enseñanzas y programas de mentor por estudiantes de leyes. Pueden participar en juicios reales llamados "Teen Court", juicios simulados y Exploradores Policiacos.

### Academia STARR de Bellas Artes

Esta academia ofrece teatro, gráfica en computadora, producción de video, arte, animación, danza, escenografía, coro y banda además de los programas académicos regulares. Asociaciones con UCLA Arts Bridge, Paramount Studios, y Unite LA proporcionan oportunidades adicionales a los alumnos.



### Academia de Ciencias de Salud



Esta academia prepara a estudiantes en carreras vocacionales y carreras encaminadas a la universidad en ciencias de salud. Estudiantes pueden tomar enfermería ROP y cursos de técnicos médicos a pueden empezar el camino a sus carreras de doctores o científicos.

### Academia de Noveno Grado

Esta academia ofrece a los alumnos una fuerte base académica en matemáticas y artes de lenguaje, mientras engendra amistades y relaciones maestro/mentor que durarán hasta el final de sus estudios en escuela secundaria.



### Magnet de Matemáticas/Ciencias y Tecnología

Fundada hace más de una década, el programa Magnet provee preparación académica rigurosa para estudios universitarios y carreras. Muchos estudiantes de Magnet continúan estudiando en prestigiosos colegios y universidades.



Sara Rodriguez del programa Magnet se graduó en el primer lugar en la clase y asistirá a Brown University. Ella ganó una beca (Gates Millennium Scholarship) por cuatro años que puede ser extendida a ocho años si ella decide continuar con sus estudios posgraduados.

### Escuela Secundaria de Nueva Tecnología

Esta escuela está ubicada en el campo escolar de JHS. Aunque de hecho es una escuela separada, está abierta a cualquier alumno interesado. Si a usted le gusta la tecnología, éste es el lugar preciso para usted.

### Clases Específicas al Género

JHS ofrece dos clases específicas al género—una Academia Varonil y una Academia Femenil. La meta es darles a los estudiantes la oportunidad de estudiar en un ambiente libre de distracciones. El desarrollo del carácter, académicas rigurosas, tutelaje y planeamiento universitario son los puntos sobresalientes de este programa.



"Estoy muy feliz de ver como saldré en el futuro porque la Academia Varonil me está dando la oportunidad de demostrar lo mejor que puedo para poder tener éxito cuando llegue a la universidad," dijo el Co-Presidente Tommy Elam. "No importa de que raza seas, nos unimos todos como hermanos y hacemos lo que se espera de nosotros."



## El Proyecto Del Diploma

### Asegurando que Alumnos se Gradúen de la Preparatoria

El porcentaje de graduados de Jordan High School (JHS) ha estado aumentando por los pasados dos años, esto a pesar de que todos los alumnos se les requiere pasar el Examen de Egreso de la Preparatoria de California (CAHSEE) antes de graduarse.

Para ayudar a alumnos a riesgo de no graduarse por el examen de CAHSEE u otras razones, JHS trajo a Lamont Millender como Consejero para el Proyecto del Diploma en 2006-2007 por medio de un programa del Distrito Escolar Unificado de Los Angeles (LAUSD).



Anne Lamont, Coordinadora de Magnet, y Lamont Millender, Consejero del Proyecto de Diploma

El Señor Millender ayuda a los alumnos que están bajo en créditos, inscribiéndolos al programa "Credit Up," dando consejos y asegurando que reciben apoyo para el examen CAHSEE. También se mantiene en contacto con alumnos que no se gradúan a tiempo, invitándolos a regresar a Jordan High a repetir clases, obtener ayuda para el examen CAHSEE o inscribirse en la Escuela para Adultos.

"El año pasado tuvimos un número de alumnos que regresaron," comentó Millender. "De los 55 alumnos que regresaron, 48 de ellos fueron

capaces de acabar y recibir sus diplomas. En lo que corre del año, ya hemos graduado a 20 alumnos que tenían que haberse graduado el año pasado."

Un diploma es sumamente importante en estos tiempos. Estadísticas muestran que los graduados de la preparatoria ganan un promedio de \$175 más por semana que aquellos que no se gradúan.

"Los alumnos de Jordan ya no están considerando abandonar sus estudios como una opción," Millender concluyó. "Ellos saben que 'si no acabo en cuatro años, por lo menos lo puede hacer en cinco—y tengo un lugar donde puedo regresar y acabar.'"

JHS extiende una invitación a toda persona que no ha logrado sacar su diploma, venir y hablar con nosotros sobre lo que usted vaya a necesitar para obtenerla.

## Un Mensaje del Director

Stephen Strachan, Ph.D.



Muchas cosas buenas están pasando en Jordan High School, y estamos orgullosos en compartirlas con ustedes en nuestra segunda edición de JHS: Un Año en Reseña.

Este año ha sido uno de desafíos en el presupuesto del distrito escolar. Quiero comendar a nuestros maestros, que aunque no sabían si iban a tener empleo por el estado financiero estatal, su cuidado por nuestros niños sobresalió y los mantuvo enfocados y dedicados a la instrucción y a la enseñanza.

Nuestros grupos de padres de familia continúan más fuertes, con nuevos padres de familia participando en talleres. ¡Gracias por ser una parte de JHS!

Por favor, únase con nosotros mientras tomamos un momento para celebrar qué tan lejos hemos llegado, a la vez que miramos a qué tan lejos tendremos que llegar.

## Primer Desfile de Mérito

En septiembre, JHS celebró su primer desfile de mérito estudiantil para celebrar los logros académicos y atléticos de los estudiantes. El desfile contó con la participación de estudiantes de Jordan High School, sino que también de estudiantes de otras escuelas primarias locales. Más de 2,000 personas participaron. Esta participación tan incontestable muestra la importancia que da la comunidad a la educación, y cuanto orgullo sentimos por los logros de nuestros estudiantes.

## Más Estudiantes Pasando el Examen CAHSEE

En marzo del 2008, el 53% de alumnos del décimo grado pasaron el examen de CAHSEE del inglés-arts del lenguaje, y 49% pasaron el examen de CAHSEE de matemáticas. Esto refleja un aumento de 44% de alumnos del décimo grado que pasan en matemáticas y un aumento de 33% en el porcentaje que pasan en inglés-arts del lenguaje, desde el año 2003-2004.

# Jordan High School

## Más Noticias Buenas desde el Centro Universitario

Aún más estudiantes han sido aceptados este año a universidades de 4 años—desde universidades "Ivy League," de otros estados, y las históricamente afro americanas—hasta nuestros propios sistemas de University of California (UC) y California State University (CSU).

Una razón es que el año pasado el Centro Universitario pidió que cada alumno del grado 11 con una GPA de 2.0 o más complete un documento de planificación de escuela secundaria en la red del sistema CSU. Luego, durante el grado 12, los alumnos llenaron sus solicitudes al sistema CSU por Internet. Como resultado, muchos estudiantes de la Clase del 2009 fueron aceptados a universidades de CSU.

También nuevo en 2008-2009 es una sociedad con LA Southwest College que llevó clases a nivel universitario al campo escolar de Jordan High. Se ofrecieron antropología y sociología con créditos universitarios a estudiantes que ya habían completado sus requisitos para graduación de escuela secundaria.



Algunos de los "seniors" de Jordan, con rumbo a las universidades, se reúnen en el Centro Universitario y de Carreras.

Aproximadamente 60 alumnos participaron en este programa.

JHS y sus socios laboran fuertemente para fomentar una cultura donde estudiantes no sólo esperan asistir a la universidad, sino también tienen los recursos que necesitan para hacerlo.

"Especialmente para los AB540 estudiantes, no se quedan callados sobre asuntos como esos," se aconseja Yaneth Conde, quien fue aceptada a UC Irvine y Cal State Dominguez Hills. "Hablen con maestros y consejeros que ustedes conocen, porque de otro modo van a tener que defenderse solos."

Para obtener información sobre derechos de matrícula para alumnos indocumentados (AB540), "USC Upward Bound," "College Match," "UCLA MAPPS," instrucción individual, clases de A-G y AP, asesoría para estudios universitarios, instrucción individual para el examen SAT, asistencia económica, becas, y cualquier consulta relacionada a las universidades, visítenos en el Centro Universitario.

## El Programa "AVID" Prepara a Muchos Alumnos para la Universidad

Por cinco años, JHS ha ofrecido un programa llamado "AVID," modelado sobre el programa nacional del mismo título. La meta es preparar a los alumnos del intermedio académico a ser calificados para las universidades.

Los alumnos que tienen una calificación promedio (GPA) entre 2.0 y 3.0 están seleccionados para el programa. Ellos reciben instrucción individual por estudiantes universitarios y del grado 12 para ayudarles con sus clases de Honores y Ubicación Avanzada (AP). También participan en actividades a nivel universitario y viajes educativos para que tengan el interés y los conocimientos para escoger y solicitar entrada a las universidades mientras busquen asistencia económica y becas.

Todos los 15 alumnos "AVID" en la Clase del 2009 completaron sus requisitos y están calificados a entrar en la universidad. La mayoría piensa asistir a universidades el año que viene. Además, JHS está muy complacida de haber sido nombrada una escuela oficialmente afiliada "AVID" este año. Hay aproximadamente 100 alumnos, grados 9 a 12, en el programa.

El programa "AVID" es un cuento de éxito—y otro ejemplo de lo que JHS está haciendo para preparar a los alumnos para la universidad y para la vida.



Tramell Fantray del programa AVID asistirá a Bethune Cookman University en Florida.

Derecha: Monica Alcantara asistirá a UCLA. "Mis consejeros me influenciaron para ser activa," dijo ella, y a "desarrollar calidades de líder."



Derecha: "No pensé que la universidad era para todos—y no pensé que yo era el tipo de persona que lograría tener éxito en la universidad," dijo Chané Beard. Pero, gracias al apoyo de su consejera universitaria, Chané asistirá a Cal State Northridge.



Derecha: La historia de éxito de Jovahny Herrera comienza en Jordan High, donde se transfirió en décimo grado. En JHS, cambió de estar atrasado en la secundaria a seguir planes de asistir a la universidad. Jovahny asistirá a Cal State LA.



Derecha: Selene Ceja se graduó en el segundo lugar en la clase. Ella está agradecida de haber tenido "maestros excelentes" y programas que "dan más oportunidades a estudiantes de bajos recursos que ir a la universidad." Selene asistirá a Georgetown University.



Abajo: Valeria Vega asistirá a Smith College in Massachusetts. En JHS, Valeria tomó siete cursos de AP y era activa en muchos clubes, deportes y actividades de servicio comunitario. También tomó muchas de las fotos que aparecen en este reporte.



Derecha: James Boyd ganó una beca de cuatro años a USC, donde estudiará administración de negocios y matemáticas mientras juega fútbol americano y baloncesto.



Abajo: El primer de su familia para asistir a la universidad, Emmanuel Tecuati asistirá a Dartmouth College. Emmanuel está satisfecho con la calidad de la educación, los programas de apoyo y la comunidad en Jordan High.

NOTA: Esta página destaca a algunos de los "seniors" de JHS que seguirán su rumbo a las universidades. Aunque no pudimos incluir a todos aquí, queremos felicitar a todos los "seniors" de JHS. ¡Muy buena suerte a ustedes!

## Padres de Familia y Ex-Alumnos Apoyan a Estudiantes

- Esta primavera más de 100 padres de familia se graduaron del taller "Rompiendo las Barreras entre Usted y su Niño." Para más información sobre los talleres por favor pase al Centro de Padres de Familia.
- La ceremonia anual de reconocimiento de padres y voluntarios fue un gran éxito bien atendido con voluntarios ganando certificados y premios entre rounds de karaoke.
- Los Jordanites de LA, el grupo de ex-alumnos de Jordan, tuvieron su brunch anual en junio, confirmando becas a cuatro graduados. Más de 100 ex-alumnos asistieron.

## Logros de Atletismo

Más de 300 estudiantes participaron en equipos atléticos de JHS en el año 2008-2009. Aquí hay algunos puntos sobresalientes del año pasado:

- El equipo de baloncesto varonil ganó el campeonato de la liga por el sexto año consecutivo.
- El equipo de fútbol americano ganó el campeonato de la liga por el segundo año consecutivo.
- El equipo de baloncesto femenil llegó a las eliminatorias por primera vez en 5 años.
- El equipo de béisbol llegó a las eliminatorias.
- El equipo de tenis varonil llegó a las eliminatorias por primera vez.
- Los equipos varonil y femenil de atletismo ganaron el campeonato de la liga.
- El equipo varonil de voleibol llegó a las eliminatorias por el tercer año consecutivo.
- El equipo de lacrosse varonil ganó el Premio de Excelencia Académica de Equipo, dado por el equipo Varsity en la Sección de Ciudad de LA con el más alto promedio escolar.

# Jordan High School

## Un Año en Reseña: 2008-2009

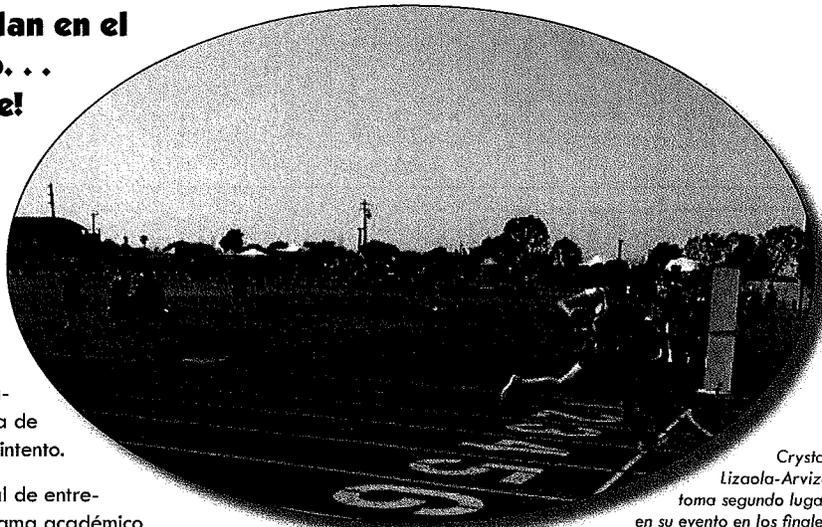
### Los Deportistas Brillan en el Campo de Atletismo. . . ¡Y en la Sala de Clase!

Los alumnos atletas de JHS no solamente sobresalen en los deportes; ellos también se destacan académicamente.

En 2008-2009, un porcentaje impresionante del 77% de todos los alumnos del grado 10 en el programa de atletismo aprobaron las dos partes del Examen de Egreso de la Preparatoria de California (CAHSEE) en su primer intento.

"Es la filosofía de nuestro personal de entrenamiento que apoyemos el programa académico y exijamos constantemente a los deportistas a alcanzar altos estándares académicos," explicó el Director de Atletismo, Christopher Powell.

El porcentaje de aprobación del CAHSEE de todos los deportistas, grados 10-12, fue del 71%.

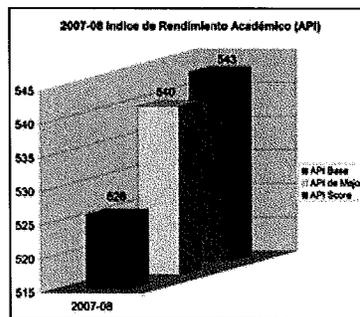


Crystal Lizaola-Arvizu toma segunda lugar en su evento en los finales de atletismo de la Liga Este, dejando atrás a las otras competidoras. Los finales se celebraron en la nueva pista de 400 metros recién instalada en Jordan High School además de otras renovaciones hechas a las instalaciones de atletismo.

### Suben las Calificaciones Otra Vez

En 2008, los alumnos de Jordan High School mejoraron su índice de rendimiento académico (API) por el segundo año consecutivo.

Las calificaciones API son similares a libretas de calificaciones para escuelas. Se calculan utilizando los resultados combinados de los exámenes estándares (CST's) en inglés-artes del lenguaje, matemáticas, ciencias, e historia. Cada año el Estado establece una meta—llamada API de Mejora—para ser alcanzada por las escuelas.



artes del lenguaje y matemáticas.

Esto se debe a que JHS matricula los estudiantes del grado 9 en clases extras de inglés y matemáticas (llamadas "double blocks" - agrupaciones dobles) para ayudarles a construir la fuerte base fundamental académica en el grado 9 que necesitarán para tener éxito durante todos sus años de escuela secundaria.

#### Más Logros Notables

Otros logros en los resultados de los exámenes de los alumnos incluyen:

- Notas de los alumnos del grado 10 en CST Inglés-artes del lenguaje han ascendido constantemente durante un período de 5 años.
- Notas en CST Biología han ascendido constantemente durante un período de 5 años.
- Notas en CST Algebra II han estado subiendo durante tres años. En 2007-2008, más estudiantes se calificaron "hábiles" o "avanzados" que durante los últimos 5 años.

### Muchas Clases de AP

Las clases de Ubicación Avanzada (Advanced Placement - AP) preparan a los estudiantes para estudios a nivel de universidad. Los alumnos que reciben una evaluación de "3" o mejor ahora no tienen que tomar esa clase en la universidad. En 2008-2009 JHS ofreció:

- AP Literatura en Inglés
- AP Lenguaje
- AP Cálculo
- AP Ciencia del Medioambiente
- AP Física AB
- AP Biología
- AP Historia de los EEUU
- AP Idioma Español
- AP Literatura en Español
- AP Historia de las Artes
- AP Arte de Estudio/Dibujo
- AP Geografía Humana

Se están programando más cursos AP para el próximo año:

- AP Ciencia de Computación
- AP Historia del Mundo

### Queremos Saber lo que Opina

Nos gustaría saber lo que usted piensa de esta publicación.

#### Comentarios:

#### Enviar A:

Dr. Stephen Strachan, Director  
David Starr Jordan High School  
2265 East 103rd Street  
Los Angeles, CA 90002

En 2008, los estudiantes de JHS excedieron su API de Mejora con un aumento respetable de 17 puntos. Los alumnos no sólo pueden ahora celebrar dos años consecutivos de notas ascendentes, ellos también pueden celebrar el crecimiento a largo plazo desde 2003—con el aumento del API del 16% de 468 a 543 durante los últimos seis años. (Se publicará el resultado del API para 2009 en el próximo año escolar.)

#### Continúan las Mejoras del Grado 9

Año tras año, cada clase del grado 9 ha rendido mejor que la anterior en los exámenes estándares (CST's) en inglés-

### Nuestra Visión:

La comunidad de Jordan High School fomentará el crecimiento de todos nuestros estudiantes en adultos pensativos e instruidos, que posean las habilidades académicas, sociales, y técnicas necesarias para pensar críticamente, resolver sus problemas, y realicen sus metas académicas y profesionales exitosamente, convirtiéndose en ciudadanos responsables y eficaces. En apoyo al aprovechamiento del estudiante, nosotros proveeremos un ambiente limpio y seguro basado en el respeto mutuo de cada cultura, con colaboración y expectativas altas para todos los miembros de la comunidad de Jordan.



# STEPHEN G. STRACHAN

179 West Centennial Ave. Roosevelt, NY 11575

323-443-6500 • SStra83626@aol.com

## High School Principal

### Program Management ♦ Administration ♦ Leadership Development

- Dynamic, results-oriented High School Principal with 16 years successful work history reflecting training, administration, and program management in uniquely challenging environments.
- Core competencies include:
  - Organizational Leadership
  - Strategic Planning
  - Continuous Improvements
  - Multimillion-Dollar Budget Management
  - Community Engagement
  - Staff Development
  - Consensus Building
  - Curriculum Alignment
  - Large Group Facilitation
  - Program Implementation
  - Partnership Building
  - Cultural Diversity Awareness
- Dedicated professional with a personal commitment to excellence in high school education.
- Innovative visionary leader with the ability to manage a large, complex organization with integrity.
- A dynamic communicator with talent in motivating staff and building strong community networks.

### CAREER HIGHLIGHTS

- Directed the instructional program and operation of a comprehensive, urban high school with more than 2,200 students in a high-poverty neighborhood.
- Led staff and students in making significant gains on the school's AYP and API, gaining more than 100 points on the school's API.
- Directly increased the number of graduates among minorities and low-income students.
- Demonstrated sensitivity to the needs of the rising number of culturally diverse students by incorporating multi-cultural programming in the lesson plans, addressing the needs of all students regardless of their cultural background.
- Effectively supervised more than 100 teachers, 6 administrators and numerous classified school personnel.
- Efficiently administered budgets of up to \$4 million.
- Managed and balanced the school budget during a budget crisis with minimal loss of staff and school programs.
- Met all state and federal requirements as well as implemented all district priorities.
- Supervised a special education program, ensuring that students were receiving equitable access to standard-based instruction.
- Achieved all special education IEP compliances established by the state and district.
- Participated in numerous home visitation programs aimed at promoting parent-teacher communication, bridging cultural gaps between the students and the school staff.

### EDUCATION AND FORMAL TRAINING

CHELSEA UNIVERSITY, Chelsea, England  
**Doctoral Degree in School Administration**, 2004  
Graduated Magna Cum Laude

UNIVERSITY OF LAVERNE, LaVerne, CA  
**Master of Education in Educational Management**, May 2001

THE UNION INSTITUTE, Cincinnati, OH  
**Bachelor of Arts in Education** May 1992

**Professional Clear Administrative Services Credential**  
**Professional Clear Multiple Subject Teaching Credential**

## ADMINISTRATIVE EXPERIENCE

- Principal** ROOSEVELT HIGH SCHOOL, Roosevelt, NY 2010 to Present
- Opened up a new \$67 million facility.
  - Secured federal Race to the Top grant in the amount of \$5.8 million over three years in order to expand opportunities for students.
  - Oversees implementation of the Common Core Learning Standards.
  - Provides professional development around implementation of the Common Core Learning Standards in English and Math.
  - Expands Advanced Placement course offerings to better prepare students for post-secondary learning.
  - Increases graduation rate from 58% to 81.3%.
  - Increases the number of students attending four-year colleges and universities.
  - Transformed a comprehensive high school into Small Learning Communities to improve student achievement.

- Principal** MARTIN LUTHER KING ACADEMY, Sausalito, CA 2009 to 2010
- Oversaw completion of a new state of the art middle school facility.
  - Secured \$500,000 in funding from private foundations for the school.
  - Provided guidance, supervision, and assistance in instructional practices and curriculum development.
  - Provided professional development for staff.

- Principal** JORDAN HIGH SCHOOL, Los Angeles, CA 2004 to 2009
- Assumed responsibility for all aspects of the school's operation including developing and facilitating the school improvement plans with short and long-term goals.
  - Created and assessed professional development opportunities for building staff capacity.
  - Oversaw the coordination of all student activities and events that created a positive learning environment.
  - Maintained building safety and security drills, processes and procedures for the learning community.
  - Provided guidance, supervision, and assistance in instructional practices and curriculum development.
  - Proactively monitored and reviewed the curriculum for alignment of state standards, coverage, and revisions.
  - Collaboratively worked with the staff, parents and community agencies to support student growth and learning.
  - Utilized data to diagnose, assess, and plan teacher instructions and student achievements.

- Assistant Principal** JOHN MUIR HIGH SCHOOL, Pasadena, CA 2003 to 2004
- Supervised the special education and counseling departments.
  - Established guidelines for proper student conduct and implemented disciplinary procedures and policies that ensured a safe and orderly environment.
  - Provided guidance and supervision for all staff, conducted performance appraisals, made reappointment recommendations for school personnel, and administered negotiated employee contracts at the school site.

- Principal** MORNINGSIDE HIGH SCHOOL, Inglewood, CA 2001 to 2003
- Simultaneously oversaw the school operations at City Honors High School.
  - Established, implemented, and assessed the instructional program for both schools.
  - Major contribution included converting the school into small learning communities in order to promote a high level of student achievement.

- Assistant Principal** COMPTON HIGH SCHOOL, Compton, CA 1998 to 2001
- Spearheaded initiatives in the development of the school's handbook for students, parents, and staff.
  - Led efforts in the implementation of a Saturday tutorial program.
  - Established and organized a 9<sup>th</sup> grade transition program. Developed the Student Master Schedule.

## TEACHING EXPERIENCE

- LINCOLN ELEMENTARY SCHOOL, Compton, CA 1994 to 1998  
**5<sup>th</sup> Grade Teacher / Middle School Teacher**
- Performed beyond the normal job duties and expectations of a Teacher by planning and organizing the school's culmination ceremonies, functioning as a mentor teacher to beginning and novice teachers.
  - Served as a key member of the school's leadership team, and acted as a Site Union Representative.

- HIGHLAND OAKS ELEMENTARY SCHOOL, Dade County Public Schools, FL 1992 to 1994  
**5<sup>th</sup> and 6<sup>th</sup> Grade Teacher**
- Utilized interactive discussions and 'hands-on' approaches in instructing 5<sup>th</sup> and 6<sup>th</sup> grade students.
  - Prepared, administered and graded written examinations to monitor and assess student's performance.
  - Served as a Basketball Coach.

**PROFESSIONAL SERVICE EXPERIENCE**

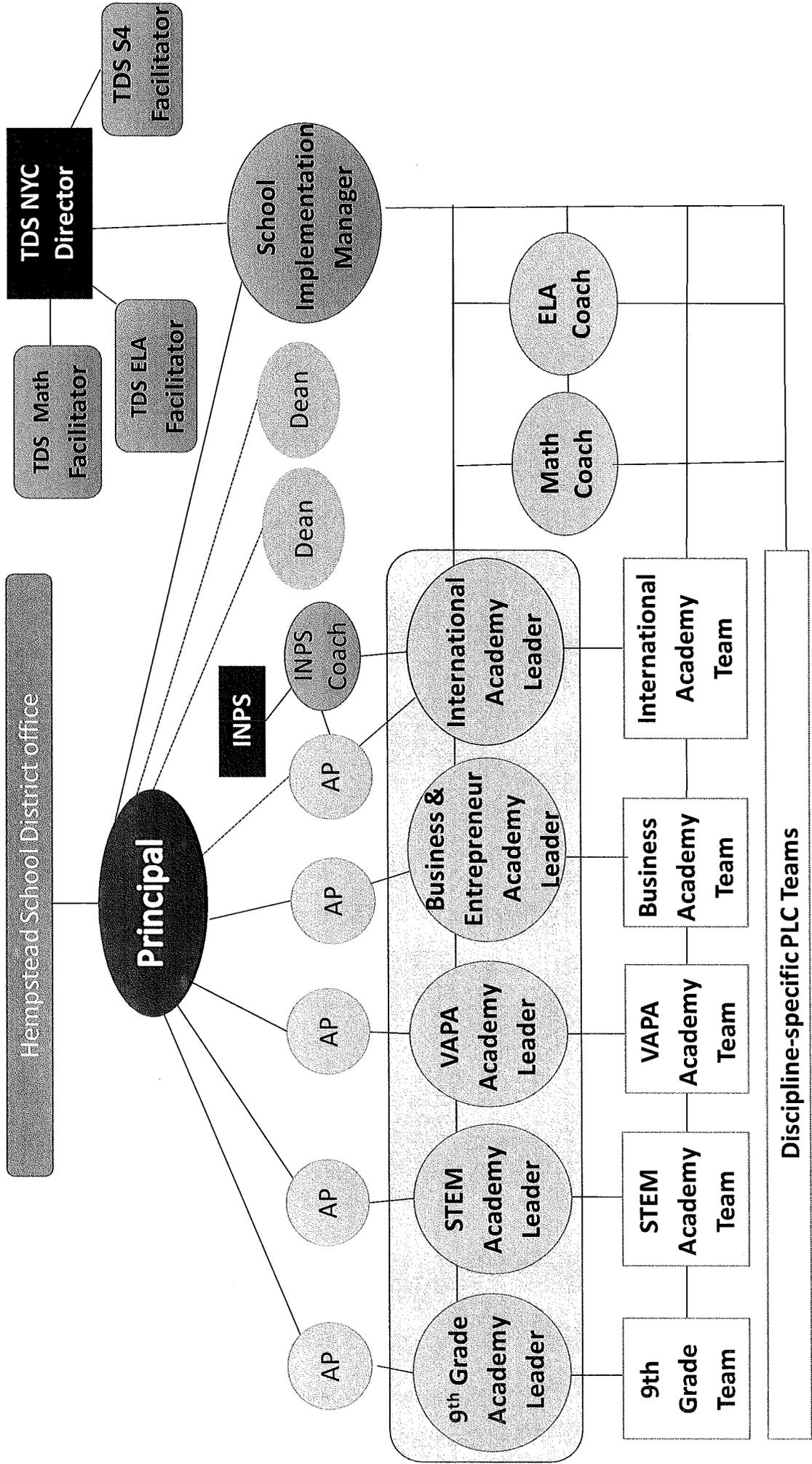
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC), Los Angeles, CA	2006 to 2009
<b>Accreditation Committee Member</b>	
<b>9<sup>th</sup> Grade Summer Bridge Program Coordinator</b> , Compton, CA	1998 to 2001
<b>Grade Level Chair</b> , Compton, CA	1999 to 2000
<b>Mentor Teacher K-12</b> , Compton, CA	

**PROFESSIONAL AFFILIATIONS**

Administrator's Association of Los Angeles  
Association of Supervision and Curriculum Development  
California Teacher's Association  
National Association of Secondary School Principals

**PRESENTATIONS**

**Using Data to Drive Instruction**, Los Angeles Unified School District, 2008  
**Developing Professional Learning Communities**, Los Angeles Unified School District, 2007  
**Preparing for Accreditation**, Los Angeles Unified School District, 2007



Hempstead Union Free School District  
 Hempstead, New York 11550  
 2015 - 2016 Calendar

Snow days

- 1st Snow Day (otherwise closed)
- 2nd Snow Day (otherwise closed)
- 3rd Snow Day (otherwise closed)

28-Mar
27-May
25-Apr

JULY						
S	M	T	W	T	F	S
			1	2	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 T=1 S=0						
S	M	T	W	T	F	S
						1
2	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					

SEPTEMBER T=18 S=18						
S	M	T	W	T	F	S
				1	2	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-Aug
1-Sep
6-Oct

OCTOBER T=21 S=21						
S	M	T	W	T	F	S
				1	2	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

NOVEMBER T=18 S=18						
S	M	T	W	T	F	S
1	2	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					

DECEMBER T=16 S=16						
S	M	T	W	T	F	S
				1	2	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				

3-Nov
28-Nov
29-Nov
25-Nov

JANUARY T=19 S=19						
S	M	T	W	T	F	S
						2
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						

FEBRUARY T=16 S=16						
S	M	T	W	T	F	S
	1	2	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					

MARCH T=20 S=20						
S	M	T	W	T	F	S
				1	2	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

12-Jan
15-Jan
10-Feb
11-Feb
1-Mar

APRIL T=16 S=16						
S	M	T	W	T	F	S
					1	2
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

MAY T=20 S=20						
S	M	T	W	T	F	S
1	2	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				

JUNE T=18 S=18						
S	M	T	W	T	F	S
				1	2	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	

Apr. 5-12
Apr. 13-20
1-Jun
Jun. 14-23
24-Jun

Total Day Students = 182  
 Total Day Teachers = 183

Last update 01/30/15

Superintendent Conference  
 First Day for Students  
 Closed for Labor Day  
 Closed for Rosh Hashanah  
 Closed for Yum Kippur  
 PD (Half-Day for Students)  
 Closed for Columbus Day

PD (Half-Day for Students)  
 Closed for Veterans Day  
 Conference Day - Elementary  
 Conference Day - Secondary  
 1/2 Day for Thanksgiving  
 Closed for Thanksgiving Recess  
 Closed for Holiday Recess

PD (Half-Day for Students)  
 Closed for MLK Holiday  
 Conference Day - Elementary  
 Conference Day - Secondary  
 Closed for Winter Recess  
 PD (Half-Day for Students)  
 Closed for Easter Recess

Closed for Spring Recess  
 3-8 ELA Assessment  
 3-8 Math Assessment  
 Closed for Memorial Day  
 CCLS Regents Algebra II  
 Other Regents Exams  
 Last Day of School

## Sample Bell Schedules 2015-2016

### EARLY SCHEDULE

PERIOD	BEGINNING	END	Length
1	8:00 A.M.	9:20 A.M.	80 min
2	9:23 A.M.	10:43 A.M.	80 min
3	10:43 A.M.	11:23 A.M.	40 min
Lunch A			
4	10:46 A.M.	12:06 P.M.	80 min
5	11:26 A.M.	12:46 P.M.	80 min
6	12:06 P.M.	12:46 P.M.	40 min
Lunch B			
7	12:49 P.M.	2:09 P.M.	80 min
Common Planning/PD	2:09 P.M.	3:00 P.M.	51 min

### LATE SCHEDULE

PERIOD	BEGINNING	END	Length
1	9:23 A.M.	10:43 A.M.	80 min
2	10:46 A.M.	12:06 P.M.	80 min
3	12:09 P.M.	1:29 P.M.	80 min
4	1:29 P.M.	2:09 P.M.	40 min
Lunch			
5	2:12 P.M.	3:32 P.M.	80 min
Common Planning/PD	3:32 P.M.	4:23 P.M.	51 min

## Sample Daily Schedules by Grade

Freshman Academy	
Semester 1	Semester 2
English 9	CC Algebra/CC Geometry (embedded AIS) or Elective (Advanced)
Advisory	Advisory
Earth Science or Living Environment	Spanish
Lunch	Lunch
Lab (A Day)/ P.E. (B Day)	Freshman Experience (A Day)/ P.E. (B Day)
CC Algebra or CC Geometry (Advanced)	U.S. History

Grade 10 Standard Track	
Semester 1	Semester 2
Geometry	Physical Education
Advisory	Advisory
Global 10	Elective
Lunch	Lunch
Chemistry/Earth Science/General Chemistry	English 10
Lab (A Day)/ P.E. (B Day)	SLC Seminar

<b>KEY STRATEGIES FOR YEAR 1 IMPLEMENTATION</b>		<b>DATE</b>
<b>Implement Summer Bridge for 9th graders (20 days):</b> Three-week summer bridge transition program for incoming 9th graders, designed to increase readiness for high school. Curriculum: Core ELA and Math, Advisory-style high school readiness		July 1, 2015
<b>Implement Pearson "COP" Summer Institutes:</b> Teachers take part in Change of Practice Summer Institutes. Total days: 6. For teachers in the areas of English Language Arts and Mathematics, to include foci on college and career-readiness in writing and reading, increasing rigor in English Language Arts, math practices in the Common Core, and algebra.		August 1, 2015
<b>Administrator PD:</b> HHS leadership, including the principal and AP's, will engage in several types of PD designed to build their leadership capacity, among them the <b>Summer Institute at Harvard Graduate School of Education</b> . The Summer Institute provides training for building-level administrators in redesigning high schools and improving instruction while ensuring internal and external accountability. The <b>REACH School Leader Coaching Program</b> will also be implemented to support the principal in any and all aspects of leadership coaching, addressing challenges inherent to leading a comprehensive school change transformation.		July 2016 Harvard; Sept 2015 - June 2016 REACH
<b>Implement John Hopkins TDS program for school change:</b> Multipronged, whole-school redesign is delivered jointly by TDS and HHS. It includes reorganizing the school into small learning communities; establishing a block schedule; managing PD program; and implementing and training staff on Early Warning Intervention system. TDS staff include the School Implementation Manager who leads all components of the redesign; ELA and Math facilitators who lead implementation of the double-dose 9th grade ELA and Math curriculum, plus PD and instructional support, including training school-based ELA and Math coaches who sustain instructional leadership after the 3-year partnership is over.		Sept 2015 - June 2016
<b>Implement Professional Learning Communities - PLC's</b> meet weekly in Academy teams and monthly in disciplinary teams for collaborative planning, lesson development and embedded PD.		Sept 2015 - June 2016
<b>Implement International Academy -</b> The International Academy, implemented as a homogenous, multi-grade SLC in grades 9-12, is designed to address the specific needs of newcomer SIFE and EL students who lack English and lack or have experienced gaps in their education. HHS engaged the International Network of Public Schools to help implement their successful program, which will serve approximately 280 students.		Sept 2015 - June 2016

<p><b>Implement Small Learning Communities</b> including Ninth Grade Success Academy, STEM (Science, Technology, Engineering, and Mathematics); Visual and Performing Arts; and Business and Entrepreneurship.</p>	<p>Sept 2015 - June 2016</p>
<p><b>Engage community-based organizations and institutions of higher learning</b> to partner with academics around specialized offerings and opportunities for students. Among the recently identified partners are Hofstra University, who will partner with the STEM and Business and Entrepreneurship academies, and Stony Brook, which will partner around the STEM Academy.</p>	<p>January 1, 2015</p>
<p><b>Hire new transformation teachers:</b> Six transformation teachers will be hired in the core subjects to reduce class size in courses that historically have a high failure rate. Competencies for these teachers include high student performance, experience in urban schools, and a commitment to implementing school change.</p>	<p>Summer 2015</p>
<p><b>Identify Academy Leaders:</b> Academy leaders are teachers who take a lead role in theme-based academy planning, partner engagement, and at PLC meetings.</p>	<p>Summer 2015</p>
<p><b>Identify ELA/Literacy and Math coaches:</b> These school-based ELA and Math coaches work with instructional staff, with assistance from TDS ELA/Math Facilitators to provide coaching, PD leadership, and assistance to instructional staff.</p>	<p>Summer 2015</p>
<p><b>Implement Tiger Academy Extended Day (20 hrs/week):</b> The school day will be extended 4 hours per day, 5 days a week. The time will be used for credit recovery, tutoring, college-prep, and enrichment programs for all students.</p>	<p>Sept 2015 - June 2016</p>
<p><b>Implement Saturday Academy:</b> A Saturday program will be used for credit recovery, tutoring, college-prep, and enrichment programs for all students.</p>	<p>Sept 2015 - June 2016</p>
<p><b>Implement JROTC program:</b> This program builds character while offering students interested in military service an additional pathway into careers, the workforce, and college. Components of JROTC will be delivered both after and during school.</p>	<p>August 1, 2015</p>
<p><b>Implement Pearson "COP" Institutes: Math, ELA, Leadership:</b> These standards-aligned institutes utilize the CCLS shifts to help teachers assess and collaborate to improve their curriculum and instructional delivery to impact student achievement. They are supported by embedded PD to ensure excellent implementation and support teachers.</p>	<p>Sept 2015 - June 2016</p>

<p><b>Implement REACH Data Program:</b> This program helps establish protocols for collection and use of data to drive instruction. Called School-wide Effective Practices for Using Data Program, it includes 20 face-to-face sessions including PD for teachers during monthly PLC meetings plus individual support to teachers, and consultation with the principal</p>	<p>Sept 2015 - June 2016</p>
<p><b>Implement new teacher mentor/PD program:</b> Teachers chosen from the HHS staff mentor new and struggling teachers.</p>	<p>Sept 2015 - June 2016</p>
<p><b>Implement vertical training with middle school,</b> with the goal of articulating and lining-up instructional standards to define what students should know leaving high school, and what they should learn upon entering high school</p>	<p>Sept 2015 - June 2016</p>
<p><b>Implement incentives for effective/highly effective teachers:</b> These include opportunities to take a leadership role at HHS such as Academy Leader or Instructional Coach; opportunities for school or district-funded additional PD; and scholarships for pursuing National Board Certification</p>	<p>December 1, 2015</p>
<p><b>Implement Early Warning Indicator system:</b> This TDS initiative is designed to have a positive impact on school culture by training teachers to monitor student data like attendance and academic achievement to identify needs and services to help the student. Academy teachers review the data weekly in PLCs.</p>	<p>Sept 2015 - June 2016</p>
<p><b>Establish College Center with College Counselor:</b> Establishing a technology-rich College Center, staff by a college counselor who supports students' college searches, applications, financial aid and scholarship applications, contributes to the school's college-going environment.</p>	<p>Sept 2015 - June 2016</p>
<p><b>Establish Parent Center with Parent/Community Liaison:</b> The school will also establish a Parent Center, staffed by a bilingual parent/community liaison who will coordinate parent workshop, activities, and programs that strengthen the home-school connection. This contributes to the school climate goal.</p>	<p>November 1, 2015</p>
<p><b>Implement Communications Projects</b> - To increase school-home communication, HHS will 1) update the school website; 2) create written communications such as bilingual newsletters and annual reports; 3) conduct public presentations.</p>	<p>Sept 2015 - June 2016</p>
<p><b>Implement year 2 of Smart Scholars ECHS with Farmingdale State College</b> - This program allows students to earn college credits, and a college experience, while still in high school.</p>	<p>Sept 2015 - June 2016</p>
<p><b>Implement Merit-based Discipline with Dignity program</b> - Students will have the opportunity to earn back merits through various avenues including community service with partnering agencies, school beautification assignments, after-school detention, Saturday detention, peer mediation, and conflict resolution.</p>	<p>January 1, 2016</p>

Partnerships	Student academic achievement
Stakeholder involvement	Staffing
School climate	Professional development



185 Peninsula Blvd.  
Hempstead, NY 11550

**Susan Johnson**  
Superintendent of Schools  
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**Dr. William McLaurin**  
President  
Hempstead School  
Administrators Association  
(516) 292-7111 ext. 3145  
Fax: (516) 292-7830

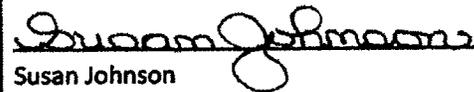
February 25, 2014

Dr. John King  
Commissioner of Education  
New York State Education Department  
89 Washington Avenue  
Albany, NY 12234

Dear Dr. King:

This letter is being written in support of the School Improvement Grant 1003(g) for the Hempstead Public School district's two schools, The Hempstead High School and the ABGS Middle School. The Hempstead Public School District and the Hempstead School Administrators Association Schools have agreed to work together to support the full implementation of a Transformation Model in each of the identified schools and hereby certify that discussions related to obstacles and activities that will be subject to negotiating collective bargaining agreements have been conducted and will continue to be conducted on a monthly basis with the goal of identifying and resolving contractual barriers through the negotiation and MOA process.

Sincerely,

  
Susan Johnson

Superintendent of Schools

  
Dr. William McLaurin

Hempstead School Administrators Association

02-26-14

Date

2/26/14

Date



185 Peninsula Blvd.  
Hempstead, NY 11550

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Superintendent of Schools  
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**Gerard Antoine**  
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Executive Director  
(516) 500-9952  
Fax: (516) 500-9949

February 26, 2014

John King, Ph.D.  
Commissioner of Education  
New York State Education Department  
89 Washington Avenue  
Albany, NY 12234

Dear Dr. King:

This letter is being written in support of the School Improvement Grant 1003(g) for the district's two Persistently Lowest Achieving Schools -- Hempstead High School and ABGS Middle School. The Hempstead School District (HPS) and Hempstead Classroom Teachers Association (HCTA) have agreed to work together to support the full implementation of a Transformation Model in each of the identified schools. The parties agree that they will engage in expeditious negotiations regarding mandatory subjects of bargaining related to changes in the collective bargaining agreement that are necessary to implement the transformational model.

  
Susan Johnson, Superintendent of Schools

02-26-14  
Date

  
Elias Mestizo, President of  
Hempstead Classroom Teachers Association

2/26/14  
Date

Attachment A  
 Consultation and Collaboration Documentation Form

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

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

Principal/Union President/Lead	Date	Summary Documentation/Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in the SIG application.
Signature (in blue ink) Dr. Ellen McGowan Type or print name DR. ELLEN MCGOWAN	2/26/14	
Signature (in blue ink) Tina Lake Type or print name Tina Lake	2-26-14	
Signature (in blue ink) S. Masfuzo Type or print name S. Masfuzo	2-26-14	
Parent Group President/Lead	Date	Summary Documentation/Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in the SIG application.
Signature (in blue ink) Tina Lake Type or print name Tina Lake	2-26-14	
Signature (in blue ink) Tina Lake Type or print name Tina Lake	2-26-14	

New York State Education Department:  
**M/WBE SUBCONTRACTORS AND SUPPLIERS NOTICE OF INTENT TO PARTICIPATE**  
 Under 1003(g) of the Elementary and Secondary Education Act of 1965

INSTRUCTIONS: Part A of this form must be completed and signed by the Bidder/Applicant unless requesting a total waiver. Parts B & C of this form must be completed by MBE and/or WBE subcontractors/suppliers. The Bidder/Applicant must submit a separate M/WBE Notice of Intent to Participate form for each MBE or WBE as part of the proposal/application.

Bidder/Applicant Name: Hempstead Union Free School District Federal ID No.: 116001965  
 Address: 100 Main Street Phone No.: (516) 434-4010  
 City: Hempstead State: NY Zip Code: 11550 E-mail: sjohnson1@hempsteadschools.org  
 Signature of Authorized Representative of Bidder/Applicant's Firm: SUSAN JOHNSON / SUPERINTENDENT OF SCHOOLS  
 Print or Type Name and Title of Authorized Representative of Bidder/Applicant's Firm

**PART B - THE UNDERSIGNED INTENDS TO PROVIDE SERVICES OR SUPPLIES IN CONNECTION WITH THE ABOVE PROCUREMENT/APPLICATION:**

Name of M/WBE: REACH Education Solutions Federal ID No.: 47-2322388  
 Address: 557 Grand Concourse Suite 3-16A Phone No.: (416) 389-8228  
 City, State, Zip Code: Bronx, NY 10451 E-mail: Ngfields@reachedsolutions.com

**BRIEF DESCRIPTION OF SERVICES OR SUPPLIES TO BE PERFORMED BY MBE OR WBE:**

Educational Consulting Services

DESIGNATION:  MBE Subcontractor  WBE Subcontractor  MBE Supplier  WBE Supplier

**PART C - CERTIFICATION STATUS (CHECK ONE):**

The undersigned is a certified M/WBE by the New York State Division of Minority and Women-Owned Business Development (MWBD).  
 The undersigned has applied to New York State's Division of Minority and Women-Owned Business Development (MWBD) for M/WBE certification.

**THE UNDERSIGNED IS PREPARED TO PROVIDE SERVICES OR SUPPLIES AS DESCRIBED ABOVE AND WILL ENTER INTO A FORMAL AGREEMENT WITH THE BIDDER/APPLICANT CONDITIONED UPON THE BIDDER/APPLICANT'S EXECUTION OF A CONTRACT WITH THE NYS EDUCATION DEPARTMENT.**

The estimated dollar amount of the agreement \$ \_\_\_\_\_  
7-20-2015  
 Date  
 Signature of Authorized Representative of M/WBE Firm: Monica George-Fields  
 Printed or Typed Name and Title of Authorized Representative: Monica George-Fields



Reimagine Excellence and Achievement Consultant House, LLC  
REACH® Educational Solutions

## **Instructional Leadership Coaching to Support Principal and School Leaders in School-Wide improvement Initiatives**

### **Rationale and Data:**

Since Hempstead is experiencing many layoffs and changes at the district level and the schools are in the midst of engaging in school reform, it is paramount that the administrators and teachers receive support focused on strategies to embrace and accomplish their school vision of shared accountability and strong collaboration often found in Transformation Schools. According to the 2015 Diagnostic Tool for School and District Effectiveness (DTSDE) Conceptual Four visit, Hempstead High School needed to focus immensely on the Statements of Practice aligned to leadership and instructional decisions and practices, teacher growth and support, and systems and structures. The visit further noted that staff aligned to supporting students and engaging families were developing. To address the crucial need of developing leadership across the school community, the Reimagine Excellence and Achievement Consulting House (REACH), LLC will combine their trademark School Leader Coaching Program™ (SLCP) and Teacher Leader Coaching Program™ (TLCP). This comprehensive approach will enable the school leaders and a subset of Hempstead High School teachers to develop the skills necessary to address curriculum development, teacher practices, and ultimately increase student achievement. It is clear that Hempstead High School can benefit from the support REACH©, LLC aims to provide via leadership and academic development, as well as, culture and climate dynamics in the school.

### **The Approach:**

The REACH School Leader Coaching Program™ (SLCP) is based on the premise that school leaders benefit from participating in a leadership support program that helps bridge the inevitable gap between credential leadership programs and the real world experiences of being a school leader. At the same time, we realize that teacher leadership is a growing practice in school improvement. It is particularly important to school leaders to have a teacher or group of teachers to assist with leading various aspects of the school improvement efforts. Coaching can begin anytime during a 12 month cycle, beginning in July and ending in June of the following year.

Cultivating teacher leaders is a sure way for a staff member to feel empowered. Research has proven that when teachers feel empowered, they begin to subscribe to a sense of shared accountability. According to Joyce and Showers (2002), teachers benefit immensely when they receive coaching focused on developing leadership skills versus one-off professional development workshops. The combined approach of supporting the school leader as well as, the teachers will be aimed to assist the school with preventing what York-Barr and Duke (2004) suggest that many teacher leaders get involved in; administrator roles, facilitating meetings, and other tasks that do not align to student achievement.

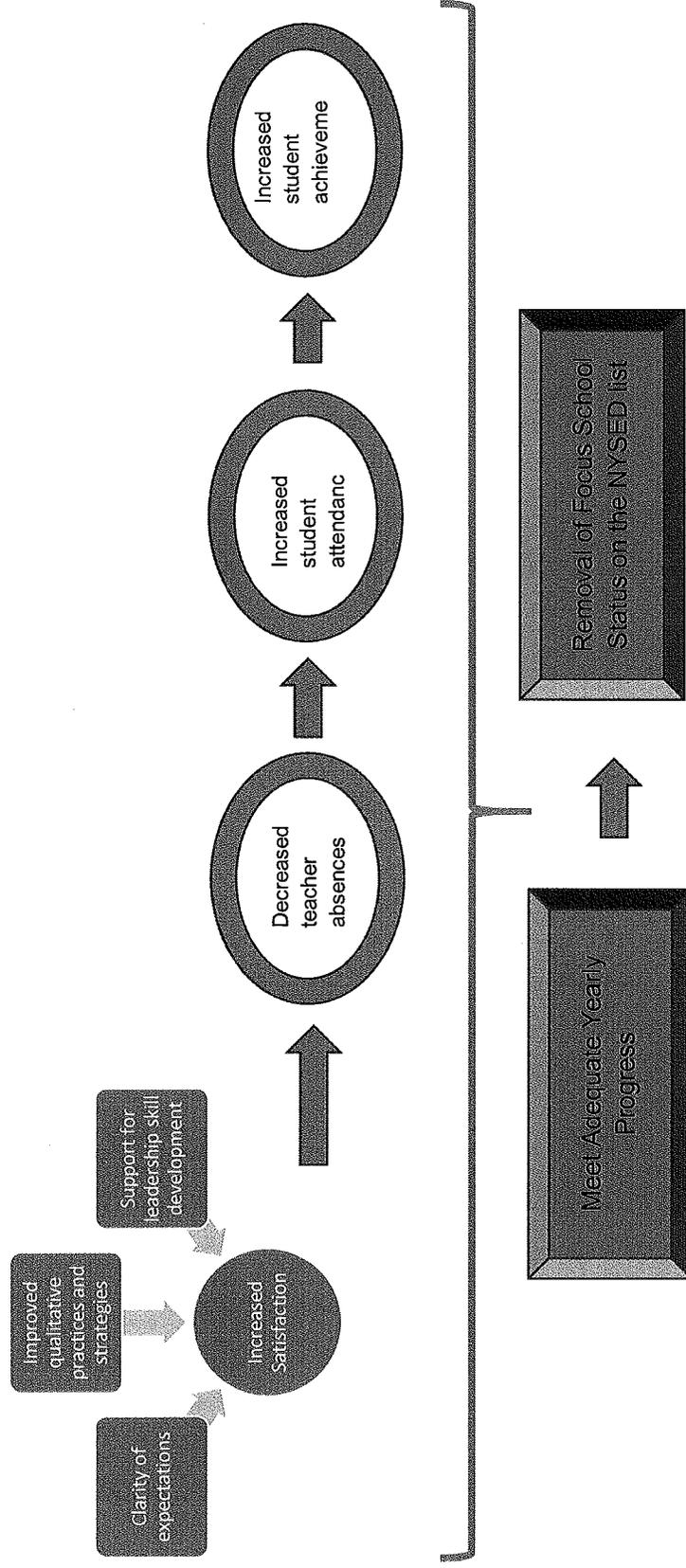
To be clear of the goals to be achieved during the 2015-2016 school year and every year thereafter during the SIG granting period will be to increase the following: qualitative ratings on the DTSDE school review report, student achievement, student attendance, positive perceptions aligned to leadership, and decrease teacher absences. The indicators will be mapped-out and monitored by REACH©, LLC, the district, and school community is in chart 1.1 below.

School Year	Indicator	Instrument of Evidence	Interim and Summative Assessment	Measurable Growth
2015-2016	DTSDE Tenet 2 SOPs 2.2, 2.3, 2.4, and 2.5	Diagnostic Tool for School and District Effectiveness Review Process	Mid-year (December) mock school review conducted by a trained DTSDE school reviewer ***** District-led Review with an independent Outside Educational Expert	There will be an increase of rating by at least one scale (ineffective ratings to developing and developing to effective)
	DTSDE SOPs 3.2, 4.2, 5.2, and 6.2	Diagnostic Tool for School and District Effectiveness Review Process	Mid-year (December) mock school review conducted by a trained DTSDE school reviewer ***** District-led Review with an independent Outside Educational Expert	There will be an increase of rating by at least one scale (ineffective ratings to developing and developing to effective)
	Increased perception of clear expectations and leadership	District Selected Survey Responses	REACH©, LLC interim surveys administered in December to inquire about leadership improvement ***** Administration of K-12 Insight Survey to be used as a pre-post SIG survey data set	There will be an increase of perceptions of effective leadership from the principal and identified teacher leaders in the school
	Increase in student assessment data	NYSED ELA and mathematics assessments	District level interim assessments ***** Results of the Assessments	There will be an increase of 7-10% pts. In both ELA and mathematics across the school
2016-2017	Increase of consistent focused instruction across the grades and school	Lesson plans and classroom observations	School leader observation data and reports ***** Independent observer data and reports	There will be an increase of teachers providing rigorous teaching and learning opportunities throughout the school
	DTSDE Tenet 2 SOPs 2.2, 2.3, 2.4, and 2.5	Diagnostic Tool for School and District Effectiveness Review Process	Mid-year (December) mock school review conducted by a trained DTSDE school reviewer ***** District-led Review with an independent Outside Educational Expert	There will be an increase of rating by at least one scale (from developing to effective and at least sustainability of effective)

	DTSDE SOPs 3.2, 4.2, 5.2, and 6.2	Diagnostic Tool for School and District Effectiveness Review Process	Mid-year (December) mock school review conducted by a trained DTSDE school reviewer ***** District-led Review with an independent Outside Educational Expert	There will be an increase of rating by at least one scale (from developing to effective and at least sustainability of effective)
	DTSDE SOPs 3.3, 3.4, 4.3 and 4.4	Diagnostic Tool for School and District Effectiveness Review Process	Mid-year (December) mock school review conducted by a trained DTSDE school reviewer ***** District-led Review with an independent Outside Educational Expert	There will be an increase of rating by at least one scale (from developing to effective and at least sustainability of effective )
	Increase of teacher attendance	School-wide attendance record-keeping system	Monthly monitoring of teacher attendance ***** End-of-year average of absences	There will be a decrease in teacher absences by 10% pts.
	Increase of student attendance	School-wide attendance record-keeping system	Monthly monitoring of student attendance ***** End-of-year average of attendance	There will be an increase in student attendance by 2% pts.
2017-2018	Increase in student assessment data	NYSED ELA and mathematics assessments	District level interim assessments ***** Results of the Assessments	There will be an increase of 10-15% pts. In both ELA and mathematics across the school
	All DTSDE Tenets	Diagnostic Tool for School and District Effectiveness Review Process	Mid-year (December) mock school review conducted by a trained DTSDE school reviewer ***** IIT Review conducted by NYSED	There will be sustainability of all ratings and some movement towards highly effective in leadership .2 indicators
2018-2019	Meeting Adequate Yearly Progress in ELA and mathematics	New York State Education Department of School Accountability Report	District level interim assessments ***** Results of the Assessments	Increase in the 3 subgroups identified as needing improvement on NYSED report card
	Increase of teacher attendance	School-wide attendance record-keeping system	Monthly monitoring of teacher attendance ***** End-of-year average of absences	There will be a decrease in teacher absences by 10% pts.

	Increase of student attendance	School-wide attendance record-keeping system	Monthly monitoring of student attendance ***** End-of-year average of attendance	There will be an increase in student attendance by 2% pts.
	All DTSDE Tenets	Diagnostic Tool for School and District Effectiveness Review Process	Mid-year (December) mock school review conducted by a trained DTSDE school reviewer ***** IIT Review conducted by NYSED	There will be sustainability of all ratings and some movement towards highly effective in leadership .2 indicators
	Removal of Focus School Status	New York State Education Department of School Identification List	NYSED announcement of new list	REACH©, LLC partner Schools will be removed from the NYSED Focus School list
	Meeting Adequate Yearly Progress in ELA and mathematics	New York State Education Department of School Accountability Report	District level interim assessments ***** Results of the Assessments	Increase in the 3 subgroups identified as needing improvement on NYSED report card
2019-2020	Maintain of teacher attendance	School-wide attendance record-keeping system	Monthly monitoring of teacher attendance ***** End-of-year average of absences	There will be continued decrease in teacher absences by 10% pts. Until desired attendance is established
	Maintain of student attendance	School-wide attendance record-keeping system	Monthly monitoring of student attendance ***** End-of-year average of attendance	Maintenance of student attendance of 98%
	All DTSDE Tenets	Diagnostic Tool for School and District Effectiveness Review Process	Mid-year (December) mock school review conducted by a trained DTSDE school reviewer ***** IIT Review conducted by NYSED	There will be sustainability of all ratings and greater movement towards highly effective in leadership .2 indicators

These indicators were selected due to evidence that show the interconnections between teacher satisfaction, teacher attendance, student attendance, culture and climate indicators, and student achievement. Our conceptual framework for this work is in graph 1.2.



Both the REACH Teacher Leader Coaching Program™ and the REACH School Leader Coaching Programs begin with a StrengthsFinder assessment. This research-based personality assessment is based on positive psychology and allows respondents to build and develop their skills from a strength perspective versus a deficit model. Our REACH coaches take the approach of coaching leaders in the same manner. The Hempstead High School and teacher leaders will learn to align their strengths to the four types of leadership necessary to turnaround a school. Chart 1.2 outlines the REACH® Leadership Traits necessary for effective leadership.

<b>REACH®, LLC LEADERSHIP STYLES</b>			
<b>TRANSFORMATIONAL</b>	<b>TRANSACTIONAL</b>	<b>MANAGERIAL</b>	<b>SITUATIONAL</b>
Dynamic	Motivator	Decisive	Reactive
Influential	Delegator	Organizer	Analyzer
Visionary	Communicator	Disciplinarian	Learner
Innovative	Collaborator	Focused	Relator
Risk-taker	Strategic	Connector	Adaptive

This chart exemplifies that every type of leadership style that is necessary to respond to varying situations that occur on a daily basis in a school. The ability of a school and teacher leader to assess the situation and determine the appropriate response is pivotal for successful leadership. REACH® Coaches emphasize that necessity of developing all of the leadership traits with the transformational leader being dominant. Unlike other programs and supports, REACH® has recreated the typical leadership traits chart to a primary, secondary, and tertiary level chart that incorporates all of the essential traits. This chart and development is exhibited in chart 1.3.

<b>INTERCONNECTIONS TO LEADING TRANSFORMATION TRAITS</b>				
<b>Dynamic</b>	<b>Influential</b>	<b>Visionary</b>	<b>Innovative</b>	<b>Risk-taker</b>
Communicator	Collaborator	Motivator	Delegator	Strategic
Decisive	Disciplinarian	Focused	Connector	Organizer
Learner	Adaptive	Relator	Reactive	Analyzer

Our 12-month program for the Hempstead school and teacher leaders will teach the participants how caring for one trait leads to the development of other essential traits. Therefore, allowing for fluid movement through the transformation, transaction, managerial, and situational leadership styles.

**The Cycle of Leadership Support:**

There are five (5) cycles of leadership development that span across six (6) weeks. These cycles align to the REACH®, LLC leadership styles and the concepts highlighted for improvement as articulated by the Hempstead High School Principal.

**Pre-Cycle Assessment:**

- The Hempstead High School and teacher leaders will take the StrengthsFinder assessment and receive the report.
- The school and teacher leaders meet with their REACH®, LLC coach individually and discuss the results and the completion of an action plan.
- The REACH®, LLC coach completes the action plan and sends it to each leader, who then is given the opportunity to suggest changes
- All teacher leader action plans are then vetted with the school leader for final approval

The sample cycle for the year-long work is as follows. The below is a short action research cycle and data collection summary, which includes a point of reflection.

#### Cycle 1:

The REACH©, LLC coach works begins implementing the action plan, trait development cycle 1.

- Week 1: Each participant will receive a packet of quick reads (short chapters) aligned to the specific leadership traits they are working on developing or strengthening. After reading the quick reads, the REACH© coach and school or teacher leader communicate via the online platform set-up for the project
- Week 2: The specific action plan for this trait is reviewed and a short action research cycle is created to test the logistics of the plan. This short action research takes place across one week and gives the leader the ability to practice the steps and identify any issues that may impede the development cycle so that any issues that may interfere with the development cycle are resolved.
  - Identify a target for the development
  - Address the issue using the strategies aligned to the trait being developed
  - Check for resolution and determine success or the need to revisit
  - Reflect of what worked or did not work with REACH© coach
- Week 3: Revision of action plan and finalization of implementation of official cycle of trait development
- Week 3.5 – 5:
  - Identify the target for development;
  - Address the issue using the strategies aligned to the trait being developed;
  - Implement REACHin-REACHout™ protocol with REACH© coach;
  - Check for resolution and determine success or the need to revisit; and
  - Reflect of what worked or did not work with REACH© coach
- Week 6: Data gathering and revisiting

The REACHin-REACHout protocol includes online communication, job-embedded coaching, and face-to-face professional development with all leaders in the school.

- The leaders are visited 20 times, across 10 months.
- During the months of September-November, the REACH© coach will meet with the mentee three times a month.
- From December-March, the REACH© coach will visit the school twice a month, and the visits will be monthly during the months of April-June. The visits will include observations of the leader participant's implementation of the strategies and practices the school leader is developing within the specific cycle. These visits provide job-embedded coaching and direction for effective leadership practices.
- The REACH SLCP™ coach will conduct onsite workshops pertaining to the leadership traits in which all school and teacher leaders to participate. These workshops will focus on research-based practices around effective leadership practices and provide an opportunity for the leaders to meet and share professional experiences with colleagues engaged in the same work.

Our goal is also to provide unique and personal services that yield school level capacity, continuous excellence, and high levels of sustainability of achievement. Each participant will receive a REACH© SLCP Essential Notebook that is used as a guide for logging meetings, responses to the quick study, logging notes from the REACH© online SLCP series, and meetings with teachers aligned to their areas of need. The progress in this work will be juxtaposed to the findings of Hempstead High School's DTSDE report to

ensure that the program is leading towards an increase of at least on rating in the .2 Statements of Practice in the DTSDE rubric.

WORK TOWARDS BUILDING CAPACITY ACROSS THE SIG TIMELINE	
YEAR 1	REACH© coach leads the leadership work with the first cohort of school and teacher leaders
YEAR 2	REACH© coach leads the leadership work with the second cohort of school and teacher leaders, while providing cursory support to the first cohort
YEAR 3	REACH© coach leads the leadership work with the third cohort of school and teacher leaders, while providing cursory support to the first two cohort
YEAR 4	REACH© coach works with first three cohorts to create an internal coaching program led by school teachers
YEAR 5	REACH© coach works to continue support the school-based created and implemented coaching program

Joyce, B., & Showers, B. (2002). *Student achievement through staff development* (3rd ed.). Alexandria, VA: ASCD.

## **Embedding a System of Data-driven Planning and Instruction (DDI)/Inquiry in the Instructional Cycle of Chronically Underperforming Schools.**

### **The Approach:**

The use of data is becoming a resounding call to action for all school staff, but not many schools have established explicit protocols for how to analyze data. The REACH School-wide Effective Practices for Using Data Program™ (SEPUDP) not only assists the school community with the data sources that align to overall goals the school has established, but the program will also ensure that there are systems established to benefit from the protocols. Teachers receive professional development aligned to the use of the REACH data protocols. This program consists of monthly visits to the school where the REACH© consultant meets with staff members during teacher team meetings to review the ways in which teachers collect and track data against the school's missions. This program has a blended model that incorporates off-site support of creations of data charts and graphs for the school leader and community to use to discuss if the school is on track to achieve established goals or if adjustments of practices are needed. These reflection sessions take place four times a year and a REACH© consultant conducts the reflection meeting in person with the school leader.

The REACH SEPUDP™ facilitator works directly with teacher teams to develop their knowledge of the ways in which data should be used in their schools. This program typically has 20 face-to-face sessions. The facilitator meets with the teacher team 10 times, across 10 months, throughout the school year. The remaining 10 visits are dedicated to providing coaching to individual teachers participating in the teams. The individual sessions will focus on providing job-embedded coaching to the teachers aligned to the use of data to inform instructional practices before, during, and after classroom instruction.

Our goal is also to provide unique and personal services that yield school level capacity, continuous excellence, and high levels of sustainability of achievement.

## Outline of SEPUDP™

Type of Service		Description of REACH Facilitator	Description of Participant
Book study	<ul style="list-style-type: none"> <li>➤ The facilitator will introduce the book aligned to the SEPUDP™ focused on the lessons learned</li> </ul>	<ul style="list-style-type: none"> <li>✓ Fully participate in the study group and apply the lessons learned in the book to the everyday practices</li> </ul>	
Online platform	<ul style="list-style-type: none"> <li>➤ The facilitator will conduct online group conversations and discussions with participants</li> <li>➤ The facilitator will introduce the participants to the online video discussions aligned to the book study</li> <li>➤ The facilitator will introduce the participants to the learning series for the book study</li> </ul>	<ul style="list-style-type: none"> <li>✓ Participants will log-in and participate in group conversations about the lessons learned in the book study</li> <li>✓ Participants will have the ability to watch the video discussions between REACH Senior Achievement Facilitators about the book and practical application of the lessons in a school setting</li> <li>✓ Participants will have the option to use the self-paced learning series to advance their knowledge aligned to the book study</li> </ul>	
Face-to-Face professional development	<ul style="list-style-type: none"> <li>➤ The facilitator will provide face-to-face group facilitation to the teacher teams (up to 4 teams per school)</li> <li>➤ The facilitator will provide job-embedded coaching to individual teachers during classroom instructional time to coach the teacher in using timely data to inform instructional strategies and decisions, using the REACH© coaching-in model</li> <li>➤ The facilitator will lead regional workshops providing the participants of different districts and schools the opportunity to learn from each other and experts in the field of data-driven inquiry</li> </ul>	<ul style="list-style-type: none"> <li>✓ Participants will commit to fully engaging in the face-to-face SEPUDP™ face-to-face sessions held at their school</li> <li>✓ Participants will work with the REACH© facilitator and school leader to identify instructional supports needed to effectively deliver timely data-informed instruction</li> <li>✓ Participants have the option of participating in workshops sponsored by REACH©</li> </ul>	
REACH© SEPUDP templates and materials	<ul style="list-style-type: none"> <li>➤ REACH© facilitator will distribute all materials to be used in the program to participants during the launch meeting</li> </ul>	<ul style="list-style-type: none"> <li>✓ Each participant will receive a REACH SEPUDP Essential Notebook© that is used as a guide for conducting team meetings, responses to the book study, logging notes from the REACH© online SEPUDP series, and personal data-driven inquiry work with the REACH© facilitator</li> </ul>	

## **The Cycle of Implementation**

In this program, teacher teams receive support for using data to make instructional decisions. These meetings take place on a monthly basis beginning in October and ending in May. The focus of the meetings is to coach teachers around the effective use of analyzing data towards achieving a pre-determined S.M.A.R.T goal. These uniquely aligned school's goals, values, and any articulated theory of action are intended to expedite student achievement and increase teacher effectiveness. The selected teacher teams Hempstead High School will learn strategies and practices aligned to the Diagnostic Tool for School and District Effectiveness rubric. The following protocol is carried out throughout the school year:

- Week 1: A meeting is held with the school leader to determine and assist with creating a clear mission for student achievement and teacher effectiveness:
  - The mission is parsed into guiding ideas and goals for each grade/department in the school and
  - A school communication plan is created and implemented to articulate the goal to teams of teachers working horizontally on a grade or subject.
- Week 2: Support aligned to identifying individual goals are established and implemented:
  - Teachers receive guided coaching on ways to create individual targets based on a grade or subject goal and
  - Teachers create an action plan for accomplishing their targets.
- Weeks 3-4: Face-to-Face support is provided to staff members either identified in need of assistance or who request personal assistance with achieving the individual set of targets:
  - REACH©, LLC coach begins to provide individual support to teachers in classrooms and REACHin-REACHout protocols.
- Week 5: Teachers with the guidance of the REACH©, LLC coach assists teachers with employing a post-data cycle assessment. The assessment is explicitly aligned to the services and focus of the school.

The cycle is repeated during the beginning of week 6 focused on the next actionable expectation. This program continues throughout the school year based on overarching goal to be accomplished at the end of the school year.

During the cycle, the staff receives online communication, job-embedded coaching, and face-to-face professional development for 4 groups of teacher teams.

- The school is visited 40 times, across 10 months. The days are mapped out in the following manner:
  - Day 1: Meeting with the principal and assessment of teacher actions towards the goals;
  - Day 2: The first day of support and teacher team meetings;
  - Day 3: The second day of support and individual visits to classes to provide job-embedded support;
  - Day 4: The third day of support and individual visits to classes to provide job-embedded support; and
  - Day 5: Review of work with administrators and teachers in groups (group meetings can be held throughout the 5 days to minimize the disruptions in teaching and school schedules.
- Off-site days of support and work.
  - 10 days to provide platform support across 10 months
- The REACH SEDUDP™ facilitator will conduct onsite workshops pertaining to the actionable expectation in which all teachers participate. These workshops will focus on research-based practices aligned to the expectation so that all staff members can contribute towards the accomplishment of the school's goal.

REACH© facilitators create and use a summary of findings aligned to grade or subject level visits to conduct follow-up meetings with teachers. During the follow-up meetings, teachers can request additional assistance aligned to the target they are attempting to achieve. Teacher targets may focus on academic and/or student social-emotional or family engagement.

Each participant will receive a REACH SEDUDP Essential Notebook© that is used as a guide for conducting team meetings, responses to the quick study, logging notes from the REACH© online SEDUDP series, and personal monthly focus work with the REACH© facilitator.

WORK TOWARDS BUILDING CAPACITY ACROSS THE SIG TIMELINE	
YEAR 1	REACH© facilitator leads the SEDUDP work with the school focused on a set of actionable expectations
YEAR 2	REACH© facilitator leads the SEDUDP work with the school focused on the 2 <sup>nd</sup> set of actionable expectations
YEAR 3	REACH© facilitator leads the SEDUDP work with the school focused on the 3 <sup>rd</sup> set of actionable expectations
YEAR 4	REACH© facilitators mentor school staff to continue data-focused teacher team meetings and work towards mission
YEAR 5	REACH© facilitators mentor school staff to continue the data-focused teacher team meetings and work towards mission

**4.0 (4) Budget/Cost Summary – Teacher and School Leader Coaching**

<b>Description of Service</b>	<b>Projected Number of Service Days/Daily Rate</b>	<b>Total Cost</b>
Training of School and Teacher Leaders year 1	20 days @ 2,000 per day; plus 5 days of planning @ \$1,000 per day	\$45,000
Online Learning Platform	10 days @ 1,000	\$10,000
Materials for all participants	\$500 per participants (includes Kindle and all electronic books for study group)	\$10,000 (Based on 20 participants per school)
<b>Total</b>		<b>\$65,000</b>

**4.0 (5) Budget/Cost Summary – Data Teams**

<b>Description of Service</b>	<b>Projected Number of Service Days/Daily Rate</b>	<b>Total Cost</b>
Training of School and Teacher Leaders year 1	20 days @ 2,000 per day; plus 5 days of planning @ \$1,000 per day	\$45,000
Online Learning Platform	10 days @ 1,000	\$10,000
Materials for all participants	\$500 per participants (includes Kindle and all electronic books for study group)	\$10,000 (Based on 20 participants per school)
<b>Total</b>		<b>\$65,000</b>

## **I. District-level plan**

### **I. A. District Overview**

#### **I. A. i. Theories of Action Guiding District Strategies to Support Lowest Achieving Schools**

The Hempstead Union Free School District (HUFSD) is identified as a Focus School District. HUFSD is committed to the implementation of New York State's Regent Reform Agenda as a means to bring about school improvement at all HUFSD schools to help all students prepare for post-secondary success. The district is in the process of aligning all its resources with the elements of the Regents Reform Agenda: the implementation of the New York State P-12 Common Core Learning Standards (CCLS); Teacher and Leader Effectiveness (TLE) through the implementation of a comprehensive Annual Professional Performance Review (AAPR) system; Data-Driven Instruction (DDI) to design teaching and learning around the needs of staff and students; Professional Development for school leaders and the teaching staff; and Parental Portal to increase engagement and community amongst parents, teachers, and school leaders designed to build parents comprehension of the reform initiatives, and to track and support their child's academic needs and progress.

HUFSD's overall vision for preparing students for college and career are aligned to the President Obama's goals under the Race to the Top initiative. It is the district's responsibility to ensure every school has an effective leader and every classroom has an effective teacher, which will ensure every child can learn and achieve to his or her full potential. This effort begins with an intentional Professional Development Plan built on data collected for student performance and teacher practice. In order to reach our district-wide goals of preparing every student for college and careers, HUFSD is:

- Employing a strong core instructional program that will provide the framework for highly-effective instruction and equal access to academic opportunities for all students to occur through core program implementation, intervention courses and strategies (including the use of time), and acceleration prospects for all students;
- Implementing a strong TESOL/Bilingual program that will articulate rigorous grade level expectations in the areas of speaking, listening, reading, and writing;
- Building the capacity of teachers to deliver high-quality, highly effective instruction that is based on rigorous standards and curriculum with a focus on the differentiating instructions to meet the individual needs of students;
- Increasing the instructional expertise and effective coaching strategies of all central office and school leaders; and
- Holding everyone accountable for specific student and school outcomes by using the Diagnostic Tool for School and District Effectiveness (DTSDE) at a higher frequency for assessment.

The guiding principles for the HUFSD improvements in curriculum and instruction are grounded in the belief that college persistence dramatically increases life outcomes for all students. A coherent reform strategy will connect everything to improving teaching and learning. HUFSD will be deliberate in instruction, defining the curriculum, standards of performance, and accountability standards for all students. Accountability systems will connect student outcomes with adult outcomes. Central office staff is committed to working collaboratively with all schools to support the changes needed to transform its schools as outlined in the Transformation and

School Comprehensive Plans. It is the strong desire to provide the systems and structures necessary for our students to be able to compete with their neighboring peers and acquire the necessary skills to become productive members of global society.

#### I.A.ii. District Approach to Supporting School Turnaround

The District's Comprehensive Plan guides its work to improve student achievement and prepare students to be successful in the global economy. The plan outlines goals and strategies for improving schools and increasing student achievement, inclusive of measurable targets for graduation rate, academic performance, and school tone. The plan was developed from the belief that every child can succeed. It is aligned with NYS's Regents Reform Agenda and is based on three core values:

- Achievement- Student achievement will improve with a total focus on teaching and learning with an emphasis on results and rigor and "vigor" of instruction.
- Equity- Resources will be distributed equitably based on the needs of schools and students with the Core Instructional Program being the foundation of resource allocation.
- Accountability- Data will be used to ensure that we hold adults accountable for the success of all students and extensive monitoring will occur.

To achieve the goals of the Strategic Plan, HUFSD aligns its resources to ensure they are used where they are needed most, that is, in the classroom. Ongoing monitoring of plan implementation provides regular opportunities for the District to learn, reflect, and take quick and informed actions to make and sustain progress. HUFSD uses data to recognize, intervene, and adjust curriculum, instruction, and programs that directly correlate to enhance student achievement, as well as strives to model the culture of learning expected in the schools and classrooms throughout the district.

HUFSD's core instructional program anchors academic standards in the real world and requires all students to participate in a quality college and workplace ready curriculum. Academic high school standards are aligned with the knowledge required for college and workplace success, and back-mapped to create coherent, focused, grade-by-grade progression from prekindergarten through college. A course catalog has been designed to provide a detailed description of all courses offered at the high school and NYS requirements for high school graduation. Electives, academic interventions, and accelerated courses are outlined to support academic needs of students in all subgroups. The required curricular content will be individualized while keeping the NYS standards and tests constant. All disciplines reinforce college and workplace readiness expectations. A battery of assessments, including large-scale tests, performance-based tasks, and teacher-developed assessments monitor student academic progress and growth. Quality interim assessments evaluate mastery and are used to adjust instruction beginning in kindergarten. High school graduation performance exams are being developed to ensure that students meet standards before earning a high school diploma to ensure college readiness.

HUFSD has rewritten the District Comprehensive Improvement Plan (DCIP), incorporated the vision of the Regents Reform Agenda. The DCIP is also aligned with the State's new DTSDE tool and HUFSD's core instructional program. Full implementation of the plan will occur in 2015-2016. Hempstead DCIP is a living document and will be updated continually to reflect the District's new improvement plans and alignment with NYSED recommendations and requirements (e.g., incorporation of growth measurements). School Comprehensive Education Plans (CEPs) will align with the objectives of the DCIP and all elements of the core instructional

program. Quarterly school or district-led reviews will provide evidence as to the impact of the implementation of DCIP/SCEPs. Three additional supports for HHS were recently put in place:

1. The new Associate Superintendent of Secondary Schools assigned to Hempstead HS has been changed. The school will now report to the Superintendent directly and Mr. James Clark, who has been a successful principal for the past 10 years. Mr. Clark brings his expertise in the areas of at risk students, alternative and vocational programming.
2. HUFSD's Associate Superintendents of Elementary and Secondary Schools will take an active role in supporting the principal of HHS school by working collaboratively with the Hempstead principal and president of the teacher's association to ensure the successful implementation of the Transformation model.
3. The district will appoint a School Implementation Manager (SIM) who will work closely with the high school principal to monitor turnaround efforts closely by collaborating and examining school wide data with the School Principal, HS Leadership Team, and essential Central office staff on a bi-weekly basis to ensure efforts are consistent and moving forward according to the designated plan.

#### 1.A.iii Evidence of District Readiness for System-Wide Improvement of Priority Schools

Beginning in summer 2015, all HUFSD leadership, both in central administrative offices and schools, are participating in targeted leadership academies delivered by external educational partners. The academies will take the form of an Administrative Retreat and will develop a foundation of strong leadership for improvement in the instructional core within a context unique to Hempstead. District chiefs, directors, principals, and assistant principals are gaining a better understanding of the technical requirements for implementation of the Common Core State Standards through intensive workshops with associated executive coaching. Principals and assistant principals at Priority Schools are working coherently to support the District's instructional goals and use data to inform decisions. All workshop activities support the goals and objectives of the six tenets of the State's new DTSDE tool: 1) district leadership and capacity; 2) school leadership practices and decisions; 3) curriculum development and support; 4) teacher practices and decisions; 5) student social and emotional developmental health; and 6) family and community engagement.

HUFSD has demonstrated its commitment to building internal District capacity to improve student performance through implementation of the Regents Reform Agenda. More than 25 district and school leaders attended NYSED's Network Team Institutes in Albany last school year. Senior research fellows have provided follow up support from the Regents Research Fund in regard to the DTSDE. Additionally, HUFSD is in the process of collecting and triangulating data to determine the root causes of low student achievement and graduation rate. The data will be used to make decisions regarding best practices and approaches that will have the greatest impact on student results. Research dictates that teachers have the greatest impact on student achievement. Using the evidence collected through observations and learning walkthroughs, an intentional professional development plan will address specific needs of teachers.

Some of the district's current undertakings are to provide teachers with guidance how to effectively address rigor and relevance. A common definition of college- and career-ready must be developed and shared with staff, students, and parents. Based on this understanding, courses and programs must be designed and accessible that address the individual needs of all students. One major goal is for students to have the opportunity to take college level courses during their junior and senior years. Partnerships have already been established with Farmingdale and Nassau

Community Colleges. It is the district's desire to collaborate with CBOs and other nearby school districts to support the vocational programs. The District is looking to staff a career counselor to assist in this effort; vocational programs will include: cosmetology, cooking, nursing, mechanics, military, and business. The JROTC program will be operational for the 2015-16 school year.

Even though students in high poverty areas face enormous inequities compared to their peers in other districts, the outcomes for learning are expected to be the same. Recognizing that poverty in itself does not consign HUFSD students to poor academic results, an intense professional development plan (PDP) was implemented to increase teachers' ability to instruct students in a manner that is rigorous, relevant, and aligned to Common Core Learning Standards (CCLS). Providing ongoing intentional professional development in these areas will serve as the vehicle to increase students' proficiency levels in reading, math, writing, speaking, and language skills across the content areas and eventually decrease the achievement gap observed in the HUFSD compared to the region and the state.

During the 2013-2014 and 2014-2015 school years the HUFSD solicited the assistance of Scholastic Partners, International Center for Leadership and Education (ICLE) and Math Solutions, to deliver high quality professional development (PD) in implementing Common Core Learning Standards (CCLS) in English Language Arts (ELA) and Mathematics. Scholastic Partners delivered 8 grade/content specific professional development sessions for teachers on how to incorporate CCLS in ELA in the classroom to strengthen students' reading comprehension and evidence-based writing skills. Each elementary school and the middle school received 3-4 full-day job-embedded trainings from our partners. The partners modeled lessons taught in the professional development sessions in classrooms and debriefed with teachers and principals to ensure their understanding of the concepts being addressed (identified below). All of the HUFSD teaching staff, regardless of content and subject taught, were invited to attend a 2-day summer institute (2013, 2014 and 2015) to gain a better understanding of shifts in ELA and Math CCLS; unpacking the CCLS; creating lesson plans that address rigor and relevance; questioning techniques that tap into students' higher order thinking; close reading strategies; and a three-tiered system for academic vocabulary.

There is a plan for secondary content area teachers to participate in a 2 day Literacy Institute in August to address the implementation of CCLS and addressing rigor and relevance through the use of higher ordering thinking questions.

For the 2014-15 school year, the district math team, consisting of the director and three staff developers, led the charge by providing ongoing PD to all teachers of mathematics P - 12. Teachers participated in ten (10) 90-minute grade/course specific training during extended Wednesdays. Additionally, in preparation for the 2015-2016 school year teachers in P-8 participated in a two-day workshop (during the months of May or June) to strengthen their mathematics knowledge and enhance their ability to deliver high quality instruction to students. The district made a decision to fully implement the Engageny math modules in all classrooms, P -12, to ensure the effective implementation of the shifts in mathematical practice. The modules lend themselves for students to explore the shifts in mathematics, to develop fluency, conceptual understanding, and apply this knowledge to real-world situations.

## **I.B. Operational Autonomies**

### **I.B.i. Operational Autonomies for Hempstead High School**

Hempstead HS has the autonomy to staff positions outside of the Core Instruction Program that are unique to the model; determine how time is used after school; elect programs; and select educational partners

All HUFSD will be staffed centrally to the District's Core Instructional Program and the standardized schedule that supports the varying needs of all students. The Hempstead principal will have the autonomy to make staffing decisions that support implementation of positions beyond those required for the Core Instructional Program and are unique to the school's SIG transformation plan. Additionally, the Hempstead principal will work with the Hempstead Classroom Teachers Association (HCTA) be exempt from the voluntary teacher transfer process using the side Memorandum of Understanding (MOU) provision. The purpose of this exemption is to enhance Hempstead HS's ability to recruit new staff, provide stability, and support school change. Autonomy will also be provided to Hempstead HS in the selection of educational programs. Programs will be identified that address the unique needs of the school within the framework of the Core Instructional Program, will reflect the needs of high number of ENL speakers and SWD, as well as take into account the suggestions made by NYSED during the last review of the SCEP.

A standardized schedule has been created within the Core Instructional Program to support students, but significant flexibility is allowed in its implementation to individualize program at the school. The schedule was developed to provide better support for students who need remediation and acceleration and address the high mobility of the District's student population, as well as the needs of sub-groups who are in accountability status (e.g., ELL and SWD). Hempstead HS will have full autonomy to identify how the school day will be expanded to meet the Commissioner's requirement that priority schools add 200 or more additional student contact hours per year. In partnership with Talent Development Secondary and other selected partners, the required hours and more will be fully implemented to provide students additional time on task in order to accelerate learning. Hempstead HS will be able to determine whether the additional hours are added before or after school, on Saturdays, during school recess periods, or through intensive summer programming. Determining how the additional time (instructional, socio-emotional, or recreational support, etc.) will be used is also an autonomous decision that will be linked directly to Hempstead HS's transformational plan.

To increase school autonomy even further, Hempstead HS will work with HCTA to have a School-Level Living Contract. The purpose of the contract is to establish a joint committee to provide for discussions and decision-making on matters relating to improved union-management relations and system operations. The contract will allow HHS to enter into contractual agreements different than provisions in the central collective bargaining agreement.

#### I.B.ii/iii. Evidence of School Autonomies and Support

Contractual Agreement between HUFSD and HCTA provide the supporting labor-management documentation for the exemption from the voluntary teacher transfer process and School-Level Living Contract Committee respectively.

### **I.C. District Accountability and Support**

#### I.C.i. Senior Leadership Responsible for Coordination of District Turnaround

Two Associate Superintendents, who report directly to HUFSD's Superintendent, are key instructional managers in the district. Each School Associate Superintendent supervises a cluster

of schools. The District’s Associate Superintendents have wide latitude for independent judgment and decision-making and assist in the formation of educational policy and practices. HUFSD’s School Implementation Manager will provide additional support to both struggling schools as they expand learning time to meet the Commissioner’s requirements of 200 additional student contact hours per year. Technical assistance is being provided by Talent Development Secondary Schools (TDS).

HUFSD’s Department of Curriculum and Instruction is responsible for the academic and instructional needs of the District. The department includes managing directors of the content areas as well as Intervention Services, Special Education, and English Native Learners. The Associate Superintendents for Curriculum and Instruction design and implement ‘best practices’ instructional systems and work to ensure the alignment of curriculum, instruction, research, assessment, and supporting resources. The focus is to align the curriculum to the NYS CCLS so that all students are prepared for high school graduation and post-secondary education.

The School Superintendent ensures consistency of implementation of the Regents Reform Agenda and Race to the Top initiative that include: Common Core Learning Standards; Data-driven instruction; and Annual Professional Performance Review (APPR). The Superintendent’s Cabinet works with Priority Schools to utilize tools and technological instructional resources to analyze data and then use that data to inform instructional practices and necessitate professional development. See Attachment E for a chart showing HUFSD’s management structure.

**I. C. ii Providing High Quality Accountability and Support to Hempstead High School**

Led by the Superintendent of Schools, the HUFSD will develop structures and systems to ensure each struggling school is provided optimum support. The school principal will participate in bi-weekly meetings with the Transformation Team and Implementation Manager to monitor and ensure the plan is being implemented with fidelity. The district will also have a team composed of members responsible for curriculum and instruction, testing, assessment, and accountability, human resources, and other content specialists to provide ongoing dialogue, suggestions, and resources needed to support Hempstead HS. All members will be expected to have read, digested, and deciphered their responsibilities as this pertains to providing support the HS in their area. During meetings, different components of the transformation plan will be discussed to ensure our targets are being met, and adjustments will be made as indicated by evidence collected during building and instructional walkthroughs of teaching, learning, and school culture. Using the DSTDE tool, quarterly school and/or district led reviews will be conducted. Established partners and other outside educational experts will serve as active members of the review process. Feedback from the reviews will be used to make the necessary adjustments to maintain and sustain the integrity and intend of the transformation plan.

<b><u>Interaction</u></b>	<b><u>Frequency</u></b>	<b><u>Person Responsible</u></b>
Support Visits for Expanded Learning Implementation	Weekly during Pre-implementation Period; Bi-Weekly during Year 1 Implementation; As needed in Years 2 and 3	School Implementation Manager High School Principal
District Team Visit	Monthly	HUFSD Transformation Team Led by Superintendent of Schools

School/District Led Reviews	Quarterly Reviews	HHS Transformation Team in conjunction with Partners and Outside Educational Experts District Central Administration
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**I.D. Teacher and Leader Pipeline**

**I. D. i. Recruitment Goals and Strategies to Ensure Equal Access to High-Quality Educators**

Successful recruitment efforts rely heavily on strategic efforts throughout the year, not only when vacancies occur. The need to promote flexibility in teaching staff reaches beyond recruitment of new teachers. The benefit to the educational system to have teachers with multiple certifications is even more evident. HSD is faced each year with displacement or elimination of teachers and/or administrators who are critical to the programs in schools due to statutory and contractual requirements and budgetary restrictions. The District has an urgent need to develop both depth and breadth in programs so that changes in personnel will not negatively affect student learning. The district is also prepared to transfer underperforming staff; extend the school day for students to offer more instructional time; increase number of professional development sessions for teachers; add one additional parent/teacher conference (increasing it to 3 conferences) to for the school year; and to retrain and restructure the guidance office to enhance counselors’ ability to review and analyze student transcripts.

Due to changes in enrollment and limited fiscal resources, reductions in force, and reduction in Title II A allocations for recruitment, the Office of Human Resources (HR) has established two overarching goals to ensure that students in SIG schools have equal access to high-quality leaders and teachers: 1) Increase efforts to recruit and retrain high-quality minority candidates for leader and teacher positions that reflect the student population; and 2) Integrate a talent management module into the current Human Resource System of record.

HUFSD will continue to provide the Master’s degree Reimbursement Program as required for New York State professional teaching certification. HUFSD also will explore an agreement to use funds to pay for a certification for those seeking additional certification in shortage areas such as TESOL. Efforts will be continuously made to publicize these benefits to fill high need areas with experienced qualified teachers; tuition reimbursement is the incentive to attract more high quality teachers to work in high needs areas.

HUFSD’s Career in Teaching (CIT) and Career in Administration and Supervision (CIAS) programs will become established cornerstones of HUFSD’s strategic approach to ensure each student is taught by a highly qualified educator. CIT is a collaborative effort between the District and the Hempstead Teacher’s Association. CIT’s mentor/internship program provides full-year, one on-one, intensive professional support aligned with the Framework for Teaching (2012 Revised Edition), the same criteria that are used in HUFSD’s teacher evaluation. New administrators will be given the same opportunity for individual mentoring through CIAS. CIAS is collaboration with the Association for Supervisors and Administrators that balance preparation in the areas of management and instructional leadership. Both panels provide one-on-one mentoring and engage educators in learning-focused conversations.

HUFSD will continue to pursue the NYSED’s Strengthening Teacher and Leader Effectiveness (STLE) grant that will provide support for recruitment and teacher credentialing in shortage areas, development of a comprehensive coaching program, and enhancements to professional

learning opportunities. Extra compensation will be paid for these positions through the grants. An effort will be made to develop salary guidelines to allow the District to offer additional compensation for newly hired teachers in shortage areas, as the Hempstead Teacher Association contract will include a clause for schools classified as low performing. For low performing schools, the District may propose that openings be set aside for either Lead Teacher Mentors or national board certified teachers.

#### I. D. ii. District Policies that will Support the Required Changes

The District is moving towards better monitoring of the master schedule process. This change will allow for the creation of consistent and compatible schedules throughout HHS, which will in turn reduce the number of part-time and itinerant positions and increase the attractiveness of employment for the district. Proper master scheduling will also allow the district to identify vacancies earlier in the year to facilitate a more extensive search for qualified applicants and subsequently, a quicker hiring process. The District has also recently expanded its geographical area to nationally recruit highly qualified teachers and administrators. All vacant positions will be posted and will undergo a full recruitment process prior to selection of an applicant.

#### 1. D. ii. District-Wide Training to Build Leadership Capacity for Leading Change

In efforts to promote leadership capacity for school leaders HUFSD has partnered with REACH School Leader Coaching Program. The REACH School Leader Coaching Program (SLCP) is based on the premise that school leaders benefit from participating in a leadership support program that helps bridge the inevitable gap between credential leadership programs and the real world experiences of being a school leader. The reality of dealing with competing priorities, lack of confidence around making the correct decisions, and navigating the political landscape, while honoring the sense of urgency a school may need to be at the forefront of actions, can be overwhelming to anyone. Through the REACH SLCP, school leaders learn how to and when to manage the aforementioned issues. REACH coaches share their experiences and proven methods for successfully addressing matters of a school community that impact improvement and success.

## **II. School-level plan**

### **II. A. Assessing the Needs of the School Systems, Structures, Policies, and Students**

#### II. A. i. Student Population and Subgroup Needs

Hempstead High School (HHS) has a diverse population of students for which it has lofty goals for academia, college, workforce, and life success. As of 2013-14 the school served 1,896 students, of whom 52% were economically disadvantaged, 56% African American, 42% Hispanic or Latino, 20% Limited English Proficient, and 13% students with disabilities. The vision is that “students will meet and exceed state and national standards; be college- and workforce-ready; and value diversity.” At present, however, Hempstead is a consistently low performing school that has experienced a great deal of turnover in leadership. In 2014, the school had a graduation rate of 43%.

Although gradual academic improvements have been achieved in English Language Arts (ELA) and Mathematics over the past three years, a significant achievement gap between HHS students and students across the state remains. The percentage of HHS students scoring proficient in these subjects trails behind cohorts statewide by 20% or more. HHS does not meet federal accountability targets in ELA, Mathematics, or Graduation Rate. In order to meet and exceed

these targets, there is a need to improve student academic performance across the board. (Please see Attachment F for charts depicting key data for academic performance and school culture.)

HHS faces the additional challenge of a large influx of immigrant school-age children, new to the United States, with limited English skills. Many of these students have had traumatic experiences in their country of origin, have come to the U.S. without their parents, or are meeting their parents in the U.S. for the first time. A large majority of these students come with significant education gaps. They often come without transcripts, and either lack formal education or have interrupted formal education. Twenty percent (20%) of students were Limited English Proficient in 2013-14, an increase over the previous year. Special attention is required to ensure the acclimation and on-time graduation of this subgroup.

Students with disabilities make up 13% of the HHS population. Needs for this subgroup include individualized academic support, life skills training, and social and emotional supports. In addition, only a small percentage of HHS students graduate with plans to attend a 4-year college or university. In 2013-14, just 24% of graduates indicated plans to enter a 4-year college; with 51% planning to enter a 2-year college. The majority of HHS students are a group that is traditionally underrepresented in college, and many would be first-generation college-goers. To improve the college-going rate requires creating a college-going culture with built-in supports to ensure that students receive assistance in charting a path to college, including help with all necessary plans and forms; and build the strong academic foundation required to enter and succeed at an institution of higher learning.

A past attempt at transforming HHS did not achieve the desired results. In 2010 Hempstead High School was divided into 4 small schools with separate principals and BEDS codes—3 theme-based, and one Senior Academy. The manner of implementation encouraged competition instead of cooperation; a perception of inequitable resource allocation; and unclear staffing patterns and expectations. This change resulted in a pervasive lack of trust amongst stakeholder groups. Three of the four principals were given notice in April 2013 that their contracts would not be renewed.

Overall school climate data showed a turn for the worse in 2013-14, with student attendance diving 10%, and suspensions growing from 6% to 14%. To create change that has a lasting impact on student academic performance, school culture factors also need to be addressed.

#### II. A. ii. Diagnostic School Review

In April 2013, the International Center for Leadership in Education (ICLE) partnered with Hempstead Public Schools to facilitate an onsite needs assessment of HHS that involved 35 classroom observations using the Daggett System for Effective Instruction (DSEI). The team observed faculty commitment and student interest in learning as clear strengths. However, they also observed that the majority of learning was limited to Quadrant A—which is teacher-centered, and relies on student recall, comprehension, and memorization, with little to no application of learning. Staff reported feeling isolated from peers, and having no basis on which to reflect on the quality of instruction and curriculum. They reported little to no access to data, and said there was no organized plan to use the data.

Focus groups expressed an interest in the district “getting its act together.” They indicated a desire to implement standards that hold up beyond the HHS environment with exciting learning experiences for students and teachers. Focus groups with teachers, students, counselors and administrators revealed there was a lack of instructional leadership, inadequate teaching

materials, and little direction on what and how to teach. The team found chaotic organizational leadership during the visit. The staff described the culture of the school as terrible, non-existent, and worse than ever. Students and teachers pointed to their amazing tenacity to show up and persevere amidst the chaos. Annual surveys by the district and school indicated that parents and students seek a school that feels safe, with increased rigor in the classroom, and access to technology resources and college and career programs. Parents expressed a desire to see added social and emotional support for students.

#### II. A. iii. Results and Recommendations of Diagnostic School Review

The needs assessment identified the following challenges, and made a list of recommendations:

##### **Key Challenges**

- Absence of consistent school, district, and instructional leadership
- Absence of a clear vision, mission, and academic approach for the district
- Absence of a rigorous and relevant high school curriculum aligned to the CCSS
- Lack of adequate instructional materials
- Absence of inspirational district and school-based PD and professional support
- Lack of structured time for staff to learn from and collaborate with one another
- Lack of a formal system for the continued development and monitoring of the small learning communities (SLCs) to allow for increased student personalization and staff collaboration within and across the SLC's

##### **Recommendations**

- Create a recruitment and retention plan that will incentivize the hiring and retention of excellent district, school, and instructional leaders
- Implement a strategic planning process that involves student, faculty, staff, parent, school, and district leadership representation to develop a roadmap for the school based on instructional excellence and high student achievement for all students
- Collaboratively develop a rigorous and relevant CCSS-aligned district curriculum with an emphasis on literacy across the content areas and targeted support for students at varied achievement and English language proficiency levels
- Collaboratively develop a high school schedule that provides opportunities for staff collaboration across subjects, grade levels, and SLCs
- Develop a professional learning program with staff that creates opportunities for 1) staff to share their own best practices; 2) consistent in-class coaching from non-evaluative, school-based instructional and literacy coaches; 3) staff to learn how to analyze data and develop targeted learning plans; 4) staff to engage in common planning to benefit increased student achievement; 5) staff to be inspired by the possibilities of teaching; 6) staff to evaluate their teaching effectiveness

#### II. A. iv. How the SIG Plan Prioritizes Identified Needs

The LEA has already taken steps to address some of the challenges and recommendations outlined in the report, including hiring a new superintendent in 2012, and replacing the principal in the 2014-15 school year. The new high school principal, Dr. Stephen Strachan, is a leader with demonstrated success developing and implementing school-wide transformation plans. Dr. Strachan has begun a strategic planning process by engaging committees of stakeholders around whole-school reform designed to impact academic, structural, and cultural factors.

HHS has identified a lead partner in Talent Development Secondary (TDS) from John Hopkins University, which will co-lead the school transformation outlined in the SIG grant. Among the elements identified in the ICLE report that are prioritized in the SIG plan with help from TDS are: 1) development of rigorous and relevant CCSS-aligned district curriculum with an emphasis on literacy across the content areas; 2) identification and provision of targeted support to students at various achievement and EL proficiency levels; 3) creation of a block schedule that provides for interdisciplinary and academy-based staff collaboration, common planning, and self-reflection via Professional Learning Communities; and 4) creation of a comprehensive professional development plan that includes in-class coaching from school-based Math and ELA coaches, while engaging two other providers— Pearson Professional Development Service’s “Change of Practice Institutes, the Internationals Network for Public Schools, and REACH—to help HHS align its curriculum to the standards, implement instructional strategies in line with the CCLS shifts; teach in the block schedule; use data to drive instructional decision-making; and address the needs of HHS’ significant population of students who are recent immigrants and/or Limited English Proficient.

School-culture factors are addressed in the SIG grant through by restructuring the high school into small learning communities (SLC’s) where students feel connected, engaged, interested in the subject matter, and less likely to fall through the cracks. As part of the proposal, TDS includes an Early Warning Indicator (EWI) system to identify students who need support, and to provide the appropriate interventions as quickly as possible.

The district currently offers Master’s Degree tuition reimbursement to teachers as an incentive. The creation of a district-level recruitment and retention plan to further incentivize the hiring and retention of excellent district, school, and instructional leaders is underway. In the meantime, HHS is recruiting four transformation teachers who have demonstrated success in the content areas and in working in urban inner city schools. The school site aims to bolster teacher retention by providing new teacher training, access to local and state professional development opportunities, and mentor teachers to assist and support new teachers so they are successful. Please see Attachment G for Dr. Strachan’s resume and Annual Reports (2) describing successes at Roosevelt High School and David Starr Jordan High School.

## **II. B. School Model Selection and Rationale**

### **II. B. i. Rationale for Model Selection**

HHS and Talent Development Secondary (TDS) will partner to implement a whole-school redesign that satisfies the requirements of the Transformation model. The first step was for the LEA to replace the principal. The new principal, Dr. Strachan, spearheaded the development of this plan. One of the key components of the Transformation Plan is to provide additional time for students to learn academic content and take part in enrichment activities that contribute to a well-rounded education. Extended schedule components to this effect include:

- Converting the school day into a **75-80 minute block schedule**. This makes it possible to recover instructional time lost to class changes, and allows for more in-depth, hands-on instruction. It makes it possible to implement a double-dose of ELA and mathematics for incoming 9<sup>th</sup> graders who are below grade level. It allows students to complete a course in a single semester, retaking it the following semester if necessary.
- An **extended day program** with Tiger Academy, which is open to all students and takes place daily from 3:15-7:15 p.m., along with a Saturday Academy for upperclassmen and

specific subgroups, such as Limited English Proficient and Students with Disabilities. The extended day and Saturday programs offer Regents preparation and tutoring to support students in need of credit recovery, as well as Princeton Review, which provides ACT and SAT preparation to support college-going goals. It will also provide additional opportunities for students to develop their English proficiency skills. The extended day program addresses the ICLE-identified need for academic supports, and the Transformation model requirement to provide enrichment activities.

- A **summer bridge transition program** for incoming 9<sup>th</sup> graders. This adds an additional 20 days of instruction to the school year for 9<sup>th</sup> graders. The program is designed to increase readiness for high school.

The Transformation Plan also builds time for teachers to collaborate, plan, and engage in professional development. Professional development components include:

- **Professional Learning Communities (PLC's)**, provided for in the new block schedule, in which teachers collaborate around instructional units, evaluating student work, reflecting on best-practices, and identifying and responding to student needs for intervention. This addresses the ICLE-identified concerns regarding staff isolation and related lack of basis on which to reflect on the quality of instruction.
- A **tiered professional development program**. Led by the School Implementation Manager (SIM), teachers work together to develop standards-based units that employ the CCLS shifts. The TDS team includes ELA and Math Facilitators who work with school-based ELA and Math Coaches to support classroom instruction, including modeling lessons and non-evaluative in-class coaching. Additional partners to be engaged around the school-wide professional development (PD) plan include Pearson Professional Development Services' "Change of Practice" Institutes; and REACH administrator training and School-wide Effective Practices for Using Data Program (SEPUDP). The tiered plan addresses the need for instructional leadership, and makes sure teachers have the tools they need to determine "what and how to teach."

To ensure that initiatives designed to impact student performance have their intended effects, instructional delivery by effective and highly effective educators is crucial. For instructional staff who earn a composite rating of ineffective or developing on the State's APPR rating system, the APPR plan and district receivership program provide a means for helping teachers and school leaders improve their performance through professional development (PD) on a specified timeline. If identified individuals fail to complete the required PD or make the necessary improvements, the school and/or district begins the necessary steps to remove teachers and/or administrators who are persistently underperforming as determined by their yearly composite rating. Teachers rated as effective and highly effective, on the other hand, have the opportunity to be considered for leadership positions in the high school. They can earn tuition reimbursement for advanced degrees from the LEA, and will be given the opportunity to pursue additional, district-sponsored professional development. The school will implement scholarships for teachers interested in pursuing National Board Certification as part of the transformation plan.

The overarching approach to success at HHS is to impact student academic achievement via a multi-pronged redesign that addresses overlapping factors of academics, school culture, and school structure. In addition to the initiatives that satisfy the requirements of the Transformation Model described above, TDS and HHS will jointly implement the following key components:

- **Small Learning Communities (SLC's)** - The SLC structure creates small communities of learning called academies, each with a team of teachers collectively teaching the same students. It encourages students, teachers, and families to establish strong bonds and close, caring relationships. All academies have an Advisory period that gives students the opportunity to develop a trusting relationship with at least one adult in the academy. This adult serves as the student's advocate and bridge to the guidance team. The advisor develops a strong relationship with his or her advisee's family, parent, or guardian figure, positioning him or her to refer the student to the guidance team and other staff for additional support. The theme-based academies include:
  - A **Ninth Grade Success Academy** that has an intensive academic focus delivered through a double-dose of ELA and mathematics instruction, designed to help students achieve grade level performance in the core subjects in the first semester of school, while building study skills that will help them succeed during their high school careers and beyond. This addresses the ICLE-identified need for academic supports.
  - **Career Academies** in grades 10-12, including STEM (Science, Technology, Engineering, and Mathematics); Visual and Performing Arts; and Business and Entrepreneurship. Partnerships with local colleges and universities enhance the offerings of the academies, engaging the larger community around students' success. Hofstra University has already been engaged to partner with HHS around the STEM and Business & Entrepreneurship Academies, with the Hofstra journalism program in particular assisting the journalism program within the Business & Entrepreneurship Academy. Stony Brook University has also agreed to partner around the STEM academy, and vocational courses through the LEA will be aligned to the academy offerings too.
  - An **International Academy**, implemented in partnership with the Internationals Network for Public Schools (INPS), that is designed to address the unique needs of SIFE and English Learner students. This multi-grade academy starts at grade 9, helping students of all ages and languages fill gaps in their education while receiving acculturation support and services.

Other major features of the school's Transformation Plan include:

- **Creation of a College-Going Culture** - Some work to this effect has already been done. Starting in 2014-15, HHS partnered with Farmingdale State College to offer Smart Scholars, a program in which students can take college courses and earn college credit while still in high school. HHS also recently earned the NY Gear Up grant in partnership with Nassau Community College, making it possible to offer this college readiness program starting in 2015-16. As part of the SIG grant, HHS proposes to establish a technology-rich College Center, staffed by a college counselor, to support all students' college-going activities. A college-going culture will constitute a huge positive change to the school climate, which was flagged as a major concern in the ICLE report. It also addresses the need identified by students and parents for additional college-going supports.
- **Early Warning Indicator (EWI) system** – This TDS system helps staff identify students' social, emotional, and academic needs early on, so that access to support systems can be provided early. Teacher teams meet weekly to review individual student data in Attendance, Behavior, and Course performance in math and English (the "ABCs"), identify students whose data indicates a need for additional support in one or more of these areas, and plan and evaluate necessary interventions.

The redesign work is possible because the LEA has provided HHS with sufficient operating flexibility in staffing, calendars and time management, and budgeting to implement a full school redesign aimed toward substantially improving student achievement outcomes.

The plan takes into account lessons learned from the mistakes made in the 2010-12 era under Dr. Garcia, who attempted to implement a small school model in a manner that encouraged rivalry instead of teamwork, rather than communal and collective accountability. Instead of creating competing small schools as was done in the past, HHS will now have SLC's that complement one another and remain under one BEDS code.

#### II. B. ii. Process by which the Model was Chosen

Dr. Strachan came on board in November of 2014 and immediately began to engage the community, staff, students, and partners around the school's transformation, proposing an SLC-structured, multipronged approach to impacting academic, structural, and cultural factors at HHS. Dr. Strachan has demonstrated success creating school-wide change at Roosevelt High School in New York, which recently came out of state receivership for the first time in more than a decade, and David Starr Jordan High School in Watts, California. In both he used a broad SLC model that can be tailored to a school's individual needs. At Jordan High School, he partnered with TDS in that effort.

In December 2014, HHS held the first stakeholder meeting, at which 50-75 parents, community members, teachers, school staff, labor union representatives, and students participated. The purpose was to identify concerns and develop a common vision that would help staff to begin formulating an action plan for school change. The reception was overwhelmingly positive; school stakeholders were energized by the possibility of creating real, sustainable change at the high school that addresses their concerns for improved academic performance and college readiness, as well as the creation of a safe and positive school learning environment. Monthly meetings with instructional staff; focus groups with students including a monthly breakfast with the principal; and a spring parent meeting followed, providing the opportunity to engage stakeholders around the plan's development while addressing needs and concerns.

HHS instructional staff expressed support for a structured professional development program with clear leadership and the opportunity for professional collaboration. Teachers and administrators visited several Internationals Schools to understand what the Internationals Academy for SIFE and ELL students could look like. They visited two TDS schools in New York and Washington D.C., observing best practices and meeting with directors. HHS leadership also met with potential school partners to discuss New York's school reform agenda, and the school's plan to meet the needs of its stakeholders through a whole-school redesign.

The Transformation Model was agreed upon as the best framework for providing needed academic supports and enrichment to students while also building in time for necessary professional development and collaboration.

### **II. C. Determining Goals and Objectives**

#### II. C. i. ELA Goal and Objective

**Goal:** To achieve proficiency in all subgroups on the ELA Common Core Regents Exam.

**Objective:** To increase the percentage of students scoring proficient or above on each ELA benchmark assessment throughout the school year.

**Objective:** To increase the percentage of students scoring proficient or advanced on the ELA Common Core Regents Exam to 80% by 2018 and 90% by 2020 in all subgroups.

II. C. ii. Math Goals and Objectives

**Goal:** To achieve proficiency in all subgroups on Regents math assessments.

**Objective:** To increase the percentage of students scoring proficient or above on each Math benchmark assessment throughout the school year.

**Objective:** To increase the percentage of students scoring proficient or advanced on the Algebra 1 Regents exam to 80% by 2018 and 90% by 2020 in all subgroups.

**Objective:** To increase the percentage of students scoring proficient or advanced on the Geometry Regents exam to 80% by 2018 and 90% by 2020 in all subgroups.

**Objective:** To increase the percentage of students scoring proficient or advanced on the Algebra 2 Regents exam to 80% by 2018 and 90% by 2020 in all subgroups.

**Objective:** To increase the percentage of students scoring proficient or advanced on the Summative Regents exam to 80% by 2018 and 90% by 2020 in all subgroups.

II. C. iii. Additional Goals and Objectives

**Goal:** 100% of HHS students will graduate in 4 years with a Regents or Advanced diploma.

**Objective:** To increase the overall graduation rate to 70% by 2018 and 85% by 2020.

**Objective:** To increase the percentage of students receiving a Regents or Advanced Regents diploma to 16% by 2008 and 25% by 2020.

**Objective:** To increase the number of students graduating within 4 years each year.

**Goal:** To build the capacity of HHS instructional staff to deliver all students a challenging, rigorous curriculum aligned to Common Core and State standards that utilizes the CCLS shifts.

**Objective:** To increase the percentage of teachers employing standards-aligned lessons that utilize CCLS shifts, as measured on administrator observation forms during regularly scheduled walk-throughs.

**Objective:** Teachers will develop and utilize formative and summative assessments to monitor student academic progress around the CCLS and NYS content standards.

**Goal:** To increase staff satisfaction and involvement.

**Objective:** To increase the teacher retention rate annually.

**Objective:** To increase the number of incidences of teacher leadership—such as teachers taking on leadership roles, serving as mentor teachers, and participating on committees—each year, as measured by participation data collected by the school.

**Goal:** To create a climate of high expectations that is safe, positive, and conducive to learning.

**Objective:** To increase student attendance to 95% by 2008.

**Objective:** To decrease the out-of-school suspensions to 5% by 2008 and 3% by 2020.

**Objective:** To reduce the drop-out rate by 6% in 2016 and 3% annually after that.

**Objective:** To increase the percentage of high school graduates accepted into two or four year colleges by 15% annually.

**Goal:** To extend the school community outside HHS walls by rallying stakeholders and partners around the success of the school redesign and students.

**Objective:** To increase the number and rate of organizations and groups partnering with theme-based academies annually as measured by participation records.

**Objective:** To increase the rate of involvement of parents in school activities and workshops as measured by Parent/Community Liaison participation records.

**Objective:** To increase the number and frequency of representation by diverse stakeholder groups including parents, community members, students, and staff on school-based decision-making committees as measured by participation records.

II. C. iv. School-level Baseline Data and Target-Setting Chart - Please see Attachment B.

## **II. D. School Leadership**

### II. D. i. Characteristics and Competencies of an Effective School Principal

The following core competencies, selected from the State's list of qualifications for Priority School leaders, were identified as crucial to the unique needs of HHS:

1. Identifies effective teaching and learning, and conveys to staff the impact of effective teaching and learning to the change process.
2. Develops cohesive improvement plans in collaboration with key stakeholders, informed by a theory of action, current data, and evidence of best practice.
3. Identifies and supports necessary adaptations to make curriculum, programming, and instruction fully accessible to groups such as English Learners and students with disabilities, to positively impact their educational outcomes.
4. Has a clear vision to ensure that all teachers fully implement high quality, deeply rigorous curriculum aligned fully to the Common Core Learning Standards.
5. Demonstrates expertise to implement a whole-school strategy for data driven instruction, based on analysis of periodic common assessments or performance tasks, and supported by appropriate PD in a way that ensures teachers use data to make instructional decisions.
6. Develops/shares a clear vision ensuring all students access resources and supports necessary to put them on the path for college and career readiness.
7. Incorporates data in the development of school policies and procedures; uses data to monitor progress and make adjustments; and to determine success.
8. Understands the need for staff, parents, caregivers and community to be involved in the life of the school as participants with voice and input.

### II. D. ii/iii. School Principal

Dr. Stephen Strachan was selected as the new principal of HHS for his track record leading the redesign and turnaround of low-performing, high-poverty, urban inner city schools in New York and Los Angeles. The most recent was Roosevelt High School (RHS) in Long Island, where he applied for and secured a federal Race to the Top grant in the amount of \$5.8 million to implement over three years for school redesign. That process involved engaging partners and implementing SLC's with a block schedule, as well as implementing a Smart Scholars early college high school program. During his tenure at RHS, the graduation rate increased from 58% to 81.3%. Student attendance increased from 87% in 2009 to 94% in 2013. The total number of college credits students earned in high school increased from 244 in 2011 to 1,004 in 2014, and the number of students attending four-year colleges and universities also increased. The school cut the ribbon on a \$67 million new school facility. HHS was removed from the Persistently Low

Performing School list after 20 years, and recently came out of State Receivership for the first time in more than a decade.

Prior to that, in Los Angeles, Dr. Strachan led a whole-school redesign—using the SLC structure with a block schedule in partnership with Talent Development—at David Starr Jordan High School in the low-income community of Watts. During his tenure, the school’s Academic Performance Index (API)—a school “report card” figure calculated from test results on the California High School Exit Exam (CAHSEE) and STAR test results in ELA, math, science, and history—rose from 468 in 2003 to 543 in 2008, surpassing state targets for multiple years.

Dr. Strachan has 16 years of experience as a high school principal, reflecting training, administration, and program management in uniquely challenging environments. He has led comprehensive, urban high schools with more than 2,200 students; supervised more than 100 teachers, six administrators, and classified personnel; and administered budgets of up to \$10 million. He has managed and balanced a school budget during a budget crisis with minimal loss of staff and school programs. He has a track record of engaging stakeholders including parents, community members, students, and staff around visioning and strategic planning, and experience implementing comprehensive, data-driven professional development plans designed to build capacity among staff. He is an innovative, visionary leader with the ability to manage a large, complex organization with integrity, and a dedicated professional with a personal commitment to excellence in high school education. This combination of traits and experience make him an excellent choice to lead the whole-school redesign at HHS.

Dr. Strachan earned his doctoral degree in school administration from Chelsea University in England in 2004, graduating Magna Cum Laude. He earned his masters of education in educational management from the University of LaVerne in California in 2011.

#### II. D. iv. Job Description and Duties of AP’s and SIM

Each HHS Assistant Principal is responsible for one of the SLC Academies. Responsibilities include managing operations and providing support and oversight to the Academy Teams. Assistant principals will be evaluated on the basis of student progress data from interim assessments and State test measures, student and staff survey data, and climate data such as student attendance and suspension referrals in their academies.

Day-to-day operations of the redesign process at HHS are coordinated by the School Implementation Manager (SIM). HUFSD has created a job description to hire someone to fill this role effective July 1, 2015. The SIM will serve in the capacity of an Assistant Principal at HHS, 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 comprehensive high school to SLC’s, and assisting with initiatives to enhance student advisement, school themes, and college culture at HHS. The SIM provides instructional coaching support in the Freshman Seminar classes and coordinates the reporting and review of weekly EWI data. Serving as a coordinator, the SIM is the point person for TDS in the high school. 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 District and the school, and provide documentation of implementation to the District.

## II. D. v. Supporting Leadership Profile

The current high school leadership is fairly new. None has been at the high school for more than two years. There are five assistant principals and two deans who currently serve in a leadership capacity along with the principal. The dean hired this year is bilingual in Spanish and has a strong instructional background. All of the site administrators are certified as lead evaluators and have extensive training on the use of the New York State United Teachers (NYSUT) teacher evaluation protocol. The school administrators have participated in site visits in preparation for the conversion of the comprehensive high school to SLC's, and sit on committees established to transform the high school. They have participated in all planning sessions and are currently actively involved with recruiting partners to support the career-themed SLC's.

The principal has scheduled weekly administrative meetings that all administrators are required to attend, where each school leader provides input and participates in the decision-making process. The principal will work with staff to ensure the following is in place to build a strong leadership team and support the unique talents each administrator brings to the high school:

- Recognizable team structure and legitimacy among the administrators
- Opportunity to reframe and clarify existing roles collectively
- Regular meetings and time allocated for administrative responsibilities
- Maintenance of a school-wide perspective and commitment
- Supervisory responsibility assigned for teachers can facilitate school-wide implementation of instructional vision

There are no identified barriers at this time.

## **II. E. Instructional Staff**

### II. E. i. Instructional Staff in the Building

In 2013-14 HHS had 114 teachers, a number that will increase to 118 with the hiring of four additional transformation teachers. They are led by one principal and five assistant principals. In addition, the school will hire two full-time instructional coaches in the areas of ELA and math.

In 2013-14, the overall composite rating of instructional staff was reported as follows: 2% ineffective, 10% developing; 63% effective; and 25% highly effective. Prior to that, in 2012-13, no APPR educator evaluation data were reported. The current administration is thoroughly trained in the APPR review system and teacher effectiveness is evaluated in accordance.

### II. E. ii. Staffing Picture: Current & Future

According to the State's composite rating of teacher effectiveness, 88% of HHS instructional staff is rated effective or highly effective. All teachers are highly qualified and work in their certification area. Because students' low level of academic performance does not correspond with the expertise of the instructional staff, HHS will seek a qualitative change among teachers, helping them look at enhancing the learning experience for all students, and increasing the rigor of instruction to align with the CCLS. This self-reflection and adjustment in teaching strategies will be bolstered by the comprehensive PD program to be put in place as a part of the SIG grant.

On the quantitative side, to implement the SLC redesign, HHS will hire six additional core content teachers so that there are two teachers per content area. This will bolster the professional collaboration to take place in the PLC's, while reducing the class size in math and English 9 to

provide more one-one-one attention to students in classes where they historically fail. The goal is to increase the number and percentage of students passing courses and matriculating to the next grade level, so that they remain on course to graduate with their cohort.

### II. E. iii. Instructional Staff Characteristics and Core Competencies

Instructional staff key to the transformation model implementation include:

- **English Language Arts (ELA) and Mathematics Instructional Coaches (2)** - These full-time content-area leaders, employed by the school district, are focused on providing ongoing, job-embedded PD for language arts and mathematics teachers. The coaches are responsible for maintaining contact with the TDS Instructional Facilitator on instructional issues and priorities in preparation for and between TDS technical assistance visits. The ELA Coach ensures the implementation of the TDS reading and writing programs, assisting all staff members with literacy issues in the classroom. The Math Coach is focused on providing ongoing, job-embedded professional development for mathematics teachers, ensuring implementation of the TDS math program, and assisting all staff members with math issues in the classroom. Both coaches facilitate the process of designing the core ELA and mathematics curriculum for grades 9-12, and support the school's reading and math labs. As instructional leaders, ELA and Math coaches they must develop and maintain a model classroom, actively participate on the Transformation Team, and attend PD trainings to stay current in content area and pedagogical strategies. Responsibilities include arranging for teachers to participate in interclass visitations; providing assistance with key administrators to develop and update curriculum maps, reviewing and adjusting curriculum as needed to ensure rigor and relevance; assisting in the selection and distribution of resources and materials to support individual student needs; coordinating NY State Regents exams; conducting peer class visitations and providing informal feedback; using evidence from informal classroom walk-throughs to plan for purposeful PD; reviewing and providing feedback on teachers' lesson plans; collecting and analyzing student writing samples as a vehicle to monitor curriculum and their progress toward meeting standards; conducting data analysis of trends from NYS exams and providing strategies for improvement; and mentoring new and struggling teachers in collaboration with the principal.
- **Academy Team Leaders** – Academy Team Leaders are committed teacher leaders who help create a team identity, set goals, meet regularly with their team's teachers, participate in scheduling of their students and teachers, handle team discipline, keep team files and plan field trips, team ceremonies, and other activities. Team Leaders are teachers who are committed to helping students become successful. Qualifications and core competencies for Academy Team Leaders include: 1) a minimum of three years of satisfactory teaching experience; 2) a record of satisfactory attendance not to exceed seven absences within each of the last two school years, except for mitigating circumstances; 3) demonstrated knowledge of best practices, standards-driven instruction, and assessment; 4) willingness to work successfully in team building and motivation; 5) good interpersonal skills; 6) must be a member of the 2015-2016 Academy; 7) should have experience in a leadership position.
- **Transformation Teachers** – In addition to training existing teachers to implement the transformation process as members of a theme-based academy, HHS is recruiting transformation teachers selected because they have demonstrated success 1) in the core content areas; and 2) working in urban inner city schools, where they have gained practice supporting the unique needs of a diverse student population.

- **Smart Scholars Coordinator** – The Smart Scholars program coordinator handles the school-based management of the Smart Scholars early college high school program. The position involves forming partnerships with institutions of higher education (IHE) and community organizations; ensuring ongoing engagement in college coursework, tutoring, advising, effective strategies for time management, study skills and communication; embedding enrichment opportunities such as SAT/ACT prep; facilitating the Memorandum of Understanding between HHS and the IHE's; promoting a district-wide college-going culture; arranging workshops on financial literacy and financial aid; ensuring support from partner college faculty on classroom instruction; facilitating a curriculum planning committee; collaborating with the master scheduler to include college courses in the HHS schedule; facilitating the ongoing recruitment of at-risk and underrepresented students; logistics such as transportation to the college; securing meals and materials for courses; ensuring fidelity of implementation; evaluating courses and transferability of college credit; assessment and maintenance of data; addressing program issues; overseeing expenditures; and reporting. The Smart Scholars Coordinator's performance will be assessed via rubric.

#### II. E. iv. LEA Staff Screen Mechanism

The transformation model requires instructional staff who are rated effective and highly effective on the State's APPR system. Staff must be willing to participate in extensive professional development. They should be enthusiastic about implementing school change for the success of all students. New transformation teachers exhibiting the characteristics described in the previous section are recruited through the OLAS system. Existing staff cannot be transferred, since there is only one high school and one middle school in HUFSD, both identified as Priority Schools. Year 1 staff identified as underperforming through school-based assessments receive intensive support and professional development. Year 1 staff who do not succeed after these supports are provided, or any instructional staff that earns a composite rating of ineffective or developing on the State's APPR system, are placed on an improvement plan with specific goals and objectives that must be reached by an established timeline. These staff members are required to attend school-year and summer professional development programs. Instructional coaches are engaged to work with them around lesson planning and effective instructional delivery. Those who fail despite the intensive supports, as measured by quarterly benchmark assessments and classroom observations by administrators, will be identified as teachers who must be removed from the high school. The principal will make that recommendation to the superintendent, who, as the designated School Receiver, has the authority to require teachers to reapply for their positions.

The LEA offers programs to incentivize the retention of high-performing staff, including tuition reimbursement for advanced degrees. In addition, effective and highly effective instructional staff will be considered for leadership positions and assignments at the high school, such as Academy Leader, instructional coaches, and leaders of professional development and Professional Learning Communities. They will be given the opportunity to pursue additional, district-sponsored professional development. HHS will implement scholarships for teachers interested in pursuing National Board Certification as part of the transformation plan.

#### **II. F. Partnerships**

##### II. F. i. Partner Organizations

HHS has engaged several educational partner organizations to provide services critical to the implementation of the new school design.

### **1) Lead Partner: Johns Hopkins University Talent Development Secondary (TDS)**

The transformation framework to be implemented at HHS draws in large part from the Talent Development Secondary (TDS) model for organizational and instructional reforms developed by Johns Hopkins University. For the past 20 years, TDS has helped schools across the nation reorganize in ways that promote strong relationships for students and adults; implement innovative, evidence-based curricula and instructional strategies; and build professional communities that support distributed leadership, shared decision-making, and increased capacity for continual improvement. TDS was the major partner in the transformation of California's Jordan High School under Dr. Strachan, and will be engaged as a major partner in Hempstead High School's transformation.

Schools that implement TDS organizational and instructional reforms see increases in student attendance, reductions in suspensions and other data related to student discipline and school climate, improved course passing and graduation rates, and increased scores on student achievement tests. TDS helps schools obtain such outcomes by offering research-based strategies, developed at Johns Hopkins University, that are paired with intense technical assistance provided by master educators who serve as TDS organizational and instructional facilitators. They work in the school, with the HHS administrators, to ensure that the strategies provided will be effectively implemented, monitored, and managed. The goal is to create a school that meets *all* students where they are and takes them where they need to be to graduate from high school ready to succeed in college, career, and civic life. This comprehensive school restart model uses organizational, instructional, and curricular innovations in concert with multi-level professional development to address the extensive needs of low-achieving schools. The function of TDS is to build capacity within the school so that the school continues to utilize and build upon the practices established during the TDS support period.

The TDS model integrates the following key elements and core strategies:

1. Research and evidence-based comprehensive whole school reform model with intensive instructional and organizational support for students, teachers, and administrators. This includes implementation of the block schedule, Professional Learning Communities, student Advisory period and curriculum, and theme-based small learning communities.
2. A teacher-friendly Early Warning Indicator system tied to research-based prevention, intervention, and recovery strategies in the areas of Attendance, Behavior, and Course performance in English and math.
3. A team-based organizational structure and collaborative work environment to make the job manageable.
4. An on-site School Implementation Manager (SIM) who works with the principal to coordinate the entire transformation process and implementation, including the various PD components;
5. TDS regional team Instructional Facilitators (IFs) in ELA and math who provide professional development and technical assistance to support expert school-based content coaches in ELA and math employed by the Hempstead school district; and a TDS regional School and Student Support Services (S4) Facilitator who provides technical assistance in the areas of school climate and classroom management.
6. Acceleration curriculum in Literacy, Mathematics, and Student Success in grades 9-11. ELA and Math classes are intended to teach students the skills they will need to succeed

in their regular English and Mathematics classes in those grades. The double-dose of ELA and Math for 9<sup>th</sup> graders is a major component.

7. An emphasis on the use of data to drive instruction and to provide tiered whole school and individual interventions.

## **2) Partner: The Internationals Network for Public Schools**

HHS will engage a second partner, the Internationals Network for Public Schools (INPS), to create an additional academy option which will support its growing number of newcomer SIFE students and English Learners. This multi-grade academy starts at grade 9, helping students of all ages and languages fill gaps in their education while receiving acculturation support and services. The academy will serve a subgroup of approximately 280 students who continue to struggle academically due to education and language gaps.

The research-based approach was developed by expert practitioners in EL education and is based on more than 30 years of school-based experience. It combines quality education for EL students with support to districts, schools, and educators, and involves: 1) Heterogeneity and Collaboration: Schools and classrooms are heterogeneous and collaborative structures that build on the strengths of every individual member of the school community to optimize learning; 2) Experiential Learning: Expansion of the 21st century schools beyond the four walls of the school building motivates adolescents and enhances their capacity to successfully participate in modern society; 3) Language and Content Integration: Language skills are most effectively learned in context and emerge most naturally in purposeful, language-rich, experiential, interdisciplinary study; 4) Localized Autonomy and Responsibility: Linking autonomy and responsibility at every level within a learning community allows all members to contribute to their fullest potential; 5) One Learning Model for All: All learners, faculty, and students participate in similar collaborative learning and work structures which maximize their ability to support one another.

INPS was selected because of the outstanding results it has had with newcomer and English Learners in its International High Schools. In its network of 19 high schools and academies in California, New York, and Virginia, students' standardized test performance, persistence, graduation, and college-going rates are significantly above both native English speaking and English Language Learner averages in these regions. International High Schools have consistently out-performed NYC schools for EL student achievement using a model that has been proven effective in multiple contexts, geographies, and with a large range of ethnic and language groups.

## **3) Partner: Pearson Professional Development Services**

Pearson Professional Development Services has been engaged by HHS to provide targeted professional development to teachers, instructional staff, and school leaders through its "Change of Practice" Institutes and administrator coaching in the areas of school leadership, ELA, and mathematics. While TDS focuses on the acceleration program, Pearson's Change of Practice professional development program works with all teachers to support Common Core, NY Standards-based lessons. There are summer and school-year components.

"Change of Practice" professional development is geared toward all teachers' implementation of standards-aligned curriculum. Each COP institute starts with a 1 day needs assessment tailored to developing a Data Driven Culture. Data is collected from multiple data points, including classroom observations, focus groups, and teacher and

administrator surveys, and each needs assessment is built flexibly to incorporate existing district or school level tools. Following the needs assessment process, the Pearson team collaborates with the school team to design a flexible training schedule in which participants receive targeted professional learning modules designed to impact the knowledge and skills that are the subject of the Data Driven Culture Institute. The job-embedded coaching can take various forms, including one-on-one coaching, classroom modeling, small group lesson study, teacher or leader network facilitation, co-teaching, co-planning, guided practice (such as walk-throughs), and classroom observation and feedback. The combination of short, targeted training modules (that can be offered during planning periods, team meetings etc.) and job-embedded coaching and differentiated consultative supports (informed by the initial needs assessment) provides schools with highly comprehensive support that does not require time away from the regular daily tasks of teaching and leading. Progress monitoring is embedded within onsite service days over multiple visits and culminates in a final report to stakeholders to debrief implementation, measure the achievement of institute objectives, and define next steps. “COP” institutes are designed to give educators the flexibility to prioritize and target areas of need, and allow them to incorporate professional development flexibly into daily instructional and leadership practice. Because change occurs only with practice, the approach is to nest professional development within the greater context of long-term, systemic solutions. That is, training is accompanied by job-embedded supports that verify fidelity of implementation and entail committed involvement by participating educators.

Pearson was selected as a partner because of its proven results implementing school-wide PD around the core content areas, and because of the customizable tools and program it offers, which allow implementation to be tailored to a school’s specific needs. It was also chosen for the level of service provided to schools and teachers through embedded PD, designed to verify and support the integrity of implementation.

**4) Partner: REACH School Leader Coaching Program (SCLP) and School-wide Effective Practices for Using Data Program™ (SEPUDP)**

In efforts to promote leadership capacity for school leaders, HUFSD engaged REACH School Leader Coaching Program (SCLP). Through the REACH SLCP, school leaders learn how to and when to manage issues of competing priorities, lack of confidence around making the correct decisions, and navigating the political landscape, while honoring the sense of urgency a school may need to be at the forefront of actions. REACH coaching begins in July and ends in June of the following year. During the 12-month program, The REACH school leader coach spends at least one full day per week, 3 times a month, coaching the school leader. The program is designed to address the specific needs of participating school leaders.

HHS will also engage the assistance of REACH as a partner to facilitate the use of instructional data to support the alignment of curriculum and instruction through its SEPUDP program. This will be provided through embedded professional development. It will help instructional staff build capacity to monitor the school’s progress around assessments and other established benchmarks for student achievement.

REACH was selected as a partner because it has a proven track record helping schools develop a protocol for collecting and analyzing data, and using it to drive instructional decision-making. HHS has long lacked such a system, which is crucial to implementing effective school change that identifies and addresses need areas.

II. F. ii. Evidence of Partner Effectiveness - Please see Attachment C and supporting documents.

II. F. iii. Partner Accountability

The LEA will hold the external partners accountable for all areas as specified in the signed contract. A detailed summation of the services rendered must be provided to the district on a quarterly basis. Any changes to the contract without district or school knowledge will not be honored. Partners will also provide the Superintendent of Schools with an overall summary of their work with supporting data (pre and post) that demonstrates the impact of the partnership. Upon completion of the above reporting, the LEA will engage an external evaluator on an annual basis to conduct a review of the services rendered against the contract. Partners will not receive payment from the district until have met all deliverables.

**II. G. Organizational Plan**

II. G. i. Organizational Chart - Please see Attachment H.

II. G. ii. Day-to-Day Operations

**School Staff and Partner Roles**

- **Principal and Assistant Principals:** The principal and assistant principals will continue to manage the day-to-day operations of the entire school program, conducting classroom observations to monitor the instructional program, participating in site and district level meetings around instructional initiatives and priorities that directly impact the high school, and developing and implementing school-wide discipline policies and procedures to maintain a safe and orderly campus. Personnel decisions, budgeting, financial management, legal compliance, and special staffing needs are managed by the principal with assistance from the leadership team.
- **Lead Partner:** Talent Development Secondary (TDS) will serve as a Lead Partner managing the transformation process at HHS. A Lead Partner is a specialized organization that coordinates the transformation of low performing schools by providing intensive, embedded support. The Lead Partner will establish a team providing staggered support five days a week at HHS. This team includes but is not limited to the district-hired School Implementation Manager/School Transformation Facilitator (SIM/STF) and TDS regional Instructional Facilitators in ELA and Mathematics, as well as a School and Student Support Services (S4) Facilitator. TDS will provide targeted services and supports in designing and executing a comprehensive school model including scheduling, academic programming, and support services; professional development and technical assistance in instructional strategies, effective teaming, and the use of data to drive instruction and interventions; implementing activities necessary to create a positive learning environment through change management, media relations, and family and community engagement; designing a strong human capital strategy and investing in school staff through recruitment and hiring processes, coaching, professional development and staff incentives; and supporting school operations by coordinating central office services and supporting budgeting and management.
- **Distributed Leadership and School Committees:** HHS will employ a distributed leadership model to help govern school activities and frame the decision-making process. TDS and other partner leaders meet weekly with administrators, teacher leaders, and department

representatives to support and guide school leaders and faculty members in this effort. This approach to school leadership and governance acknowledges that schools cannot rely on a single, heroic leader; rather, all members of the school community are, in part, responsible for the success of the school. As Alma Harris and James Spillane explain in a recent *Management in Education* article, “Distributed leadership is not a panacea or a blueprint or a recipe. It is a way of getting under the skin of leadership practice, of seeing leadership practice differently, and illuminating the possibilities for organizational transformation.”

- **Instructional Leadership Team:** Comprised of TDS staff, school administrators, faculty members, staff, parents, community partners, and students when appropriate. The purpose of this team will be to guide the overall transformation work. The school will create additional sub-committees to address school needs in areas such as operations, professional development, climate and culture, and community engagement. These committees will create a structure and process that is conducive to community involvement and shared accountability. The committees will provide recommendations to the school’s leadership team; in other instances, the committee may have decision-making authority.

### **Key Transformation Personnel**

- **TDS School Transformation Facilitator** - The School Transformation Facilitator (STF), hired by the district, is full-time onsite at HHS and will be trained and supported by TDS to ensure that the TDS model is implemented in the school. Specifically, the STF plans and facilitates common planning time meetings, leads the planning for implementation of career academies, and ensures that team, academy, and whole school TDS events are planned and implemented. The STF provides instructional coaching support in the Freshman Seminar classes and coordinates the reporting and review of weekly EWI data. Serving as a coordinator, the STF is the point person for TDS in the high school.
- **TDS Instructional Facilitators** – TDS instructional facilitators (2) in the areas of English Language Arts and Mathematics provide support to instructional coaches and teachers in specific content areas. Facilitators work with coaches and teachers on planning courses, units, and lessons; demonstrating teaching techniques; and reflecting on current practices. Instructional Facilitators are responsible for maintaining contact with the school instructional coaches on instructional issues and priorities in preparation for and in between monthly TDS technical assistance visits.
- **TDS Support and Student Support Services Facilitator** – This TDS regional facilitator provides support on school climate and classroom management, including PD around the Early Warning Intervention system.
- The **International Academy instructional coach**, from INPS, plays a key role in supporting the International Academy. The instructional coach and specialists will collaborate with the academy leader to develop a professional development plan that meets the specific needs of teachers over time.
- For school-based instructional transformation personnel descriptions, see section II. E.

### II. G. iii. APPR Plan

HUFSD was a part of six school districts that worked with NYSUT to develop the Teacher Evaluation Development (TED) System and teacher rubric as it relates to APPR. Training on the components of APPR and requirements for observations and evaluations began with teachers and administrators in January of 2012 and continued throughout the 2012-2013 and 2013-2014 school years. Teachers throughout the district participated in five 90-minute module trainings

called APPR Educator Academy. The training focused on understanding the language within the teacher’s rubric and developing a common understanding of highly effective teacher practice and collection of evidence to support learning. Teachers were able to preview videos, collect evidence of teacher practice, align practice to the rubric, and determine HEDI rating.

Currently, at the beginning of each school year, building administrators provide an overview of the APPR process. New teachers participate in a half-day training orchestrated by the Office of Human Resources. (All new administrators attend a 5-day training given by either Educational Leadership Trust (ELT) or the local BOCES. Once the Superintendent of Schools certifies the administrators, they are able to conduct formal observations of classroom teachers.) District-level administrators, in collaboration with the principal, make decisions regarding which administrator will be most effective in observing teachers within the school. Collectively, a schedule is developed and adhered to. Each administrator is responsible for following the agreed upon APPR Plan executed between the district and the collective bargaining unit, as it pertains to scheduling and conducting observations. Tenured teachers receive two formal observations, one announced and one unannounced. Non-tenured teachers can receive a minimum of 2 formal observations and unlimited informal observations. The principal completes the final evaluation of all teaching staff.

Teacher observations are conducted from October 1 through May 15 of each year. Throughout the observation process, teachers and observer work together to determine pre-observation, observation, and post-observation dates. Notification of all schedule observations is conducted via the OASYS platform. All formal observations must be signed by the observer and teacher and submitted to personnel. Original copies are maintained in the in the HR office.

**II. G. iv. Calendar**

<b>Event</b>	<b>Dates</b>
APPR Overview by building administrators	September 2015
APPR half-day training by HR dept	August 25-26, 2015
APPR new administrator training	August 3-4, 2015
Tenured teacher observations (2)	October 2015 – May 2016
Non-tenured teacher observations	October 2015 – May 2016
Creation of APPR schedule	September 30, 2015
Final evaluation by principal	May 30, 2016

**II. H. Educational Plan**

**II. H. i. Curriculum**

With the help of TDS, HHS will implement acceleration curriculum and a double dose of ELA and Mathematics for students who enter HHS below grade level in ELA or Math (scoring 1 or 2 in 8th grade), a format that will be replicated beyond the three-year implementation period. With the help of Pearson Professional Development Services’ “Change of Practice” Institutes, teachers will revisit the standards and work as teams to develop standards-based units around them in the areas of English Language Arts and Mathematics. The framework for collaboration, made possible by new Professional Learning Communities, is supported by TDS facilitators. Curriculum and instructional strategies from INPS will address the specialized needs of newcomer and limited English students.

### **Standards-Aligned Curriculum**

HHS began the implementation of Engage New York's state-approved instructional modules in English Language Arts and Mathematics last year. The modules are aligned with the New York State Learning Standards and the Common Core, and the curriculum was adopted by the school district to support implementation of the CCLS shifts. HHS will continue to build capacity around the utilization of the modules and other instructional materials to support the shift to Common Core ELA and Mathematics. Over the four years of high school, all students' schedules will include:

- At least three credit-bearing courses in mathematics that meet or exceed the Common Core Standards and can include competency at or above Algebra II;
- A sequence of four credit-bearing courses in English that meet or exceed the Common Core Standards at the proficient or advanced level;
- At least three college-preparatory science courses;
- At least four college-preparatory social science/history courses;
- Up to three years of foreign language instruction;
- Freshman Seminar, which facilitates and lays the groundwork for students' transition to high school and college and career preparation.
- Art, music, or drama electives.

Enhancing teachers' ability to deliver this curriculum is New York Learns ([www.nylearns.org](http://www.nylearns.org)), a Standards-based curriculum management and sharing system that will be made available to teachers in the Hempstead School District starting in the 2015-16 school year. This online system includes searchable Standards by grade level and subject, along with shared lesson plans, assessments, and other teaching tools.

### **Curriculum for Acceleration from Talent Development**

The TDS curriculum serves the high school's need for academic acceleration, particularly for incoming 9th graders. It is for acceleration only, and forms the full instructional approach when combined with curriculum from the district. TDS provides curricula in literacy, mathematics, and Student Success for grades 9-11. ELA and math classes are intended to teach students the skills they will need to succeed in their regular English and mathematics classes in those grades. Their effectiveness has been proven in national studies. TDS deploys ELA and math curricula that are Common-Core aligned, and implemented with research-based best-practice strategies. The instructional strategies embedded in the courses are utilized across all courses.

- **Literacy:** The TDS high school model includes intensive double-dose courses designed to build literacy skills for students who are two or more years below grade level to close skills gaps and prepare them for the challenging, standards-based curriculum required of all students. Students are enrolled in TDS double-dose literacy courses during the first semester, and complete the district's required English course during the second semester. Students who enter high school inadequately prepared in literacy take Strategic Reading, a non-traditional approach to accelerating fluency and comprehension skills with emphasis on modeling, reasoning and metacognition, and guiding students through reading authentic literature. These students then go on to take the district ninth-grade English course in the 90 minute block during the second semester. The tenth grade acceleration course, Reading and Writing in Your Career, is provided in the first semester to prepare students for the standard district tenth-grade course during the second semester.

- **Mathematics:** The TDS model for 9th grade students entering high school below grade level proficiency provides a research-based curriculum, **Transition to Advanced Mathematics (TAM)**, which is offered first semester in an extended block schedule. The district-level Common Core-aligned course is taught second semester. **Geometry Foundations (GF)** offers the same beneficial double-dose strategy in the first semester of 10<sup>th</sup> grade to prepare student for geometry. GF reviews basic algebraic skills and fosters students’ conceptual understanding of key ideas in high school geometry. GF helps students learn missing math components, develop new concepts, broaden depth of understanding, and strengthen skills and mathematical reasoning.
- **Student Success and Career Academies -** Freshman Seminar is taught as a full-year course for all students in 9th grade. Students practice the note-taking, time management, study, social, and human relations skills they need every day in their academic and elective subjects and in their lives outside of school. They learn more about themselves and their futures in the worlds of post-secondary education and careers as they prepare to choose a Career Academy for subsequent grade levels. In-depth lessons use both innovative and traditional teaching techniques including long-range projects, cooperative learning activities, role-play, and reflective journal writing.

**English Learner Curriculum**

INPS provides targeted support for newcomer students and other English Learners through its International Schools model, which HHS will implement in the form of an academy. The curriculum includes:

- I-SHARE, Internationals’ online curriculum sharing website with over 850 Common Core aligned curriculum units in all content areas, and resources to support educators in developing their practice. There are also resources, articles, formative assessment rubrics, guidance and college readiness resources posted by teachers.
- Internationals also has systems in place to capture critical knowledge that is generated across its portfolio of schools. The following tools provide schools with direct access to best practices and help to identify particular school components in need of support: 1) LISTSERVs – Online venues organized by academic discipline to facilitate teacher collaboration; 2) Network Curriculum Library – Exemplary curricula and resources chosen for their effectiveness in improving student achievement. Available online through I-SHARE, at the Network office, and via email on request from the INPS office.

II. H. ii. Instruction

The pedagogical shifts demanded by the Common Core Learning Standards will be implemented in joint by TDS and HHS using the following instructional strategies in core courses and common-branch subjects.

<b>ELA and Literacy Instructional Strategies</b>	
Shift I: Balancing Informational and Literary Text	TDS ELA Facilitator will assist ELA coach and teachers in choosing materials that meet the recommended CCLS guidelines for a balance of informational and literary texts. CORE ACTION1 planning sheets from NY CCSS Instructional Practice Guides will be used to ensure that texts are carefully chosen and that tasks are text-dependent while providing all students opportunities to engage in the work of the lesson.
Shift II: Knowledge	Students are taught to view text as their main source of knowledge as teachers move from the role of lecturer to facilitator, teaching students to think critically

in the Disciplines	about the text. A rich variety of reading and metacognition strategies (e.g., reflection, using reference tools, using graphic organizers) are provided, and student independence is fostered so that students become self-directing and self-assessing.
Shift III: Staircase of Complexity	ELA facilitator will guide ELA coach and teachers in scaffolding texts so that students reach targeted complexity bands by providing training in examining texts and identifying strategies for close reading when planning lessons. The Lexile Framework will be used to identify students' entry reading levels (as tested by the Gates-MacGinitie Reading Tests) in order to differentiate and scaffold toward Common Core Lexile Bands. Teachers will be expected to apply differentiation strategies in order to meet the needs of every student.
Shift IV: Text-based Answers	Across content areas, a focus on providing text-based evidence when answering questions or writing will continue to be reinforced throughout the year. The TDS facilitators and building coaches will support a school-wide literacy initiative that emphasizes the importance of using text-based evidence to support responses. TDS materials have been designed to engage students collaboratively in small learning teams around rigorous text-based conversations. After discussion, students write individual text-based answers that serve as ongoing formative assessments. This will give students frequent practice in using text-based evidence to support claims.
Shift V: Writing from Sources	Teachers are taught to require students to provide evidence from sources when supporting claims or explaining their reasoning. ELA, social studies, and other content areas will include MLA documentation and citation in research-based assignments.
Shift VI: Academic Vocabulary	Best-practice vocabulary training has been provided by TDS Facilitator and ELA coach, and will continue to be emphasized school-wide, across all subject areas. Special emphasis will be given to "Tier 2" academic vocabulary, teaching critical CCLS words while keeping the cognitive verbs in mind, such as <i>analyze</i> , <i>evaluate</i> , <i>compare</i> , etc., that focus on processing skills and lead to cross-curricular academic success. A morning announcement vocabulary program will be instituted, and keeping words alive through illustrated word walls, activities, and contests.

<b>Math Instructional Strategies</b>	
Shift I: Focus	TDS math facilitator will work with math coach and teachers to focus on Common Core Learning Standards in all lesson planning. Planning conferences for TDS math facilitator or coach and teacher will include building practice rubrics for task selection.
Shift II: Coherence	TDS math facilitator, math coach, administrators, and representatives from each math course meet periodically as a vertical team to align the overall curriculum with CCLS, avoiding gaps or overlaps.
Shift III: Fluency	Teachers provide opportunities for students to master core functions that contribute to speed and accuracy. TDS facilitator and math coach will support teachers in differentiation strategies and extra supports for students who are identified as having weak core skills. TDS facilitator and coach will model classroom discourse supports.
Shift IV: Deep Understanding	TDS facilitator, math coach, and teachers work together to design formative assessments that go beyond the correct answers by requiring students to explain their thinking. Students are provided small learning team experiences in which they can discuss processes and insights related to math concepts. TDS facilitator, math coach and teachers design rigorous tasks and appropriate rubrics during planning sessions which support a deep understanding of the standards.

Shift V: Application	TDS facilitator, math coach, and teachers will design lessons that require students to provide evidence of their ability to choose appropriate concepts and processes for problem-solving on their own rather than being directed by the teacher. Scaffolding and support will be provided as students work toward independence. This shift will be modeled and/or co-taught with TDS facilitator and/or math coach.
Shift VI: Dual Intensity	Students are presented with situations in which they can prove their ability to apply concepts independently and explain their thinking processes. TDS math facilitator and math coach support teachers in designing instruction to accommodate this shift.

II. H. iii. Use of Time - See Attachment I for the district school-year calendar.

**Block Schedule**

HHS will implement a block schedule starting in the fall of 2015. The current class schedule consists of 45- 48 minute periods. These will increase to approximately 75-80-minute blocks. The block schedule allows students to recoup minutes normally spent traveling from one class to the next, increasing instructional time in core classes while reducing movement in the building. Less movement in the building also helps decrease disciplinary issues that can arise during multiple class changes and dense student traffic.

The new schedule allows for the double period of English Language Arts and Mathematics utilized in the TDS model for students scoring at levels 1 and 2 as measured by state standard assessments. Academic acceleration in that framework occurs in large part due to the innovative instructional practices teachers can implement in the longer class periods. Teachers have time to model skills for students, engage students through cooperative learning activities, offer authentic assessments through project-based learning, and create individual learning centers that allow students to focus on the specific skills and content they need to succeed in a course. To support this change, teachers will take part in professional development around teaching in the block. The schedule will allow for instructional units to be taught in depth” and not just a focus on breadth of the curriculum, thus aligning to the common learning standards.

The block schedule will also allow for a 15-20 minute student **Advisory/ homeroom** period. HHS aims for Advisory to take place a minimum of three times each week. The Advisory period will be used to help students develop study skills and chart a course to college and careers. It will also be used for character education initiatives, team-building opportunities, and establishing a strong connection between teachers and students. It will be a venue for teachers to identify student needs and appropriate services to support those needs using the EWI System. The focus of the International Academy’s first year Advisory is acculturation, emphasizing students’ transition to the U.S., the Hempstead community, and the larger high school campus. This includes socio-emotional supports and delivery of services as needed.

An added benefit of the block schedule is that students can cover the academic content and complete classes in a semester. For example, a traditional year-long class can be completed in one semester allowing additional courses to be completed during the year or repeat courses embedded into the school day for credit recovery. This makes it possible to offer the same classes more than once during the school year as needed, so that students who fail a class can take it again, completing it that year instead of waiting until summer or the following year to complete it and allow students to make progress towards meeting graduation requirements .

Any schedules that are selected will be in alignment with an agreement with the collective bargaining unit.

**Sample Bell Schedules 2015-2016** - Please see Attachment J for bell schedules for 2015-16

### **Common Planning Time**

The new schedule also allows for common planning time for teacher teams, called Professional Learning Communities (PLC's), which help to build the collective capacity of the school's staff. Common planning time is a fixed time during the professional day to engage in collective data analysis and decision-making, professional learning, and planning and preparation of student activities. It will be built into the teacher teams' schedules. The teams meet multiple times per week, and each meeting has a specific focus, such as:

- Identifying students in need of individualized instructional time and devising individualized instructional plans of actions for such students.
- Analyzing student data such as Early Warning Indicators and achievement data
- Developing individual student intervention plans based on student data
- Planning for team-wide incentives, celebrations, or interventions to promote a positive school and team culture and identity
- Utilizing Data Driven Instructional (DDI) practices to examine, discuss, and analyze student work
- Sharing best practices, and engaging in other interdisciplinary professional development activities

TDS helps schools implement common planning time within teacher team schedules, and provides technical assistance and capacity-building activities that help teachers do focused work targeting improved student outcomes.

Professional development from Pearson COP Institutes will also be embedded in the common planning time provided for by the PLC's.

At the International Academy, the PLC's will allow for meetings of **interdisciplinary and discipline-based teams**. Each has a team leader who sets the agenda and facilitates weekly meetings. The interdisciplinary team develops projects that address academic themes from multiple content perspectives, discusses student progress through analysis of work and behavior, fine-tunes the design and use of DY0 formative assessments in literacy and numeracy, shares ideas and curricula to mutually support one another's pedagogical growth, holds constructive critical dialogues about one another's instructional effectiveness after organized lesson studies, and plans Advisory curriculum based on the affective needs of their students. Teachers of the same content area will gather once a week during PLC's to engage in inquiry work focused on instructional and language development strategies to use in their non-ELA courses that will also prepare students for success on the ELA Regents exam, and create performance-based benchmarks and portfolio rubrics used to assess the growth of individual students in their specific content class.

**Summer Bridge Program for Incoming 9<sup>th</sup> Graders** - HHS will extend the school year for incoming 9<sup>th</sup> graders, who will take part in a three-week summer bridge transition program. This adds 20 days of instruction to the school year for 9<sup>th</sup> graders. The program is designed to increase readiness for high school. Course offerings include Pre-English 9; Real-world Mathematics; Organization and Study Skills for High School; Financial Mathematics; Advisory; and Dance.

**Extended Learning Time** - HHS will also implement an extended day with its new **Tiger Academy**, a program that adds 4 hours daily, Monday through Friday, from 3:15 p.m. to 7:15 p.m., for a total of 20 hours per week. It operates as a continuation of the regular school day, with the same policies and procedures. Tiger Academy will also offer college entrance exam test support for juniors and seniors. Subject areas are led by full-time HHS faculty members. The offerings are as follows:

- **Tiger Academy weekdays** include:
  - **After-school Credit Accrual program** for students who need to accrue credits required for graduation.
  - **After-school tutoring programs** - Students may take part in tutoring assistance to support their academic needs, including remediation and Regents preparation.
  - **Enrichment programs** - The extended day also allows for enrichment classes. Some classes offered will be Princeton Review SAT/ACT preparation classes, Smart Scholars college readiness classes through Farmingdale State College, JROTC, sports, and enrichment classes.
- **Tiger Academy Saturdays** include programs like Princeton Review to help juniors and seniors on college entrance exams such as the ACT, PSAT, and SAT, in addition to Regents exams test preparation. It will also continue to support students with limited English build their English reading comprehension, speaking, and writing skills.
- **0 Period** – HHS will also implement a before-school, 0-period class to accommodate additional elective and enrichment courses, such as Advanced Placement classes.

**Additional Extended Learning Time Options** - Guidance counselors will collaborate with students and their parents to present all of the options available after reviewing each interested student's transcript. Students may elect to enroll in such extended day programs:

- **Twilight Academic Program at the BOCES Career and Technical Center**— Students may take part in this academic program for Regents-bound students.
- **Tech Plus Program at the BOCES Career and Technical Center**—Students may take part in the technology career track programs and/or credit recovery programs offered.
- **Summer School** is an additional credit recovery option.
- HHS is also adding an early morning, **0-period class** that takes place before the start of school. The added flexibility of a 0-period class would allow for additional enrichment, Advanced Placement, and college courses.
- **JROTC** program – HHS is bringing back its JROTC program. The program builds character while offering students interested in military service an additional pathway into careers, the workforce, and college. Components of JROTC will be delivered both after and during school.

#### II. H. iv. Data-Driven Instruction/Inquiry (DDI)

The use of data to drive decision-making is an ongoing focus at HHS, both during and beyond the three-year transformation period. This includes instructional decision-making in the classroom, assessment and provision of support services for individual students, as well as school initiatives designed to create a climate conducive to student success.

The functional cycle of Data-Driven Instruction is as follows:

- Formative and summative assessments are conducted at the beginning and end of each instructional unit, during the first and second semester.

- Benchmark or interim assessments are conducted quarterly in the core content areas.
- Teachers meet monthly in content-specific PLC's to review and analyze instructional data from formative, benchmark, and summative assessments in addition to student work. Instructional delivery is modified as needed based on the findings. This takes place in classrooms or other spaces as assigned.
- Teachers meet with administrators quarterly, following the benchmark assessments, to review concerns about student progress and develop intervention plans as needed.
- Teachers meet weekly in interdisciplinary academy-based PLC teams during which data review and planning are conducted.

**Talent Development Data Supports** - A portion of PLC meeting time is devoted to an Early Warning Indicator meeting to examine student data in the areas of attendance, behavior, and course performance. The school will use TD Access Tracker as a data management system to capture student data in real time so that staff can identify individual students in need of academic, behavioral, or socio-economic supports, as well as broader trends that inform instructional strategies and decision-making. The SIM will play a key role in assisting and training school staff in the use of student data to drive instruction. In addition, Math and ELA facilitators will monitor student achievement data in these two key areas and will assist teachers of these subjects to adjust instructional practice as warranted, both individually and in the context of content-area teams. Content area teachers (math, ELA, science, and US history) will meet across grade levels to ensure coherence of instruction both within a grade level and in the articulation of skills taught in 7<sup>th</sup> and 9<sup>th</sup> grade. Finally, TDS instructional Facilitators in Math and ELA will each provide two days per month of technical assistance in the form of PD, coaching, and facilitation in their respective content areas.

**REACH School-wide Effective Practices for Using Data Program (SEPUDP)** - HHS has engaged REACH SEPUDP as an additional resource to assist the school community in making use of data sources to align to overall goals the school has established. The program will ensure that there are systems established with explicit protocols for how to analyze and use data. HHS teachers will receive PD aligned to the use of the REACH data protocols during monthly PLC meetings, during which the REACH SEPUDP Facilitator meets with staff members to review the ways in which teachers collect and track data against the school's mission. The facilitator works directly with teacher teams to develop their knowledge of the ways in which data should be used in the school. He or she also initiates a system of school-wide data collection to enable HHS to better understand school-wide progress indicators. This program has 20 face-to-face sessions. The facilitator meets with the teacher team 10 times, across 10 months, throughout the school year. The remaining 10 visits are dedicated to providing coaching to individual teachers participating in the teams. The individual sessions will focus on providing job-embedded coaching to the teachers aligned to the use of data to inform instructional practices before, during, and after classroom instruction. This program will blend a model that incorporates off-site supports, including the creation of data charts and graphs for the school leader and community to use to discuss if the school is on track to achieve established goals, or if adjustments of practices are needed. Reflection sessions between the REACH consultant and the school leader take place quarterly.

## II. H. v. Student Support

**Small Learning Communities** - The Small Learning Communities structure, in which each student belongs to a smaller community led by a team of teachers within the larger high school, helps to keep students from falling through the cracks. It encourages a close-knit community of students, teachers, and families. Research and experience have shown that the quality of student-teacher interactions and the quality of instruction are critical to the levels of student motivation, effort, and engagement required for sustained academic progress.

At the International Academy, students will develop a sense of pride in their own backgrounds and the diverse experiences of others through classroom projects, school-wide initiatives, Advisory-based lessons, and culture/language clubs. Students will be continually encouraged to celebrate their cultural and linguistic individuality while embracing their new home in the United States. Many of the students in the International Academy have faced recent trauma, separation from family members, and reunification with others. The Academy will develop strategic partnerships with community-based organizations in order to provide family reunification workshops, adult English language courses, access to mental health and legal services. Positioning the academy as the community's bridge to such services will strengthen the relationship between the families of ELLs and HHS.

**Summer Bridge for 9<sup>th</sup> Graders** - The summer bridge transition program for incoming 9th graders is designed to increase readiness for high school via math, ELA, advisory, and study skills curricula.

**Early Warning Indicator System** - The Early Warning Indicator (EWI) system from TDS is designed to identify students early who need support, and to provide the appropriate interventions as quickly as possible. School staff members who closely follow and use the EWI's of attendance, behavior, and core course failure quickly identify students who begin to exhibit warning signs. In addition, the system helps to identify the intensity of services needed, and to monitor impact. Teams hold weekly EWI meetings in which teachers, school administrators, and support staff meet to analyze EWI data, assign and assess interventions, and determine the professional development needed to strengthen the success of student-teacher interactions and support high-quality instruction in every classroom. These meetings, as well as the EWI system, are facilitated by an on-site facilitator experienced in supporting school-based implementation of EWI and intervention systems. EWI meetings result in very specific supports to individual students along with follow-up from committed staff and partner organizations. The TDS EWI system incorporates three distinct tiers of support:

- Tier 1 supports are provided for all students to help them raise their attendance rates, teach and reinforce expected behaviors, and ensure a high level of achievement;
- Tier 2 supports are interventions for students who need more than Tier 1 supports. These include group supports such as tutoring, anger management or after-school activities.
- Tier 3 are for students with academic issues, or challenges outside the school building requiring off-site one-on-one support such as services from a psychologist or social worker, or off-site clinical personnel.

#### **Academic & College-Going Supports**

- The **Ninth Grade Success Academy** supports students transitioning to high school while providing the academic and social foundation they need to succeed. Students begin to select their post-secondary pathway and prepare for college in *Freshman Seminar*, a transition-to-high-school course that emphasizes the study skills, social skills, and career and post-

secondary planning skills necessary to succeed in and beyond high school. They begin to explore their strengths and interests, using this information to research career fields and relevant post-secondary pathways. The double-dose courses in Strategic Reading and Transition to Advanced Mathematics during the first semester provide students with the extra help and support they need to succeed. Throughout the **sophomore and junior years**, students receive academic support that prepares them to be successful post-secondary students. Career electives challenge them to apply academic skills in workplace settings and develop skills that will benefit them after high school.

- The **Student Support Team (SST)** assists in the facilitation of a caring, structured, and nurturing environment in which each student's educational and physical needs are met. The SST is prepared to obtain needed resources or services for each student's particular needs as well as collaborate with parents, case managers, health care providers, and other service providers in the students' best interest.
- HHS also implements the **Safe & Civil Schools program**, which employs strategies to increase student respectfulness, responsibility, and motivation. As a Response to Intervention (RtI) model, Safe & Civil schools complements the TDS model and the EWI tiered system of supports.
- **Check-in/Check-out (CICO)** is another behavior intervention which requires students to check in with a faculty member in the morning and in the afternoon. Faculty members volunteer to become lead CICO Facilitators in the building, and are assigned a small group of students. Students receive positive contact, pre-corrects, reminders of school-wide expectations and, if needed, basic school supplies. The facilitator receives updates from the student and his/her teachers and discusses daily performance with the student.
- **Social/Academic Instructional Groups (SAIG)** are led during lunches and extended periods by members of the Student Support Team (SST). Youth are supported in a small group for direct instruction of school-wide expectations and/or replacement behaviors, including structured practice and direct behavioral feedback. Interventions leading to generalization are most effective when youth are also supported by CICO.
- HHS uses positive behavior certificates called **Tiger Certificates** which are provided to all faculty members to give to students who perform good deeds, follow school rules, or at the discretion of the faculty member for a student who is acting as a good citizen or caring for the Hempstead community. The school will explore various incentives to encourage positive behavior for students who earn the certificates.
- **Say Yes** works with TDS and other partners to provide individualized supports for students. Services currently include a student monitoring system to ensure students are on track to thrive and successfully graduate high school, scholarships to attend vocational training and/or two and four year colleges, mentoring, tutoring and academic assistance, and after-school programming.
- HHS is bringing back its **JROTC program**, which builds character while offering students an additional pathway into careers, the workforce, and college.

**Empowered Teachers, School Climate** - The TDS model and teacher team organization empowers teachers to take charge of creating a safe environment that promotes high-quality teaching and learning. School climate celebrations and interventions include quarterly **Report Card Conferences** and monthly and quarterly **student recognition programs** and end-of-season team recognition programs. Teachers also work together during planning meetings to

design, implement, and adjust academy-level policies regarding students' academic responsibilities and behavior. These policies provide students with a consistent and fair set of procedures for all classes.

**A College-Going Culture** - HHS aims to create a college-going culture where students set their sights on college early, then develop a plan, build the necessary skills, and access resources that will help them enter and succeed at college.

- **Advanced Placement (AP) courses** - HHS currently offers 7 AP courses, but intends to expand the number of AP courses to 10 or 11 over the next 3 years.
- **NYGEARUP** – As part of the transformation, HHS is implementing NYGEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) in conjunction with Nassau Community College, a federal initiative designed to increase the number of students who are prepared to enter and excel in postsecondary education. The goals of NYGEAR UP are to increase the academic performance and preparation for postsecondary education of participating students, with an emphasis on career readiness and college fit; increase the rate of high school graduation, with an emphasis on college and career readiness; increase participation in postsecondary education with an emphasis on college fit and alignment with high-demand fields and sectors of the economy; increase participation in postsecondary education without need for remedial coursework; increase the rate of college persistence and completion of participating students; and increase student and family knowledge of postsecondary education options, preparation, and financing.
- **SMART Scholars Early College High School** – A SMART Scholars program is in place at HHS. This is an early college high school program, delivered in partnership with Farmingdale State College, through which students take college classes and then graduate from high school with college credits. HHS will continue this program, working to make it more robust and better utilized by HHS students.
- **College Center** – HHS will establish a College Center with a computer lab and resources to aid students in their college search, as well as applications for financial aid and scholarships.
- **College counselor** - The College Center will be staffed with a college counselor who can assist students with all aspects of the college selection, application, and funding process.
- **College visits** – HHS will create more opportunities for students to visit colleges, including trips to historically black colleges and universities, NYS CUNY system, and other schools. The goal is to increase student interest and enrollment in postsecondary education.

#### II. H. vi. School Climate and Discipline

While the multi-pronged approach to improving school climate described in the previous section is an excellent preventative strategy that will benefit a majority of students, those who continue to be disruptive, cause disciplinary incidents, or miss school will necessitate school responses. Discipline with Dignity is a concept based on creating a connection with students so ultimately they are motivated by the realization that positive behavior will make their lives better.

An HHS committee headed by the Dean of Students will explore options for a dignity-based disciplinary system featuring a **merit system**. Students will have the opportunity to earn back merits through various avenues including community service with partnering agencies, school beautification assignments, after-school detention, Saturday detention, peer mediation, and conflict resolution. These alternatives to suspension ensure that students are not out of school

even when a suspension is merited. The ultimate goal is to restore an opportunity for students to experience discipline with dignity.

The overall approach to school climate transformation is designed to address the needs of all HHS students, including students with special needs. In addition to the components described above, the Committee on Special Education will develop behavior intervention plans for special needs students who illustrate a pattern of repeated behavioral incidents. These will be monitored by the school social workers and school psychologists.

**School Climate Surveys** - In order to gauge satisfaction with the school climate, HHS will implement annual student, staff, and parent surveys. Additional information will be gathered informally at Breakfasts with the Principal and other events.

#### II. H. vii. Parent and Community Engagement

Community and parental involvement is another component that helps address challenges with non-academic barriers to learning. HHS makes a diligent effort to engage the school community with timely notification of school services and programs. Literature is sent home in English and Spanish. Parents are invited to visit the school during Open House, Back to School Night, and parent-teacher conferences. In addition to the current outreach efforts, the school will recruit and hire a bilingual Parent Community Liaison to support HHS adding the following components to strengthen the school-to-home connection:

- Town Hall Meetings – Town Hall Meetings are good ways to engage parents on important topics, such as introducing the parents of 9<sup>th</sup> graders to the school, or to explain the transformation process. The format allows for question-and-answer sessions with school staff. This initiative will commence in August of 2015.
- A communications campaign about the school transformation process
- Bilingual annual progress reports to parents and community members, and/or a monthly newsletter from the principal
- Updated, active school website
- Parent Symposium – Organized by staff, this event invites parents to the school to take part in workshops and become active members of the school community.

Parent Center – Many schools have a Parent Center staffed by parent volunteers and a bilingual parent/community liaison, where parents can go to obtain information and become involved in the school. HHS is planning to implement a Parent Center replete with classes designed to help parents support their children.

#### **II. I. Training, Support, and Professional Development**

HHS will employ a three-tier model of job-embedded professional development (PD) in which TDS ELA and Math facilitators and school-based ELA and Math instructional coaches work with school administration, the Instructional Leadership Team, and classroom teachers. Much of the support of the instructional team takes place during Professional Learning Community meeting time embedded into the school day on a weekly (SLC teams) and monthly (discipline teams) basis. Major partners to be engaged in school PD include TDS, which manages the PD program while also deploying an academic PD component that revolves around its acceleration curriculum and an Early Warning Indicator system to help teachers identify student needs and support systems; and Pearson Professional Development Services, which addresses whole-school implementation of CCLS-aligned curriculum. Both utilize embedded professional development

strategies that take the form of working with teachers by co-teaching and/or modeling lessons. This is bolstered by structured sharing and team planning among teachers.

II. I. i. School Leadership/Staff Role in Plan Development

The plan was developed by Dr. Strachan and the Instructional Leadership Team, with feedback from teacher focus groups and assistance from TDS.

II. I. ii. Implementation Period

<b>YEAR 1</b>			
<b>Training, Support, and PD Events</b>	<b>Agency</b>	<b>Measurable Outcomes</b>	<b>Method of Assessment</b>
<b>Pearson Change of Practice Summer Institutes:</b> Total days: 6. For teachers in the areas of English Language Arts, Mathematics, college readiness. Emphasis on CCLS/shifts. Aug. 2015	Pearson	Progress toward benchmarks in student achievement and culture	Analysis of student data; external evaluator tool
<b>Summer Institute at Harvard Graduate School of Education:</b> Principal and AP's (4) attend this training for building-level administrators in redesigning high schools and improving instruction while ensuring internal and external accountability.	Harvard Institute	Progress toward benchmarks in student achievement and culture in individual SLC's, including attendance and discipline referrals. Student surveys show positive climate.	Principal uses student data and surveys to assess APs' performance. Principal evaluated under APPR by LEA.
<b>REACH School Leader Coaching Program</b> Supports the principal in any and all aspects of leadership coaching, addressing challenges inherent to leading a comprehensive school change transformation. One full day per week, 3 times a month. Sept. 2015-June 2016	REACH	Successful leadership of school transformation implementation evidenced by leading indicators.	Principal evaluated under APPR by LEA. REACH by external eval.
<b>Academy Professional Learning Communities (PLC's)</b> – One block class per week dedicated to academy meetings that include PD and coaching from TDS Facilitators around Early Warning Intervention System for students, Advisory curriculum.	TDS	Successful use of Early Warning Indicators to ID and match students to services. Successful implementation of Advisory curriculum.	TDS facilitators and ILT confirms practice at monthly meeting.
<b>Content-specific Professional Learning Communities (PLC's)</b> – One block class per month dedicated to content-specific meetings that includes: PD, coaching, and team planning assistance from TDS Facilitators, with assistance from school-based ELA and Math coaches, around 9 <sup>th</sup> grade Math and ELA intervention curriculum, plus multi-grade planning. The monthly PLC's also provide the framework for PD from Pearson Institutes in ELA and Math.	TDS, Pearson	Progress toward benchmarks in student achievement in the core content areas.	Analysis of student data; external evaluator tool

<p><b>“Change of Practice” Leadership Network Institute</b> – Delivered in the form of half-day sessions each month September 2015 – June 2016</p>	<p>Pearson</p>	<p>Successful leadership of school transformation implementation evidenced by leading indicators.</p>	<p>Principal evaluated under APPR by LEA. REACH by external eval.</p>
<p><b>Instructional Leadership Team</b> - Principal and AP’s, school instructional leaders, and partner leaders meet monthly around transformation efforts and to take part in embedded PD from TDS, Pearson, and REACH. A major focus is the alignment of student data to PD opportunities.</p>	<p>TDS, Pearson, REACH</p>	<p>Successful alignment of data to PD opportunities</p>	<p>Successful alignment of data to PD opportunities.</p>
<p><b>International Academy PD</b> – Internationals Network will provide this academy’s teachers, leader, and AP with coaching to align curriculum to the Common Core, leverage best practices in teaching ELLs, and differentiate for a heterogeneous classroom through workshops and embedded coaching and curriculum development support to teachers one day per week in PLC’s.</p>	<p>INPS</p>	<p>Progress toward benchmarks in student achievement and culture in International Academy</p>	<p>Analysis of student data; external evaluator tool</p>
<p><b>Pearson “Change of Practice” Professional Development</b> – Pearson Professional Development implements their research-based ELA and Math institutes accompanied by job-embedded supports for participating educators. While TDS focuses on the acceleration program, Pearson’s program works with all teachers to support Common Core, NY Standards-based lessons. September 2015-June 2016.</p>	<p>Pearson</p>	<p>Progress toward benchmarks in student achievement</p>	<p>Analysis of student data; external evaluator tool</p>
<p><b>REACH School-wide Effective Practices for Using Data Program™ (SEPUPDP)</b> -Facilitates the use of instructional data to support the alignment of curriculum and instruction, provided through embedded PD. SEPUPDP helps school staff monitor progress around assessments and other established benchmarks for student achievement. September 2015-June 2016.</p>	<p>REACH</p>	<p>Progress toward benchmarks in student achievement</p>	<p>Analysis of student data; external evaluator tool</p>
<p><b>New teacher training</b> - Teachers chosen from the HHS staff mentor new and struggling teachers. Monthly mini-workshops to support their transition into the teaching profession on top of other PD. Mentoring is ongoing; mini-workshops are 1x/month September 2015-June 2016</p>	<p>ELA &amp; Math coach; HHS teacher leaders</p>	<p>Progress toward benchmarks in student achievement</p>	<p>Analysis of student data</p>

II. I. iii. PD Evaluation

Hempstead High School is committed to providing teachers and instructional leaders with high quality professional development to improve teaching and learning. To that end the school site will follow the protocol listed below to effectively evaluate the professional development outlined in this transformation application and make adjustments as needed.

Evaluation of the implementation will consist of the following:

- **Changes in Educator Practice:** School leadership will conduct monthly evaluations of the PD plan to assess its impact on educator practices at the classroom and/or school level. Data is collected each month (10x/year) by the Instructional Leadership Team via formal classroom walk observations, in addition to more regular informal observations, followed by a monthly meeting to study the data and plan changes as needed. The evidence collected from teacher practice observations is not only shared with teachers, but is also used to make decisions regarding ways to address additional performance needs of staff through PD.
- **Changes in Students:** The Instructional Leadership Team will also assess the PD program's impact on student performance at the monthly meeting—using summative and formative data from state achievement measures, district achievement tests, progress monitoring, educator-constructed tests, interim assessments, action research results, discipline referrals, and/or portfolios of student work—to assess the impact of professional learning.
- Annually, the school will conduct an evaluation of the degree of fidelity with which the school's PD plan is implemented.
- Annually, school administrators and the ILT will review school-level evaluation data as part of the needs assessment process for the subsequent school year's PD planning in order to eliminate ineffective programs and strategies and to expand effective ones.

### **Use of Teacher Input**

- At the end of each school year, as a part of the APPR process, teachers meet with the principal evaluator. The teacher and evaluator determine workshops/conferences that most benefit the teacher to improve on his or her practice. It becomes the responsibility of building administration in conjunction with Office of Curriculum and Instruction (OCI) to develop a plan of action to enhance teacher practice based on their areas of growth.
- HUFSD requires staff to complete an evaluation form for all PD sessions. Evaluation forms are submitted to OCI for analysis. The information gained is used to determine whether or not future PD sessions need to be adjusted to ensure the individual and collective needs of staff are being addressed. Teachers' suggestions to what they feel is needed to improve the teaching and learning environment is crucial to buy-in and promoting successful practices.

### **Pearson Professional Development Services Self-Assessment**

Pearson Professional Development Services offers multiple evaluation tools around the services that they provide to HHS staff. These tools include post-training participant surveys, observational and instructional rubrics utilized during the course of job-embedded coaching and modeling, and field notes summarizing change over time. This data is used on an ongoing basis to tailor Pearson PD to the needs of the instructional staff.

## **II. J. Communication and Stakeholder Involvement/Engagement**

- It is especially important at the start of the transformation process to inform parents of the changes they and their children will experience as a result of the school redesign. In August 2015, the school will take a proactive approach by mailing home a bilingual flyer in English

and Spanish highlighting the key components of the process. The informational flyer will also be posted on the district and school websites.

- Bi-monthly Town Hall Meetings – One of the key goals of the bi-monthly Town Hall Meetings is to inform parents about the school's Priority status and progress on SIG plan implementation. Presentations are informed by an analysis of evidence and leading indicator data. They generally begin with a PPT presentation by the principal, followed by a question-and-answer session. This initiative will commence in August of 2015. Town Hall Meetings are held in the school auditorium.
- The school website has lain dormant for some time. HHS will revitalize the site, using it to provide updates about the SIG process and serve as a vehicle for parents and community to leave comments and voice concerns. This initiative is planned for August 2015, with weekly updates occurring after that.
- The principal will produce a monthly bilingual newsletter to update stakeholders on the progress of the SIG implementation and related indicators.

## II. K. Project Plan Narrative/Timeline

### II. K. i. Key Strategies for Year 1 Implementation

Please see Attachment K for an annotated chart illustrating Key Strategies for Year 1 Implementation, categorized into areas of student academic achievement, staffing, professional development, partnerships and stakeholder involvement, with implementation dates. Strategies:

- **Hire new transformation teachers:** Six transformation teachers will be hired in the core subjects to reduce class size in courses that historically have a high failure rate. Competencies for these teachers include high student performance, experience in urban schools, and a commitment to implementing school change.
- **Identify Academy Leaders:** Academy leaders are teachers who take a lead role in theme-based academy planning, partner engagement, and at PLC meetings.
- **Identify ELA/Literacy and Math coaches:** These school-based ELA and Math coaches work with instructional staff, with assistance from TDS ELA/Math Facilitators to provide coaching, PD leadership, and assistance to instructional staff.
- **Implement Tiger Academy Extended Day (20 hrs/week):** The school day will be extended 4 hours per day, 5 days a week. The time will be used for credit recovery, tutoring, college-prep, and enrichment programs for all students.
- **Implement Saturday Academy:** A Saturday program will be used for credit recovery, tutoring, college-prep, and enrichment programs for all students.
- **Implement JROTC program:** This program builds character while offering students interested in military service an additional pathway into careers, the workforce, and college. Components of JROTC will be delivered both after and during school.
- **Implement Pearson "COP" Institutes:** Math, ELA, Leadership: These standards-aligned institutes utilize the CCLS shifts to help teachers assess and collaborate to improve their curriculum and instructional delivery to impact student achievement. They are supported by embedded PD to ensure excellent implementation and support teachers.
- **Implement REACH Data Program:** This program helps establish protocols for collection and use of data to drive instruction. Called School-wide Effective Practices for Using Data Program, it includes 20 face-to-face sessions including PD for teachers during monthly PLC meetings plus individual support to teachers, and consultation with the principal

- **Implement new teacher mentor/PD program:** Teachers chosen from the HHS staff mentor new and struggling teachers.
- **Implement vertical training with middle school,** with the goal of articulating and lining-up instructional standards to define what students should know leaving high school, and what they should learn upon entering high school
- **Implement incentives for effective/highly effective teachers:** These include opportunities to take a leadership role at HHS such as Academy Leader or Instructional Coach; opportunities for school or district-funded additional PD; and scholarships for pursuing National Board Certification
- **Implement Early Warning Indicator system:** This TDS initiative is designed to have a positive impact on school culture by training teachers to monitor student data like attendance and academic achievement to identify needs and services to help the student. Academy teachers review the data weekly in PLCs.
- **Establish College Center with College Counselor:** Establishing a technology-rich College Center, staffed by a college counselor who supports students' college searches, applications, financial aid and scholarships, contributes to the school's college-going environment.
- **Establish Parent Center with Parent/Community Liaison:** The school will also establish a Parent Center, staffed by a bilingual parent/community liaison who will coordinate parent workshop, activities, and programs that strengthen the home-school connection. This contributes to the school climate goal.
- **Implement Communications Projects:** To increase school-home communication, HHS will 1) update the school website; 2) create written communications such as bilingual newsletters and annual reports; 3) conduct public presentations.
- **Implement year 2 of Smart Scholars ECHS with Farmingdale State College:** This program allows students to earn college credits, and a college experience, while at HHS.
- **Implement Merit-based Discipline with Dignity program:** Students will have the opportunity to earn back merits through various avenues including community service with partnering agencies, school beautification assignments, after-school detention, Saturday detention, peer mediation, and conflict resolution.

#### II. K. ii. “Early Wins” Indicators of Successful Implementation

Some of the “early wins” anticipated are:

- A shift in the academic environment in the building
- Increased in seat attendance
- Reduction of 1) referrals to office and 2) out of school suspensions
- More 1) students passing courses and 2) credits earned meeting graduation requirements
- Increased teacher attendance and morale
- Increased parent and community participation in school activities

The school leadership will meet with stakeholders on a quarterly basis to evaluate the systems and structures that have yielded success so the school can continue to build them, ensuring they become systemic in the culture of the school building. The school will conduct an annual parent and community symposium to engage parents in meaningful activities, presented by school partners, to build their knowledge and understanding of the shifts in the building, and the implementation status of the school-wide initiatives.

Other “early wins” that serve as indicators of successful SIG implementation include:

- Successful hiring of the school-based SIM and math and ELA coaches
- Successful organization of SLCs (Freshman Academy, International Academy, and Career Academies)
- Creation of a block schedule that allows for double-dose acceleration courses in math and ELA, and Freshman Seminar for 9th graders
- Successful Town Hall meeting in August to communicate the Transformation Plan to students, teachers, families, and other stakeholders
- Revamping of school website, up and running by August 15
- Creation of a school-wide Early Warning data system, with all teachers trained in its use
- Early functioning of EWI meetings in all SLCs, with appropriate tiered interventions at academy, classroom, subgroup, and individual levels (e.g., parents of absentee students receive a phone call the same day)
- Successful implementation of after-school Tiger Academies
- Successful Back-to-School night, parent-teacher conferencing, and Report Card Conference
- Timely submission of 1st quarter EWI data, showing evidence of appropriate and effective interventions provided to students slipping off-track
- Successful pre-implementation and 1st quarter tiered professional development, including TA from TDS instructional facilitators and onsite support from math and ELA coaches

Some of the major initiatives intended to ensure the long-term sustainability of the plan include:

- Heavy investment in professional development and support systems to teachers including incentives for becoming effective and highly effective educators who use data to inform standards-based instruction.
- Building capacity among school-based Math and ELA Coaches to support teachers with coaching and other embedded PD plus instructional leadership beyond the SIG grant period.
- Restructuring the school into small learning communities led by a team of teachers. The SLC structure makes it possible to build in supports for students' individual needs. The SLC's and corresponding block schedule are implemented as part of the grant and practiced for five years, so that school leadership and staff are well-trained and practiced in the new structure, ensuring their ability to utilize it beyond the SIG grant period.
- Training on the Early Warning Indicator system to help teachers identify and respond to student needs. This system, too, will have ample PD support and time for educator practice so that it is incorporated into school staff's weekly practice, ensuring sustainability.

#### II. K. iii. Leading Indicators of success.

Leading indicators of success will draw from several sources of data:

- Ongoing individual student EWI data (Attendance, Behavior, and Course performance in math and English)
- School-wide daily and monthly data for attendance and behavior
- School-wide long-term data on promotion and graduation rates, and percentage of students going on to two- and four-year colleges and vocational training
- Number of students enrolled in and regularly attending after-school Tiger Academies and other extended learning options
- Student achievement data as measured by statewide test scores
- End-of-year student, teacher, and parent school climate and satisfaction surveys

Information not collected by the TD Access Tracker will be collected by the Instructional Leadership Team (ILT) from participation records and surveys. The data will be examined quarterly (every 5 weeks, after the benchmark assessments) 1) by the instructional staff at academy and discipline team meetings in PLC's, and 2) by the ILT with assistance from REACH. Results will be reported to stakeholders via Town Hall Meetings, faculty meetings, parent conferences, and newsletters.

#### II. K. iv. How Key Strategies Meet Model Requirements

- The 6 Key Strategies that describe a tiered, intensive approach to professional development for the instructional staff and school leadership ensure that all staff members, including those identified as underperforming, have a matrix of support at their disposal, giving them every opportunity to improve their practice so as to avoid being removed from the school as described under the APPR plan with the Superintendent as Receiver. These also provide a support system designed to ensure teacher success and engagement, thereby improving retention. An additional Key Strategy speaks to additional incentives to reward high-performing teachers to be considered in Year 1 to bolster current incentives already offered by the LEA.
- Key Strategies that speak to increased instructional time for students and increased collaboration time for teachers include implementation of the block schedule with assistance from TDS, the Tiger Academy extended day program and Saturday Academy, and the Summer Bridge program for incoming 9<sup>th</sup> graders. These components provide additional time for students to learn core academic content as well as participate in enrichment activities.
- The Key Strategies around the entire redesign speak to the operating flexibility afforded HHS by the LEA in order to accomplish major change during the SIG grant period.

### **III. SIG Budget**

#### **III. A. Budget Forms**

i/ii. FS-10 and Budget Summary Chart - See Attachment D.

#### **III. B. Budget Narrative**

##### III. B. i. Budget Narrative

YEAR 1

#### **School Redesign**

- *School Implementation Manager - \$130,000 (SIG)* - To ensure implementation of the school improvement grant with fidelity, the school will recruit and hire a highly qualified School Implementation Manager (SIM). The SIM will be assigned to the school site and will support the school site administrative staff. The district will sustain these actions by identifying additional funding sources through Title I, Receivership Funds, and General Funds.
- *John Hopkins TDS program – \$253, 940 (receivership)* - The TDS program includes reorganizing the school into SLC's; establishing a block schedule; managing PD program; implementing and training staff on Early Warning Intervention system. TDS staff include the school-based School Implementation Manager who leads all components of the redesign; ELA and Math facilitators who lead implementation of the double-dose 9th grade ELA and

Math curriculum, plus PD and instructional support, including training school-based ELA and Math coaches who sustain instructional leadership after the 3-year partnership is over.

- *Internationals Academy* - \$100,000 (receivership) The International Academy, a homogenous, multi-grade SLC in grades 9-12, is designed to address the specific needs of newcomer SIFE and EL students who lack English and lack or have experienced gaps in their education. HHS engaged the International Network of Public Schools to help implement their successful program, which will serve approximately 280 students. This is sustainable beyond the grant period because it creates a structure and trains teachers on strategies that can be used into the future.

### **Professional Development**

- *Pearson PD COP Institutes, summer and school year* - **\$100,000 (SIG)** - Pearson will provide intense comprehensive PD to the high school instructional staff in the core subjects. On-site instructional coaching will take place in classrooms in supporting teachers with teaching in an extended period, CCLS shifts, and developing instructional units utilizing the Understanding by Design protocol. Strategies learned can be used beyond the grant period.
- *Summer Institute at Harvard* - **\$12,000 (SIG)** - Administrative staff at the high school will participate in the Leadership Training in Urban Schools to build leadership capacity in the school building and shift the academic culture, becoming instructional leaders who effectively utilize and analyze instructional data. Strategies and practices learned can be used beyond the grant period.
- *REACH School Leader Coaching Program & Data Team* – **\$20,000 (SIG)** - REACH consultants will facilitate the development of a school site data inquiry team to develop instructional leader expertise in understanding and interpreting school-wide data and identifying best practices to intervene chronic underperformance of students.
- *CCLS & Technology Workshops* - **\$5,000 (SIG)** - Workshops for administrators and teachers to increase staff capacity in CCLS instructional shifts and technology integration. The funds will cover costs of registration, travel reimbursement, conference attendance reimbursement, and materials. Strategies and practices learned can be used beyond the grant period.
- *Full-time Math & ELA Coaches (2)* - \$250,000 (General Fund/Title 1) - These school-based ELA and Math coaches work with instructional staff, with assistance from TDS ELA/Math Facilitators to provide coaching, PD leadership, and assistance to instructional staff. These positions will be sustained by the district beyond the grant period to provide ongoing support.

### **Student Academic Achievement & Enrichment**

- *Instructional Materials* – **\$9,000 (SIG)** - To support the instructional program at the high school, students will be provided with calculators and flash drives for their technological portfolio to help with their mathematic and technology skills in the Common Core Algebra I and Common Core ELA 9.
- *Right Reason software* – **\$5,000 (SIG)** - Right Reason provides access to accredited online courses for students who have fallen behind during a particular quarter/semester in a specific discipline. This credit recovery program provides a mechanism for students to continue in their course of study and enables them to close the gap on lost course work from the previous quarter. It will be used in the TIGER Academy extended day program. The district will sustain this program beyond the grant period to support students with academic needs.
- *4 Transformation Teachers* - \$400,000 (Title 1/receivership) – These additional teachers in the core subjects will reduce student-teacher ratios in classes where students historically fail.

- *Tiger Academy Extended Day* - \$250,000 (General Fund) - The school day will be extended 4 hours per day, 5 days a week. The time will be used for credit recovery, tutoring, college-prep, and enrichment programs for all students.
- *Saturday Academy* - \$150,000 (General Fund/Title I) - A Saturday program will be used for credit recovery, tutoring, college-prep, and enrichment programs for all students.
- *Summer Bridge Program for Incoming 9<sup>th</sup> Graders* - \$85,000 (General Fund) - Three-week summer bridge transition program for incoming 9th graders, designed to increase readiness for high school. Curriculum: Core ELA and Math, Advisory-style high school readiness.
- *BOCES Career & Technical Education* – (BOCES) – Students may take part in the technology career track programs and/or credit recovery programs offered.

### **College-Going Culture**

- *College & Career Counselor* - **\$40,000 (SIG)** - Will assist the school with the development of a college and career culture through the development of a college & career center, facilitating parent workshops, coordinating college tours, and providing school-wide orientations. The district will sustain this position beyond the grant period.
- *Naviance Software* - **\$7,000 (SIG)** - Naviance software provides a comprehensive college and career readiness solution for high schools that helps align student strengths and interests to post-secondary goals and improve student outcomes. It also tracks college-bound data.
- *College and Career Trips* - **\$5,000 (SIG)** - Local and interstate college and career trips to expose students to the options of higher education that are available to them. This will provide transportation, reimbursement of teacher travel costs for offsite meetings, conferences, workshops, and registrations. The district will cover the cost of these trips beyond the grant period; additionally, the school will seek outside funding.
- *Development of College and Career Center* - **\$100,000 (SIG)** - A one-time cost to establish a College and Career Center that will assist students in researching and developing college options and career paths beyond the grant period. This center will provide information and support for students to research scholarships, receive admission counseling and other post-secondary guidance. This cost will cover the expenditures of computer technology for student access, furniture to develop a room environment to support high expectations give students access to Naviance, the interactive board will help to engage students with out of state schools and participate in satellite interviews. The purchase of a fax, printer, and copy machine will give student access and designated space as they prepare applications for career and college. The poster maker will help to effectively communicate with the student body of deadlines and events taking place at the school site.
- *Smart Scholars* \$250,000 (ECHS grant) - This program, offered in partnership with Farmingdale State College, allows students to earn college credits while still in high school.

### **School Climate**

- *Safe Schools Conference* - **\$5,000 (SIG)** – This conference in Denver, Colorado helps administrators and support learn strategies and solutions for promoting safer school environments.

### **Community Engagement**

- *Bilingual Parent/community Liaison* - **\$50,000 (SIG)** - The bilingual parent/community liaison will engage all parents in the community, organize the parent center, coordinate parent activities such as parent orientations and parent workshops, and serve as liaison between school and homes, increasing parental engagement. The bilingual parent/community liaison will also develop a bilingual monthly parent newsletter to inform parent and

community of the schools progress and needs, and provide translation service for the school's increasing Hispanic population five days a week. The district will sustain this position beyond the grant period.

- *Development of a Parent Center* - \$50,000 (General Fund) - A one-time cost to establish a Parent Center that will serve as a home base for the coordination of parent workshop, activities, and programs that strengthen the home-school connection. This contributes to the school climate goal.
- *Parent Center activities including Workshops, Guest Speakers* - **\$7,000 (SIG)** - These resources and materials will be purchased to develop and establish the Parent Center that will function as a parent resource and hub to promote and increase parent involvement and engagement.

### **Stakeholder Communications**

- *Communications: Annual Report, Principal Newsletter, Website* - **\$3,000 (SIG)** - The school will create ten monthly publications to inform and communicate essential information about the high school. The expenditure will offset the cost of mailing, printing, and writing.
- *Publication Printing* - **\$2,000 (SIG)** - Offset printing costs for school wide publication to inform community of school progress on a quarterly and annual basis

## **YEAR 2**

### **School Redesign**

- *School Implementation Manager* - **\$130,000 (SIG)**
- *TDS program and components* - \$193,940 (receivership)
- *International Academy* - \$100,000 (receivership)

### **Professional Development**

- *Pearson PD COP Institutes, summer and school year* - **\$100,000 (SIG)**
- *Summer Institute at Harvard* - **\$12,000 (SIG)**
- *REACH School Leader Coaching Program & Data Team* – **\$20,000 (SIG)**
- *CCLS & Technology Workshops* - **\$5,000 (SIG)**
- *Full-time Math & ELA Coaches (2)* - \$250,000 (General Fund/Title 1)

### **Student Academic Achievement & Enrichment**

- *Instructional Materials* – **\$9,000 (SIG)**
- *Right Reason software* – **\$5,000 (SIG)**
- *4 Transformation Teachers* - \$400,000 (Title 1 & receivership)
- *Tiger Academy Extended Day* - \$250,000 (General Fund + **\$13,000 SIG**)
- *Saturday Academy* - \$150,000 (General Fund/Title I)
- *Summer Bridge Program for Incoming 9<sup>th</sup> Graders* - **\$85,000 (SIG)**
- *BOCES Career & Technical Education* – (BOCES)

### **College-Going Culture**

- *College & Career Counselor* - **\$40,000 (SIG)**
- *Naviance Software* - **\$7,000 (SIG)**
- *College and Career Trips* - **\$5,000 (SIG)**
- *NY Gear Up* – \$250,000 (NYGEARUP grant) – This college prep program with Nassau Community College is designed to increase student readiness for college.
- *Smart Scholars* - \$250,000 (ECHS grant)

### **School Climate**

- *Safe Schools Conference - \$5,000 (SIG)*

#### **Community Engagement**

- *Bilingual Parent/community Liaison - \$50,000 (SIG)*
- *Parent Center activities including Workshops, Guest Speakers - \$7,000 (SIG)*

#### **Stakeholder Communications**

- *Communications: Annual Report, Principal Newsletter, Website - \$5,000 (SIG)*
- *Publication Printing - \$2,000 (SIG)*

### **YEAR 3**

#### **School Redesign**

- *School Implementation Manager - \$130,000 (SIG)*
- *TDS program and components - \$193,940 (General Fund)*
- *International Academy - \$100,000 (General Fund)*

#### **Professional Development**

- *Pearson PD COP Institutes, summer and school year - \$100,000 (SIG)*
- *Summer Institute at Harvard - \$12,000 (SIG)*
- *REACH School Leader Coaching Program & Data Team – \$20,000 (SIG)*
- *CCLS & Technology Workshops - \$5,000 (SIG)*
- *Full-time Math & ELA Coaches (2) - \$250,000 (General Fund/Title 1)*

#### **Student Academic Achievement & Enrichment**

- *Instructional Materials – \$9,000 (SIG)*
- *Right Reason software – \$5,000 (SIG)*
- *4 Transformation Teachers - \$400,000 (Title 1 & receivership)*
- *Tiger Academy Extended Day - \$250,000 (General Fund + \$15,000 SIG)*
- *Saturday Academy - \$150,000 (General Fund/Title I)*
- *Summer Bridge Program for Incoming 9<sup>th</sup> Graders - \$85,000 (SIG)*
- *BOCES Career & Technical Education – (BOCES)*

#### **College-Going Culture**

- *College & Career Counselor - \$40,000 (SIG)*
- *Naviance Software - \$7,000 (SIG)*
- *College Trips - \$5,000 (SIG)*
- *NY Gear Up – \$250,000 (NYGEARUP grant)*
- *Smart Scholars (General Fund/Seek alternate funding sources)*

#### **School Climate**

- *Safe Schools Conference - \$5,000 (SIG)*

#### **Community Engagement**

- *Bilingual Parent/community Liaison - \$50,000 (SIG)*
- *Parent Center activities including Workshops, Guest Speakers - \$7,000 (SIG)*

#### **Stakeholder Communications**

- *Communications: Annual Report, Principal Newsletter, Website - \$3,000 (SIG)*
- *Publication Printing - \$2,000 (SIG)*

### **YEAR 4**

#### **School Redesign**

- *School Implementation Manager - \$65,000 (General Fund/Title 1) – part-time*

- *International Academy* – No additional cost

### **Professional Development**

- *Pearson PD COP Institutes, summer and school year* - **\$50,000 (SIG)**
- *REACH School Leader Coaching Program* – **\$10,000 (SIG)**
- *CCLS & Technology Workshops* - **\$5,000 (SIG)**
- *Full-time Math & ELA Coaches (2)* - \$250,000 (General Fund/Title 1)

### **Student Academic Achievement & Enrichment**

- *Instructional Materials* – **\$11,000 (SIG)**
- *Right Reason software* – **\$5,000 (SIG)**
- *4 Transformation Teachers* - \$400,000 (Title 1 & receivership)
- *Tiger Academy Extended Day* - \$250,000 (General Fund)
- *Saturday Academy* - \$150,000 (General Fund/Title I)
- *Summer Bridge Program for Incoming 9<sup>th</sup> Graders* - \$85,000 (General Fund)
- *BOCES Career & Technical Education* – (BOCES)
- *TDS student consumables* - **\$100,000 (SIG)** – To continue implementation of the TDS-designed curriculum, HHS will need to purchase student consumables for Strategic Reading (\$28,000), Freshman Seminar (\$31,000), and Transition to Advanced Mathematics (\$41,000). These costs are folded into the TDS price for the first three years.

### **College-Going Culture**

- *College & Career Counselor* - **\$40,000 (SIG)**
- *Naviance Software* - **\$7,000 (SIG)**
- *College Trips* - **\$5,000 (SIG)**
- *NY Gear Up* – \$250,000 (NYGEARUP grant)
- *Smart Scholars* (General Fund/Seek alternate funding sources)

### **School Climate**

- *Safe Schools Conference* - **\$5,000 (SIG)**

### **Community Engagement**

- *Bilingual Parent/community Liaison* - \$50,000 (General Fund/Title 1)
- *Parent Center activities including Workshops, Guest Speakers* - **\$7,000 (SIG)**

### **Stakeholder Communications**

- *Communications: Annual Report, Principal Newsletter, Website* - **\$3,000 (SIG)**
- *Publication Printing* - **\$2,000 (SIG)**

## **YEAR 5**

### **School Redesign**

- *School Implementation Manager* - \$65,000 (General Fund/Title 1) – part-time
- *International Academy* – No additional cost

### **Professional Development**

- *Pearson PD COP Institutes, summer and school year* - **\$50,000 (SIG)**
- *REACH School Leader Coaching Program* – **\$10,000 (SIG)**
- *CCLS & Technology Workshops* - **\$5,000 (SIG)**
- *Full-time Math & ELA Coaches (2)* - \$250,000 (General Fund/Title 1)

### **Student Academic Achievement & Enrichment**

- *Instructional Materials* – **\$11,000 (SIG)**
- *Right Reason software* – **\$5,000 (SIG)**

- *4 Transformation Teachers* - \$400,000 (Title 1 & receivership)
- *Tiger Academy Extended Day* - \$250,000 (General Fund)
- *Saturday Academy* - \$150,000 (General Fund/Title I)
- *Summer Bridge Program for Incoming 9<sup>th</sup> Graders* - \$85,000 (General Fund)
- *BOCES Career & Technical Education* – (BOCES)
- *TDS student consumables* - **\$100,000 (SIG)**

#### **College-Going Culture**

- *College & Career Counselor* - **\$40,000 (SIG)**
- *Naviance Software* - **\$7,000 (SIG)**
- *College Trips* - **\$5,000 (SIG)**
- *NY Gear Up* – \$250,000 (General Fund/Seek alternate funding sources)
- *Smart Scholars* (General Fund/Seek alternate funding sources)

#### **School Climate**

- *Safe Schools Conference* - **\$5,000 (SIG)**

#### **Community Engagement**

- *Bilingual Parent/community Liaison* - \$50,000 (General Fund/Title 1)
- *Parent Center activities including Workshops, Guest Speakers* - **\$7,000 (SIG)**

#### **Stakeholder Communications**

- *Communications: Annual Report, Principal Newsletter, Website* - **\$3,000 (SIG)**
- *Publication Printing* - **\$2,000 (SIG)**

#### III.B. ii. How Funds Support the Model

The SIG funds and supporting funding sources from the LEA, federal, and local grants complete the picture of school redesign. The budget features a heavy investment in professional development and partner support in the first three years of implementation, during which staff is trained to implement standards-based curriculum and CCLS shifts in a way that will not only impact student achievement, but also serve the goal of improving teacher morale, engagement, and retention. This speaks to the development of all teachers into effective and highly effective teachers who have every opportunity to improve their practice so as to avoid being removed from the school as described under the APPR plan.

SIG funds are allocated toward a School Implementation Manager, who, in conjunction with TDS as a district-supported partner, will lead the school redesign into SLC's with a block schedule that regains instructional minutes lost to passing periods. This begins to address the Transformation Model requirement of increased learning time, which is additionally supported by district funds for the Tiger Academy extended day, Saturday academy extended week, and Summer Bridge extended year programs. The SIM-led school redesign also builds PLC's into the schedule, during which teachers have a year-long structure of added time for professional collaboration, also a stipulation of the Transformation Model.

Again, the Key Strategies around the entire redesign speak to the operating flexibility afforded HHS by the LEA in order to accomplish major change during the SIG grant period.

The LEA and HHS worked collectively to make sure the requested resources address the needs outlined in the ICLE needs assessment, while equitably allocating funds that will support all subgroups of students.

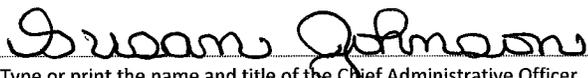
New York State Education Department  
Application Cover Sheet  
School Improvement Grant (SIG) 1003[g]

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

<b>District (LEA)</b>		<b>LEA Beds Code:</b>	
Hempstead Public Schools		28020201030000	
<b>Lead Contact (First Name, Last Name)</b>			
Dr. Stepehn Strachan			
<b>Title</b>	<b>Telephone</b>	<b>Fax Number</b>	<b>E-mail Address</b>
Associate Superintendent for Secondary Curriculum and Instruction	( 516 ) 434-4201	( 516 ) 292-7885	sstrachan@hempsteadschools.org
<b>Legal School Name for the Priority School Identified in this Application</b>		<b>School Beds Code</b>	
Hempstead High School		28020201030007	
<b>Grade Levels Served by the Priority School Identified in this Application</b>		<b>School NCES #</b>	
9,10,11,12, ungraded secondary		3614130	
<b>Total Number of Students Served by the Priority School Identified in this Application</b>		<b>School Address (Street, City, Zip Code)</b>	
2100		201 President St. Hempstead, NY 11550	
<b>School Model Proposed to be Implemented in the Priority School Identified in this Application</b>			
<b>Turnaround</b> <input type="checkbox"/>	<b>Restart</b> <input type="checkbox"/>	<b>Transformation</b> <input checked="" type="checkbox"/>	<b>Innovation Framework</b> <input type="checkbox"/>
<b>Closure</b> <input type="checkbox"/>	<b>Evidence-based</b> <input type="checkbox"/>	<b>Early Learning Intervention</b> <input type="checkbox"/>	<b>College</b> <input type="checkbox"/>
			<b>Community</b> <input type="checkbox"/>
			<b>Career</b> <input type="checkbox"/>

**Certification and Approval**

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

<b>CHIEF ADMINISTRATIVE OFFICER</b>	
Signature (in blue ink)	Date
	07-21-15
Type or print the name and title of the Chief Administrative Officer	
Susan Johnson, Superintendent of Schools	
DO NOT WRITE IN THIS SPACE	

**SIG SUBMISSION CHECKLIST - Turnaround, Restart, Transformation, Innovation Framework, Evidence-based  
and Early Learning Intervention Models**

Documents for Submission	Checked – applicant	Checked – SED
Application Cover Sheet <i>(with original signatures in blue ink)</i>	✓	<input type="checkbox"/>
Proposal Narrative <i>(Including District-level Plan, School-level Plan)</i>	✓	<input type="checkbox"/>
Attachment A Consultation and Collaboration Form (required)	✓	<input type="checkbox"/>
Attachment B (required) School-level Baseline Data and Target Setting Chart	✓	<input type="checkbox"/>
Attachment C Evidence of Partner Effectiveness Chart	✓	<input type="checkbox"/>
Attachment D Budget Summary Chart	✓	<input type="checkbox"/>
FS-10 Form for Year-One Implementation Period. FS-10 available here: <a href="http://www.oms.nysed.gov/cafe/forms/">http://www.oms.nysed.gov/cafe/forms/</a>	✓	<input type="checkbox"/>
Budget Narrative	✓	<input type="checkbox"/>
Memorandum of Understanding <i>(required only if proposing Restart or Innovation model)</i>	<input type="checkbox"/>	<input type="checkbox"/>

M/WBE Documents Package (containing original signatures)			
<input checked="" type="checkbox"/> Full Participation <input type="checkbox"/> Request Partial Waiver <input type="checkbox"/> Request Total Waiver			
Type of Form	Full Participation	Request Partial Waiver	Request Total Waiver
M/WBE Cover Letter	✓	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 100 Utilization Plan	✓	<input type="checkbox"/>	N/A
M/WBE 102 Notice of Intent to Participate	✓	<input type="checkbox"/>	N/A
EEO 100 Staffing Plan and Instructions	✓	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 105 Contractor’s Good Faith Efforts	N/A	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 101 Request for Waiver Form and Instructions	N/A	<input type="checkbox"/>	<input type="checkbox"/>
<b>SED Comments:</b> Has the applicant submitted all of the documents listed above? <input type="checkbox"/> Yes <input type="checkbox"/> No			
Reviewer: _____		Date: _____	

## **I. District-level plan**

### **I. A. District Overview**

#### **I. A. i. Theories of Action Guiding District Strategies to Support Lowest Achieving Schools**

The Hempstead Union Free School District (HUFSD) is identified as a Focus School District. HUFSD is committed to the implementation of New York State's Regent Reform Agenda as a means to bring about school improvement at all HUFSD schools to help all students prepare for post-secondary success. The district is in the process of aligning all its resources with the elements of the Regents Reform Agenda: the implementation of the New York State P-12 Common Core Learning Standards (CCLS); Teacher and Leader Effectiveness (TLE) through the implementation of a comprehensive Annual Professional Performance Review (AAPR) system; Data-Driven Instruction (DDI) to design teaching and learning around the needs of staff and students; Professional Development for school leaders and the teaching staff; and Parental Portal to increase engagement and community amongst parents, teachers, and school leaders designed to build parents comprehension of the reform initiatives, and to track and support their child's academic needs and progress.

HUFSD's overall vision for preparing students for college and career are aligned to the President Obama's goals under the Race to the Top initiative. It is the district's responsibility to ensure every school has an effective leader and every classroom has an effective teacher, which will ensure every child can learn and achieve to his or her full potential. This effort begins with an intentional Professional Development Plan built on data collected for student performance and teacher practice. In order to reach our district-wide goals of preparing every student for college and careers, HUFSD is:

- Employing a strong core instructional program that will provide the framework for highly-effective instruction and equal access to academic opportunities for all students to occur through core program implementation, intervention courses and strategies (including the use of time), and acceleration prospects for all students;
- Implementing a strong TESOL/Bilingual program that will articulate rigorous grade level expectations in the areas of speaking, listening, reading, and writing;
- Building the capacity of teachers to deliver high-quality, highly effective instruction that is based on rigorous standards and curriculum with a focus on the differentiating instructions to meet the individual needs of students;
- Increasing the instructional expertise and effective coaching strategies of all central office and school leaders; and
- Holding everyone accountable for specific student and school outcomes by using the Diagnostic Tool for School and District Effectiveness (DTSDE) at a higher frequency for assessment.

The guiding principles for the HUFSD improvements in curriculum and instruction are grounded in the belief that college persistence dramatically increases life outcomes for all students. A coherent reform strategy will connect everything to improving teaching and learning. HUFSD will be deliberate in instruction, defining the curriculum, standards of performance, and accountability standards for all students. Accountability systems will connect student outcomes with adult outcomes. Central office staff is committed to working collaboratively with all schools to support the changes needed to transform its schools as outlined in the Transformation and

School Comprehensive Plans. It is the strong desire to provide the systems and structures necessary for our students to be able to compete with their neighboring peers and acquire the necessary skills to become productive members of global society.

#### I.A.ii. District Approach to Supporting School Turnaround

The District's Comprehensive Plan guides its work to improve student achievement and prepare students to be successful in the global economy. The plan outlines goals and strategies for improving schools and increasing student achievement, inclusive of measurable targets for graduation rate, academic performance, and school tone. The plan was developed from the belief that every child can succeed. It is aligned with NYS's Regents Reform Agenda and is based on three core values:

- Achievement- Student achievement will improve with a total focus on teaching and learning with an emphasis on results and rigor and "vigor" of instruction.
- Equity- Resources will be distributed equitably based on the needs of schools and students with the Core Instructional Program being the foundation of resource allocation.
- Accountability- Data will be used to ensure that we hold adults accountable for the success of all students and extensive monitoring will occur.

To achieve the goals of the Strategic Plan, HUFSD aligns its resources to ensure they are used where they are needed most, that is, in the classroom. Ongoing monitoring of plan implementation provides regular opportunities for the District to learn, reflect, and take quick and informed actions to make and sustain progress. HUFSD uses data to recognize, intervene, and adjust curriculum, instruction, and programs that directly correlate to enhance student achievement, as well as strives to model the culture of learning expected in the schools and classrooms throughout the district.

HUFSD's core instructional program anchors academic standards in the real world and requires all students to participate in a quality college and workplace ready curriculum. Academic high school standards are aligned with the knowledge required for college and workplace success, and back-mapped to create coherent, focused, grade-by-grade progression from prekindergarten through college. A course catalog has been designed to provide a detailed description of all courses offered at the high school and NYS requirements for high school graduation. Electives, academic interventions, and accelerated courses are outlined to support academic needs of students in all subgroups. The required curricular content will be individualized while keeping the NYS standards and tests constant. All disciplines reinforce college and workplace readiness expectations. A battery of assessments, including large-scale tests, performance-based tasks, and teacher-developed assessments monitor student academic progress and growth. Quality interim assessments evaluate mastery and are used to adjust instruction beginning in kindergarten. High school graduation performance exams are being developed to ensure that students meet standards before earning a high school diploma to ensure college readiness.

HUFSD has rewritten the District Comprehensive Improvement Plan (DCIP), incorporated the vision of the Regents Reform Agenda. The DCIP is also aligned with the State's new DTSDE tool and HUFSD's core instructional program. Full implementation of the plan will occur in 2015-2016. Hempstead DCIP is a living document and will be updated continually to reflect the District's new improvement plans and alignment with NYSED recommendations and requirements (e.g., incorporation of growth measurements). School Comprehensive Education Plans (CEPs) will align with the objectives of the DCIP and all elements of the core instructional

program. Quarterly school or district-led reviews will provide evidence as to the impact of the implementation of DCIP/SCEPs. Three additional supports for HHS were recently put in place:

1. The new Associate Superintendent of Secondary Schools assigned to Hempstead HS has been changed. The school will now report to the Superintendent directly and Mr. James Clark, who has been a successful principal for the past 10 years. Mr. Clark brings his expertise in the areas of at risk students, alternative and vocational programming.
2. HUFSD's Associate Superintendents of Elementary and Secondary Schools will take an active role in supporting the principal of HHS school by working collaboratively with the Hempstead principal and president of the teacher's association to ensure the successful implementation of the Transformation model.
3. The district will appoint a School Implementation Manager (SIM) who will work closely with the high school principal to monitor turnaround efforts closely by collaborating and examining school wide data with the School Principal, HS Leadership Team, and essential Central office staff on a bi-weekly basis to ensure efforts are consistent and moving forward according to the designated plan.

#### 1.A.iii Evidence of District Readiness for System-Wide Improvement of Priority Schools

Beginning in summer 2015, all HUFSD leadership, both in central administrative offices and schools, are participating in targeted leadership academies delivered by external educational partners. The academies will take the form of an Administrative Retreat and will develop a foundation of strong leadership for improvement in the instructional core within a context unique to Hempstead. District chiefs, directors, principals, and assistant principals are gaining a better understanding of the technical requirements for implementation of the Common Core State Standards through intensive workshops with associated executive coaching. Principals and assistant principals at Priority Schools are working coherently to support the District's instructional goals and use data to inform decisions. All workshop activities support the goals and objectives of the six tenets of the State's new DTSDE tool: 1) district leadership and capacity; 2) school leadership practices and decisions; 3) curriculum development and support; 4) teacher practices and decisions; 5) student social and emotional developmental health; and 6) family and community engagement.

HUFSD has demonstrated its commitment to building internal District capacity to improve student performance through implementation of the Regents Reform Agenda. More than 25 district and school leaders attended NYSED's Network Team Institutes in Albany last school year. Senior research fellows have provided follow up support from the Regents Research Fund in regard to the DTSDE. Additionally, HUFSD is in the process of collecting and triangulating data to determine the root causes of low student achievement and graduation rate. The data will be used to make decisions regarding best practices and approaches that will have the greatest impact on student results. Research dictates that teachers have the greatest impact on student achievement. Using the evidence collected through observations and learning walkthroughs, an intentional professional development plan will address specific needs of teachers.

Some of the district's current undertakings are to provide teachers with guidance how to effectively address rigor and relevance. A common definition of college- and career-ready must be developed and shared with staff, students, and parents. Based on this understanding, courses and programs must be designed and accessible that address the individual needs of all students. One major goal is for students to have the opportunity to take college level courses during their junior and senior years. Partnerships have already been established with Farmingdale and Nassau

Community Colleges. It is the district's desire to collaborate with CBOs and other nearby school districts to support the vocational programs. The District is looking to staff a career counselor to assist in this effort; vocational programs will include: cosmetology, cooking, nursing, mechanics, military, and business. The JROTC program will be operational for the 2015-16 school year.

Even though students in high poverty areas face enormous inequities compared to their peers in other districts, the outcomes for learning are expected to be the same. Recognizing that poverty in itself does not consign HUFSD students to poor academic results, an intense professional development plan (PDP) was implemented to increase teachers' ability to instruct students in a manner that is rigorous, relevant, and aligned to Common Core Learning Standards (CCLS). Providing ongoing intentional professional development in these areas will serve as the vehicle to increase students' proficiency levels in reading, math, writing, speaking, and language skills across the content areas and eventually decrease the achievement gap observed in the HUFSD compared to the region and the state.

During the 2013-2014 and 2014-2015 school years the HUFSD solicited the assistance of Scholastic Partners, International Center for Leadership and Education (ICLE) and Math Solutions, to deliver high quality professional development (PD) in implementing Common Core Learning Standards (CCLS) in English Language Arts (ELA) and Mathematics. Scholastic Partners delivered 8 grade/content specific professional development sessions for teachers on how to incorporate CCLS in ELA in the classroom to strengthen students' reading comprehension and evidence-based writing skills. Each elementary school and the middle school received 3-4 full-day job-embedded trainings from our partners. The partners modeled lessons taught in the professional development sessions in classrooms and debriefed with teachers and principals to ensure their understanding of the concepts being addressed (identified below). All of the HUFSD teaching staff, regardless of content and subject taught, were invited to attend a 2-day summer institute (2013, 2014 and 2015) to gain a better understanding of shifts in ELA and Math CCLS; unpacking the CCLS; creating lesson plans that address rigor and relevance; questioning techniques that tap into students' higher order thinking; close reading strategies; and a three-tiered system for academic vocabulary.

There is a plan for secondary content area teachers to participate in a 2 day Literacy Institute in August to address the implementation of CCLS and addressing rigor and relevance through the use of higher ordering thinking questions.

For the 2014-15 school year, the district math team, consisting of the director and three staff developers, led the charge by providing ongoing PD to all teachers of mathematics P - 12. Teachers participated in ten (10) 90-minute grade/course specific training during extended Wednesdays. Additionally, in preparation for the 2015-2016 school year teachers in P-8 participated in a two-day workshop (during the months of May or June) to strengthen their mathematics knowledge and enhance their ability to deliver high quality instruction to students. The district made a decision to fully implement the Engageny math modules in all classrooms, P -12, to ensure the effective implementation of the shifts in mathematical practice. The modules lend themselves for students to explore the shifts in mathematics, to develop fluency, conceptual understanding, and apply this knowledge to real-world situations.

## **I.B. Operational Autonomies**

### **I.B.i. Operational Autonomies for Hempstead High School**

Hempstead HS has the autonomy to staff positions outside of the Core Instruction Program that are unique to the model; determine how time is used after school; elect programs; and select educational partners

All HUFSD will be staffed centrally to the District's Core Instructional Program and the standardized schedule that supports the varying needs of all students. The Hempstead principal will have the autonomy to make staffing decisions that support implementation of positions beyond those required for the Core Instructional Program and are unique to the school's SIG transformation plan. Additionally, the Hempstead principal will work with the Hempstead Classroom Teachers Association (HCTA) be exempt from the voluntary teacher transfer process using the side Memorandum of Understanding (MOU) provision. The purpose of this exemption is to enhance Hempstead HS's ability to recruit new staff, provide stability, and support school change. Autonomy will also be provided to Hempstead HS in the selection of educational programs. Programs will be identified that address the unique needs of the school within the framework of the Core Instructional Program, will reflect the needs of high number of ENL speakers and SWD, as well as take into account the suggestions made by NYSED during the last review of the SCEP.

A standardized schedule has been created within the Core Instructional Program to support students, but significant flexibility is allowed in its implementation to individualize program at the school. The schedule was developed to provide better support for students who need remediation and acceleration and address the high mobility of the District's student population, as well as the needs of sub-groups who are in accountability status (e.g., ELL and SWD). Hempstead HS will have full autonomy to identify how the school day will be expanded to meet the Commissioner's requirement that priority schools add 200 or more additional student contact hours per year. In partnership with Talent Development Secondary and other selected partners, the required hours and more will be fully implemented to provide students additional time on task in order to accelerate learning. Hempstead HS will be able to determine whether the additional hours are added before or after school, on Saturdays, during school recess periods, or through intensive summer programming. Determining how the additional time (instructional, socio-emotional, or recreational support, etc.) will be used is also an autonomous decision that will be linked directly to Hempstead HS's transformational plan.

To increase school autonomy even further, Hempstead HS will work with HCTA to have a School-Level Living Contract. The purpose of the contract is to establish a joint committee to provide for discussions and decision-making on matters relating to improved union-management relations and system operations. The contract will allow HHS to enter into contractual agreements different than provisions in the central collective bargaining agreement.

#### I.B.ii/iii. Evidence of School Autonomies and Support

Contractual Agreement between HUFSD and HCTA provide the supporting labor-management documentation for the exemption from the voluntary teacher transfer process and School-Level Living Contract Committee respectively.

### **I.C. District Accountability and Support**

#### I.C.i. Senior Leadership Responsible for Coordination of District Turnaround

Two Associate Superintendents, who report directly to HUFSD's Superintendent, are key instructional managers in the district. Each School Associate Superintendent supervises a cluster

of schools. The District’s Associate Superintendents have wide latitude for independent judgment and decision-making and assist in the formation of educational policy and practices. HUFSD’s School Implementation Manager will provide additional support to both struggling schools as they expand learning time to meet the Commissioner’s requirements of 200 additional student contact hours per year. Technical assistance is being provided by Talent Development Secondary Schools (TDS).

HUFSD’s Department of Curriculum and Instruction is responsible for the academic and instructional needs of the District. The department includes managing directors of the content areas as well as Intervention Services, Special Education, and English Native Learners. The Associate Superintendents for Curriculum and Instruction design and implement ‘best practices’ instructional systems and work to ensure the alignment of curriculum, instruction, research, assessment, and supporting resources. The focus is to align the curriculum to the NYS CCLS so that all students are prepared for high school graduation and post-secondary education.

The School Superintendent ensures consistency of implementation of the Regents Reform Agenda and Race to the Top initiative that include: Common Core Learning Standards; Data-driven instruction; and Annual Professional Performance Review (APPR). The Superintendent’s Cabinet works with Priority Schools to utilize tools and technological instructional resources to analyze data and then use that data to inform instructional practices and necessitate professional development. See Attachment E for a chart showing HUFSD’s management structure.

I. C. ii Providing High Quality Accountability and Support to Hempstead High School

Led by the Superintendent of Schools, the HUFSD will develop structures and systems to ensure each struggling school is provided optimum support. The school principal will participate in bi-weekly meetings with the Transformation Team and Implementation Manager to monitor and ensure the plan is being implemented with fidelity. The district will also have a team composed of members responsible for curriculum and instruction, testing, assessment, and accountability, human resources, and other content specialists to provide ongoing dialogue, suggestions, and resources needed to support Hempstead HS. All members will be expected to have read, digested, and deciphered their responsibilities as this pertains to providing support the HS in their area. During meetings, different components of the transformation plan will be discussed to ensure our targets are being met, and adjustments will be made as indicated by evidence collected during building and instructional walkthroughs of teaching, learning, and school culture. Using the DSTDE tool, quarterly school and/or district led reviews will be conducted. Established partners and other outside educational experts will serve as active members of the review process. Feedback from the reviews will be used to make the necessary adjustments to maintain and sustain the integrity and intend of the transformation plan.

<b><u>Interaction</u></b>	<b><u>Frequency</u></b>	<b><u>Person Responsible</u></b>
Support Visits for Expanded Learning Implementation	Weekly during Pre-implementation Period; Bi-Weekly during Year 1 Implementation; As needed in Years 2 and 3	School Implementation Manager High School Principal
District Team Visit	Monthly	HUFSD Transformation Team Led by Superintendent of Schools
School/District Led Reviews	Quarterly Reviews	HHS Transformation Team in conjunction with Partners and

		Outside Educational Experts District Central Administration
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## **I.D. Teacher and Leader Pipeline**

### **I. D. i. Recruitment Goals and Strategies to Ensure Equal Access to High-Quality Educators**

Successful recruitment efforts rely heavily on strategic efforts throughout the year, not only when vacancies occur. The need to promote flexibility in teaching staff reaches beyond recruitment of new teachers. The benefit to the educational system to have teachers with multiple certifications is even more evident. HSD is faced each year with displacement or elimination of teachers and/or administrators who are critical to the programs in schools due to statutory and contractual requirements and budgetary restrictions. The District has an urgent need to develop both depth and breadth in programs so that changes in personnel will not negatively affect student learning. The district is also prepared to transfer underperforming staff; extend the school day for students to offer more instructional time; increase number of professional development sessions for teachers; add one additional parent/teacher conference (increasing it to 3 conferences) to for the school year; and to retrain and restructure the guidance office to enhance counselors' ability to review and analyze student transcripts.

Due to changes in enrollment and limited fiscal resources, reductions in force, and reduction in Title II A allocations for recruitment, the Office of Human Resources (HR) has established two overarching goals to ensure that students in SIG schools have equal access to high-quality leaders and teachers: 1) Increase efforts to recruit and retrain high-quality minority candidates for leader and teacher positions that reflect the student population; and 2) Integrate a talent management module into the current Human Resource System of record.

HUFSD will continue to provide the Master's degree Reimbursement Program as required for New York State professional teaching certification. HUFSD also will explore an agreement to use funds to pay for a certification for those seeking additional certification in shortage areas such as TESOL. Efforts will be continuously made to publicize these benefits to fill high need areas with experienced qualified teachers; tuition reimbursement is the incentive to attract more high quality teachers to work in high needs areas.

HUFSD's Career in Teaching (CIT) and Career in Administration and Supervision (CIAS) programs will become established cornerstones of HUFSD's strategic approach to ensure each student is taught by a highly qualified educator. CIT is a collaborative effort between the District and the Hempstead Teacher's Association. CIT's mentor/internship program provides full-year, one on-one, intensive professional support aligned with the Framework for Teaching (2012 Revised Edition), the same criteria that are used in HUFSD's teacher evaluation. New administrators will be given the same opportunity for individual mentoring through CIAS. CIAS is collaboration with the Association for Supervisors and Administrators that balance preparation in the areas of management and instructional leadership. Both panels provide one-on-one mentoring and engage educators in learning-focused conversations.

HUFSD will continue to pursue the NYSED's Strengthening Teacher and Leader Effectiveness (STLE) grant that will provide support for recruitment and teacher credentialing in shortage areas, development of a comprehensive coaching program, and enhancements to professional learning opportunities. Extra compensation will be paid for these positions through the grants. An effort will be made to develop salary guidelines to allow the District to offer additional

compensation for newly hired teachers in shortage areas, as the Hempstead Teacher Association contract will include a clause for schools classified as low performing. For low performing schools, the District may propose that openings be set aside for either Lead Teacher Mentors or national board certified teachers.

I. D. ii. District Policies that will Support the Required Changes

The District is moving towards better monitoring of the master schedule process. This change will allow for the creation of consistent and compatible schedules throughout HHS, which will in turn reduce the number of part-time and itinerant positions and increase the attractiveness of employment for the district. Proper master scheduling will also allow the district to identify vacancies earlier in the year to facilitate a more extensive search for qualified applicants and subsequently, a quicker hiring process. The District has also recently expanded its geographical area to nationally recruit highly qualified teachers and administrators. All vacant positions will be posted and will undergo a full recruitment process prior to selection of an applicant.

I. D. ii. District-Wide Training to Build Leadership Capacity for Leading Change

In efforts to promote leadership capacity for school leaders HUFSD has partnered with REACH School Leader Coaching Program. The REACH School Leader Coaching Program (SLCP) is based on the premise that school leaders benefit from participating in a leadership support program that helps bridge the inevitable gap between credential leadership programs and the real world experiences of being a school leader. The reality of dealing with competing priorities, lack of confidence around making the correct decisions, and navigating the political landscape, while honoring the sense of urgency a school may need to be at the forefront of actions, can be overwhelming to anyone. Through the REACH SLCP, school leaders learn how to and when to manage the aforementioned issues. REACH coaches share their experiences and proven methods for successfully addressing matters of a school community that impact improvement and success.

**II. School-level plan**

**II. A. Assessing the Needs of the School Systems, Structures, Policies, and Students**

II. A. i. Student Population and Subgroup Needs

Hempstead High School (HHS) has a diverse population of students for which it has lofty goals for academia, college, workforce, and life success. As of 2013-14 the school served 1,896 students, of whom 52% were economically disadvantaged, 56% African American, 42% Hispanic or Latino, 20% Limited English Proficient, and 13% students with disabilities. The vision is that “students will meet and exceed state and national standards; be college- and workforce-ready; and value diversity.” At present, however, Hempstead is a consistently low performing school that has experienced a great deal of turnover in leadership. In 2014, the school had a graduation rate of 43%.

Although gradual academic improvements have been achieved in English Language Arts (ELA) and Mathematics over the past three years, a significant achievement gap between HHS students and students across the state remains. The percentage of HHS students scoring proficient in these subjects trails behind cohorts statewide by 20% or more. HHS does not meet federal accountability targets in ELA, Mathematics, or Graduation Rate. In order to meet and exceed these targets, there is a need to improve student academic performance across the board. (Please see Attachment F for charts depicting key data for academic performance and school culture.)

HHS faces the additional challenge of a large influx of immigrant school-age children, new to the United States, with limited English skills. Many of these students have had traumatic experiences in their country of origin, have come to the U.S. without their parents, or are meeting their parents in the U.S. for the first time. A large majority of these students come with significant education gaps. They often come without transcripts, and either lack formal education or have interrupted formal education. Twenty percent (20%) of students were Limited English Proficient in 2013-14, an increase over the previous year. Special attention is required to ensure the acclimation and on-time graduation of this subgroup.

Students with disabilities make up 13% of the HHS population. Needs for this subgroup include individualized academic support, life skills training, and social and emotional supports. In addition, only a small percentage of HHS students graduate with plans to attend a 4-year college or university. In 2013-14, just 24% of graduates indicated plans to enter a 4-year college; with 51% planning to enter a 2-year college. The majority of HHS students are a group that is traditionally underrepresented in college, and many would be first-generation college-goers. To improve the college-going rate requires creating a college-going culture with built-in supports to ensure that students receive assistance in charting a path to college, including help with all necessary plans and forms; and build the strong academic foundation required to enter and succeed at an institution of higher learning.

A past attempt at transforming HHS did not achieve the desired results. In 2010 Hempstead High School was divided into 4 small schools with separate principals and BEDS codes—3 theme-based, and one Senior Academy. The manner of implementation encouraged competition instead of cooperation; a perception of inequitable resource allocation; and unclear staffing patterns and expectations. This change resulted in a pervasive lack of trust amongst stakeholder groups. Three of the four principals were given notice in April 2013 that their contracts would not be renewed.

Overall school climate data showed a turn for the worse in 2013-14, with student attendance diving 10%, and suspensions growing from 6% to 14%. To create change that has a lasting impact on student academic performance, school culture factors also need to be addressed.

#### II. A. ii. Diagnostic School Review

In April 2013, the International Center for Leadership in Education (ICLE) partnered with Hempstead Public Schools to facilitate an onsite needs assessment of HHS that involved 35 classroom observations using the Daggett System for Effective Instruction (DSEI). The team observed faculty commitment and student interest in learning as clear strengths. However, they also observed that the majority of learning was limited to Quadrant A—which is teacher-centered, and relies on student recall, comprehension, and memorization, with little to no application of learning. Staff reported feeling isolated from peers, and having no basis on which to reflect on the quality of instruction and curriculum. They reported little to no access to data, and said there was no organized plan to use the data.

Focus groups expressed an interest in the district “getting its act together.” They indicated a desire to implement standards that hold up beyond the HHS environment with exciting learning experiences for students and teachers. Focus groups with teachers, students, counselors and administrators revealed there was a lack of instructional leadership, inadequate teaching materials, and little direction on what and how to teach. The team found chaotic organizational leadership during the visit. The staff described the culture of the school as terrible, non-existent,

and worse than ever. Students and teachers pointed to their amazing tenacity to show up and persevere amidst the chaos. Annual surveys by the district and school indicated that parents and students seek a school that feels safe, with increased rigor in the classroom, and access to technology resources and college and career programs. Parents expressed a desire to see added social and emotional support for students.

#### II. A. iii. Results and Recommendations of Diagnostic School Review

The needs assessment identified the following challenges, and made a list of recommendations:

##### **Key Challenges**

- Absence of consistent school, district, and instructional leadership
- Absence of a clear vision, mission, and academic approach for the district
- Absence of a rigorous and relevant high school curriculum aligned to the CCSS
- Lack of adequate instructional materials
- Absence of inspirational district and school-based PD and professional support
- Lack of structured time for staff to learn from and collaborate with one another
- Lack of a formal system for the continued development and monitoring of the small learning communities (SLCs) to allow for increased student personalization and staff collaboration within and across the SLC's

##### **Recommendations**

- Create a recruitment and retention plan that will incentivize the hiring and retention of excellent district, school, and instructional leaders
- Implement a strategic planning process that involves student, faculty, staff, parent, school, and district leadership representation to develop a roadmap for the school based on instructional excellence and high student achievement for all students
- Collaboratively develop a rigorous and relevant CCSS-aligned district curriculum with an emphasis on literacy across the content areas and targeted support for students at varied achievement and English language proficiency levels
- Collaboratively develop a high school schedule that provides opportunities for staff collaboration across subjects, grade levels, and SLCs
- Develop a professional learning program with staff that creates opportunities for 1) staff to share their own best practices; 2) consistent in-class coaching from non-evaluative, school-based instructional and literacy coaches; 3) staff to learn how to analyze data and develop targeted learning plans; 4) staff to engage in common planning to benefit increased student achievement; 5) staff to be inspired by the possibilities of teaching; 6) staff to evaluate their teaching effectiveness

#### II. A. iv. How the SIG Plan Prioritizes Identified Needs

The LEA has already taken steps to address some of the challenges and recommendations outlined in the report, including hiring a new superintendent in 2012, and replacing the principal in the 2014-15 school year. The new high school principal, Dr. Stephen Strachan, is a leader with demonstrated success developing and implementing school-wide transformation plans. Dr. Strachan has begun a strategic planning process by engaging committees of stakeholders around whole-school reform designed to impact academic, structural, and cultural factors.

HHS has identified a lead partner in Talent Development Secondary (TDS) from John Hopkins University, which will co-lead the school transformation outlined in the SIG grant. Among the

elements identified in the ICLE report that are prioritized in the SIG plan with help from TDS are: 1) development of rigorous and relevant CCSS-aligned district curriculum with an emphasis on literacy across the content areas; 2) identification and provision of targeted support to students at various achievement and EL proficiency levels; 3) creation of a block schedule that provides for interdisciplinary and academy-based staff collaboration, common planning, and self-reflection via Professional Learning Communities; and 4) creation of a comprehensive professional development plan that includes in-class coaching from school-based Math and ELA coaches, while engaging two other providers— Pearson Professional Development Service’s “Change of Practice Institutes, the Internationals Network for Public Schools, and REACH—to help HHS align its curriculum to the standards, implement instructional strategies in line with the CCLS shifts; teach in the block schedule; use data to drive instructional decision-making; and address the needs of HHS’ significant population of students who are recent immigrants and/or Limited English Proficient.

School-culture factors are addressed in the SIG grant through by restructuring the high school into small learning communities (SLC’s) where students feel connected, engaged, interested in the subject matter, and less likely to fall through the cracks. As part of the proposal, TDS includes an Early Warning Indicator (EWI) system to identify students who need support, and to provide the appropriate interventions as quickly as possible.

The district currently offers Master’s Degree tuition reimbursement to teachers as an incentive. The creation of a district-level recruitment and retention plan to further incentivize the hiring and retention of excellent district, school, and instructional leaders is underway. In the meantime, HHS is recruiting four transformation teachers who have demonstrated success in the content areas and in working in urban inner city schools. The school site aims to bolster teacher retention by providing new teacher training, access to local and state professional development opportunities, and mentor teachers to assist and support new teachers so they are successful. Please see Attachment G for Dr. Strachan’s resume and Annual Reports (2) describing successes at Roosevelt High School and David Starr Jordan High School.

## **II. B. School Model Selection and Rationale**

### **II. B. i. Rationale for Model Selection**

HHS and Talent Development Secondary (TDS) will partner to implement a whole-school redesign that satisfies the requirements of the Transformation model. The first step was for the LEA to replace the principal. The new principal, Dr. Strachan, spearheaded the development of this plan. One of the key components of the Transformation Plan is to provide additional time for students to learn academic content and take part in enrichment activities that contribute to a well-rounded education. Extended schedule components to this effect include:

- Converting the school day into a **75-80 minute block schedule**. This makes it possible to recover instructional time lost to class changes, and allows for more in-depth, hands-on instruction. It makes it possible to implement a double-dose of ELA and mathematics for incoming 9<sup>th</sup> graders who are below grade level. It allows students to complete a course in a single semester, retaking it the following semester if necessary.
- An **extended day program** with Tiger Academy, which is open to all students and takes place daily from 3:15-7:15 p.m., along with a Saturday Academy for upperclassmen and specific subgroups, such as Limited English Proficient and Students with Disabilities. The extended day and Saturday programs offer Regents preparation and tutoring to support

students in need of credit recovery, as well as Princeton Review, which provides ACT and SAT preparation to support college-going goals. It will also provide additional opportunities for students to develop their English proficiency skills. The extended day program addresses the ICLE-identified need for academic supports, and the Transformation model requirement to provide enrichment activities.

- A **summer bridge transition program** for incoming 9<sup>th</sup> graders. This adds an additional 20 days of instruction to the school year for 9<sup>th</sup> graders. The program is designed to increase readiness for high school.

The Transformation Plan also builds time for teachers to collaborate, plan, and engage in professional development. Professional development components include:

- **Professional Learning Communities (PLC's)**, provided for in the new block schedule, in which teachers collaborate around instructional units, evaluating student work, reflecting on best-practices, and identifying and responding to student needs for intervention. This addresses the ICLE-identified concerns regarding staff isolation and related lack of basis on which to reflect on the quality of instruction.
- A **tiered professional development program**. Led by the School Implementation Manager (SIM), teachers work together to develop standards-based units that employ the CCLS shifts. The TDS team includes ELA and Math Facilitators who work with school-based ELA and Math Coaches to support classroom instruction, including modeling lessons and non-evaluative in-class coaching. Additional partners to be engaged around the school-wide professional development (PD) plan include Pearson Professional Development Services' "Change of Practice" Institutes; and REACH administrator training and School-wide Effective Practices for Using Data Program (SEPUDP). The tiered plan addresses the need for instructional leadership, and makes sure teachers have the tools they need to determine "what and how to teach."

To ensure that initiatives designed to impact student performance have their intended effects, instructional delivery by effective and highly effective educators is crucial. For instructional staff who earn a composite rating of ineffective or developing on the State's APPR rating system, the APPR plan and district receivership program provide a means for helping teachers and school leaders improve their performance through professional development (PD) on a specified timeline. If identified individuals fail to complete the required PD or make the necessary improvements, the school and/or district begins the necessary steps to remove teachers and/or administrators who are persistently underperforming as determined by their yearly composite rating. Teachers rated as effective and highly effective, on the other hand, have the opportunity to be considered for leadership positions in the high school. They can earn tuition reimbursement for advanced degrees from the LEA, and will be given the opportunity to pursue additional, district-sponsored professional development. The school will implement scholarships for teachers interested in pursuing National Board Certification as part of the transformation plan.

The overarching approach to success at HHS is to impact student academic achievement via a multi-pronged redesign that addresses overlapping factors of academics, school culture, and school structure. In addition to the initiatives that satisfy the requirements of the Transformation Model described above, TDS and HHS will jointly implement the following key components:

- **Small Learning Communities (SLC's)** - The SLC structure creates small communities of learning called academies, each with a team of teachers collectively teaching the same

students. It encourages students, teachers, and families to establish strong bonds and close, caring relationships. All academies have an Advisory period that gives students the opportunity to develop a trusting relationship with at least one adult in the academy. This adult serves as the student's advocate and bridge to the guidance team. The advisor develops a strong relationship with his or her advisee's family, parent, or guardian figure, positioning him or her to refer the student to the guidance team and other staff for additional support. The theme-based academies include:

- A **Ninth Grade Success Academy** that has an intensive academic focus delivered through a double-dose of ELA and mathematics instruction, designed to help students achieve grade level performance in the core subjects in the first semester of school, while building study skills that will help them succeed during their high school careers and beyond. This addresses the ICLE-identified need for academic supports.
- **Career Academies** in grades 10-12, including STEM (Science, Technology, Engineering, and Mathematics); Visual and Performing Arts; and Business and Entrepreneurship. Partnerships with local colleges and universities enhance the offerings of the academies, engaging the larger community around students' success. Hofstra University has already been engaged to partner with HHS around the STEM and Business & Entrepreneurship Academies, with the Hofstra journalism program in particular assisting the journalism program within the Business & Entrepreneurship Academy. Stony Brook University has also agreed to partner around the STEM academy, and vocational courses through the LEA will be aligned to the academy offerings too.
- An **International Academy**, implemented in partnership with the Internationals Network for Public Schools (INPS), that is designed to address the unique needs of SIFE and English Learner students. This multi-grade academy starts at grade 9, helping students of all ages and languages fill gaps in their education while receiving acculturation support and services.

Other major features of the school's Transformation Plan include:

- **Creation of a College-Going Culture** - Some work to this effect has already been done. Starting in 2014-15, HHS partnered with Farmingdale State College to offer Smart Scholars, a program in which students can take college courses and earn college credit while still in high school. HHS also recently earned the NY Gear Up grant in partnership with Nassau Community College, making it possible to offer this college readiness program starting in 2015-16. As part of the SIG grant, HHS proposes to establish a technology-rich College Center, staffed by a college counselor, to support all students' college-going activities. A college-going culture will constitute a huge positive change to the school climate, which was flagged as a major concern in the ICLE report. It also addresses the need identified by students and parents for additional college-going supports.
- **Early Warning Indicator (EWI) system** – This TDS system helps staff identify students' social, emotional, and academic needs early on, so that access to support systems can be provided early. Teacher teams meet weekly to review individual student data in Attendance, Behavior, and Course performance in math and English (the "ABCs"), identify students whose data indicates a need for additional support in one or more of these areas, and plan and evaluate necessary interventions.

The redesign work is possible because the LEA has provided HHS with sufficient operating flexibility in staffing, calendars and time management, and budgeting to implement a full school redesign aimed toward substantially improving student achievement outcomes.

The plan takes into account lessons learned from the mistakes made in the 2010-12 era under Dr. Garcia, who attempted to implement a small school model in a manner that encouraged rivalry instead of teamwork, rather than communal and collective accountability. Instead of creating competing small schools as was done in the past, HHS will now have SLC's that complement one another and remain under one BEDS code.

### II. B. ii. Process by which the Model was Chosen

Dr. Strachan came on board in November of 2014 and immediately began to engage the community, staff, students, and partners around the school's transformation, proposing an SLC-structured, multipronged approach to impacting academic, structural, and cultural factors at HHS. Dr. Strachan has demonstrated success creating school-wide change at Roosevelt High School in New York, which recently came out of state receivership for the first time in more than a decade, and David Starr Jordan High School in Watts, California. In both he used a broad SLC model that can be tailored to a school's individual needs. At Jordan High School, he partnered with TDS in that effort.

In December 2014, HHS held the first stakeholder meeting, at which 50-75 parents, community members, teachers, school staff, labor union representatives, and students participated. The purpose was to identify concerns and develop a common vision that would help staff to begin formulating an action plan for school change. The reception was overwhelmingly positive; school stakeholders were energized by the possibility of creating real, sustainable change at the high school that addresses their concerns for improved academic performance and college readiness, as well as the creation of a safe and positive school learning environment. Monthly meetings with instructional staff; focus groups with students including a monthly breakfast with the principal; and a spring parent meeting followed, providing the opportunity to engage stakeholders around the plan's development while addressing needs and concerns.

HHS instructional staff expressed support for a structured professional development program with clear leadership and the opportunity for professional collaboration. Teachers and administrators visited several Internationals Schools to understand what the Internationals Academy for SIFE and ELL students could look like. They visited two TDS schools in New York and Washington D.C., observing best practices and meeting with directors. HHS leadership also met with potential school partners to discuss New York's school reform agenda, and the school's plan to meet the needs of its stakeholders through a whole-school redesign.

The Transformation Model was agreed upon as the best framework for providing needed academic supports and enrichment to students while also building in time for necessary professional development and collaboration.

## **II. C. Determining Goals and Objectives**

### II. C. i. ELA Goal and Objective

**Goal:** To achieve proficiency in all subgroups on the ELA Common Core Regents Exam.

**Objective:** To increase the percentage of students scoring proficient or above on each ELA benchmark assessment throughout the school year.

**Objective:** To increase the percentage of students scoring proficient or advanced on the ELA Common Core Regents Exam to 80% by 2018 and 90% by 2020 in all subgroups.

#### II. C. ii. Math Goals and Objectives

**Goal:** To achieve proficiency in all subgroups on Regents math assessments.

**Objective:** To increase the percentage of students scoring proficient or above on each Math benchmark assessment throughout the school year.

**Objective:** To increase the percentage of students scoring proficient or advanced on the Algebra 1 Regents exam to 80% by 2018 and 90% by 2020 in all subgroups.

**Objective:** To increase the percentage of students scoring proficient or advanced on the Geometry Regents exam to 80% by 2018 and 90% by 2020 in all subgroups.

**Objective:** To increase the percentage of students scoring proficient or advanced on the Algebra 2 Regents exam to 80% by 2018 and 90% by 2020 in all subgroups.

**Objective:** To increase the percentage of students scoring proficient or advanced on the Summative Regents exam to 80% by 2018 and 90% by 2020 in all subgroups.

#### II. C. iii. Additional Goals and Objectives

**Goal:** 100% of HHS students will graduate in 4 years with a Regents or Advanced diploma.

**Objective:** To increase the overall graduation rate to 70% by 2018 and 85% by 2020.

**Objective:** To increase the percentage of students receiving a Regents or Advanced Regents diploma to 16% by 2008 and 25% by 2020.

**Objective:** To increase the number of students graduating within 4 years each year.

**Goal:** To build the capacity of HHS instructional staff to deliver all students a challenging, rigorous curriculum aligned to Common Core and State standards that utilizes the CCLS shifts.

**Objective:** To increase the percentage of teachers employing standards-aligned lessons that utilize CCLS shifts, as measured on administrator observation forms during regularly scheduled walk-throughs.

**Objective:** Teachers will develop and utilize formative and summative assessments to monitor student academic progress around the CCLS and NYS content standards.

**Goal:** To increase staff satisfaction and involvement.

**Objective:** To increase the teacher retention rate annually.

**Objective:** To increase the number of incidences of teacher leadership—such as teachers taking on leadership roles, serving as mentor teachers, and participating on committees—each year, as measured by participation data collected by the school.

**Goal:** To create a climate of high expectations that is safe, positive, and conducive to learning.

**Objective:** To increase student attendance to 95% by 2008.

**Objective:** To decrease the out-of-school suspensions to 5% by 2008 and 3% by 2020.

**Objective:** To reduce the drop-out rate by 6% in 2016 and 3% annually after that.

**Objective:** To increase the percentage of high school graduates accepted into two or four year colleges by 15% annually.

**Goal:** To extend the school community outside HHS walls by rallying stakeholders and partners around the success of the school redesign and students.

**Objective:** To increase the number and rate of organizations and groups partnering with theme-based academies annually as measured by participation records.

**Objective:** To increase the rate of involvement of parents in school activities and workshops as measured by Parent/Community Liaison participation records.

**Objective:** To increase the number and frequency of representation by diverse stakeholder groups including parents, community members, students, and staff on school-based decision-making committees as measured by participation records.

## II. C. iv. School-level Baseline Data and Target-Setting Chart - Please see Attachment B.

### **II. D. School Leadership**

#### II. D. i. Characteristics and Competencies of an Effective School Principal

The following core competencies, selected from the State's list of qualifications for Priority School leaders, were identified as crucial to the unique needs of HHS:

1. Identifies effective teaching and learning, and conveys to staff the impact of effective teaching and learning to the change process.
2. Develops cohesive improvement plans in collaboration with key stakeholders, informed by a theory of action, current data, and evidence of best practice.
3. Identifies and supports necessary adaptations to make curriculum, programming, and instruction fully accessible to groups such as English Learners and students with disabilities, to positively impact their educational outcomes.
4. Has a clear vision to ensure that all teachers fully implement high quality, deeply rigorous curriculum aligned fully to the Common Core Learning Standards.
5. Demonstrates expertise to implement a whole-school strategy for data driven instruction, based on analysis of periodic common assessments or performance tasks, and supported by appropriate PD in a way that ensures teachers use data to make instructional decisions.
6. Develops/shares a clear vision ensuring all students access resources and supports necessary to put them on the path for college and career readiness.
7. Incorporates data in the development of school policies and procedures; uses data to monitor progress and make adjustments; and to determine success.
8. Understands the need for staff, parents, caregivers and community to be involved in the life of the school as participants with voice and input.

#### II. D. ii/iii. School Principal

Dr. Stephen Strachan was selected as the new principal of HHS for his track record leading the redesign and turnaround of low-performing, high-poverty, urban inner city schools in New York and Los Angeles. The most recent was Roosevelt High School (RHS) in Long Island, where he applied for and secured a federal Race to the Top grant in the amount of \$5.8 million to implement over three years for school redesign. That process involved engaging partners and implementing SLC's with a block schedule, as well as implementing a Smart Scholars early college high school program. During his tenure at RHS, the graduation rate increased from 58% to 81.3%. Student attendance increased from 87% in 2009 to 94% in 2013. The total number of college credits students earned in high school increased from 244 in 2011 to 1,004 in 2014, and the number of students attending four-year colleges and universities also increased. The school cut the ribbon on a \$67 million new school facility. HHS was removed from the Persistently Low

Performing School list after 20 years, and recently came out of State Receivership for the first time in more than a decade.

Prior to that, in Los Angeles, Dr. Strachan led a whole-school redesign—using the SLC structure with a block schedule in partnership with Talent Development—at David Starr Jordan High School in the low-income community of Watts. During his tenure, the school’s Academic Performance Index (API)—a school “report card” figure calculated from test results on the California High School Exit Exam (CAHSEE) and STAR test results in ELA, math, science, and history—rose from 468 in 2003 to 543 in 2008, surpassing state targets for multiple years.

Dr. Strachan has 16 years of experience as a high school principal, reflecting training, administration, and program management in uniquely challenging environments. He has led comprehensive, urban high schools with more than 2,200 students; supervised more than 100 teachers, six administrators, and classified personnel; and administered budgets of up to \$10 million. He has managed and balanced a school budget during a budget crisis with minimal loss of staff and school programs. He has a track record of engaging stakeholders including parents, community members, students, and staff around visioning and strategic planning, and experience implementing comprehensive, data-driven professional development plans designed to build capacity among staff. He is an innovative, visionary leader with the ability to manage a large, complex organization with integrity, and a dedicated professional with a personal commitment to excellence in high school education. This combination of traits and experience make him an excellent choice to lead the whole-school redesign at HHS.

Dr. Strachan earned his doctoral degree in school administration from Chelsea University in England in 2004, graduating Magna Cum Laude. He earned his masters of education in educational management from the University of LaVerne in California in 2011.

#### II. D. iv. Job Description and Duties of AP’s and SIM

Each HHS Assistant Principal is responsible for one of the SLC Academies. Responsibilities include managing operations and providing support and oversight to the Academy Teams. Assistant principals will be evaluated on the basis of student progress data from interim assessments and State test measures, student and staff survey data, and climate data such as student attendance and suspension referrals in their academies.

Day-to-day operations of the redesign process at HHS are coordinated by the School Implementation Manager (SIM). HUFSD has created a job description to hire someone to fill this role effective July 1, 2015. The SIM will serve in the capacity of an Assistant Principal at HHS, 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 comprehensive high school to SLC’s, and assisting with initiatives to enhance student advisement, school themes, and college culture at HHS. The SIM provides instructional coaching support in the Freshman Seminar classes and coordinates the reporting and review of weekly EWI data. Serving as a coordinator, the SIM is the point person for TDS in the high school. 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 District and the school, and provide documentation of implementation to the District.

## II. D. v. Supporting Leadership Profile

The current high school leadership is fairly new. None has been at the high school for more than two years. There are five assistant principals and two deans who currently serve in a leadership capacity along with the principal. The dean hired this year is bilingual in Spanish and has a strong instructional background. All of the site administrators are certified as lead evaluators and have extensive training on the use of the New York State United Teachers (NYSUT) teacher evaluation protocol. The school administrators have participated in site visits in preparation for the conversion of the comprehensive high school to SLC's, and sit on committees established to transform the high school. They have participated in all planning sessions and are currently actively involved with recruiting partners to support the career-themed SLC's.

The principal has scheduled weekly administrative meetings that all administrators are required to attend, where each school leader provides input and participates in the decision-making process. The principal will work with staff to ensure the following is in place to build a strong leadership team and support the unique talents each administrator brings to the high school:

- Recognizable team structure and legitimacy among the administrators
- Opportunity to reframe and clarify existing roles collectively
- Regular meetings and time allocated for administrative responsibilities
- Maintenance of a school-wide perspective and commitment
- Supervisory responsibility assigned for teachers can facilitate school-wide implementation of instructional vision

There are no identified barriers at this time.

## **II. E. Instructional Staff**

### II. E. i. Instructional Staff in the Building

In 2013-14 HHS had 114 teachers, a number that will increase to 118 with the hiring of four additional transformation teachers. They are led by one principal and five assistant principals. In addition, the school will hire two full-time instructional coaches in the areas of ELA and math.

In 2013-14, the overall composite rating of instructional staff was reported as follows: 2% ineffective, 10% developing; 63% effective; and 25% highly effective. Prior to that, in 2012-13, no APPR educator evaluation data were reported. The current administration is thoroughly trained in the APPR review system and teacher effectiveness is evaluated in accordance.

### II. E. ii. Staffing Picture: Current & Future

According to the State's composite rating of teacher effectiveness, 88% of HHS instructional staff is rated effective or highly effective. All teachers are highly qualified and work in their certification area. Because students' low level of academic performance does not correspond with the expertise of the instructional staff, HHS will seek a qualitative change among teachers, helping them look at enhancing the learning experience for all students, and increasing the rigor of instruction to align with the CCLS. This self-reflection and adjustment in teaching strategies will be bolstered by the comprehensive PD program to be put in place as a part of the SIG grant.

On the quantitative side, to implement the SLC redesign, HHS will hire six additional core content teachers so that there are two teachers per content area. This will bolster the professional collaboration to take place in the PLC's, while reducing the class size in math and English 9 to

provide more one-one-one attention to students in classes where they historically fail. The goal is to increase the number and percentage of students passing courses and matriculating to the next grade level, so that they remain on course to graduate with their cohort.

### II. E. iii. Instructional Staff Characteristics and Core Competencies

Instructional staff key to the transformation model implementation include:

- **English Language Arts (ELA) and Mathematics Instructional Coaches (2)** - These full-time content-area leaders, employed by the school district, are focused on providing ongoing, job-embedded PD for language arts and mathematics teachers. The coaches are responsible for maintaining contact with the TDS Instructional Facilitator on instructional issues and priorities in preparation for and between TDS technical assistance visits. The ELA Coach ensures the implementation of the TDS reading and writing programs, assisting all staff members with literacy issues in the classroom. The Math Coach is focused on providing ongoing, job-embedded professional development for mathematics teachers, ensuring implementation of the TDS math program, and assisting all staff members with math issues in the classroom. Both coaches facilitate the process of designing the core ELA and mathematics curriculum for grades 9-12, and support the school's reading and math labs. As instructional leaders, ELA and Math coaches they must develop and maintain a model classroom, actively participate on the Transformation Team, and attend PD trainings to stay current in content area and pedagogical strategies. Responsibilities include arranging for teachers to participate in interclass visitations; providing assistance with key administrators to develop and update curriculum maps, reviewing and adjusting curriculum as needed to ensure rigor and relevance; assisting in the selection and distribution of resources and materials to support individual student needs; coordinating NY State Regents exams; conducting peer class visitations and providing informal feedback; using evidence from informal classroom walk-throughs to plan for purposeful PD; reviewing and providing feedback on teachers' lesson plans; collecting and analyzing student writing samples as a vehicle to monitor curriculum and their progress toward meeting standards; conducting data analysis of trends from NYS exams and providing strategies for improvement; and mentoring new and struggling teachers in collaboration with the principal.
- **Academy Team Leaders** – Academy Team Leaders are committed teacher leaders who help create a team identity, set goals, meet regularly with their team's teachers, participate in scheduling of their students and teachers, handle team discipline, keep team files and plan field trips, team ceremonies, and other activities. Team Leaders are teachers who are committed to helping students become successful. Qualifications and core competencies for Academy Team Leaders include: 1) a minimum of three years of satisfactory teaching experience; 2) a record of satisfactory attendance not to exceed seven absences within each of the last two school years, except for mitigating circumstances; 3) demonstrated knowledge of best practices, standards-driven instruction, and assessment; 4) willingness to work successfully in team building and motivation; 5) good interpersonal skills; 6) must be a member of the 2015-2016 Academy; 7) should have experience in a leadership position.
- **Transformation Teachers** – In addition to training existing teachers to implement the transformation process as members of a theme-based academy, HHS is recruiting transformation teachers selected because they have demonstrated success 1) in the core content areas; and 2) working in urban inner city schools, where they have gained practice supporting the unique needs of a diverse student population.

- **Smart Scholars Coordinator** – The Smart Scholars program coordinator handles the school-based management of the Smart Scholars early college high school program. The position involves forming partnerships with institutions of higher education (IHE) and community organizations; ensuring ongoing engagement in college coursework, tutoring, advising, effective strategies for time management, study skills and communication; embedding enrichment opportunities such as SAT/ACT prep; facilitating the Memorandum of Understanding between HHS and the IHE's; promoting a district-wide college-going culture; arranging workshops on financial literacy and financial aid; ensuring support from partner college faculty on classroom instruction; facilitating a curriculum planning committee; collaborating with the master scheduler to include college courses in the HHS schedule; facilitating the ongoing recruitment of at-risk and underrepresented students; logistics such as transportation to the college; securing meals and materials for courses; ensuring fidelity of implementation; evaluating courses and transferability of college credit; assessment and maintenance of data; addressing program issues; overseeing expenditures; and reporting. The Smart Scholars Coordinator's performance will be assessed via rubric.

#### II. E. iv. LEA Staff Screen Mechanism

The transformation model requires instructional staff who are rated effective and highly effective on the State's APPR system. Staff must be willing to participate in extensive professional development. They should be enthusiastic about implementing school change for the success of all students. New transformation teachers exhibiting the characteristics described in the previous section are recruited through the OLAS system. Existing staff cannot be transferred, since there is only one high school and one middle school in HUFSD, both identified as Priority Schools. Year 1 staff identified as underperforming through school-based assessments receive intensive support and professional development. Year 1 staff who do not succeed after these supports are provided, or any instructional staff that earns a composite rating of ineffective or developing on the State's APPR system, are placed on an improvement plan with specific goals and objectives that must be reached by an established timeline. These staff members are required to attend school-year and summer professional development programs. Instructional coaches are engaged to work with them around lesson planning and effective instructional delivery. Those who fail despite the intensive supports, as measured by quarterly benchmark assessments and classroom observations by administrators, will be identified as teachers who must be removed from the high school. The principal will make that recommendation to the superintendent, who, as the designated School Receiver, has the authority to require teachers to reapply for their positions.

The LEA offers programs to incentivize the retention of high-performing staff, including tuition reimbursement for advanced degrees. In addition, effective and highly effective instructional staff will be considered for leadership positions and assignments at the high school, such as Academy Leader, instructional coaches, and leaders of professional development and Professional Learning Communities. They will be given the opportunity to pursue additional, district-sponsored professional development. HHS will implement scholarships for teachers interested in pursuing National Board Certification as part of the transformation plan.

## **II. F. Partnerships**

### II. F. i. Partner Organizations

HHS has engaged several educational partner organizations to provide services critical to the implementation of the new school design.

**1) Lead Partner: Johns Hopkins University Talent Development Secondary (TDS)**

The transformation framework to be implemented at HHS draws in large part from the Talent Development Secondary (TDS) model for organizational and instructional reforms developed by Johns Hopkins University. For the past 20 years, TDS has helped schools across the nation reorganize in ways that promote strong relationships for students and adults; implement innovative, evidence-based curricula and instructional strategies; and build professional communities that support distributed leadership, shared decision-making, and increased capacity for continual improvement. TDS was the major partner in the transformation of California's Jordan High School under Dr. Strachan, and will be engaged as a major partner in Hempstead High School's transformation.

Schools that implement TDS organizational and instructional reforms see increases in student attendance, reductions in suspensions and other data related to student discipline and school climate, improved course passing and graduation rates, and increased scores on student achievement tests. TDS helps schools obtain such outcomes by offering research-based strategies, developed at Johns Hopkins University, that are paired with intense technical assistance provided by master educators who serve as TDS organizational and instructional facilitators. They work in the school, with the HHS administrators, to ensure that the strategies provided will be effectively implemented, monitored, and managed. The goal is to create a school that meets *all* students where they are and takes them where they need to be to graduate from high school ready to succeed in college, career, and civic life. This comprehensive school restart model uses organizational, instructional, and curricular innovations in concert with multi-level professional development to address the extensive needs of low-achieving schools. The function of TDS is to build capacity within the school so that the school continues to utilize and build upon the practices established during the TDS support period.

The TDS model integrates the following key elements and core strategies:

1. Research and evidence-based comprehensive whole school reform model with intensive instructional and organizational support for students, teachers, and administrators. This includes implementation of the block schedule, Professional Learning Communities, student Advisory period and curriculum, and theme-based small learning communities.
2. A teacher-friendly Early Warning Indicator system tied to research-based prevention, intervention, and recovery strategies in the areas of Attendance, Behavior, and Course performance in English and math.
3. A team-based organizational structure and collaborative work environment to make the job manageable.
4. An on-site School Implementation Manager (SIM) who works with the principal to coordinate the entire transformation process and implementation, including the various PD components;
5. TDS regional team Instructional Facilitators (IFs) in ELA and math who provide professional development and technical assistance to support expert school-based content coaches in ELA and math employed by the Hempstead school district; and a TDS regional School and Student Support Services (S4) Facilitator who provides technical assistance in the areas of school climate and classroom management.
6. Acceleration curriculum in Literacy, Mathematics, and Student Success in grades 9-11. ELA and Math classes are intended to teach students the skills they will need to succeed

in their regular English and Mathematics classes in those grades. The double-dose of ELA and Math for 9<sup>th</sup> graders is a major component.

7. An emphasis on the use of data to drive instruction and to provide tiered whole school and individual interventions.

## 2) **Partner: The Internationals Network for Public Schools**

HHS will engage a second partner, the Internationals Network for Public Schools (INPS), to create an additional academy option which will support its growing number of newcomer SIFE students and English Learners. This multi-grade academy starts at grade 9, helping students of all ages and languages fill gaps in their education while receiving acculturation support and services. The academy will serve a subgroup of approximately 280 students who continue to struggle academically due to education and language gaps.

The research-based approach was developed by expert practitioners in EL education and is based on more than 30 years of school-based experience. It combines quality education for EL students with support to districts, schools, and educators, and involves: 1) Heterogeneity and Collaboration: Schools and classrooms are heterogeneous and collaborative structures that build on the strengths of every individual member of the school community to optimize learning; 2) Experiential Learning: Expansion of the 21st century schools beyond the four walls of the school building motivates adolescents and enhances their capacity to successfully participate in modern society; 3) Language and Content Integration: Language skills are most effectively learned in context and emerge most naturally in purposeful, language-rich, experiential, interdisciplinary study; 4) Localized Autonomy and Responsibility: Linking autonomy and responsibility at every level within a learning community allows all members to contribute to their fullest potential; 5) One Learning Model for All: All learners, faculty, and students participate in similar collaborative learning and work structures which maximize their ability to support one another.

INPS was selected because of the outstanding results it has had with newcomer and English Learners in its International High Schools. In its network of 19 high schools and academies in California, New York, and Virginia, students' standardized test performance, persistence, graduation, and college-going rates are significantly above both native English speaking and English Language Learner averages in these regions. International High Schools have consistently out-performed NYC schools for EL student achievement using a model that has been proven effective in multiple contexts, geographies, and with a large range of ethnic and language groups.

## 3) **Partner: Pearson Professional Development Services**

Pearson Professional Development Services has been engaged by HHS to provide targeted professional development to teachers, instructional staff, and school leaders through its "Change of Practice" Institutes and administrator coaching in the areas of school leadership, ELA, and mathematics. While TDS focuses on the acceleration program, Pearson's Change of Practice professional development program works with all teachers to support Common Core, NY Standards-based lessons. There are summer and school-year components.

"Change of Practice" professional development is geared toward all teachers' implementation of standards-aligned curriculum. Each COP institute starts with a 1 day needs assessment tailored to developing a Data Driven Culture. Data is collected from multiple data points, including classroom observations, focus groups, and teacher and

administrator surveys, and each needs assessment is built flexibly to incorporate existing district or school level tools. Following the needs assessment process, the Pearson team collaborates with the school team to design a flexible training schedule in which participants receive targeted professional learning modules designed to impact the knowledge and skills that are the subject of the Data Driven Culture Institute. The job-embedded coaching can take various forms, including one-on-one coaching, classroom modeling, small group lesson study, teacher or leader network facilitation, co-teaching, co-planning, guided practice (such as walk-throughs), and classroom observation and feedback. The combination of short, targeted training modules (that can be offered during planning periods, team meetings etc.) and job-embedded coaching and differentiated consultative supports (informed by the initial needs assessment) provides schools with highly comprehensive support that does not require time away from the regular daily tasks of teaching and leading. Progress monitoring is embedded within onsite service days over multiple visits and culminates in a final report to stakeholders to debrief implementation, measure the achievement of institute objectives, and define next steps. “COP” institutes are designed to give educators the flexibility to prioritize and target areas of need, and allow them to incorporate professional development flexibly into daily instructional and leadership practice. Because change occurs only with practice, the approach is to nest professional development within the greater context of long-term, systemic solutions. That is, training is accompanied by job-embedded supports that verify fidelity of implementation and entail committed involvement by participating educators.

Pearson was selected as a partner because of its proven results implementing school-wide PD around the core content areas, and because of the customizable tools and program it offers, which allow implementation to be tailored to a school’s specific needs. It was also chosen for the level of service provided to schools and teachers through embedded PD, designed to verify and support the integrity of implementation.

**4) Partner: REACH School Leader Coaching Program (SCLP) and School-wide Effective Practices for Using Data Program™ (SEPUDP)**

In efforts to promote leadership capacity for school leaders, HUFSD engaged REACH School Leader Coaching Program (SCLP). Through the REACH SLCP, school leaders learn how to and when to manage issues of competing priorities, lack of confidence around making the correct decisions, and navigating the political landscape, while honoring the sense of urgency a school may need to be at the forefront of actions. REACH coaching begins in July and ends in June of the following year. During the 12-month program, The REACH school leader coach spends at least one full day per week, 3 times a month, coaching the school leader. The program is designed to address the specific needs of participating school leaders.

HHS will also engage the assistance of REACH as a partner to facilitate the use of instructional data to support the alignment of curriculum and instruction through its SEPUDP program. This will be provided through embedded professional development. It will help instructional staff build capacity to monitor the school’s progress around assessments and other established benchmarks for student achievement.

REACH was selected as a partner because it has a proven track record helping schools develop a protocol for collecting and analyzing data, and using it to drive instructional decision-making. HHS has long lacked such a system, which is crucial to implementing effective school change that identifies and addresses need areas.

II. F. ii. Evidence of Partner Effectiveness - Please see Attachment C and supporting documents.

II. F. iii. Partner Accountability

The LEA will hold the external partners accountable for all areas as specified in the signed contract. A detailed summation of the services rendered must be provided to the district on a quarterly basis. Any changes to the contract without district or school knowledge will not be honored. Partners will also provide the Superintendent of Schools with an overall summary of their work with supporting data (pre and post) that demonstrates the impact of the partnership. Upon completion of the above reporting, the LEA will engage an external evaluator on an annual basis to conduct a review of the services rendered against the contract. Partners will not receive payment from the district until have met all deliverables.

**II. G. Organizational Plan**

II. G. i. Organizational Chart - Please see Attachment H.

II. G. ii. Day-to-Day Operations

**School Staff and Partner Roles**

- **Principal and Assistant Principals:** The principal and assistant principals will continue to manage the day-to-day operations of the entire school program, conducting classroom observations to monitor the instructional program, participating in site and district level meetings around instructional initiatives and priorities that directly impact the high school, and developing and implementing school-wide discipline policies and procedures to maintain a safe and orderly campus. Personnel decisions, budgeting, financial management, legal compliance, and special staffing needs are managed by the principal with assistance from the leadership team.
- **Lead Partner:** Talent Development Secondary (TDS) will serve as a Lead Partner managing the transformation process at HHS. A Lead Partner is a specialized organization that coordinates the transformation of low performing schools by providing intensive, embedded support. The Lead Partner will establish a team providing staggered support five days a week at HHS. This team includes but is not limited to the district-hired School Implementation Manager/School Transformation Facilitator (SIM/STF) and TDS regional Instructional Facilitators in ELA and Mathematics, as well as a School and Student Support Services (S4) Facilitator. TDS will provide targeted services and supports in designing and executing a comprehensive school model including scheduling, academic programming, and support services; professional development and technical assistance in instructional strategies, effective teaming, and the use of data to drive instruction and interventions; implementing activities necessary to create a positive learning environment through change management, media relations, and family and community engagement; designing a strong human capital strategy and investing in school staff through recruitment and hiring processes, coaching, professional development and staff incentives; and supporting school operations by coordinating central office services and supporting budgeting and management.
- **Distributed Leadership and School Committees:** HHS will employ a distributed leadership model to help govern school activities and frame the decision-making process. TDS and other partner leaders meet weekly with administrators, teacher leaders, and department

representatives to support and guide school leaders and faculty members in this effort. This approach to school leadership and governance acknowledges that schools cannot rely on a single, heroic leader; rather, all members of the school community are, in part, responsible for the success of the school. As Alma Harris and James Spillane explain in a recent *Management in Education* article, “Distributed leadership is not a panacea or a blueprint or a recipe. It is a way of getting under the skin of leadership practice, of seeing leadership practice differently, and illuminating the possibilities for organizational transformation.”

- **Instructional Leadership Team:** Comprised of TDS staff, school administrators, faculty members, staff, parents, community partners, and students when appropriate. The purpose of this team will be to guide the overall transformation work. The school will create additional sub-committees to address school needs in areas such as operations, professional development, climate and culture, and community engagement. These committees will create a structure and process that is conducive to community involvement and shared accountability. The committees will provide recommendations to the school’s leadership team; in other instances, the committee may have decision-making authority.

### **Key Transformation Personnel**

- **TDS School Transformation Facilitator** - The School Transformation Facilitator (STF), hired by the district, is full-time onsite at HHS and will be trained and supported by TDS to ensure that the TDS model is implemented in the school. Specifically, the STF plans and facilitates common planning time meetings, leads the planning for implementation of career academies, and ensures that team, academy, and whole school TDS events are planned and implemented. The STF provides instructional coaching support in the Freshman Seminar classes and coordinates the reporting and review of weekly EWI data. Serving as a coordinator, the STF is the point person for TDS in the high school.
- **TDS Instructional Facilitators** – TDS instructional facilitators (2) in the areas of English Language Arts and Mathematics provide support to instructional coaches and teachers in specific content areas. Facilitators work with coaches and teachers on planning courses, units, and lessons; demonstrating teaching techniques; and reflecting on current practices. Instructional Facilitators are responsible for maintaining contact with the school instructional coaches on instructional issues and priorities in preparation for and in between monthly TDS technical assistance visits.
- **TDS Support and Student Support Services Facilitator** – This TDS regional facilitator provides support on school climate and classroom management, including PD around the Early Warning Intervention system.
- The **International Academy instructional coach**, from INPS, plays a key role in supporting the International Academy. The instructional coach and specialists will collaborate with the academy leader to develop a professional development plan that meets the specific needs of teachers over time.
- For school-based instructional transformation personnel descriptions, see section II. E.

### II. G. iii. APPR Plan

HUFSD was a part of six school districts that worked with NYSUT to develop the Teacher Evaluation Development (TED) System and teacher rubric as it relates to APPR. Training on the components of APPR and requirements for observations and evaluations began with teachers and administrators in January of 2012 and continued throughout the 2012-2013 and 2013-2014 school years. Teachers throughout the district participated in five 90-minute module trainings

called APPR Educator Academy. The training focused on understanding the language within the teacher’s rubric and developing a common understanding of highly effective teacher practice and collection of evidence to support learning. Teachers were able to preview videos, collect evidence of teacher practice, align practice to the rubric, and determine HEDI rating.

Currently, at the beginning of each school year, building administrators provide an overview of the APPR process. New teachers participate in a half-day training orchestrated by the Office of Human Resources. (All new administrators attend a 5-day training given by either Educational Leadership Trust (ELT) or the local BOCES. Once the Superintendent of Schools certifies the administrators, they are able to conduct formal observations of classroom teachers.) District-level administrators, in collaboration with the principal, make decisions regarding which administrator will be most effective in observing teachers within the school. Collectively, a schedule is developed and adhered to. Each administrator is responsible for following the agreed upon APPR Plan executed between the district and the collective bargaining unit, as it pertains to scheduling and conducting observations. Tenured teachers receive two formal observations, one announced and one unannounced. Non-tenured teachers can receive a minimum of 2 formal observations and unlimited informal observations. The principal completes the final evaluation of all teaching staff.

Teacher observations are conducted from October 1 through May 15 of each year. Throughout the observation process, teachers and observer work together to determine pre-observation, observation, and post-observation dates. Notification of all schedule observations is conducted via the OASYS platform. All formal observations must be signed by the observer and teacher and submitted to personnel. Original copies are maintained in the in the HR office.

**II. G. iv. Calendar**

<b>Event</b>	<b>Dates</b>
APPR Overview by building administrators	September 2015
APPR half-day training by HR dept	August 25-26, 2015
APPR new administrator training	August 3-4, 2015
Tenured teacher observations (2)	October 2015 – May 2016
Non-tenured teacher observations	October 2015 – May 2016
Creation of APPR schedule	September 30, 2015
Final evaluation by principal	May 30, 2016

**II. H. Educational Plan**

**II. H. i. Curriculum**

With the help of TDS, HHS will implement acceleration curriculum and a double dose of ELA and Mathematics for students who enter HHS below grade level in ELA or Math (scoring 1 or 2 in 8th grade), a format that will be replicated beyond the three-year implementation period. With the help of Pearson Professional Development Services’ “Change of Practice” Institutes, teachers will revisit the standards and work as teams to develop standards-based units around them in the areas of English Language Arts and Mathematics. The framework for collaboration, made possible by new Professional Learning Communities, is supported by TDS facilitators. Curriculum and instructional strategies from INPS will address the specialized needs of newcomer and limited English students.

### **Standards-Aligned Curriculum**

HHS began the implementation of Engage New York's state-approved instructional modules in English Language Arts and Mathematics last year. The modules are aligned with the New York State Learning Standards and the Common Core, and the curriculum was adopted by the school district to support implementation of the CCLS shifts. HHS will continue to build capacity around the utilization of the modules and other instructional materials to support the shift to Common Core ELA and Mathematics. Over the four years of high school, all students' schedules will include:

- At least three credit-bearing courses in mathematics that meet or exceed the Common Core Standards and can include competency at or above Algebra II;
- A sequence of four credit-bearing courses in English that meet or exceed the Common Core Standards at the proficient or advanced level;
- At least three college-preparatory science courses;
- At least four college-preparatory social science/history courses;
- Up to three years of foreign language instruction;
- Freshman Seminar, which facilitates and lays the groundwork for students' transition to high school and college and career preparation.
- Art, music, or drama electives.

Enhancing teachers' ability to deliver this curriculum is New York Learns ([www.nylearns.org](http://www.nylearns.org)), a Standards-based curriculum management and sharing system that will be made available to teachers in the Hempstead School District starting in the 2015-16 school year. This online system includes searchable Standards by grade level and subject, along with shared lesson plans, assessments, and other teaching tools.

### **Curriculum for Acceleration from Talent Development**

The TDS curriculum serves the high school's need for academic acceleration, particularly for incoming 9th graders. It is for acceleration only, and forms the full instructional approach when combined with curriculum from the district. TDS provides curricula in literacy, mathematics, and Student Success for grades 9-11. ELA and math classes are intended to teach students the skills they will need to succeed in their regular English and mathematics classes in those grades. Their effectiveness has been proven in national studies. TDS deploys ELA and math curricula that are Common-Core aligned, and implemented with research-based best-practice strategies. The instructional strategies embedded in the courses are utilized across all courses.

- **Literacy:** The TDS high school model includes intensive double-dose courses designed to build literacy skills for students who are two or more years below grade level to close skills gaps and prepare them for the challenging, standards-based curriculum required of all students. Students are enrolled in TDS double-dose literacy courses during the first semester, and complete the district's required English course during the second semester. Students who enter high school inadequately prepared in literacy take Strategic Reading, a non-traditional approach to accelerating fluency and comprehension skills with emphasis on modeling, reasoning and metacognition, and guiding students through reading authentic literature. These students then go on to take the district ninth-grade English course in the 90 minute block during the second semester. The tenth grade acceleration course, Reading and Writing in Your Career, is provided in the first semester to prepare students for the standard district tenth-grade course during the second semester.

- **Mathematics:** The TDS model for 9th grade students entering high school below grade level proficiency provides a research-based curriculum, **Transition to Advanced Mathematics (TAM)**, which is offered first semester in an extended block schedule. The district-level Common Core-aligned course is taught second semester. **Geometry Foundations (GF)** offers the same beneficial double-dose strategy in the first semester of 10<sup>th</sup> grade to prepare student for geometry. GF reviews basic algebraic skills and fosters students’ conceptual understanding of key ideas in high school geometry. GF helps students learn missing math components, develop new concepts, broaden depth of understanding, and strengthen skills and mathematical reasoning.
- **Student Success and Career Academies - Freshman Seminar** is taught as a full-year course for all students in 9th grade. Students practice the note-taking, time management, study, social, and human relations skills they need every day in their academic and elective subjects and in their lives outside of school. They learn more about themselves and their futures in the worlds of post-secondary education and careers as they prepare to choose a Career Academy for subsequent grade levels. In-depth lessons use both innovative and traditional teaching techniques including long-range projects, cooperative learning activities, role-play, and reflective journal writing.

**English Learner Curriculum**

INPS provides targeted support for newcomer students and other English Learners through its International Schools model, which HHS will implement in the form of an academy. The curriculum includes:

- I-SHARE, Internationals’ online curriculum sharing website with over 850 Common Core aligned curriculum units in all content areas, and resources to support educators in developing their practice. There are also resources, articles, formative assessment rubrics, guidance and college readiness resources posted by teachers.
- Internationals also has systems in place to capture critical knowledge that is generated across its portfolio of schools. The following tools provide schools with direct access to best practices and help to identify particular school components in need of support: 1) LISTSERVs – Online venues organized by academic discipline to facilitate teacher collaboration; 2) Network Curriculum Library – Exemplary curricula and resources chosen for their effectiveness in improving student achievement. Available online through I-SHARE, at the Network office, and via email on request from the INPS office.

II. H. ii. Instruction

The pedagogical shifts demanded by the Common Core Learning Standards will be implemented in joint by TDS and HHS using the following instructional strategies in core courses and common-branch subjects.

<b>ELA and Literacy Instructional Strategies</b>	
Shift I: Balancing Informational and Literary Text	TDS ELA Facilitator will assist ELA coach and teachers in choosing materials that meet the recommended CCLS guidelines for a balance of informational and literary texts. CORE ACTION1 planning sheets from NY CCSS Instructional Practice Guides will be used to ensure that texts are carefully chosen and that tasks are text-dependent while providing all students opportunities to engage in the work of the lesson.
Shift II: Knowledge	Students are taught to view text as their main source of knowledge as teachers move from the role of lecturer to facilitator, teaching students to think critically

in the Disciplines	about the text. A rich variety of reading and metacognition strategies (e.g., reflection, using reference tools, using graphic organizers) are provided, and student independence is fostered so that students become self-directing and self-assessing.
Shift III: Staircase of Complexity	ELA facilitator will guide ELA coach and teachers in scaffolding texts so that students reach targeted complexity bands by providing training in examining texts and identifying strategies for close reading when planning lessons. The Lexile Framework will be used to identify students' entry reading levels (as tested by the Gates-MacGinitie Reading Tests) in order to differentiate and scaffold toward Common Core Lexile Bands. Teachers will be expected to apply differentiation strategies in order to meet the needs of every student.
Shift IV: Text-based Answers	Across content areas, a focus on providing text-based evidence when answering questions or writing will continue to be reinforced throughout the year. The TDS facilitators and building coaches will support a school-wide literacy initiative that emphasizes the importance of using text-based evidence to support responses. TDS materials have been designed to engage students collaboratively in small learning teams around rigorous text-based conversations. After discussion, students write individual text-based answers that serve as ongoing formative assessments. This will give students frequent practice in using text-based evidence to support claims.
Shift V: Writing from Sources	Teachers are taught to require students to provide evidence from sources when supporting claims or explaining their reasoning. ELA, social studies, and other content areas will include MLA documentation and citation in research-based assignments.
Shift VI: Academic Vocabulary	Best-practice vocabulary training has been provided by TDS Facilitator and ELA coach, and will continue to be emphasized school-wide, across all subject areas. Special emphasis will be given to "Tier 2" academic vocabulary, teaching critical CCLS words while keeping the cognitive verbs in mind, such as <i>analyze</i> , <i>evaluate</i> , <i>compare</i> , etc., that focus on processing skills and lead to cross-curricular academic success. A morning announcement vocabulary program will be instituted, and keeping words alive through illustrated word walls, activities, and contests.

<b>Math Instructional Strategies</b>	
Shift I: Focus	TDS math facilitator will work with math coach and teachers to focus on Common Core Learning Standards in all lesson planning. Planning conferences for TDS math facilitator or coach and teacher will include building practice rubrics for task selection.
Shift II: Coherence	TDS math facilitator, math coach, administrators, and representatives from each math course meet periodically as a vertical team to align the overall curriculum with CCLS, avoiding gaps or overlaps.
Shift III: Fluency	Teachers provide opportunities for students to master core functions that contribute to speed and accuracy. TDS facilitator and math coach will support teachers in differentiation strategies and extra supports for students who are identified as having weak core skills. TDS facilitator and coach will model classroom discourse supports.
Shift IV: Deep Understanding	TDS facilitator, math coach, and teachers work together to design formative assessments that go beyond the correct answers by requiring students to explain their thinking. Students are provided small learning team experiences in which they can discuss processes and insights related to math concepts. TDS facilitator, math coach and teachers design rigorous tasks and appropriate rubrics during planning sessions which support a deep understanding of the standards.

Shift V: Application	TDS facilitator, math coach, and teachers will design lessons that require students to provide evidence of their ability to choose appropriate concepts and processes for problem-solving on their own rather than being directed by the teacher. Scaffolding and support will be provided as students work toward independence. This shift will be modeled and/or co-taught with TDS facilitator and/or math coach.
Shift VI: Dual Intensity	Students are presented with situations in which they can prove their ability to apply concepts independently and explain their thinking processes. TDS math facilitator and math coach support teachers in designing instruction to accommodate this shift.

II. H. iii. Use of Time - See Attachment I for the district school-year calendar.

**Block Schedule**

HHS will implement a block schedule starting in the fall of 2015. The current class schedule consists of 45- 48 minute periods. These will increase to approximately 75-80-minute blocks. The block schedule allows students to recoup minutes normally spent traveling from one class to the next, increasing instructional time in core classes while reducing movement in the building. Less movement in the building also helps decrease disciplinary issues that can arise during multiple class changes and dense student traffic.

The new schedule allows for the double period of English Language Arts and Mathematics utilized in the TDS model for students scoring at levels 1 and 2 as measured by state standard assessments. Academic acceleration in that framework occurs in large part due to the innovative instructional practices teachers can implement in the longer class periods. Teachers have time to model skills for students, engage students through cooperative learning activities, offer authentic assessments through project-based learning, and create individual learning centers that allow students to focus on the specific skills and content they need to succeed in a course. To support this change, teachers will take part in professional development around teaching in the block. The schedule will allow for instructional units to be taught in depth” and not just a focus on breadth of the curriculum, thus aligning to the common learning standards.

The block schedule will also allow for a 15-20 minute student **Advisory/ homeroom** period. HHS aims for Advisory to take place a minimum of three times each week. The Advisory period will be used to help students develop study skills and chart a course to college and careers. It will also be used for character education initiatives, team-building opportunities, and establishing a strong connection between teachers and students. It will be a venue for teachers to identify student needs and appropriate services to support those needs using the EWI System. The focus of the International Academy’s first year Advisory is acculturation, emphasizing students’ transition to the U.S., the Hempstead community, and the larger high school campus. This includes socio-emotional supports and delivery of services as needed.

An added benefit of the block schedule is that students can cover the academic content and complete classes in a semester. For example, a traditional year-long class can be completed in one semester allowing additional courses to be completed during the year or repeat courses embedded into the school day for credit recovery. This makes it possible to offer the same classes more than once during the school year as needed, so that students who fail a class can take it again, completing it that year instead of waiting until summer or the following year to complete it and allow students to make progress towards meeting graduation requirements .

Any schedules that are selected will be in alignment with an agreement with the collective bargaining unit.

**Sample Bell Schedules 2015-2016** - Please see Attachment J for bell schedules for 2015-16

### **Common Planning Time**

The new schedule also allows for common planning time for teacher teams, called Professional Learning Communities (PLC's), which help to build the collective capacity of the school's staff. Common planning time is a fixed time during the professional day to engage in collective data analysis and decision-making, professional learning, and planning and preparation of student activities. It will be built into the teacher teams' schedules. The teams meet multiple times per week, and each meeting has a specific focus, such as:

- Identifying students in need of individualized instructional time and devising individualized instructional plans of actions for such students.
- Analyzing student data such as Early Warning Indicators and achievement data
- Developing individual student intervention plans based on student data
- Planning for team-wide incentives, celebrations, or interventions to promote a positive school and team culture and identity
- Utilizing Data Driven Instructional (DDI) practices to examine, discuss, and analyze student work
- Sharing best practices, and engaging in other interdisciplinary professional development activities

TDS helps schools implement common planning time within teacher team schedules, and provides technical assistance and capacity-building activities that help teachers do focused work targeting improved student outcomes.

Professional development from Pearson COP Institutes will also be embedded in the common planning time provided for by the PLC's.

At the International Academy, the PLC's will allow for meetings of **interdisciplinary and discipline-based teams**. Each has a team leader who sets the agenda and facilitates weekly meetings. The interdisciplinary team develops projects that address academic themes from multiple content perspectives, discusses student progress through analysis of work and behavior, fine-tunes the design and use of DY0 formative assessments in literacy and numeracy, shares ideas and curricula to mutually support one another's pedagogical growth, holds constructive critical dialogues about one another's instructional effectiveness after organized lesson studies, and plans Advisory curriculum based on the affective needs of their students. Teachers of the same content area will gather once a week during PLC's to engage in inquiry work focused on instructional and language development strategies to use in their non-ELA courses that will also prepare students for success on the ELA Regents exam, and create performance-based benchmarks and portfolio rubrics used to assess the growth of individual students in their specific content class.

**Summer Bridge Program for Incoming 9<sup>th</sup> Graders** - HHS will extend the school year for incoming 9<sup>th</sup> graders, who will take part in a three-week summer bridge transition program. This adds 20 days of instruction to the school year for 9<sup>th</sup> graders. The program is designed to increase readiness for high school. Course offerings include Pre-English 9; Real-world Mathematics; Organization and Study Skills for High School; Financial Mathematics; Advisory; and Dance.

**Extended Learning Time** - HHS will also implement an extended day with its new **Tiger Academy**, a program that adds 4 hours daily, Monday through Friday, from 3:15 p.m. to 7:15 p.m., for a total of 20 hours per week. It operates as a continuation of the regular school day, with the same policies and procedures. Tiger Academy will also offer college entrance exam test support for juniors and seniors. Subject areas are led by full-time HHS faculty members. The offerings are as follows:

- **Tiger Academy weekdays** include:
  - **After-school Credit Accrual program** for students who need to accrue credits required for graduation.
  - **After-school tutoring programs** - Students may take part in tutoring assistance to support their academic needs, including remediation and Regents preparation.
  - **Enrichment programs** - The extended day also allows for enrichment classes. Some classes offered will be Princeton Review SAT/ACT preparation classes, Smart Scholars college readiness classes through Farmingdale State College, JROTC, sports, and enrichment classes.
- **Tiger Academy Saturdays** include programs like Princeton Review to help juniors and seniors on college entrance exams such as the ACT, PSAT, and SAT, in addition to Regents exams test preparation. It will also continue to support students with limited English build their English reading comprehension, speaking, and writing skills.
- **0 Period** – HHS will also implement a before-school, 0-period class to accommodate additional elective and enrichment courses, such as Advanced Placement classes.

**Additional Extended Learning Time Options** - Guidance counselors will collaborate with students and their parents to present all of the options available after reviewing each interested student's transcript. Students may elect to enroll in such extended day programs:

- **Twilight Academic Program at the BOCES Career and Technical Center**— Students may take part in this academic program for Regents-bound students.
- **Tech Plus Program at the BOCES Career and Technical Center**—Students may take part in the technology career track programs and/or credit recovery programs offered.
- **Summer School** is an additional credit recovery option.
- HHS is also adding an early morning, **0-period class** that takes place before the start of school. The added flexibility of a 0-period class would allow for additional enrichment, Advanced Placement, and college courses.
- **JROTC program** – HHS is bringing back its JROTC program. The program builds character while offering students interested in military service an additional pathway into careers, the workforce, and college. Components of JROTC will be delivered both after and during school.

#### II. H. iv. Data-Driven Instruction/Inquiry (DDI)

The use of data to drive decision-making is an ongoing focus at HHS, both during and beyond the three-year transformation period. This includes instructional decision-making in the classroom, assessment and provision of support services for individual students, as well as school initiatives designed to create a climate conducive to student success.

The functional cycle of Data-Driven Instruction is as follows:

- Formative and summative assessments are conducted at the beginning and end of each instructional unit, during the first and second semester.

- Benchmark or interim assessments are conducted quarterly in the core content areas.
- Teachers meet monthly in content-specific PLC's to review and analyze instructional data from formative, benchmark, and summative assessments in addition to student work. Instructional delivery is modified as needed based on the findings. This takes place in classrooms or other spaces as assigned.
- Teachers meet with administrators quarterly, following the benchmark assessments, to review concerns about student progress and develop intervention plans as needed.
- Teachers meet weekly in interdisciplinary academy-based PLC teams during which data review and planning are conducted.

**Talent Development Data Supports** - A portion of PLC meeting time is devoted to an Early Warning Indicator meeting to examine student data in the areas of attendance, behavior, and course performance. The school will use TD Access Tracker as a data management system to capture student data in real time so that staff can identify individual students in need of academic, behavioral, or socio-economic supports, as well as broader trends that inform instructional strategies and decision-making. The SIM will play a key role in assisting and training school staff in the use of student data to drive instruction. In addition, Math and ELA facilitators will monitor student achievement data in these two key areas and will assist teachers of these subjects to adjust instructional practice as warranted, both individually and in the context of content-area teams. Content area teachers (math, ELA, science, and US history) will meet across grade levels to ensure coherence of instruction both within a grade level and in the articulation of skills taught in 7<sup>th</sup> and 9<sup>th</sup> grade. Finally, TDS instructional Facilitators in Math and ELA will each provide two days per month of technical assistance in the form of PD, coaching, and facilitation in their respective content areas.

**REACH School-wide Effective Practices for Using Data Program (SEPUDP)** - HHS has engaged REACH SEPUDP as an additional resource to assist the school community in making use of data sources to align to overall goals the school has established. The program will ensure that there are systems established with explicit protocols for how to analyze and use data. HHS teachers will receive PD aligned to the use of the REACH data protocols during monthly PLC meetings, during which the REACH SEPUDP Facilitator meets with staff members to review the ways in which teachers collect and track data against the school's mission. The facilitator works directly with teacher teams to develop their knowledge of the ways in which data should be used in the school. He or she also initiates a system of school-wide data collection to enable HHS to better understand school-wide progress indicators. This program has 20 face-to-face sessions. The facilitator meets with the teacher team 10 times, across 10 months, throughout the school year. The remaining 10 visits are dedicated to providing coaching to individual teachers participating in the teams. The individual sessions will focus on providing job-embedded coaching to the teachers aligned to the use of data to inform instructional practices before, during, and after classroom instruction. This program will blend a model that incorporates off-site supports, including the creation of data charts and graphs for the school leader and community to use to discuss if the school is on track to achieve established goals, or if adjustments of practices are needed. Reflection sessions between the REACH consultant and the school leader take place quarterly.

## II. H. v. Student Support

**Small Learning Communities** - The Small Learning Communities structure, in which each student belongs to a smaller community led by a team of teachers within the larger high school, helps to keep students from falling through the cracks. It encourages a close-knit community of students, teachers, and families. Research and experience have shown that the quality of student-teacher interactions and the quality of instruction are critical to the levels of student motivation, effort, and engagement required for sustained academic progress.

At the International Academy, students will develop a sense of pride in their own backgrounds and the diverse experiences of others through classroom projects, school-wide initiatives, Advisory-based lessons, and culture/language clubs. Students will be continually encouraged to celebrate their cultural and linguistic individuality while embracing their new home in the United States. Many of the students in the International Academy have faced recent trauma, separation from family members, and reunification with others. The Academy will develop strategic partnerships with community-based organizations in order to provide family reunification workshops, adult English language courses, access to mental health and legal services. Positioning the academy as the community's bridge to such services will strengthen the relationship between the families of ELLs and HHS.

**Summer Bridge for 9<sup>th</sup> Graders** - The summer bridge transition program for incoming 9th graders is designed to increase readiness for high school via math, ELA, advisory, and study skills curricula.

**Early Warning Indicator System** - The Early Warning Indicator (EWI) system from TDS is designed to identify students early who need support, and to provide the appropriate interventions as quickly as possible. School staff members who closely follow and use the EWI's of attendance, behavior, and core course failure quickly identify students who begin to exhibit warning signs. In addition, the system helps to identify the intensity of services needed, and to monitor impact. Teams hold weekly EWI meetings in which teachers, school administrators, and support staff meet to analyze EWI data, assign and assess interventions, and determine the professional development needed to strengthen the success of student-teacher interactions and support high-quality instruction in every classroom. These meetings, as well as the EWI system, are facilitated by an on-site facilitator experienced in supporting school-based implementation of EWI and intervention systems. EWI meetings result in very specific supports to individual students along with follow-up from committed staff and partner organizations. The TDS EWI system incorporates three distinct tiers of support:

- Tier 1 supports are provided for all students to help them raise their attendance rates, teach and reinforce expected behaviors, and ensure a high level of achievement;
- Tier 2 supports are interventions for students who need more than Tier 1 supports. These include group supports such as tutoring, anger management or after-school activities.
- Tier 3 are for students with academic issues, or challenges outside the school building requiring off-site one-on-one support such as services from a psychologist or social worker, or off-site clinical personnel.

#### **Academic & College-Going Supports**

- The **Ninth Grade Success Academy** supports students transitioning to high school while providing the academic and social foundation they need to succeed. Students begin to select their post-secondary pathway and prepare for college in *Freshman Seminar*, a transition-to-high-school course that emphasizes the study skills, social skills, and career and post-

secondary planning skills necessary to succeed in and beyond high school. They begin to explore their strengths and interests, using this information to research career fields and relevant post-secondary pathways. The double-dose courses in Strategic Reading and Transition to Advanced Mathematics during the first semester provide students with the extra help and support they need to succeed. Throughout the **sophomore and junior years**, students receive academic support that prepares them to be successful post-secondary students. Career electives challenge them to apply academic skills in workplace settings and develop skills that will benefit them after high school.

- The **Student Support Team (SST)** assists in the facilitation of a caring, structured, and nurturing environment in which each student's educational and physical needs are met. The SST is prepared to obtain needed resources or services for each student's particular needs as well as collaborate with parents, case managers, health care providers, and other service providers in the students' best interest.
- HHS also implements the **Safe & Civil Schools program**, which employs strategies to increase student respectfulness, responsibility, and motivation. As a Response to Intervention (RtI) model, Safe & Civil schools complements the TDS model and the EWI tiered system of supports.
- **Check-in/Check-out (CICO)** is another behavior intervention which requires students to check in with a faculty member in the morning and in the afternoon. Faculty members volunteer to become lead CICO Facilitators in the building, and are assigned a small group of students. Students receive positive contact, pre-corrects, reminders of school-wide expectations and, if needed, basic school supplies. The facilitator receives updates from the student and his/her teachers and discusses daily performance with the student.
- **Social/Academic Instructional Groups (SAIG)** are led during lunches and extended periods by members of the Student Support Team (SST). Youth are supported in a small group for direct instruction of school-wide expectations and/or replacement behaviors, including structured practice and direct behavioral feedback. Interventions leading to generalization are most effective when youth are also supported by CICO.
- HHS uses positive behavior certificates called **Tiger Certificates** which are provided to all faculty members to give to students who perform good deeds, follow school rules, or at the discretion of the faculty member for a student who is acting as a good citizen or caring for the Hempstead community. The school will explore various incentives to encourage positive behavior for students who earn the certificates.
- **Say Yes** works with TDS and other partners to provide individualized supports for students. Services currently include a student monitoring system to ensure students are on track to thrive and successfully graduate high school, scholarships to attend vocational training and/or two and four year colleges, mentoring, tutoring and academic assistance, and after-school programming.
- HHS is bringing back its **JROTC program**, which builds character while offering students an additional pathway into careers, the workforce, and college.

**Empowered Teachers, School Climate** - The TDS model and teacher team organization empowers teachers to take charge of creating a safe environment that promotes high-quality teaching and learning. School climate celebrations and interventions include quarterly **Report Card Conferences** and monthly and quarterly **student recognition programs** and end-of-season team recognition programs. Teachers also work together during planning meetings to

design, implement, and adjust academy-level policies regarding students' academic responsibilities and behavior. These policies provide students with a consistent and fair set of procedures for all classes.

**A College-Going Culture** - HHS aims to create a college-going culture where students set their sights on college early, then develop a plan, build the necessary skills, and access resources that will help them enter and succeed at college.

- **Advanced Placement (AP) courses** - HHS currently offers 7 AP courses, but intends to expand the number of AP courses to 10 or 11 over the next 3 years.
- **NYGEARUP** – As part of the transformation, HHS is implementing NYGEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) in conjunction with Nassau Community College, a federal initiative designed to increase the number of students who are prepared to enter and excel in postsecondary education. The goals of NYGEAR UP are to increase the academic performance and preparation for postsecondary education of participating students, with an emphasis on career readiness and college fit; increase the rate of high school graduation, with an emphasis on college and career readiness; increase participation in postsecondary education with an emphasis on college fit and alignment with high-demand fields and sectors of the economy; increase participation in postsecondary education without need for remedial coursework; increase the rate of college persistence and completion of participating students; and increase student and family knowledge of postsecondary education options, preparation, and financing.
- **SMART Scholars Early College High School** – A SMART Scholars program is in place at HHS. This is an early college high school program, delivered in partnership with Farmingdale State College, through which students take college classes and then graduate from high school with college credits. HHS will continue this program, working to make it more robust and better utilized by HHS students.
- **College Center** – HHS will establish a College Center with a computer lab and resources to aid students in their college search, as well as applications for financial aid and scholarships.
- **College counselor** - The College Center will be staffed with a college counselor who can assist students with all aspects of the college selection, application, and funding process.
- **College visits** – HHS will create more opportunities for students to visit colleges, including trips to historically black colleges and universities, NYS CUNY system, and other schools. The goal is to increase student interest and enrollment in postsecondary education.

#### II. H. vi. School Climate and Discipline

While the multi-pronged approach to improving school climate described in the previous section is an excellent preventative strategy that will benefit a majority of students, those who continue to be disruptive, cause disciplinary incidents, or miss school will necessitate school responses. Discipline with Dignity is a concept based on creating a connection with students so ultimately they are motivated by the realization that positive behavior will make their lives better.

An HHS committee headed by the Dean of Students will explore options for a dignity-based disciplinary system featuring a **merit system**. Students will have the opportunity to earn back merits through various avenues including community service with partnering agencies, school beautification assignments, after-school detention, Saturday detention, peer mediation, and conflict resolution. These alternatives to suspension ensure that students are not out of school

even when a suspension is merited. The ultimate goal is to restore an opportunity for students to experience discipline with dignity.

The overall approach to school climate transformation is designed to address the needs of all HHS students, including students with special needs. In addition to the components described above, the Committee on Special Education will develop behavior intervention plans for special needs students who illustrate a pattern of repeated behavioral incidents. These will be monitored by the school social workers and school psychologists.

**School Climate Surveys** - In order to gauge satisfaction with the school climate, HHS will implement annual student, staff, and parent surveys. Additional information will be gathered informally at Breakfasts with the Principal and other events.

#### II. H. vii. Parent and Community Engagement

Community and parental involvement is another component that helps address challenges with non-academic barriers to learning. HHS makes a diligent effort to engage the school community with timely notification of school services and programs. Literature is sent home in English and Spanish. Parents are invited to visit the school during Open House, Back to School Night, and parent-teacher conferences. In addition to the current outreach efforts, the school will recruit and hire a bilingual Parent Community Liaison to support HHS adding the following components to strengthen the school-to-home connection:

- Town Hall Meetings – Town Hall Meetings are good ways to engage parents on important topics, such as introducing the parents of 9<sup>th</sup> graders to the school, or to explain the transformation process. The format allows for question-and-answer sessions with school staff. This initiative will commence in August of 2015.
- A communications campaign about the school transformation process
- Bilingual annual progress reports to parents and community members, and/or a monthly newsletter from the principal
- Updated, active school website
- Parent Symposium – Organized by staff, this event invites parents to the school to take part in workshops and become active members of the school community.

Parent Center – Many schools have a Parent Center staffed by parent volunteers and a bilingual parent/community liaison, where parents can go to obtain information and become involved in the school. HHS is planning to implement a Parent Center replete with classes designed to help parents support their children.

#### **II. I. Training, Support, and Professional Development**

HHS will employ a three-tier model of job-embedded professional development (PD) in which TDS ELA and Math facilitators and school-based ELA and Math instructional coaches work with school administration, the Instructional Leadership Team, and classroom teachers. Much of the support of the instructional team takes place during Professional Learning Community meeting time embedded into the school day on a weekly (SLC teams) and monthly (discipline teams) basis. Major partners to be engaged in school PD include TDS, which manages the PD program while also deploying an academic PD component that revolves around its acceleration curriculum and an Early Warning Indicator system to help teachers identify student needs and support systems; and Pearson Professional Development Services, which addresses whole-school implementation of CCLS-aligned curriculum. Both utilize embedded professional development

strategies that take the form of working with teachers by co-teaching and/or modeling lessons. This is bolstered by structured sharing and team planning among teachers.

II. I. i. School Leadership/Staff Role in Plan Development

The plan was developed by Dr. Strachan and the Instructional Leadership Team, with feedback from teacher focus groups and assistance from TDS.

II. I. ii. Implementation Period

<b>YEAR 1</b>			
<b>Training, Support, and PD Events</b>	<b>Agency</b>	<b>Measurable Outcomes</b>	<b>Method of Assessment</b>
<b>Pearson Change of Practice Summer Institutes:</b> Total days: 6. For teachers in the areas of English Language Arts, Mathematics, college readiness. Emphasis on CCLS/shifts. Aug. 2015	Pearson	Progress toward benchmarks in student achievement and culture	Analysis of student data; external evaluator tool
<b>Summer Institute at Harvard Graduate School of Education:</b> Principal and AP's (4) attend this training for building-level administrators in redesigning high schools and improving instruction while ensuring internal and external accountability.	Harvard Institute	Progress toward benchmarks in student achievement and culture in individual SLC's, including attendance and discipline referrals. Student surveys show positive climate.	Principal uses student data and surveys to assess APs' performance. Principal evaluated under APPR by LEA.
<b>REACH School Leader Coaching Program</b> Supports the principal in any and all aspects of leadership coaching, addressing challenges inherent to leading a comprehensive school change transformation. One full day per week, 3 times a month. Sept. 2015-June 2016	REACH	Successful leadership of school transformation implementation evidenced by leading indicators.	Principal evaluated under APPR by LEA. REACH by external eval.
<b>Academy Professional Learning Communities (PLC's)</b> – One block class per week dedicated to academy meetings that include PD and coaching from TDS Facilitators around Early Warning Intervention System for students, Advisory curriculum.	TDS	Successful use of Early Warning Indicators to ID and match students to services. Successful implementation of Advisory curriculum.	TDS facilitators and ILT confirms practice at monthly meeting.
<b>Content-specific Professional Learning Communities (PLC's)</b> – One block class per month dedicated to content-specific meetings that includes: PD, coaching, and team planning assistance from TDS Facilitators, with assistance from school-based ELA and Math coaches, around 9 <sup>th</sup> grade Math and ELA intervention curriculum, plus multi-grade planning. The monthly PLC's also provide the framework for PD from Pearson Institutes in ELA and Math.	TDS, Pearson	Progress toward benchmarks in student achievement in the core content areas.	Analysis of student data; external evaluator tool

<p><b>“Change of Practice” Leadership Network Institute</b> – Delivered in the form of half-day sessions each month September 2015 – June 2016</p>	<p>Pearson</p>	<p>Successful leadership of school transformation implementation evidenced by leading indicators.</p>	<p>Principal evaluated under APPR by LEA. REACH by external eval.</p>
<p><b>Instructional Leadership Team</b> - Principal and AP’s, school instructional leaders, and partner leaders meet monthly around transformation efforts and to take part in embedded PD from TDS, Pearson, and REACH. A major focus is the alignment of student data to PD opportunities.</p>	<p>TDS, Pearson, REACH</p>	<p>Successful alignment of data to PD opportunities</p>	<p>Successful alignment of data to PD opportunities.</p>
<p><b>International Academy PD</b> – Internationals Network will provide this academy’s teachers, leader, and AP with coaching to align curriculum to the Common Core, leverage best practices in teaching ELLs, and differentiate for a heterogeneous classroom through workshops and embedded coaching and curriculum development support to teachers one day per week in PLC’s.</p>	<p>INPS</p>	<p>Progress toward benchmarks in student achievement and culture in International Academy</p>	<p>Analysis of student data; external evaluator tool</p>
<p><b>Pearson “Change of Practice” Professional Development</b> – Pearson Professional Development implements their research-based ELA and Math institutes accompanied by job-embedded supports for participating educators. While TDS focuses on the acceleration program, Pearson’s program works with all teachers to support Common Core, NY Standards-based lessons. September 2015-June 2016.</p>	<p>Pearson</p>	<p>Progress toward benchmarks in student achievement</p>	<p>Analysis of student data; external evaluator tool</p>
<p><b>REACH School-wide Effective Practices for Using Data Program™ (SEPUPDP)</b> -Facilitates the use of instructional data to support the alignment of curriculum and instruction, provided through embedded PD. SEPUPDP helps school staff monitor progress around assessments and other established benchmarks for student achievement. September 2015-June 2016.</p>	<p>REACH</p>	<p>Progress toward benchmarks in student achievement</p>	<p>Analysis of student data; external evaluator tool</p>
<p><b>New teacher training</b> - Teachers chosen from the HHS staff mentor new and struggling teachers. Monthly mini-workshops to support their transition into the teaching profession on top of other PD. Mentoring is ongoing; mini-workshops are 1x/month September 2015-June 2016</p>	<p>ELA &amp; Math coach; HHS teacher leaders</p>	<p>Progress toward benchmarks in student achievement</p>	<p>Analysis of student data</p>

II. I. iii. PD Evaluation

Hempstead High School is committed to providing teachers and instructional leaders with high quality professional development to improve teaching and learning. To that end the school site will follow the protocol listed below to effectively evaluate the professional development outlined in this transformation application and make adjustments as needed.

Evaluation of the implementation will consist of the following:

- **Changes in Educator Practice:** School leadership will conduct monthly evaluations of the PD plan to assess its impact on educator practices at the classroom and/or school level. Data is collected each month (10x/year) by the Instructional Leadership Team via formal classroom walk observations, in addition to more regular informal observations, followed by a monthly meeting to study the data and plan changes as needed. The evidence collected from teacher practice observations is not only shared with teachers, but is also used to make decisions regarding ways to address additional performance needs of staff through PD.
- **Changes in Students:** The Instructional Leadership Team will also assess the PD program's impact on student performance at the monthly meeting—using summative and formative data from state achievement measures, district achievement tests, progress monitoring, educator-constructed tests, interim assessments, action research results, discipline referrals, and/or portfolios of student work—to assess the impact of professional learning.
- Annually, the school will conduct an evaluation of the degree of fidelity with which the school's PD plan is implemented.
- Annually, school administrators and the ILT will review school-level evaluation data as part of the needs assessment process for the subsequent school year's PD planning in order to eliminate ineffective programs and strategies and to expand effective ones.

#### **Use of Teacher Input**

- At the end of each school year, as a part of the APPR process, teachers meet with the principal evaluator. The teacher and evaluator determine workshops/conferences that most benefit the teacher to improve on his or her practice. It becomes the responsibility of building administration in conjunction with Office of Curriculum and Instruction (OCI) to develop a plan of action to enhance teacher practice based on their areas of growth.
- HUFSD requires staff to complete an evaluation form for all PD sessions. Evaluation forms are submitted to OCI for analysis. The information gained is used to determine whether or not future PD sessions need to be adjusted to ensure the individual and collective needs of staff are being addressed. Teachers' suggestions to what they feel is needed to improve the teaching and learning environment is crucial to buy-in and promoting successful practices.

#### **Pearson Professional Development Services Self-Assessment**

Pearson Professional Development Services offers multiple evaluation tools around the services that they provide to HHS staff. These tools include post-training participant surveys, observational and instructional rubrics utilized during the course of job-embedded coaching and modeling, and field notes summarizing change over time. This data is used on an ongoing basis to tailor Pearson PD to the needs of the instructional staff.

#### **II. J. Communication and Stakeholder Involvement/Engagement**

- It is especially important at the start of the transformation process to inform parents of the changes they and their children will experience as a result of the school redesign. In August 2015, the school will take a proactive approach by mailing home a bilingual flyer in English

and Spanish highlighting the key components of the process. The informational flyer will also be posted on the district and school websites.

- **Bi-monthly Town Hall Meetings** – One of the key goals of the bi-monthly Town Hall Meetings is to inform parents about the school's Priority status and progress on SIG plan implementation. Presentations are informed by an analysis of evidence and leading indicator data. They generally begin with a PPT presentation by the principal, followed by a question-and-answer session. This initiative will commence in August of 2015. Town Hall Meetings are held in the school auditorium.
- The school website has lain dormant for some time. HHS will revitalize the site, using it to provide updates about the SIG process and serve as a vehicle for parents and community to leave comments and voice concerns. This initiative is planned for August 2015, with weekly updates occurring after that.
- The principal will produce a monthly bilingual newsletter to update stakeholders on the progress of the SIG implementation and related indicators.

## **II. K. Project Plan Narrative/Timeline**

### II. K. i. Key Strategies for Year 1 Implementation

Please see Attachment K for an annotated chart illustrating Key Strategies for Year 1 Implementation, categorized into areas of student academic achievement, staffing, professional development, partnerships and stakeholder involvement, with implementation dates. Strategies:

- **Hire new transformation teachers:** Six transformation teachers will be hired in the core subjects to reduce class size in courses that historically have a high failure rate. Competencies for these teachers include high student performance, experience in urban schools, and a commitment to implementing school change.
- **Identify Academy Leaders:** Academy leaders are teachers who take a lead role in theme-based academy planning, partner engagement, and at PLC meetings.
- **Identify ELA/Literacy and Math coaches:** These school-based ELA and Math coaches work with instructional staff, with assistance from TDS ELA/Math Facilitators to provide coaching, PD leadership, and assistance to instructional staff.
- **Implement Tiger Academy Extended Day (20 hrs/week):** The school day will be extended 4 hours per day, 5 days a week. The time will be used for credit recovery, tutoring, college-prep, and enrichment programs for all students.
- **Implement Saturday Academy:** A Saturday program will be used for credit recovery, tutoring, college-prep, and enrichment programs for all students.
- **Implement JROTC program:** This program builds character while offering students interested in military service an additional pathway into careers, the workforce, and college. Components of JROTC will be delivered both after and during school.
- **Implement Pearson "COP" Institutes:** Math, ELA, Leadership: These standards-aligned institutes utilize the CCLS shifts to help teachers assess and collaborate to improve their curriculum and instructional delivery to impact student achievement. They are supported by embedded PD to ensure excellent implementation and support teachers.
- **Implement REACH Data Program:** This program helps establish protocols for collection and use of data to drive instruction. Called School-wide Effective Practices for Using Data Program, it includes 20 face-to-face sessions including PD for teachers during monthly PLC meetings plus individual support to teachers, and consultation with the principal

- **Implement new teacher mentor/PD program:** Teachers chosen from the HHS staff mentor new and struggling teachers.
- **Implement vertical training with middle school,** with the goal of articulating and lining-up instructional standards to define what students should know leaving high school, and what they should learn upon entering high school
- **Implement incentives for effective/highly effective teachers:** These include opportunities to take a leadership role at HHS such as Academy Leader or Instructional Coach; opportunities for school or district-funded additional PD; and scholarships for pursuing National Board Certification
- **Implement Early Warning Indicator system:** This TDS initiative is designed to have a positive impact on school culture by training teachers to monitor student data like attendance and academic achievement to identify needs and services to help the student. Academy teachers review the data weekly in PLCs.
- **Establish College Center with College Counselor:** Establishing a technology-rich College Center, staffed by a college counselor who supports students' college searches, applications, financial aid and scholarships, contributes to the school's college-going environment.
- **Establish Parent Center with Parent/Community Liaison:** The school will also establish a Parent Center, staffed by a bilingual parent/community liaison who will coordinate parent workshop, activities, and programs that strengthen the home-school connection. This contributes to the school climate goal.
- **Implement Communications Projects:** To increase school-home communication, HHS will 1) update the school website; 2) create written communications such as bilingual newsletters and annual reports; 3) conduct public presentations.
- **Implement year 2 of Smart Scholars ECHS with Farmingdale State College:** This program allows students to earn college credits, and a college experience, while at HHS.
- **Implement Merit-based Discipline with Dignity program:** Students will have the opportunity to earn back merits through various avenues including community service with partnering agencies, school beautification assignments, after-school detention, Saturday detention, peer mediation, and conflict resolution.

#### II. K. ii. “Early Wins” Indicators of Successful Implementation

Some of the “early wins” anticipated are:

- A shift in the academic environment in the building
- Increased in seat attendance
- Reduction of 1) referrals to office and 2) out of school suspensions
- More 1) students passing courses and 2) credits earned meeting graduation requirements
- Increased teacher attendance and morale
- Increased parent and community participation in school activities

The school leadership will meet with stakeholders on a quarterly basis to evaluate the systems and structures that have yielded success so the school can continue to build them, ensuring they become systemic in the culture of the school building. The school will conduct an annual parent and community symposium to engage parents in meaningful activities, presented by school partners, to build their knowledge and understanding of the shifts in the building, and the implementation status of the school-wide initiatives.

Other “early wins” that serve as indicators of successful SIG implementation include:

- Successful hiring of the school-based SIM and math and ELA coaches
- Successful organization of SLCs (Freshman Academy, International Academy, and Career Academies)
- Creation of a block schedule that allows for double-dose acceleration courses in math and ELA, and Freshman Seminar for 9th graders
- Successful Town Hall meeting in August to communicate the Transformation Plan to students, teachers, families, and other stakeholders
- Revamping of school website, up and running by August 15
- Creation of a school-wide Early Warning data system, with all teachers trained in its use
- Early functioning of EWI meetings in all SLCs, with appropriate tiered interventions at academy, classroom, subgroup, and individual levels (e.g., parents of absentee students receive a phone call the same day)
- Successful implementation of after-school Tiger Academies
- Successful Back-to-School night, parent-teacher conferencing, and Report Card Conference
- Timely submission of 1st quarter EWI data, showing evidence of appropriate and effective interventions provided to students slipping off-track
- Successful pre-implementation and 1st quarter tiered professional development, including TA from TDS instructional facilitators and onsite support from math and ELA coaches

Some of the major initiatives intended to ensure the long-term sustainability of the plan include:

- Heavy investment in professional development and support systems to teachers including incentives for becoming effective and highly effective educators who use data to inform standards-based instruction.
- Building capacity among school-based Math and ELA Coaches to support teachers with coaching and other embedded PD plus instructional leadership beyond the SIG grant period.
- Restructuring the school into small learning communities led by a team of teachers. The SLC structure makes it possible to build in supports for students' individual needs. The SLC's and corresponding block schedule are implemented as part of the grant and practiced for five years, so that school leadership and staff are well-trained and practiced in the new structure, ensuring their ability to utilize it beyond the SIG grant period.
- Training on the Early Warning Indicator system to help teachers identify and respond to student needs. This system, too, will have ample PD support and time for educator practice so that it is incorporated into school staff's weekly practice, ensuring sustainability.

#### II. K. iii. Leading Indicators of success.

Leading indicators of success will draw from several sources of data:

- Ongoing individual student EWI data (Attendance, Behavior, and Course performance in math and English)
- School-wide daily and monthly data for attendance and behavior
- School-wide long-term data on promotion and graduation rates, and percentage of students going on to two- and four-year colleges and vocational training
- Number of students enrolled in and regularly attending after-school Tiger Academies and other extended learning options
- Student achievement data as measured by statewide test scores
- End-of-year student, teacher, and parent school climate and satisfaction surveys

Information not collected by the TD Access Tracker will be collected by the Instructional Leadership Team (ILT) from participation records and surveys. The data will be examined quarterly (every 5 weeks, after the benchmark assessments) 1) by the instructional staff at academy and discipline team meetings in PLC's, and 2) by the ILT with assistance from REACH. Results will be reported to stakeholders via Town Hall Meetings, faculty meetings, parent conferences, and newsletters.

#### II. K. iv. How Key Strategies Meet Model Requirements

- The 6 Key Strategies that describe a tiered, intensive approach to professional development for the instructional staff and school leadership ensure that all staff members, including those identified as underperforming, have a matrix of support at their disposal, giving them every opportunity to improve their practice so as to avoid being removed from the school as described under the APPR plan with the Superintendent as Receiver. These also provide a support system designed to ensure teacher success and engagement, thereby improving retention. An additional Key Strategy speaks to additional incentives to reward high-performing teachers to be considered in Year 1 to bolster current incentives already offered by the LEA.
- Key Strategies that speak to increased instructional time for students and increased collaboration time for teachers include implementation of the block schedule with assistance from TDS, the Tiger Academy extended day program and Saturday Academy, and the Summer Bridge program for incoming 9<sup>th</sup> graders. These components provide additional time for students to learn core academic content as well as participate in enrichment activities.
- The Key Strategies around the entire redesign speak to the operating flexibility afforded HHS by the LEA in order to accomplish major change during the SIG grant period.

### **III. SIG Budget**

#### **III. A. Budget Forms**

i/ii. FS-10 and Budget Summary Chart - See Attachment D.

#### **III. B. Budget Narrative**

##### III. B. i. Budget Narrative

YEAR 1

##### **School Redesign**

- *School Implementation Manager* - **\$130,000 (SIG)** - To ensure implementation of the school improvement grant with fidelity, the school will recruit and hire a highly qualified School Implementation Manager (SIM). The SIM will be assigned to the school site and will support the school site administrative staff. The district will sustain these actions by identifying additional funding sources through Title I, Receivership Funds, and General Funds.
- *John Hopkins TDS program* – \$253, 940 (receivership) - The TDS program includes reorganizing the school into SLC's; establishing a block schedule; managing PD program; implementing and training staff on Early Warning Intervention system. TDS staff include the school-based School Implementation Manager who leads all components of the redesign; ELA and Math facilitators who lead implementation of the double-dose 9th grade ELA and

Math curriculum, plus PD and instructional support, including training school-based ELA and Math coaches who sustain instructional leadership after the 3-year partnership is over.

- *Internationals Academy* - \$100,000 (receivership) The International Academy, a homogenous, multi-grade SLC in grades 9-12, is designed to address the specific needs of newcomer SIFE and EL students who lack English and lack or have experienced gaps in their education. HHS engaged the International Network of Public Schools to help implement their successful program, which will serve approximately 280 students. This is sustainable beyond the grant period because it creates a structure and trains teachers on strategies that can be used into the future.

### **Professional Development**

- *Pearson PD COP Institutes, summer and school year* - **\$100,000 (SIG)** - Pearson will provide intense comprehensive PD to the high school instructional staff in the core subjects. On-site instructional coaching will take place in classrooms in supporting teachers with teaching in an extended period, CCLS shifts, and developing instructional units utilizing the Understanding by Design protocol. Strategies learned can be used beyond the grant period.
- *Summer Institute at Harvard* - **\$12,000 (SIG)** - Administrative staff at the high school will participate in the Leadership Training in Urban Schools to build leadership capacity in the school building and shift the academic culture, becoming instructional leaders who effectively utilize and analyze instructional data. Strategies and practices learned can be used beyond the grant period.
- *REACH School Leader Coaching Program & Data Team* – **\$20,000 (SIG)** - REACH consultants will facilitate the development of a school site data inquiry team to develop instructional leader expertise in understanding and interpreting school-wide data and identifying best practices to intervene chronic underperformance of students.
- *CCLS & Technology Workshops* - **\$5,000 (SIG)** - Workshops for administrators and teachers to increase staff capacity in CCLS instructional shifts and technology integration. The funds will cover costs of registration, travel reimbursement, conference attendance reimbursement, and materials. Strategies and practices learned can be used beyond the grant period.
- *Full-time Math & ELA Coaches (2)* - \$250,000 (General Fund/Title 1) - These school-based ELA and Math coaches work with instructional staff, with assistance from TDS ELA/Math Facilitators to provide coaching, PD leadership, and assistance to instructional staff. These positions will be sustained by the district beyond the grant period to provide ongoing support.

### **Student Academic Achievement & Enrichment**

- *Instructional Materials* – **\$9,000 (SIG)** - To support the instructional program at the high school, students will be provided with calculators and flash drives for their technological portfolio to help with their mathematic and technology skills in the Common Core Algebra I and Common Core ELA 9.
- *Right Reason software* – **\$5,000 (SIG)** - Right Reason provides access to accredited online courses for students who have fallen behind during a particular quarter/semester in a specific discipline. This credit recovery program provides a mechanism for students to continue in their course of study and enables them to close the gap on lost course work from the previous quarter. It will be used in the TIGER Academy extended day program. The district will sustain this program beyond the grant period to support students with academic needs.
- *4 Transformation Teachers* - \$400,000 (Title 1/receivership) – These additional teachers in the core subjects will reduce student-teacher ratios in classes where students historically fail.

- *Tiger Academy Extended Day* - \$250,000 (General Fund) - The school day will be extended 4 hours per day, 5 days a week. The time will be used for credit recovery, tutoring, college-prep, and enrichment programs for all students.
- *Saturday Academy* - \$150,000 (General Fund/Title I) - A Saturday program will be used for credit recovery, tutoring, college-prep, and enrichment programs for all students.
- *Summer Bridge Program for Incoming 9<sup>th</sup> Graders* - \$85,000 (General Fund) - Three-week summer bridge transition program for incoming 9th graders, designed to increase readiness for high school. Curriculum: Core ELA and Math, Advisory-style high school readiness.
- *BOCES Career & Technical Education* – (BOCES) – Students may take part in the technology career track programs and/or credit recovery programs offered.

### **College-Going Culture**

- *College & Career Counselor* - **\$40,000 (SIG)** - Will assist the school with the development of a college and career culture through the development of a college & career center, facilitating parent workshops, coordinating college tours, and providing school-wide orientations. The district will sustain this position beyond the grant period.
- *Naviance Software* -**\$7,000 (SIG)** - Naviance software provides a comprehensive college and career readiness solution for high schools that helps align student strengths and interests to post-secondary goals and improve student outcomes. It also tracks college-bound data.
- *College and Career Trips* - **\$5,000 (SIG)** - Local and interstate college and career trips to expose students to the options of higher education that are available to them. This will provide transportation, reimbursement of teacher travel costs for offsite meetings, conferences, workshops, and registrations. The district will cover the cost of these trips beyond the grant period; additionally, the school will seek outside funding.
- *Development of College and Career Center* - **\$100,000 (SIG)** - A one-time cost to establish a College and Career Center that will assist students in researching and developing college options and career paths beyond the grant period. This center will provide information and support for students to research scholarships, receive admission counseling and other post-secondary guidance . This cost will cover the expenditures of computer technology for student access, furniture to develop a room environment to support high expectations give students access to Naviance, the interactive board will help to engage students with out of state schools and participate in satellite interviews. The purchase of a fax, printer, and copy machine will give student access and designated space as they prepare applications for career and college. The poster maker will help to effectively communicate with the student body of deadlines and events taking place at the school site.
- *Smart Scholars* \$250,000 (ECHS grant) - This program, offered in partnership with Farmingdale State College, allows students to earn college credits while still in high school.

### **School Climate**

- *Safe Schools Conference* - **\$5,000 (SIG)** – This conference in Denver, Colorado helps administrators and support learn strategies and solutions for promoting safer school environments.

### **Community Engagement**

- *Bilingual Parent/community Liaison* - **\$50,000 (SIG)** - The bilingual parent/community liaison will engage all parents in the community, organize the parent center, coordinate parent activities such as parent orientations and parent workshops, and serve as liaison between school and homes, increasing parental engagement. The bilingual parent/community liaison will also development a bilingual monthly parent newsletter to inform parent and

community of the schools progress and needs, and provide translation service for the school's increasing Hispanic population five days a week. The district will sustain this position beyond the grant period.

- *Development of a Parent Center* - \$50,000 (General Fund) - A one-time cost to establish a Parent Center that will serve as a home base for the coordination of parent workshop, activities, and programs that strengthen the home-school connection. This contributes to the school climate goal.
- *Parent Center activities including Workshops, Guest Speakers* - **\$7,000 (SIG)** - These resources and materials will be purchased to develop and establish the Parent Center that will function as a parent resource and hub to promote and increase parent involvement and engagement.

### **Stakeholder Communications**

- *Communications: Annual Report, Principal Newsletter, Website* - **\$3,000 (SIG)** - The school will create ten monthly publications to inform and communicate essential information about the high school. The expenditure will offset the cost of mailing, printing, and writing.
- *Publication Printing* - **\$2,000 (SIG)** - Offset printing costs for school wide publication to inform community of school progress on a quarterly and annual basis

## **YEAR 2**

### **School Redesign**

- *School Implementation Manager* - **\$130,000 (SIG)**
- *TDS program and components* - \$193,940 (receivership)
- *International Academy* - \$100,000 (receivership)

### **Professional Development**

- *Pearson PD COP Institutes, summer and school year* - **\$100,000 (SIG)**
- *Summer Institute at Harvard* - **\$12,000 (SIG)**
- *REACH School Leader Coaching Program & Data Team* – **\$20,000 (SIG)**
- *CCLS & Technology Workshops* - **\$5,000 (SIG)**
- *Full-time Math & ELA Coaches (2)* - \$250,000 (General Fund/Title 1)

### **Student Academic Achievement & Enrichment**

- *Instructional Materials* – **\$9,000 (SIG)**
- *Right Reason software* – **\$5,000 (SIG)**
- *4 Transformation Teachers* - \$400,000 (Title 1 & receivership)
- *Tiger Academy Extended Day* - \$250,000 (General Fund + **\$13,000 SIG**)
- *Saturday Academy* - \$150,000 (General Fund/Title I)
- *Summer Bridge Program for Incoming 9<sup>th</sup> Graders* - **\$85,000 (SIG)**
- *BOCES Career & Technical Education* – (BOCES)

### **College-Going Culture**

- *College & Career Counselor* - **\$40,000 (SIG)**
- *Naviance Software* - **\$7,000 (SIG)**
- *College and Career Trips* - **\$5,000 (SIG)**
- *NY Gear Up* – \$250,000 (NYGEARUP grant) – This college prep program with Nassau Community College is designed to increase student readiness for college.
- *Smart Scholars* - \$250,000 (ECHS grant)

### **School Climate**

- *Safe Schools Conference - \$5,000 (SIG)*

#### **Community Engagement**

- *Bilingual Parent/community Liaison - \$50,000 (SIG)*
- *Parent Center activities including Workshops, Guest Speakers - \$7,000 (SIG)*

#### **Stakeholder Communications**

- *Communications: Annual Report, Principal Newsletter, Website - \$5,000 (SIG)*
- *Publication Printing - \$2,000 (SIG)*

### **YEAR 3**

#### **School Redesign**

- *School Implementation Manager - \$130,000 (SIG)*
- *TDS program and components - \$193,940 (General Fund)*
- *International Academy - \$100,000 (General Fund)*

#### **Professional Development**

- *Pearson PD COP Institutes, summer and school year - \$100,000 (SIG)*
- *Summer Institute at Harvard - \$12,000 (SIG)*
- *REACH School Leader Coaching Program & Data Team – \$20,000 (SIG)*
- *CCLS & Technology Workshops - \$5,000 (SIG)*
- *Full-time Math & ELA Coaches (2) - \$250,000 (General Fund/Title 1)*

#### **Student Academic Achievement & Enrichment**

- *Instructional Materials – \$9,000 (SIG)*
- *Right Reason software – \$5,000 (SIG)*
- *4 Transformation Teachers - \$400,000 (Title 1 & receivership)*
- *Tiger Academy Extended Day - \$250,000 (General Fund + \$15,000 SIG)*
- *Saturday Academy - \$150,000 (General Fund/Title I)*
- *Summer Bridge Program for Incoming 9<sup>th</sup> Graders - \$85,000 (SIG)*
- *BOCES Career & Technical Education – (BOCES)*

#### **College-Going Culture**

- *College & Career Counselor - \$40,000 (SIG)*
- *Naviance Software - \$7,000 (SIG)*
- *College Trips - \$5,000 (SIG)*
- *NY Gear Up – \$250,000 (NYGEARUP grant)*
- *Smart Scholars (General Fund/Seek alternate funding sources)*

#### **School Climate**

- *Safe Schools Conference - \$5,000 (SIG)*

#### **Community Engagement**

- *Bilingual Parent/community Liaison - \$50,000 (SIG)*
- *Parent Center activities including Workshops, Guest Speakers - \$7,000 (SIG)*

#### **Stakeholder Communications**

- *Communications: Annual Report, Principal Newsletter, Website - \$3,000 (SIG)*
- *Publication Printing - \$2,000 (SIG)*

### **YEAR 4**

#### **School Redesign**

- *School Implementation Manager - \$65,000 (General Fund/Title 1) – part-time*

- *International Academy* – No additional cost

### **Professional Development**

- *Pearson PD COP Institutes, summer and school year* - **\$50,000 (SIG)**
- *REACH School Leader Coaching Program* – **\$10,000 (SIG)**
- *CCLS & Technology Workshops* - **\$5,000 (SIG)**
- *Full-time Math & ELA Coaches (2)* - \$250,000 (General Fund/Title 1)

### **Student Academic Achievement & Enrichment**

- *Instructional Materials* – **\$11,000 (SIG)**
- *Right Reason software* – **\$5,000 (SIG)**
- *4 Transformation Teachers* - \$400,000 (Title 1 & receivership)
- *Tiger Academy Extended Day* - \$250,000 (General Fund)
- *Saturday Academy* - \$150,000 (General Fund/Title I)
- *Summer Bridge Program for Incoming 9<sup>th</sup> Graders* - \$85,000 (General Fund)
- *BOCES Career & Technical Education* – (BOCES)
- *TDS student consumables* - **\$100,000 (SIG)** – To continue implementation of the TDS-designed curriculum, HHS will need to purchase student consumables for Strategic Reading (\$28,000), Freshman Seminar (\$31,000), and Transition to Advanced Mathematics (\$41,000). These costs are folded into the TDS price for the first three years.

### **College-Going Culture**

- *College & Career Counselor* - **\$40,000 (SIG)**
- *Naviance Software* - **\$7,000 (SIG)**
- *College Trips* - **\$5,000 (SIG)**
- *NY Gear Up* – \$250,000 (NYGEARUP grant)
- *Smart Scholars* (General Fund/Seek alternate funding sources)

### **School Climate**

- *Safe Schools Conference* - **\$5,000 (SIG)**

### **Community Engagement**

- *Bilingual Parent/community Liaison* - \$50,000 (General Fund/Title 1)
- *Parent Center activities including Workshops, Guest Speakers* - **\$7,000 (SIG)**

### **Stakeholder Communications**

- *Communications: Annual Report, Principal Newsletter, Website* - **\$3,000 (SIG)**
- *Publication Printing* - **\$2,000 (SIG)**

## **YEAR 5**

### **School Redesign**

- *School Implementation Manager* - \$65,000 (General Fund/Title 1) – part-time
- *International Academy* – No additional cost

### **Professional Development**

- *Pearson PD COP Institutes, summer and school year* - **\$50,000 (SIG)**
- *REACH School Leader Coaching Program* – **\$10,000 (SIG)**
- *CCLS & Technology Workshops* - **\$5,000 (SIG)**
- *Full-time Math & ELA Coaches (2)* - \$250,000 (General Fund/Title 1)

### **Student Academic Achievement & Enrichment**

- *Instructional Materials* – **\$11,000 (SIG)**
- *Right Reason software* – **\$5,000 (SIG)**

- *4 Transformation Teachers* - \$400,000 (Title 1 & receivership)
- *Tiger Academy Extended Day* - \$250,000 (General Fund)
- *Saturday Academy* - \$150,000 (General Fund/Title I)
- *Summer Bridge Program for Incoming 9<sup>th</sup> Graders* - \$85,000 (General Fund)
- *BOCES Career & Technical Education* – (BOCES)
- *TDS student consumables* - **\$100,000 (SIG)**

#### **College-Going Culture**

- *College & Career Counselor* - **\$40,000 (SIG)**
- *Naviance Software* -**\$7,000 (SIG)**
- *College Trips* - **\$5,000 (SIG)**
- *NY Gear Up* – \$250,000 (General Fund/Seek alternate funding sources)
- *Smart Scholars* (General Fund/Seek alternate funding sources)

#### **School Climate**

- *Safe Schools Conference* - **\$5,000 (SIG)**

#### **Community Engagement**

- *Bilingual Parent/community Liaison* - \$50,000 (General Fund/Title 1)
- *Parent Center activities including Workshops, Guest Speakers* - **\$7,000 (SIG)**

#### **Stakeholder Communications**

- *Communications: Annual Report, Principal Newsletter, Website* - **\$3,000 (SIG)**
- *Publication Printing* - **\$2,000 (SIG)**

### III.B. ii. How Funds Support the Model

The SIG funds and supporting funding sources from the LEA, federal, and local grants complete the picture of school redesign. The budget features a heavy investment in professional development and partner support in the first three years of implementation, during which staff is trained to implement standards-based curriculum and CCLS shifts in a way that will not only impact student achievement, but also serve the goal of improving teacher morale, engagement, and retention. This speaks to the development of all teachers into effective and highly effective teachers who have every opportunity to improve their practice so as to avoid being removed from the school as described under the APPR plan.

SIG funds are allocated toward a School Implementation Manager, who, in conjunction with TDS as a district-supported partner, will lead the school redesign into SLC's with a block schedule that regains instructional minutes lost to passing periods. This begins to address the Transformation Model requirement of increased learning time, which is additionally supported by district funds for the Tiger Academy extended day, Saturday academy extended week, and Summer Bridge extended year programs. The SIM-led school redesign also builds PLC's into the schedule, during which teachers have a year-long structure of added time for professional collaboration, also a stipulation of the Transformation Model.

Again, the Key Strategies around the entire redesign speak to the operating flexibility afforded HHS by the LEA in order to accomplish major change during the SIG grant period.

The LEA and HHS worked collectively to make sure the requested resources address the needs outlined in the ICLE needs assessment, while equitably allocating funds that will support all subgroups of students.

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

<b>SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART</b>	<b>Unit</b>	<b>District Average</b>	<b>Baseline Data</b>	<b>Target for 2015-16</b>	<b>Target for 2016-17</b>	<b>Target for 2017-18</b>	<b>Target for 2018-19</b>	<b>Target for 2019-20</b>
<b>I. Leading Indicators</b>								
a. Number of minutes in the school year	min	69,184	69,184	76,244	76,244	76,244	TBD	TBD
b. Student participation in State ELA assessment	%	90%	90%	95%	95%	95%	100%	100%
c. Student participation in State Math assessment	%	96%	96%	100%	100%	100%	100%	100%
d. Drop-out rate	%	17%	11%	-6%	-3%	-3%	-3%	-3%
e. Student average daily attendance	%	89%	80%	90%	95%	95%	95%	95%
f. Student completion of advanced coursework	%		7%	15%	20%	35%	45%	50%
g. Suspension rate	%	7%	14%	10%	7%	5%	3%	3%
h. Number of discipline referrals	num							
i. Chronic absenteeism rate	%							
j. Teacher attendance rate	%							
k. Teachers rated as “effective” and “highly effective”	%	81%	88%	90%	95%	100%	100%	100%
l. Hours of professional development to improve teacher performance	num	10	10	20	30	20		
m. Hours of professional development to improve leadership and governance	num	10	10	20	30	20	20	20
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num	0	20	20	20	20	20	20
<b>II. Academic Indicators</b>								
a. ELA performance index	PI		92	105	150			
b. Math performance index	PI		79	90	145			
c. Student scoring “proficient” or higher on ELA assessment	%	53%	60%	70%	73%	80%	85%	90%
d. Students scoring “proficient” or higher on Math assessment	%	58%	65%	70%	73%	80%	85%	90%
e. Average SAT score	score							
f. Students taking PSAT	%							
g. Students receiving Regents diploma with advanced designation	%	3%	4%	9%	13%	16%	18%	25%

h. High school graduation rate	%	37%	43%	55%	65%	70%	80%	85%
i. Ninth graders being retained	%		44%	-10%	-10%	-10%	-10%	-10%
j. High school graduates accepted into two or four year colleges	%							

*\*Bi-monthly telephone calls will be conducted with LEA's to consider interim data and progress being made toward yearly targets*

\*Some of the above data was not previously collected by the school. HHS is implementing a school-wide focus on data including a data team, with the assistance of partner REACH, to collect and track data. In addition, the LEA will acquire the college data-tracking program Nabiance that HHS can use, with help from the new College Counselor, to collect and analyze college-going data. This form will be updated as needed to reflect additional data sources.

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

**Attachment C**  
**Evidence of Partner Effectiveness Chart**

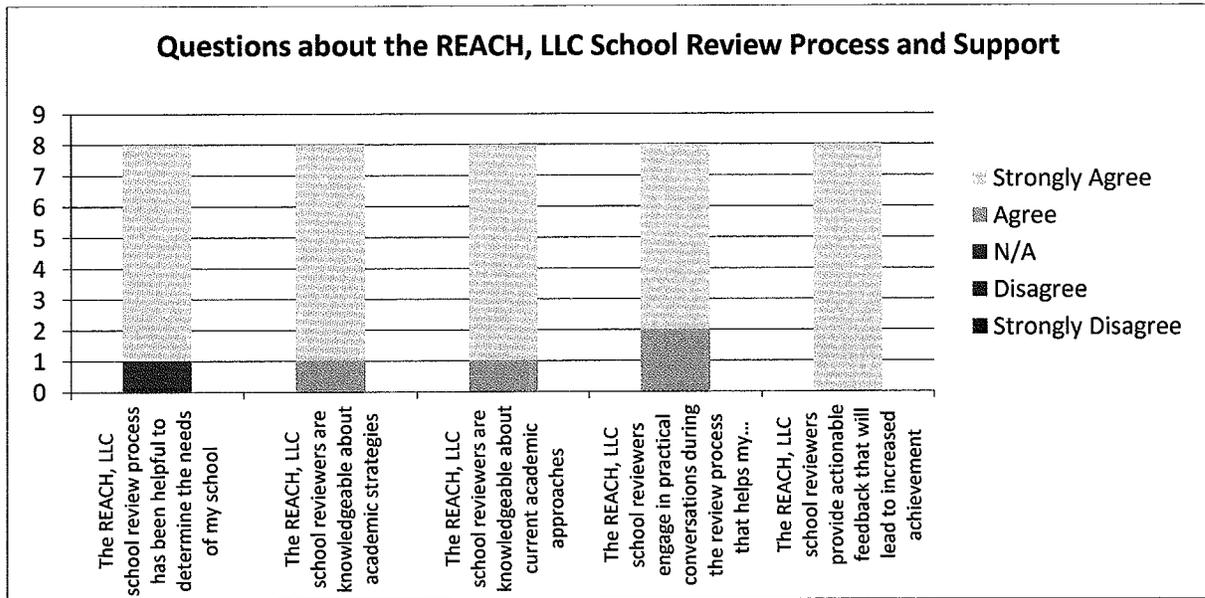
<b>Partner Organization Name and Contact Information and description of type of service provided.</b>	<b>Schools the partner has successfully supported in the last three years</b> (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	<b>References / Contacts</b> (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.)
REIMAGINE EXCELLENCE AND ACHIEVEMENT CONSULTING HOUSE (REACH), LLC 557 Grand Concourse Suite 3-167 Bronx, New York 10451 <a href="http://www.reachedsolutions.com">www.reachedsolutions.com</a> President and CEO Dr. Monica George-Fields <a href="mailto:mgfields@reachedsolutions.com">mgfields@reachedsolutions.com</a> 646-389-8228	<ol style="list-style-type: none"> <li>1. St. Paul, Minnesota School District</li> <li>2. EAA School District of Detroit School District</li> <li>3. Urban Scholars Elementary School</li> <li>4. Bronx Design and Construction High School</li> <li>5. PS/MS 178 Saint Clair Mckelway School</li> <li>6. Danny Kaye School</li> <li>7.</li> <li>8.</li> <li>9.</li> <li>10.</li> </ol>	<ol style="list-style-type: none"> <li>1. Cheryl Carlstrom Director of Title I Federal Programs (Cheryl.carlstrom@spps.org)</li> <li>2. Veronica Conforme, Chancellor of EAA Detroit Schools (vconforme@eaafmichigan.org)</li> <li>3. Debra Jones, Principal (Djones51@schools.nyc.gov)</li> <li>4. Abigail Lovett, Principal (alovett@bxdc.org)</li> <li>5. Joseph Henry, Principal (Jhenry1@schools.nyc.gov)</li> <li>6. Yvette Donald, Principal (yschoff@schools.nyc.gov)</li> <li>7.</li> <li>8.</li> <li>9.</li> <li>10.</li> </ol>
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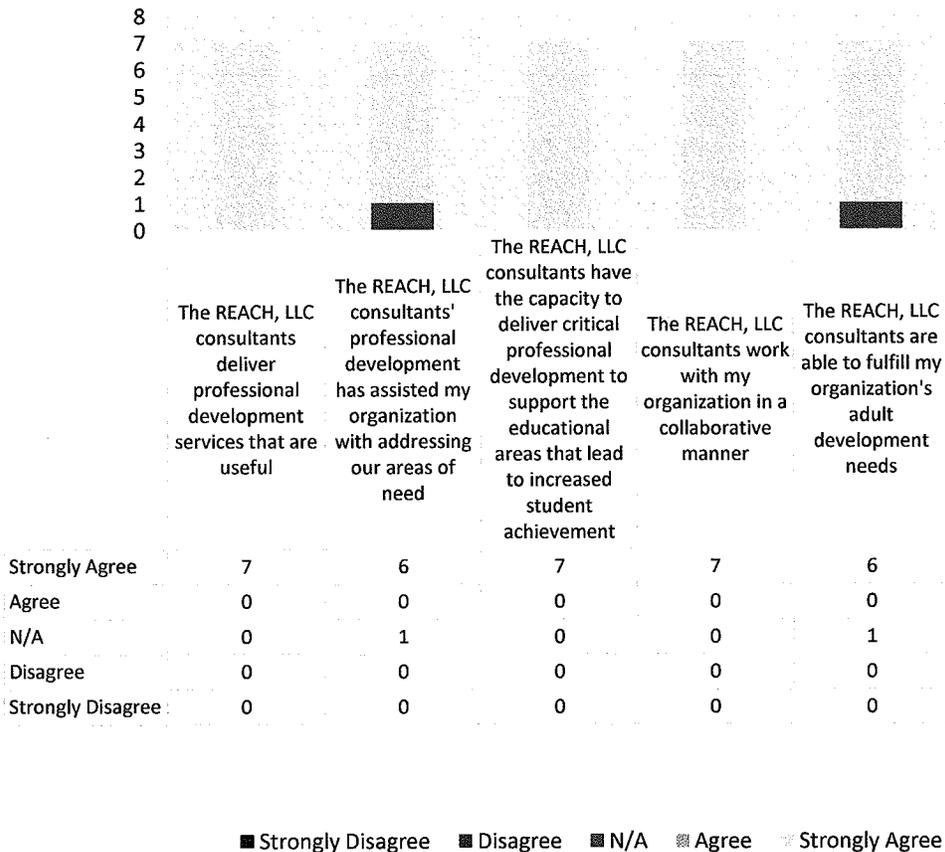
**Attachment C - Evidence**  
**Evidence of Partner Effectiveness Chart**

Currently, REACH©, LLC supports several districts and schools around the country. Our work in St. Paul, Minnesota and Detroit, Michigan includes assessing their Focus and Priority Schools’ effectiveness using the REACH©, LLC DROCLSD process and protocol. This protocol is similar to the DTSDE Conceptual Frames. It was created by the architect of the DTSDE, Dr. Monica George-Fields, in order to resemble the process and protocols of the DTSDE; however, the DROCLSD™ is based on concepts, which is fundamentally different than the DTSDE. In addition, REACH©, LLC works with schools in other states, such as New Jersey and Utah, to use the self-assessment component of the DROCLSD™ for their high-achieving schools. The feedback from principals and district administrators is extremely positive and there is consensus that our process and expertise has and will continue to assist them with increasing student achievement. A recent survey administered to our clients, which was focused on school and district reviews, yielded the following results:



We were thrilled to confirm that 100% of our clients find that the feedback reports and information provided through our process lead to increased student achievement. The satisfaction expressed by our clients around school and district reviews reflects the sentiments of our clients receiving professional development support and services. Our organization provides professional development and programs to schools that are attempting to change their educational environments. The face-to-face professional development, coaching, and mentoring provided to school leaders and other school members have been instrumental for districts and the school communities receiving the support. Thus far, REACH©, LLC provides services to schools aligned to strategic planning, school culture development and improvement, perception monitoring (via survey administration), and data collection and analysis. The following chart demonstrates the level of satisfaction with these services.

## Professional development services from REACH, LLC consultants.



Our organization executives have worked and partnered with the New York State Education Department and are well versed in the federal, state, and local policies and guidelines, as it pertains to Title I funding sources, School Improvement Grants, and other regulatory statues that this RFP may encompass. Our executives regularly provide guidance to superintendents throughout New York State about compliance with regulations. Below is a chart that exemplifies the types of schools our consultants have worked and/or led.

**Specific Outcome of the Services Provided the Following Schools and Districts**

Location	Deliverable	Specific Outcome	When Delivered
St. Paul, Minnesota School District	Diagnostic Review for the Optimal Conditions of Learning in Schools and Districts – Onsite training, licensing of reviews, and face-to-face professional development, which included job-embedded training for reviews	<ol style="list-style-type: none"> <li>Central office staff received intensive professional development aligned to conducting school reviews</li> <li>School review of Priority Schools</li> <li>District received a license to use the DROCLSD for the school year</li> </ol>	2014-2015 School Year
EAA School District of Detroit School District	Assessment of all EAA of Detroit Michigan elementary schools	<ol style="list-style-type: none"> <li>Intensive and comprehensive assessment of Chancellor Schools in Detroit Michigan, which yielded an assessment report and recommendations for school leadership</li> </ol>	2014-2015 School Year
Urban Scholars Elementary School	Perception survey on conditions for teaching and response to accountability tools and school assessment	<ol style="list-style-type: none"> <li>Analysis of survey report</li> <li>Assessment report of instructional practices in the school</li> </ol>	2013-2014 and 2014-2015 School Years
Bronx Design and Construction High School	Leadership team training	<ol style="list-style-type: none"> <li>Full-day leadership training team training focused on vision, mission, and action planning work</li> </ol>	2014 – 2015 School Year
PS/MS 178 Saint Clair McKelway School	Quality review training teacher team inquiry training and data driven instruction professional development	<ol style="list-style-type: none"> <li>Quality review professional development for staff and administrators yielded a mock review with specific recommendations for improvement</li> <li>Teacher team training using a specific protocol created by REACH©, LLC President Monica George-Fields that yielded more focused instructional practices aligned to specific data targets</li> </ol>	2012 -2015
Danny Kaye School	Systems thinking professional development	<ol style="list-style-type: none"> <li>Staff professional development that provided specific strategies and practices to address school culture change</li> </ol>	2012 – 2013 School Year

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.)
<p>The Princeton Review 6900 Jericho Tpke, Ste. LL 102 Syosset, NY 11791 Lesley Kniffin, Executive Director of Educational Partnerships <a href="mailto:Lesley.kniffin@review.com">Lesley.kniffin@review.com</a> 516-714-5458</p> <p>Content and test prep review for: Math, ELA, SAT, ACT, PSAT, Regents, ASVAB, SAT Subject Test</p>	<p>1. Roosevelt Union Free School District</p> <p>2. Valley Stream Central High School District</p> <p>3. Sachem School District</p> <p>4.</p> <p>5.</p> <p>6.</p> <p>7.</p> <p>8.</p> <p>9.</p> <p>10.</p>	<p>Reina Jovin Guidance Roosevelt High School 1 Wagner Avenue Roosevelt, NY 11575 <a href="mailto:rjovin@rufsd.org">rjovin@rufsd.org</a> 516-345-7377</p> <p>Tara Richards District Director of Guidance Valley Stream Central High School District 1 Kent Road Valley Stream, NY 11580 <a href="mailto:richardt@vschsd.org">richardt@vschsd.org</a> 516-872-5625</p> <p>Paul Mianzo Deputy Superintendent Sachem School District 51 School Street Lake Ronkonkoma , New York 11779 <a href="mailto:pmianzo@sachem.edu">pmianzo@sachem.edu</a> (631) 471-1350</p>

## Talent Development Evidence of Effectiveness

There is much research to support Talent Development Secondary. For the sake of the limitations of this application, one will be cited here. MDRC, an independent nonprofit education and social policy research organization, conducted a third-party evaluation of Talent Development. This rigorous evaluation focused on the first five high schools to begin using the model in the School District of Philadelphia. The evaluation follows 20 cohorts of ninth-grade students for up to four years of high school using a comparative interrupted time series research design. Key Findings include the following:

- **Talent Development produced substantial gains in attendance, academic course credits earned, and promotion rates during students' first year of high school.** These impacts emerged in the first year of implementation and were reproduced as the model was extended to other schools in the district and as subsequent cohorts of students entered the ninth grade.
- **Talent Development's strong positive impacts during the first year of high school are consistent with the model's intensive initial focus on the ninth grade** and its emphasis on combining high-quality curricular and instructional enhancements with pervasive structural reforms aimed at building supportive and personalized learning environments.
- **The improvements in credits earned and promotion rates for ninth-graders were sustained as students moved through high school.** Improvements in student performance on the eleventh-grade state standards assessment began to emerge for later cohorts of students as the most intensive components of the model were extended beyond the ninth grade. There are also early indications that Talent Development is improving graduation rates. The findings in this report provide encouraging evidence that real improvements can be made in some of the lowest-performing high schools in the country.

([http://www.mdrc.org/sites/default/files/full\\_432.pdf](http://www.mdrc.org/sites/default/files/full_432.pdf))

The primary strengths of the TDS model are its strong research base, its experience with low-performing schools over the last 20 years, its ability to influence the culture of a school through intensive support and capacity building professional training. An on-site school transformation facilitator (STF) coordinates the restart process and implementation, and instructional facilitators (IFs) support expert school-based content coaches assigned or hired by the Hempstead school district (HSD). The additional personnel, combined with the core components of the TDS model and the re-organized and supported efforts of the school staff, create the opportunity for multi-year school improvement. TDS' double-dose courses in mathematics and English language arts enable all students to strengthen basic skills and achieve academic success. TDS stresses the use of data to drive instruction and to provide whole school and individual interventions.

## **Pearson Professional Development – Evidence of Effectiveness**

### **Case Study: DeKalb County Schools, DeKalb, Georgia**

In 2009 Pearson began a partnership with DeKalb County Schools, for the purpose of helping to improve student achievement. A total of 40 schools adopted Pearson's school reform model, which is grounded in job-embedded training and coaching support for teachers and leaders. This model includes a laser-like focus on the core areas of English Language Arts and Mathematics, including classroom based coaching and modeling that presents and supports evidence-based instructional and assessment practices. The model is also grounded in teacher and leader workgroup efforts, meaning Pearson coaches worked closely with their monthly Professional Learning Communities to introduce, model, and explore new practices for improved student outcomes.

**Results:** After only one year of reform, many of the schools were showing respectable improvements in student achievement. On the End of Course Test in mathematics for "Math 2" (an integrated math course for high school students), student proficiency increased. Across the state of Georgia most high schools showed a 3% increase in student proficiency as compared to the prior year. In DeKalb, that percentage increased to 5%. But among the DeKalb schools working directly with Pearson for school reform, there was approximately a 10% increase in student proficiency over the prior year.

Clarkston High School (one of DeKalb's many high schools) showed highly impressive advancements in student mathematics proficiency. From 2010 to 2011 the percentage of students proficient on the Math 2 End of Course test increased from 45% to 54% (a change of 9% in only one year).

In addition to significant gains in mathematics, one of the greatest results evidenced in DeKalb County Schools is the increased attention to and promotion of ongoing coaching efforts. Follow up visits to the school revealed that coaches are now working together to determine next steps, and tiered support for teachers is now just "the way they do business." The school leadership teams provide regular focus for instructional and assessment support, and peers support one another through collaborative learning opportunities.

In summary, Pearson's job embedded supports (coaching, modeling, lesson study) for some very low performing schools resulted in improved school cultures, increased mathematics proficiency, and greater support for the teaching, leading, and learning process.

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**Brief Description of Engagement and Results** (with similarities and differences from Mississippi requirements highlighted):

Pearson rigorously worked side by side with the Hazelwood School District in 2012-2013 to introduce, implement, and help sustain a rigorous data-driven approach that included formal professional development, coaching, and local collaboration. Utilizing resources and inputs from our Assessment Training Institute, the district systematically inched staff closer to a broader understanding of the role of assessments and student data to drive instruction and leadership. Pearson coaches worked side by side with teachers helping them gain a deeper understanding of data and assessment literacy, as a solid construct was required before staff could implement data-driven practices. As a result of our work, the district has begun to see a major shift in staff understanding and willingness to embrace data practices as a normal part of the teaching, leading, and learning experience.

## **Similar Services: Positively Impacting Student Achievement**

Multiple rural and urban schools across the nation and in Puerto Rico have implemented Pearson's school improvement model with great success and many have used SIG funds to do so. The following case studies provide evidence to that success.

### **Escuela Superior Medardo Carazo, Puerto Rico**

Escuela Superior Medardo Carazo, named after a dedicated local teacher and administrator, was built in the 1950s to serve the community of Trujillo Alto in Puerto Rico. After educating students for more than a half century, the school needed to update its pedagogy and facilities for the 21st century.

#### **Challenge**

Students at Escuela Superior Medardo Carazo were receiving only average grades on key high stakes tests which negatively affected teacher, student, and school community morale. "Medardo Carazo [was] the school that no one chose to go to because students were known for cutting class," says Director Mayra Monroy. The school was formally identified by the Department of Education of Puerto Rico as a school in need of transformation and as a result was eligible for SIG funds made available by the US Department of Education. To raise achievement and engagement, the school needed a new vision, strong leadership, and targeted professional development. The school also needed an updated building with new technology so that students could learn the technical skills required to succeed in college and career.

#### **Solution**

The Puerto Rico Department of Education engaged Pearson in March 2012 to assist in the transformation of Escuela Superior Medardo Carazo. Pearson partnered with the school and the Puerto Rico Department of Education to implement SIM, the research-based framework which builds a data-driven culture; aligns curriculum, instruction, and assessment; and improves student, teacher, and community engagement.

Pearson worked closely with staff members to understand stakeholder concerns. Before implementation, a needs assessment and gap analysis was conducted at Medardo Carazo to determine strengths and areas for growth. In addition, a variety of data was gathered from across the school and community. In 2012, targeted professional development sessions were conducted and the decision was made to move into a new, 21st century building that incorporated new technology and modular seating more conducive to group projects in each classroom.

## Results

Over the past two years, Pearson education specialists have been mentoring teachers daily to help them better align curriculum, instruction, and assessment programs. Classroom observations and ongoing professional development also confirm that teachers have the necessary knowledge to prepare their students for critical high stakes assessments. With the intervention of Pearson education specialists, the percentage of students scoring “proficient” or “advanced” has increased 12 points in English and five points in mathematics.

Medardo Carazo’s new data-driven culture has fostered a strong accountability for both teachers and students and improved engagement. For example, the front office of the school features data walls that illustrate core concepts, grade distributions, and high stakes testing scores. “Students set their own goals and manage their own path toward those. It encourages them to strive for better. Data is used for education so teachers can better help students,” Monroy states.

With the new building, Medardo Carazo offers a more inviting atmosphere to prospective students. As a result, enrollment has increased since the redesign, from 593 students in 2012–2013 to 672 in 2013–2014. Students and teachers work in more collaborative classrooms with flexible seating for group work. “The students teach each other and they feel more free. They feel like they’re in college,” says Monroy. “Even the teachers are more comfortable with this type of instruction. The Schoolwide Improvement Model has changed their way of thinking.”

In addition, some after school programs were launched with Pearson’s assistance, as part of an initiative known as extended learning time. Pearson contracted with staff from the Polytechnical University to coach Medardo Carazo’s teachers in robotics. From there, a robotics program was introduced at the school. Remarkably, Medardo Carazo students entered in a robotics competition and won, marking the first time a new team entry came away with first place.

Even more impressive is the 98 percent graduation rate that Medardo Carazo is now seeing. Monroy concludes, “Medardo Carazo is now the school that everyone wants to go to. We’re exceeding student capacity and the new building has encouraged that.”

*With the intervention of Pearson education specialists, the percentage of students scoring “proficient” or “advanced” has increased 12 points in English and five points in mathematics.*

## Kendrick High School, GA

Facing many challenges, Kendrick High School in Georgia, was designated as a school in need of improvement three years in a row. The school applied for and received a SIG funds. Part of the grant was used to fund professional development for the science department, with the goals of changing

instructional practices, adopting data-analysis processes, and instituting more collaboration among teachers and administrators. In the three years since the school improvement plan was initiated, passing rates for end-of-course tests have increased in biology and physical science.

## **Challenge**

At Kendrick High School, a Title I school, more than 85 percent of students face economic disadvantages, and many have low motivation and lack support. By the time they are in high school, many students are struggling because of deficient mathematics and reading skills, and they are unable to reach state-level benchmarks in all subjects, including science. Before Kendrick High School applied for the SIG funds, students were beginning to leave the school or choosing to attend a different high school, which caused enrollment to decline 30 percent over three years. Due to these circumstances, the graduation rate dropped below 50 percent.

The Georgia Department of Education designated Kendrick High School as a “Needs Improvement” school three years in a row because of its poor academic performance. By 2011, school officials knew they needed to make changes and applied for SIG money. Once the grant was approved, teachers and administrators chose to implement the High Schools That Work improvement model, a research-based transformation program established by the Southern Regional Education Board, because other schools in the district had experienced higher student achievement with this approach.

Teachers and administrators then faced the challenge of applying the approach in various departments. School leaders turned to Pearson to help implement the model’s professional development component in the science department, specifically in biology and physical science.

## **Solution**

The grant was approved in the spring of 2011, and Kendrick High School began implementing the model in the fall of 2011. “We had low science scores in both our formative and end-of course assessments,” said Carolyn Randolph, an academic coach. “From the start, our goal was to increase overall student achievement.” Pearson’s education specialist, Dr. Jacquelyn Walton, created a professional development plan centered on changing teachers’ instructional practices to achieve the school’s goal within the parameters of the transformation model.

“The science teachers already had a good work ethic and were very dedicated. They also had great support from their principal, department chair, and instructional coach, so it was easier to help get the teachers on target,” explained Dr. Walton. “At first we held training days with all of the science teachers going over the new standards-based teaching practices. From there I worked with teachers individually, understanding their needs and developing new instructional practices in the classroom. Plus I modeled the practices for them with their kids, so they could see what I was talking about. This made it much easier for the teachers to grasp.”

The new practices entailed analyzing student data, working collaboratively, and assessing the effectiveness of lessons and activities. Physical science teacher LaJoyce Sanders explained, “We scheduled weekly collaborative meetings by course content. One of the things we always discussed was where we were with the state standards and how our students were performing. Then we would look at some of the strategies and discuss what was modeled for us in class. The driving force, though, was the

data. We would look at the types of questions we were giving the students, asking whether they were valid. We looked at what we were teaching and how it aligned to the standards, how we were assessing the students, and then how we could re-teach or re-assess them.”

Teachers also used data to meet students’ individual needs. Dr. Sheila Jones, science department chair, said, “One thing we did as part of our improvement plan was to increase the length of the school day. This gave us the time we needed to implement increased-learning-time classes. In these 45-minute classes, students received direct instruction or remediation on the content. This was done daily. We assessed students weekly, and from the reports we placed them into these classes based on their needs. If they needed help with biology, they were placed in a biology increased-learning-time classroom. This supplemented what teachers were already doing. There was a lot of collaboration on the part of the teachers in doing this, and the test scores showed that it did help the kids overall.”

## **Results**

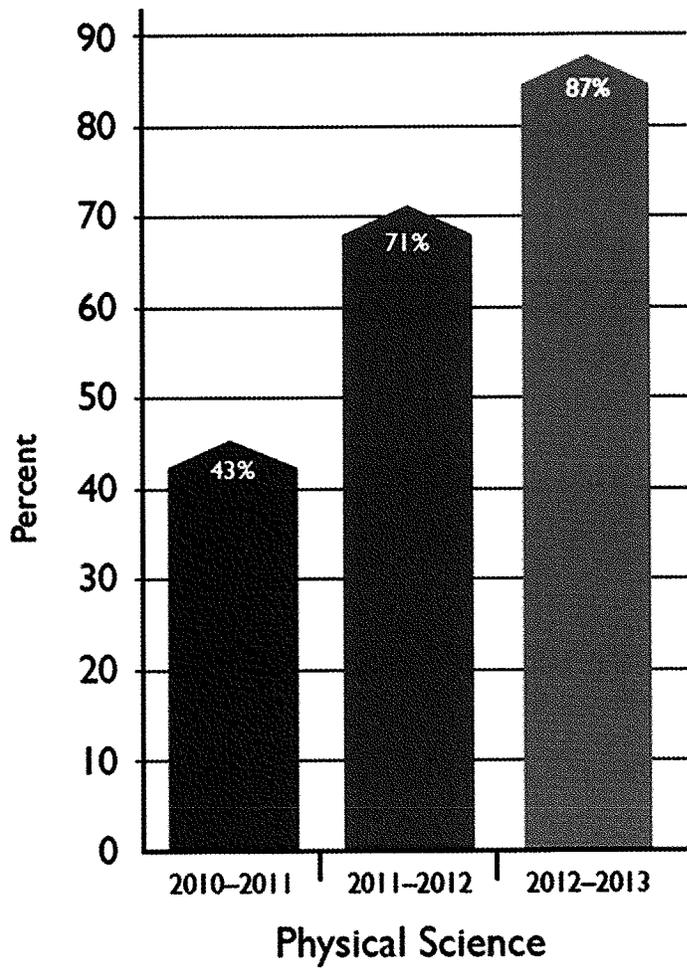
The results reflect all of the students’ and teachers’ hard work. At the end of the 2011–2012 school year, the first year of implementation, the percent of students who passed the Grade 9 physical science end-of-course test rose from 43 to 71 percent, a 28-point increase. End-of-course test passing rates for Grade 10 biology increased from 35 to 64 percent, a 29-point gain.

During the 2012–2013 school year, the second year of implementation, 87 percent of Grade 9 students passed the physical science end-of-course test, an increase of 16 points from the prior year and an increase of 44 points over two years. In biology, 76 percent of Grade 10 students passed the end-of-course test, a 12-point gain from the previous year.

In the third year of using the new instructional practices, end-of-course test passing rates continued to increase. In Grade 10 biology, 81 percent of students passed the test, a gain of five points from the prior year and a 46 point increase since the instructional practices were implemented. Administrators decided to move physical science to Grade 11 that year, and 90 percent of students passed the end-of-course test.

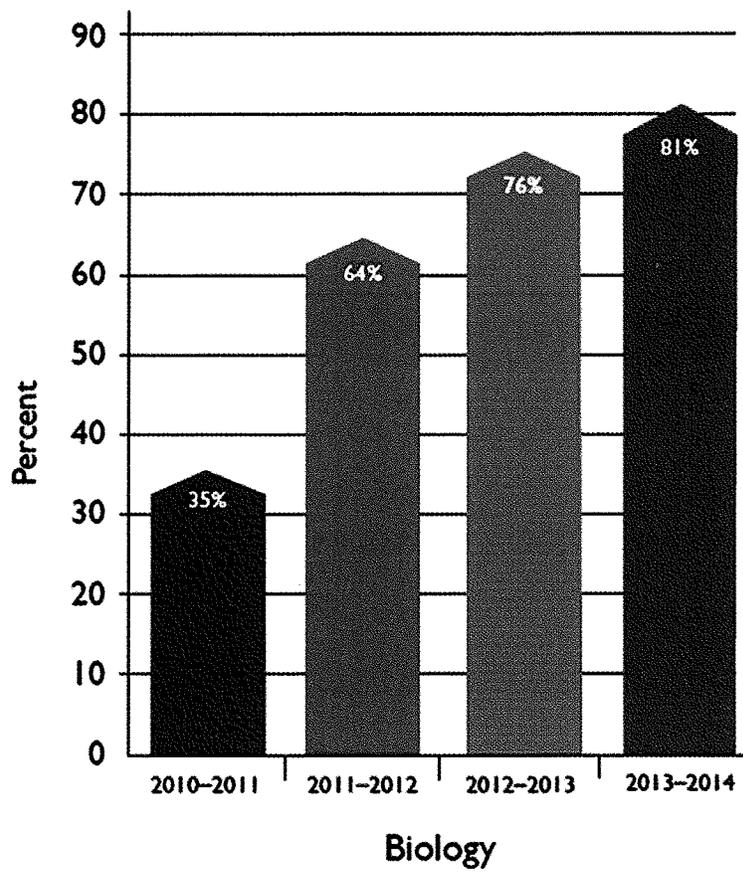
Kendrick High School has seen other indicators of success in addition to test scores. In 2013, the school surpassed the state’s overall College and Career Ready Performance Index (CCRPI) for the first time, scoring 72 percent whereas the state average was 68 percent. In 2014, Kendrick High Schools’ graduation rate reached 69.4 percent, a gain of 20 points since it began implementing new instructional practices. The school also exited the state’s Priority Schools list, a testament to the gains it has achieved.

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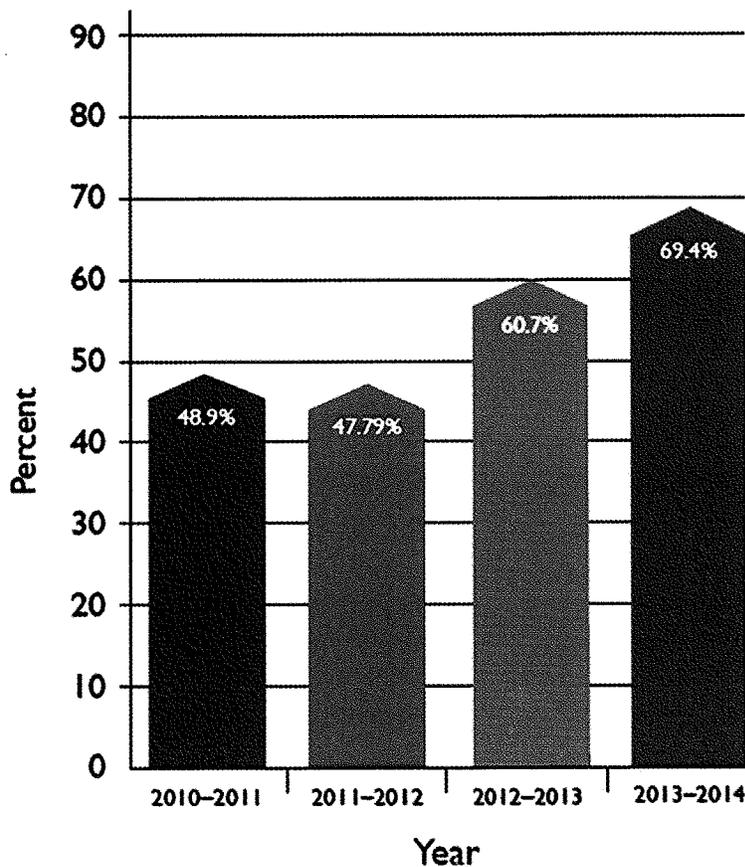


**Note: In the 2013-2014 school year,  
physical science was moved to 11th grade**

**Physical Science Passing Rates.** By 2012-2013, passing rates reached 87 percent.



**Biology Passing Rates.** By 2012-2013, passing rates reached 81 percent.



**Increasing Graduation Rates.** By 2013–2014, graduation rates neared 70 percent.

## **President William McKinley High School, HI**

McKinley High School in Honolulu is in its first year of implementing SIM. A key part of this implementation is training to help the school use data more effectively to inform instruction. The school uses a formative assessment tool, and we are training the teachers to use data from these assessments to plan and deliver instruction. The school's Leadership Team now functions as a data team and participates in trainings to build their capacity to plan and prepare using data from several sources. Our education specialists are using Teacher Success, a complete, customizable online teacher evaluation and coaching system, to gather and share data regarding student engagement in classrooms.

In addition, McKinley High School is using several Pearson intervention programs to help students who are struggling to meet grade-level standards. To strengthen literacy services for ELLs, the school has started using iLit, the first and only complete instructional solution built and delivered on the iPad that offers each student personalized learning support based on their own instructional needs, engaging interactivities, and built-in reward systems that motivate students and track their progress.

McKinley High School is also using our Navigator and Ramp-Up intervention programs to help students narrow the gaps in their performance. Literacy Navigator and Math Navigator provide strategies for

students who struggle with reading and mathematical concepts. Ramp-Up Literacy and Ramp-Up Mathematics provide intervention strategies for students who are performing two or more years behind their peers.

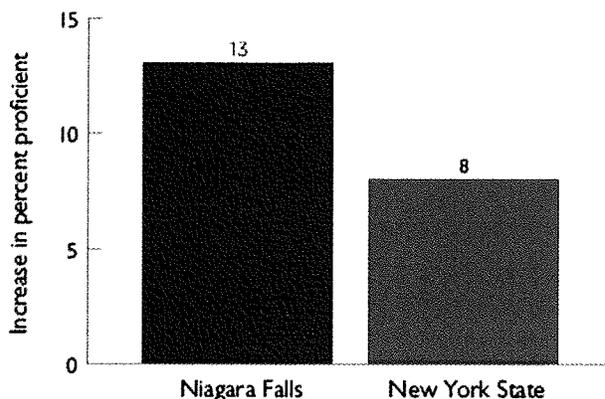
## Niagara Falls City School District, NY

Our engagement with the Niagara Falls City School District in New York began in 1998 when two of the district's elementary schools received Comprehensive School Reform Grants. In 2003, the district used its own resources to bring its remaining six elementary and middle schools into the project. Two years later work began with the district's high school. From 1998 to 2009, we provided whole school reform at all elementary (grades K–6) and preparatory schools (grades 7–8) and since 2008 we have provided targeted literacy and mathematics support at Niagara Falls High School.

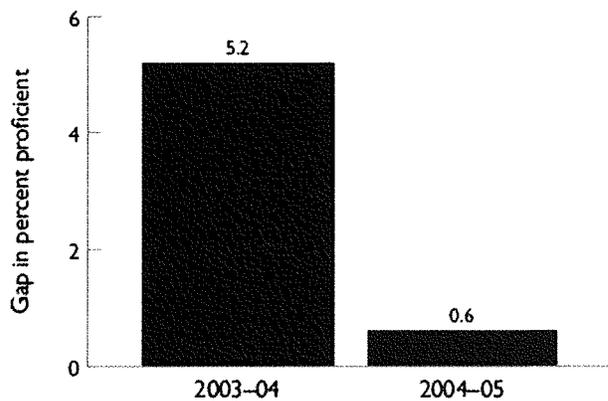
We also began providing K–12 professional development and in-class support in 2010 around implementing the CCSS in literacy, mathematics, social studies, and science and continue to do so. Our programs include content training on instructional shifts and building teacher capacity, as well as the Tools for Understanding program. We work on the development of unit plans for middle and high school mathematics, as well as collection, annotation, and development of anchor papers for performance indicators at each grade level in middle school and high school algebra.

Our working relationship has been maintained through changes in district leadership and changes in education specialists assigned to the district, and the project has evolved through collaborative goal setting and review of progress. Changes in assessments and scaling of assessments make it difficult to consistently track improvements in scores over the period.

However, sample data include an increase from 56 percent of students passing Regents English in 2005–2006 to 72 percent in 2009–2010, and from 58 percent to 76 percent passing Regents Math A over the same period. By 2008, Niagara Falls High School and six other district schools had been designated by New York State as a “high performing/gap closing school.”



**Niagara Falls Schools Outpace State Growth Rate.** During 2004–2005, the district showed an increase in the percentage of students proficient on New York’s Grade 4 ELA assessment.



**Achievement Gap Between Niagara Falls and State Narrows.** The difference between Niagara Falls and New York State in percent proficient and above narrowed on New York's grade 4 ELA assessment.

We enjoy a continuing partnership with Niagara Falls City School District to develop units of study aligned to the New York Common Core Learning Standards for ELA and mathematics. We also pilot performance tasks to inform instruction and professional development at the secondary level. Additionally, we provide ongoing professional development for district coaches, content leads, principals, and supervisors of mathematics and literacy in elementary, prep, and high school.

## **President William McKinley High School, HI**

McKinley High School in Honolulu is in its first year of implementing SIM. A key part of this implementation is training to help the school use data more effectively to inform instruction. The school uses a formative assessment tool, and we are training the teachers to use data from these assessments to plan and deliver instruction. The school's Leadership Team now functions as a data team and participates in trainings to build their capacity to plan and prepare using data from several sources. Our education specialists are using Teacher Success, a complete, customizable online teacher evaluation and coaching system, to gather and share data regarding student engagement in classrooms.

In addition, McKinley High School is using several Pearson intervention programs to help students who are struggling to meet grade-level standards. To strengthen literacy services for ELLs, the school has started using iLit, the first and only complete instructional solution built and delivered on the iPad that offers each student personalized learning support based on their own instructional needs, engaging interactivities, and built-in reward systems that motivate students and track their progress.

McKinley High School is also using our Navigator and Ramp-Up intervention programs to help students narrow the gaps in their performance. Literacy Navigator and Math Navigator provide strategies for students who struggle with reading and mathematical concepts. Ramp-Up Literacy and Ramp-Up Mathematics provide intervention strategies for students who are performing two or more years behind their peers.

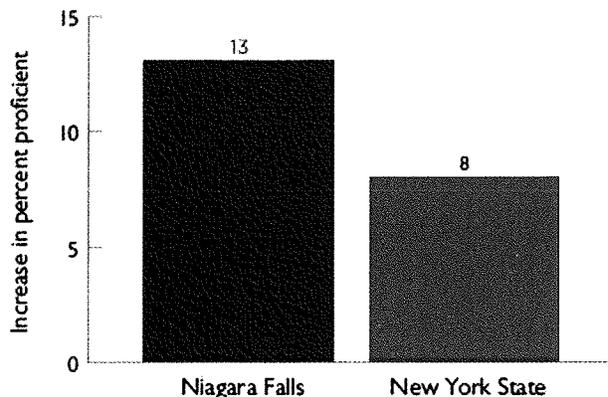
## Niagara Falls City School District, NY

Our engagement with the Niagara Falls City School District in New York began in 1998 when two of the district's elementary schools received Comprehensive School Reform Grants. In 2003, the district used its own resources to bring its remaining six elementary and middle schools into the project. Two years later work began with the district's high school. From 1998 to 2009, we provided whole school reform at all elementary (grades K–6) and preparatory schools (grades 7–8) and since 2008 we have provided targeted literacy and mathematics support at Niagara Falls High School.

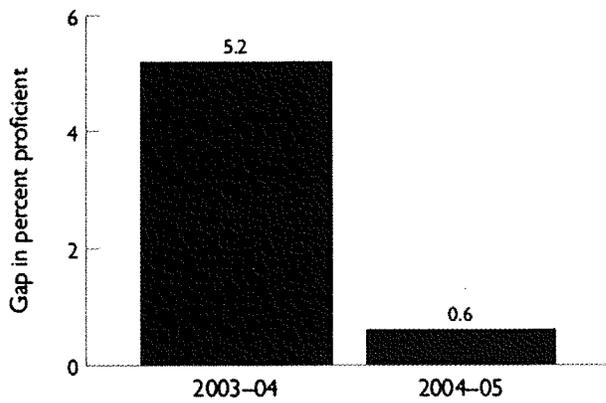
We also began providing K–12 professional development and in-class support in 2010 around implementing the CCSS in literacy, mathematics, social studies, and science and continue to do so. Our programs include content training on instructional shifts and building teacher capacity, as well as the Tools for Understanding program. We work on the development of unit plans for middle and high school mathematics, as well as collection, annotation, and development of anchor papers for performance indicators at each grade level in middle school and high school algebra.

Our working relationship has been maintained through changes in district leadership and changes in education specialists assigned to the district, and the project has evolved through collaborative goal setting and review of progress. Changes in assessments and scaling of assessments make it difficult to consistently track improvements in scores over the period.

However, sample data include an increase from 56 percent of students passing Regents English in 2005–2006 to 72 percent in 2009–2010, and from 58 percent to 76 percent passing Regents Math A over the same period. By 2008, Niagara Falls High School and six other district schools had been designated by New York State as a “high performing/gap closing school.”



**Niagara Falls Schools Outpace State Growth Rate.** During 2004–2005, the district showed an increase in the percentage of students proficient on New York's Grade 4 ELA assessment.



**Achievement Gap Between Niagara Falls and State Narrows.** The difference between Niagara Falls and New York State in percent proficient and above narrowed on New York's grade 4 ELA assessment.

We enjoy a continuing partnership with Niagara Falls City School District to develop units of study aligned to the New York Common Core Learning Standards for ELA and mathematics. We also pilot performance tasks to inform instruction and professional development at the secondary level. Additionally, we provide ongoing professional development for district coaches, content leads, principals, and supervisors of mathematics and literacy in elementary, prep, and high sch

Attachment D - (1003g) Budget Summary Chart

Agency Code	2	8	0	0	2	0	0	1	0	3	0	0
<b>HEMPSTEAD HIGH SCHOOL</b>												
<b>Year 1 Implementation Period (September 1, 2015 - June 30, 2016)</b>												
<b>Categories</b>	<b>Code</b>	<b>Costs</b>										
Professional Salaries	15	170,000										
Support Staff Salaries	16	50,000										
Purchased Services	40	134,000										
Supplies and Materials	45	31,000										
Travel Expenses	46	15,000										
Employee Benefits	80	00										
Indirect Cost (IC)	90	00										
BOCES Service	49	00										
Minor Remodeling	30	100,000										
Equipment	20	00										
		<b>Total</b>	500,000									
<b>Year 2 Implementation Period (July 1, 2016 - June 30, 2017)</b>												
<b>Categories</b>	<b>Code</b>	<b>Costs</b>										
Professional Salaries	15	220,000										
Support Staff Salaries	16	50,000										
Purchased Services	40	150,000										
Supplies and Materials	45	70,000										
Travel Expenses	46	10,000										
Employee Benefits	80	00										
Indirect Cost (IC)	90	00										
BOCES Service	49	00										
Minor Remodeling	30	00										
Equipment	20	00										
		<b>Total</b>	500,000									
<b>Year 3 Implementation Period (July 1, 2017 - June 30, 2018)</b>												
<b>Categories</b>	<b>Code</b>	<b>Costs</b>										
Professional Salaries	15	220,000										
Support Staff Salaries	16	50,000										
Purchased Services	40	120,000										
Supplies and Materials	45	100,000										
Travel Expenses	46	10,000										
Employee Benefits	80	00										
Indirect Cost (IC)	90	00										
BOCES Service	49	00										
Minor Remodeling	30	00										
Equipment	20	00										
		<b>Total</b>	500,000									

<b>Year 4 Post-Implementation Period (July 1, 2018 - June 30, 2019)</b>												
<b>Categories</b>	<b>Code</b>	<b>Costs</b>										
Professional Salaries	15	50,000										
Support Staff Salaries	16	50,000										
Purchased Services	40	50,000										
Supplies and Materials	45	100,000										
Travel Expenses	46	00										
Employee Benefits	80	00										
Indirect Cost (IC)	90	00										
BOCES Service	49	00										
Minor Remodeling	30	00										
Equipment	20	00										
		<b>Total</b>	250,000									
<b>Year 5 Post-Implementation Period (July 1, 2019 - June 30, 2020)</b>												
<b>Categories</b>	<b>Code</b>	<b>Costs</b>										
Professional Salaries	15	50,000										
Support Staff Salaries	16	50,000										
Purchased Services	40	50,000										
Supplies and Materials	45	100,000										
Travel Expenses	46	00										
Employee Benefits	80	00										
Indirect Cost (IC)	90	00										
BOCES Service	49	00										
Minor Remodeling	30	00										
Equipment	20	00										
		<b>Total</b>	250,000									
<b>TOTAL Project Period (September 1, 2015 - June 30, 2020)</b>												
<b>Categories</b>	<b>Code</b>	<b>Costs</b>										
Professional Salaries	15	710,000										
Support Staff Salaries	16	250,000										
Purchased Services	40	504,000										
Supplies and Materials	45	401,000										
Travel Expenses	46	35,000										
Employee Benefits	80	00										
Indirect Cost (IC)	90	00										
BOCES Service	49	00										
Minor Remodeling	30	100,000										
Equipment	20	00										
		<b>Total</b>	2,000,000									

= Required Field

Local Agency Information			
<b>Funding Source:</b>	School Improvement Grant SIG 6 - 1003g		
<b>Report Prepared By:</b>	Stephen Strachan		
<b>Agency Name:</b>	Hempstead Union Free School District		
<b>Mailing Address:</b>	201 President Street		
	Street		
	Hempstead	NY	11550
	City	State	Zip Code
<b>Telephone # of Report Preparer:</b>	516-434-4255	<b>County:</b> Nassau	
<b>E-mail Address:</b>	sstrachan@hempsteadschools.org		
<b>Project Funding Dates:</b>	_____		
	Start	End	

**INSTRUCTIONS**

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

SALARIES FOR PROFESSIONAL STAFF			
Subtotal - Code 15			\$170,000
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
College counselor	1.00	\$40,000	\$40,000
School Improvement Manager	1.00	\$150,000	\$130,000

SALARIES FOR SUPPORT STAFF			
Subtotal - Code 16			\$50,000
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Bilingual parent/community liaison	1.00	\$50,000	\$50,000

PURCHASED SERVICES			
Subtotal - Code 40			\$134,000
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Pearson PD COP Institutes, summer and school year	Pearson	50 days of embedded professional development and coaching @ \$2000 per day.	\$100,000
Summer Institute at Harvard	Harvard	(4 administrators @ \$3,000)	\$12,000
REACH School Leader Coaching Program & Data Team	REACH Program	20 Teachers @ \$1,000 / teacher	\$20,000
Publication Printing		10 Publications @ \$2000	\$2,000

<b>SUPPLIES AND MATERIALS</b>			
Subtotal - Code 45			<b>\$31,000</b>
Description of Item	Quantity	Unit Cost	Proposed Expenditure
Instructional materials	500 Flash Drives 40 Calculators	Flash Drive \$6 each- \$,3000 40 T180 Series Graphing Calculators \$150 each - \$6,000	\$9,000
Technology Software	20.00	Navient Software \$7,000 Right Reason Technology \$5,000	\$12,000
Parent Center activities including workshops, guest speakers	40.00	Guest Presenters- \$2500 Parent/Student Refresments \$3500	\$7,000
Communications: annual report, principal newsletter, website	10 total reports throughout the year.	\$300 x 10 Publications	\$3,000

<b>TRAVEL EXPENSES</b>			
Subtotal - Code 46			<b>\$15,000</b>
Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures
Administrator, Teachers and Students	Local and interstate college and career trips to expose students to the options of higher education that are available to them.	5 trips at \$1,000 per trip.	\$5,000
Administrator and Teachers	Workshops for staff to increase staff capacity in CCLS instructional shifts and technology integration.	5 workshops @ \$1,000 each	\$5,000
Administrators and Support Staff	Safe Schools Conference, Denver Colorado *To learn strategies and solutions for promoting safer school environments.	4 trips @ \$1,250 each trip.	\$5,000

MINOR REMODELING		
Subtotal - Code 30		\$100,000
Description of Work to be Performed	Calculation of Cost	Proposed Expenditure
Development of College and Career Center	25 Desktop Computers @ \$1500 each - \$37,500 Furniture - Desks, tables, chairs, \$50,000 Interactive White Board @ \$3,300 Postermaker \$6,200 Postermaker Paper Printer/Fax/Copier @\$3,000	\$100,000

**BUDGET SUMMARY**

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$170,000
Support Staff Salaries	16	\$50,000
Purchased Services	40	\$134,000
Supplies and Materials	45	\$31,000
Travel Expenses	46	\$15,000
Employee Benefits	80	
Indirect Cost	90	
BOCES Services	49	
Minor Remodeling	30	\$100,000
Equipment	20	
Grand Total		\$500,000

Agency Code: **280201030007**

Project #: \_\_\_\_\_

Contract #: \_\_\_\_\_

Agency Name: **Hempstead Union Free School District**

**FOR DEPARTMENT USE ONLY**

Funding Dates: \_\_\_\_\_ From \_\_\_\_\_ To \_\_\_\_\_

Program Approval: \_\_\_\_\_ Date: \_\_\_\_\_

<u>Fiscal Year</u>	<u>First Payment</u>	<u>Line #</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
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_____	_____	_____
_____	_____	_____
_____	_____	_____
Voucher #	First Payment	

**CHIEF ADMINISTRATOR'S CERTIFICATION**

*By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal (or State) award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims, or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).*

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

**Susan Johnson, Superintendent of Schools**  
Name and Title of Chief Administrative Officer

## **Pearson Professional Development – Evidence of Effectiveness**

### **Case Study: DeKalb County Schools, DeKalb, Georgia**

In 2009 Pearson began a partnership with DeKalb County Schools, for the purpose of helping to improve student achievement. A total of 40 schools adopted Pearson’s school reform model, which is grounded in job-embedded training and coaching support for teachers and leaders. This model includes a laser-like focus on the core areas of English Language Arts and Mathematics, including classroom based coaching and modeling that presents and supports evidence-based instructional and assessment practices. The model is also grounded in teacher and leader workgroup efforts, meaning Pearson coaches worked closely with their monthly Professional Learning Communities to introduce, model, and explore new practices for improved student outcomes.

**Results:** After only one year of reform, many of the schools were showing respectable improvements in student achievement. On the End of Course Test in mathematics for “Math 2” (an integrated math course for high school students), student proficiency increased. Across the state of Georgia most high schools showed a 3% increase in student proficiency as compared to the prior year. In DeKalb, that percentage increased to 5%. But among the DeKalb schools working directly with Pearson for school reform, there was approximately a 10% increase in student proficiency over the prior year.

Clarkston High School (one of DeKalb’s many high schools) showed highly impressive advancements in student mathematics proficiency. From 2010 to 2011 the percentage of students proficient on the Math 2 End of Course test increased from 45% to 54% (a change of 9% in only one year).

In addition to significant gains in mathematics, one of the greatest results evidenced in DeKalb County Schools is the increased attention to and promotion of ongoing coaching efforts. Follow up visits to the school revealed that coaches are now working together to determine next steps, and tiered support for teachers is now just “the way they do business.” The school leadership teams provide regular focus for instructional and assessment support, and peers support one another through collaborative learning opportunities.

In summary, Pearson’s job embedded supports (coaching, modeling, lesson study) for some very low performing schools resulted in improved school cultures, increased mathematics proficiency, and greater support for the teaching, leading, and learning process.

Hazelwood School District  
15955 New Halls Ferry Road  
Florissant, MO 63031

Telephone: 314-953-5000, ext 35034

Fax: 314-953-5038

email: [creiter@hazelwoodschoools.org](mailto:creiter@hazelwoodschoools.org)

**Brief Description of Engagement and Results** (with similarities and differences from Mississippi requirements highlighted):

Pearson rigorously worked side by side with the Hazelwood School District in 2012-2013 to introduce, implement, and help sustain a rigorous data-driven approach that included formal professional development, coaching, and local collaboration. Utilizing resources and inputs from our Assessment Training Institute, the district systematically inched staff closer to a broader understanding of the role of assessments and student data to drive instruction and leadership. Pearson coaches worked side by side with teachers helping them gain a deeper understanding of data and assessment literacy, as a solid construct was required before staff could implement data-driven practices. As a result of our work, the district has begun to see a major shift in staff understanding and willingness to embrace data practices as a normal part of the teaching, leading, and learning experience.

## **Similar Services: Positively Impacting Student Achievement**

Multiple rural and urban schools across the nation and in Puerto Rico have implemented Pearson's school improvement model with great success and many have used SIG funds to do so. The following case studies provide evidence to that success.

### **Escuela Superior Medardo Carazo, Puerto Rico**

Escuela Superior Medardo Carazo, named after a dedicated local teacher and administrator, was built in the 1950s to serve the community of Trujillo Alto in Puerto Rico. After educating students for more than a half century, the school needed to update its pedagogy and facilities for the 21st century.

#### **Challenge**

Students at Escuela Superior Medardo Carazo were receiving only average grades on key high stakes tests which negatively affected teacher, student, and school community morale. "Medardo Carazo [was] the school that no one chose to go to because students were known for cutting class," says Director Mayra Monroy. The school was formally identified by the Department of Education of Puerto Rico as a school in need of transformation and as a result was eligible for SIG funds made available by the US Department of Education. To raise achievement and engagement, the school needed a new vision, strong leadership, and targeted professional development. The school also needed an updated building with new technology so that students could learn the technical skills required to succeed in college and career.

#### **Solution**

The Puerto Rico Department of Education engaged Pearson in March 2012 to assist in the transformation of Escuela Superior Medardo Carazo. Pearson partnered with the school and the Puerto Rico Department of Education to implement SIM, the research-based framework which builds a data-driven culture; aligns curriculum, instruction, and assessment; and improves student, teacher, and community engagement.

Pearson worked closely with staff members to understand stakeholder concerns. Before implementation, a needs assessment and gap analysis was conducted at Medardo Carazo to determine strengths and areas for growth. In addition, a variety of data was gathered from across the school and community. In 2012, targeted professional development sessions were conducted and the decision was made to move into a new, 21st century building that incorporated new technology and modular seating more conducive to group projects in each classroom.

## Results

Over the past two years, Pearson education specialists have been mentoring teachers daily to help them better align curriculum, instruction, and assessment programs. Classroom observations and ongoing professional development also confirm that teachers have the necessary knowledge to prepare their students for critical high stakes assessments. With the intervention of Pearson education specialists, the percentage of students scoring “proficient” or “advanced” has increased 12 points in English and five points in mathematics.

Medardo Carazo’s new data-driven culture has fostered a strong accountability for both teachers and students and improved engagement. For example, the front office of the school features data walls that illustrate core concepts, grade distributions, and high stakes testing scores. “Students set their own goals and manage their own path toward those. It encourages them to strive for better. Data is used for education so teachers can better help students,” Monroy states.

With the new building, Medardo Carazo offers a more inviting atmosphere to prospective students. As a result, enrollment has increased since the redesign, from 593 students in 2012–2013 to 672 in 2013–2014. Students and teachers work in more collaborative classrooms with flexible seating for group work. “The students teach each other and they feel more free. They feel like they’re in college,” says Monroy. “Even the teachers are more comfortable with this type of instruction. The Schoolwide Improvement Model has changed their way of thinking.”

In addition, some after school programs were launched with Pearson’s assistance, as part of an initiative known as extended learning time. Pearson contracted with staff from the Polytechnical University to coach Medardo Carazo’s teachers in robotics. From there, a robotics program was introduced at the school. Remarkably, Medardo Carazo students entered in a robotics competition and won, marking the first time a new team entry came away with first place.

Even more impressive is the 98 percent graduation rate that Medardo Carazo is now seeing. Monroy concludes, “Medardo Carazo is now the school that everyone wants to go to. We’re exceeding student capacity and the new building has encouraged that.”

*With the intervention of Pearson education specialists, the percentage of students scoring “proficient” or “advanced” has increased 12 points in English and five points in mathematics.*

## Kendrick High School, GA

Facing many challenges, Kendrick High School in Georgia, was designated as a school in need of improvement three years in a row. The school applied for and received a SIG funds. Part of the grant was used to fund professional development for the science department, with the goals of changing

instructional practices, adopting data-analysis processes, and instituting more collaboration among teachers and administrators. In the three years since the school improvement plan was initiated, passing rates for end-of-course tests have increased in biology and physical science.

## **Challenge**

At Kendrick High School, a Title I school, more than 85 percent of students face economic disadvantages, and many have low motivation and lack support. By the time they are in high school, many students are struggling because of deficient mathematics and reading skills, and they are unable to reach state-level benchmarks in all subjects, including science. Before Kendrick High School applied for the SIG funds, students were beginning to leave the school or choosing to attend a different high school, which caused enrollment to decline 30 percent over three years. Due to these circumstances, the graduation rate dropped below 50 percent.

The Georgia Department of Education designated Kendrick High School as a “Needs Improvement” school three years in a row because of its poor academic performance. By 2011, school officials knew they needed to make changes and applied for SIG money. Once the grant was approved, teachers and administrators chose to implement the High Schools That Work improvement model, a research-based transformation program established by the Southern Regional Education Board, because other schools in the district had experienced higher student achievement with this approach.

Teachers and administrators then faced the challenge of applying the approach in various departments. School leaders turned to Pearson to help implement the model’s professional development component in the science department, specifically in biology and physical science.

## **Solution**

The grant was approved in the spring of 2011, and Kendrick High School began implementing the model in the fall of 2011. “We had low science scores in both our formative and end-of course assessments,” said Carolyn Randolph, an academic coach. “From the start, our goal was to increase overall student achievement.” Pearson’s education specialist, Dr. Jacquelyn Walton, created a professional development plan centered on changing teachers’ instructional practices to achieve the school’s goal within the parameters of the transformation model.

“The science teachers already had a good work ethic and were very dedicated. They also had great support from their principal, department chair, and instructional coach, so it was easier to help get the teachers on target,” explained Dr. Walton. “At first we held training days with all of the science teachers going over the new standards-based teaching practices. From there I worked with teachers individually, understanding their needs and developing new instructional practices in the classroom. Plus I modeled the practices for them with their kids, so they could see what I was talking about. This made it much easier for the teachers to grasp.”

The new practices entailed analyzing student data, working collaboratively, and assessing the effectiveness of lessons and activities. Physical science teacher LaJoyce Sanders explained, “We scheduled weekly collaborative meetings by course content. One of the things we always discussed was where we were with the state standards and how our students were performing. Then we would look at some of the strategies and discuss what was modeled for us in class. The driving force, though, was the

data. We would look at the types of questions we were giving the students, asking whether they were valid. We looked at what we were teaching and how it aligned to the standards, how we were assessing the students, and then how we could re-teach or re-assess them.”

Teachers also used data to meet students’ individual needs. Dr. Sheila Jones, science department chair, said, “One thing we did as part of our improvement plan was to increase the length of the school day. This gave us the time we needed to implement increased-learning-time classes. In these 45-minute classes, students received direct instruction or remediation on the content. This was done daily. We assessed students weekly, and from the reports we placed them into these classes based on their needs. If they needed help with biology, they were placed in a biology increased-learning-time classroom. This supplemented what teachers were already doing. There was a lot of collaboration on the part of the teachers in doing this, and the test scores showed that it did help the kids overall.”

## **Results**

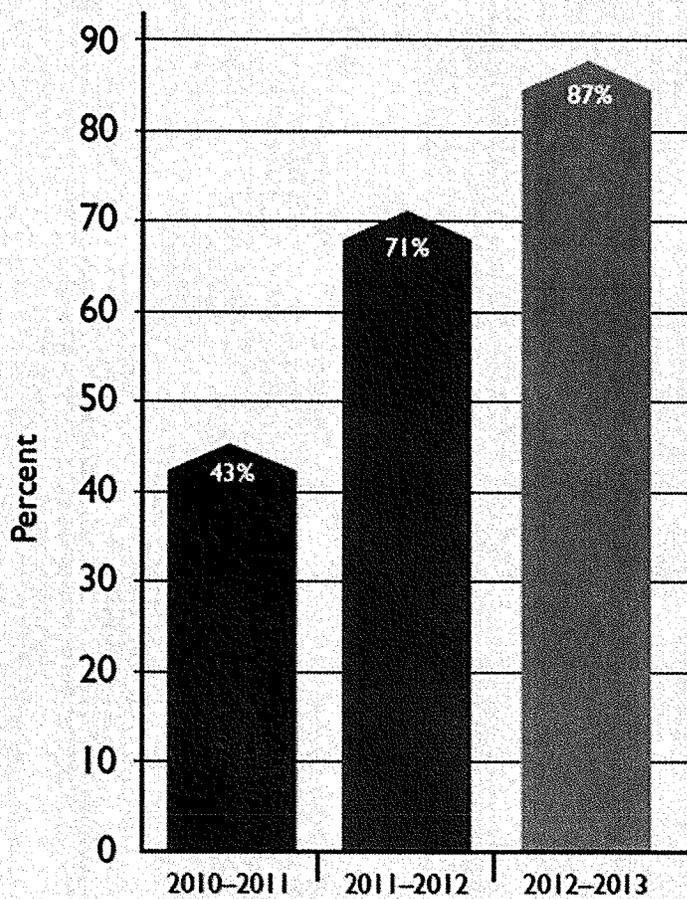
The results reflect all of the students’ and teachers’ hard work. At the end of the 2011–2012 school year, the first year of implementation, the percent of students who passed the Grade 9 physical science end-of-course test rose from 43 to 71 percent, a 28-point increase. End-of-course test passing rates for Grade 10 biology increased from 35 to 64 percent, a 29-point gain.

During the 2012–2013 school year, the second year of implementation, 87 percent of Grade 9 students passed the physical science end-of-course test, an increase of 16 points from the prior year and an increase of 44 points over two years. In biology, 76 percent of Grade 10 students passed the end-of-course test, a 12-point gain from the previous year.

In the third year of using the new instructional practices, end-of-course test passing rates continued to increase. In Grade 10 biology, 81 percent of students passed the test, a gain of five points from the prior year and a 46 point increase since the instructional practices were implemented. Administrators decided to move physical science to Grade 11 that year, and 90 percent of students passed the end-of-course test.

Kendrick High School has seen other indicators of success in addition to test scores. In 2013, the school surpassed the state’s overall College and Career Ready Performance Index (CCRPI) for the first time, scoring 72 percent whereas the state average was 68 percent. In 2014, Kendrick High Schools’ graduation rate reached 69.4 percent, a gain of 20 points since it began implementing new instructional practices. The school also exited the state’s Priority Schools list, a testament to the gains it has achieved.

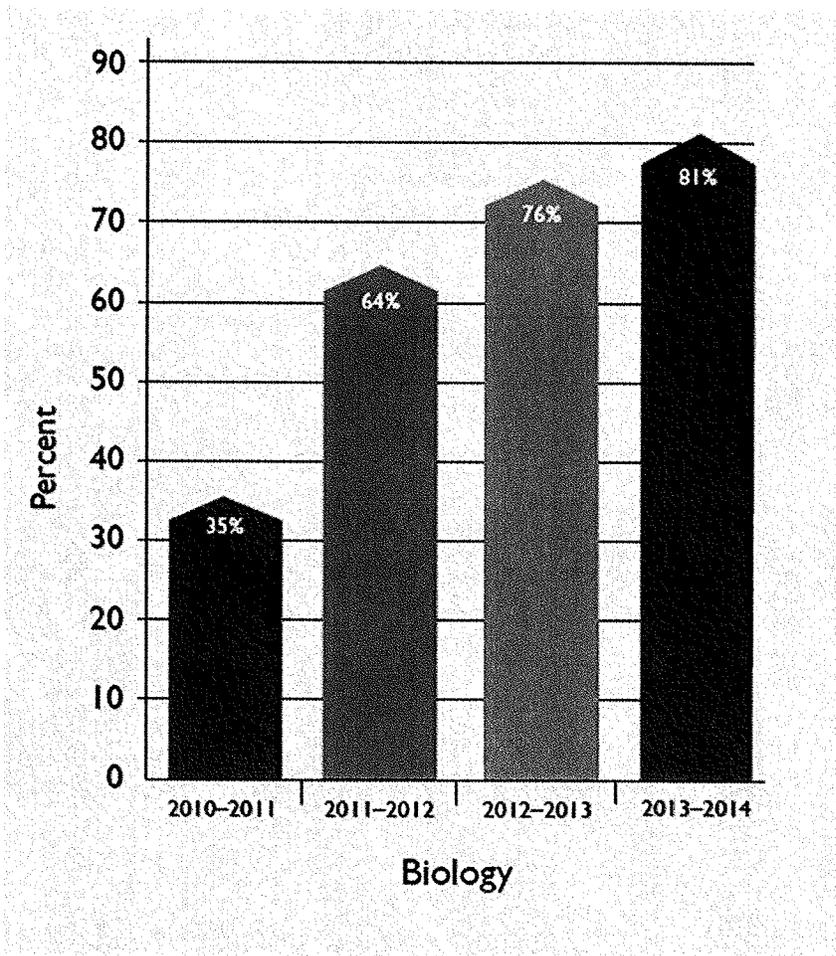
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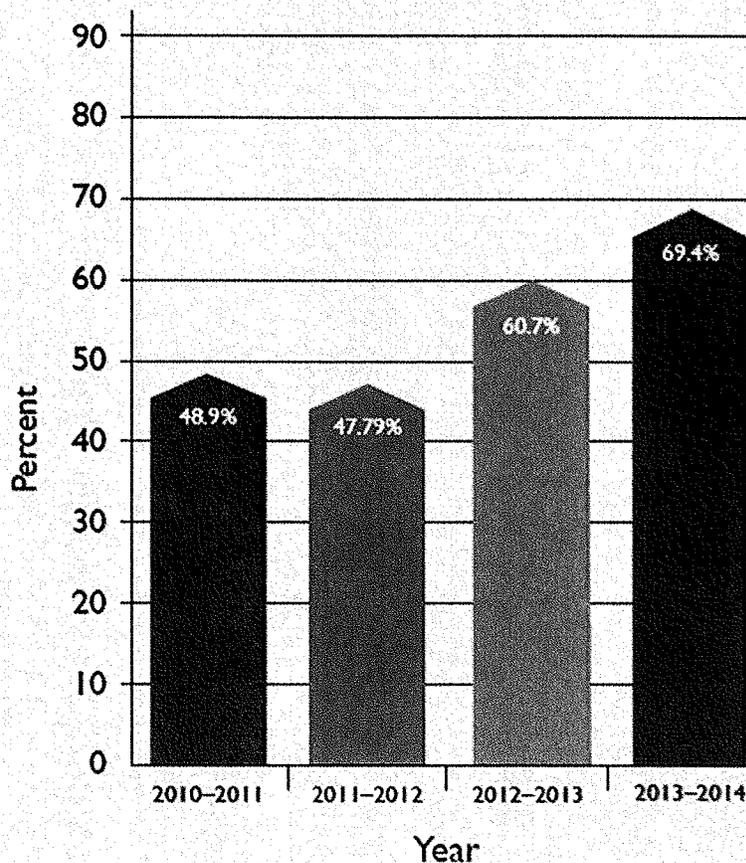
### Physical Science

Note: In the 2013-2014 school year,  
physical science was moved to 11th grade

Physical Science Passing Rates. By 2012-2013, passing rates reached 87 percent.



**Biology Passing Rates.** By 2012-2013, passing rates reached 81 percent.



**Increasing Graduation Rates.** By 2013–2014, graduation rates neared 70 percent.

## **President William McKinley High School, HI**

McKinley High School in Honolulu is in its first year of implementing SIM. A key part of this implementation is training to help the school use data more effectively to inform instruction. The school uses a formative assessment tool, and we are training the teachers to use data from these assessments to plan and deliver instruction. The school's Leadership Team now functions as a data team and participates in trainings to build their capacity to plan and prepare using data from several sources. Our education specialists are using Teacher Success, a complete, customizable online teacher evaluation and coaching system, to gather and share data regarding student engagement in classrooms.

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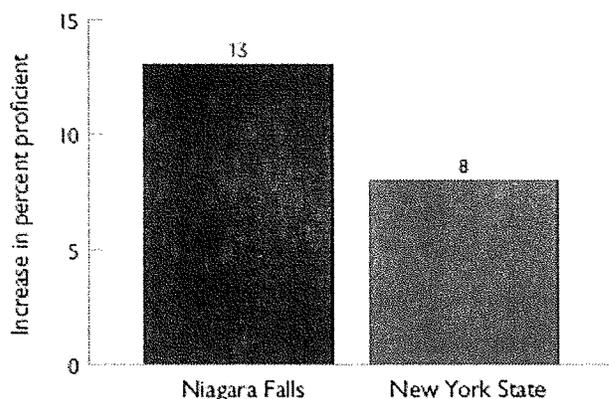
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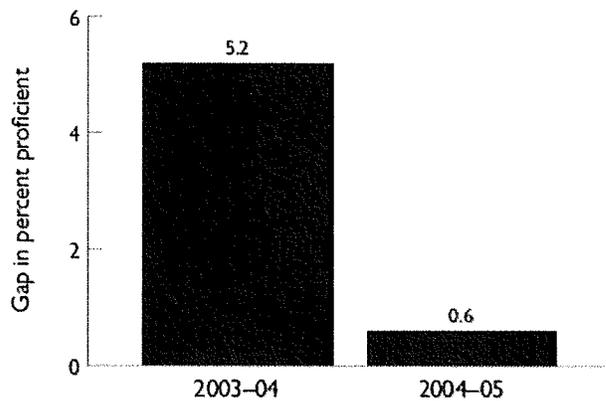
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Our working relationship has been maintained through changes in district leadership and changes in education specialists assigned to the district, and the project has evolved through collaborative goal setting and review of progress. Changes in assessments and scaling of assessments make it difficult to consistently track improvements in scores over the period.

However, sample data include an increase from 56 percent of students passing Regents English in 2005–2006 to 72 percent in 2009–2010, and from 58 percent to 76 percent passing Regents Math A over the same period. By 2008, Niagara Falls High School and six other district schools had been designated by New York State as a “high performing/gap closing school.”



**Niagara Falls Schools Outpace State Growth Rate.** During 2004–2005, the district showed an increase in the percentage of students proficient on New York's Grade 4 ELA assessment.



**Achievement Gap Between Niagara Falls and State Narrows.** The difference between Niagara Falls and New York State in percent proficient and above narrowed on New York's grade 4 ELA assessment.

We enjoy a continuing partnership with Niagara Falls City School District to develop units of study aligned to the New York Common Core Learning Standards for ELA and mathematics. We also pilot performance tasks to inform instruction and professional development at the secondary level. Additionally, we provide ongoing professional development for district coaches, content leads, principals, and supervisors of mathematics and literacy in elementary, prep, and high school.

## President William McKinley High School, HI

McKinley High School in Honolulu is in its first year of implementing SIM. A key part of this implementation is training to help the school use data more effectively to inform instruction. The school uses a formative assessment tool, and we are training the teachers to use data from these assessments to plan and deliver instruction. The school's Leadership Team now functions as a data team and participates in trainings to build their capacity to plan and prepare using data from several sources. Our education specialists are using Teacher Success, a complete, customizable online teacher evaluation and coaching system, to gather and share data regarding student engagement in classrooms.

In addition, McKinley High School is using several Pearson intervention programs to help students who are struggling to meet grade-level standards. To strengthen literacy services for ELLs, the school has started using iLit, the first and only complete instructional solution built and delivered on the iPad that offers each student personalized learning support based on their own instructional needs, engaging interactivities, and built-in reward systems that motivate students and track their progress. McKinley High School is also using our Navigator and Ramp-Up intervention programs to help students narrow the gaps in their performance. Literacy Navigator and Math Navigator provide strategies for students who struggle with reading and mathematical concepts. Ramp-Up Literacy and Ramp-Up Mathematics provide intervention strategies for students who are performing two or more years behind their peers.

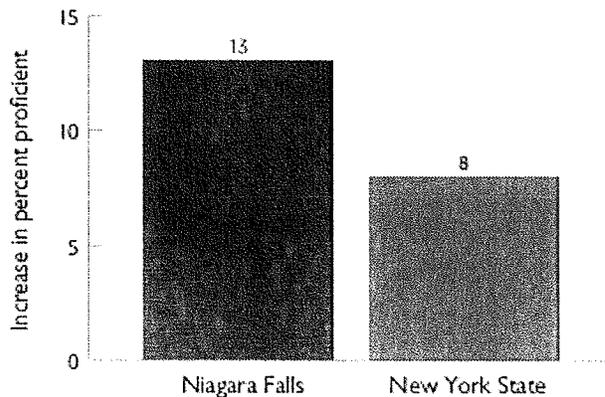
## Niagara Falls City School District, NY

Our engagement with the Niagara Falls City School District in New York began in 1998 when two of the district's elementary schools received Comprehensive School Reform Grants. In 2003, the district used its own resources to bring its remaining six elementary and middle schools into the project. Two years later work began with the district's high school. From 1998 to 2009, we provided whole school reform at all elementary (grades K–6) and preparatory schools (grades 7–8) and since 2008 we have provided targeted literacy and mathematics support at Niagara Falls High School.

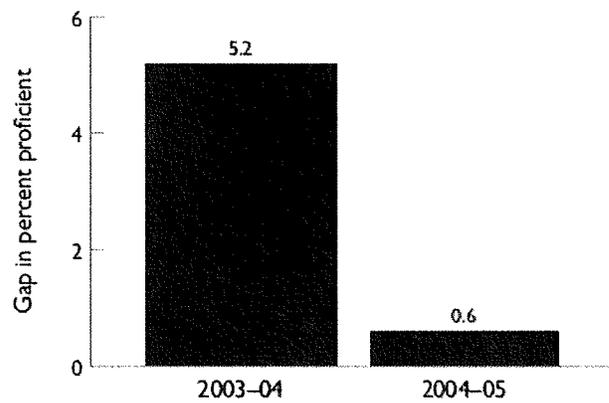
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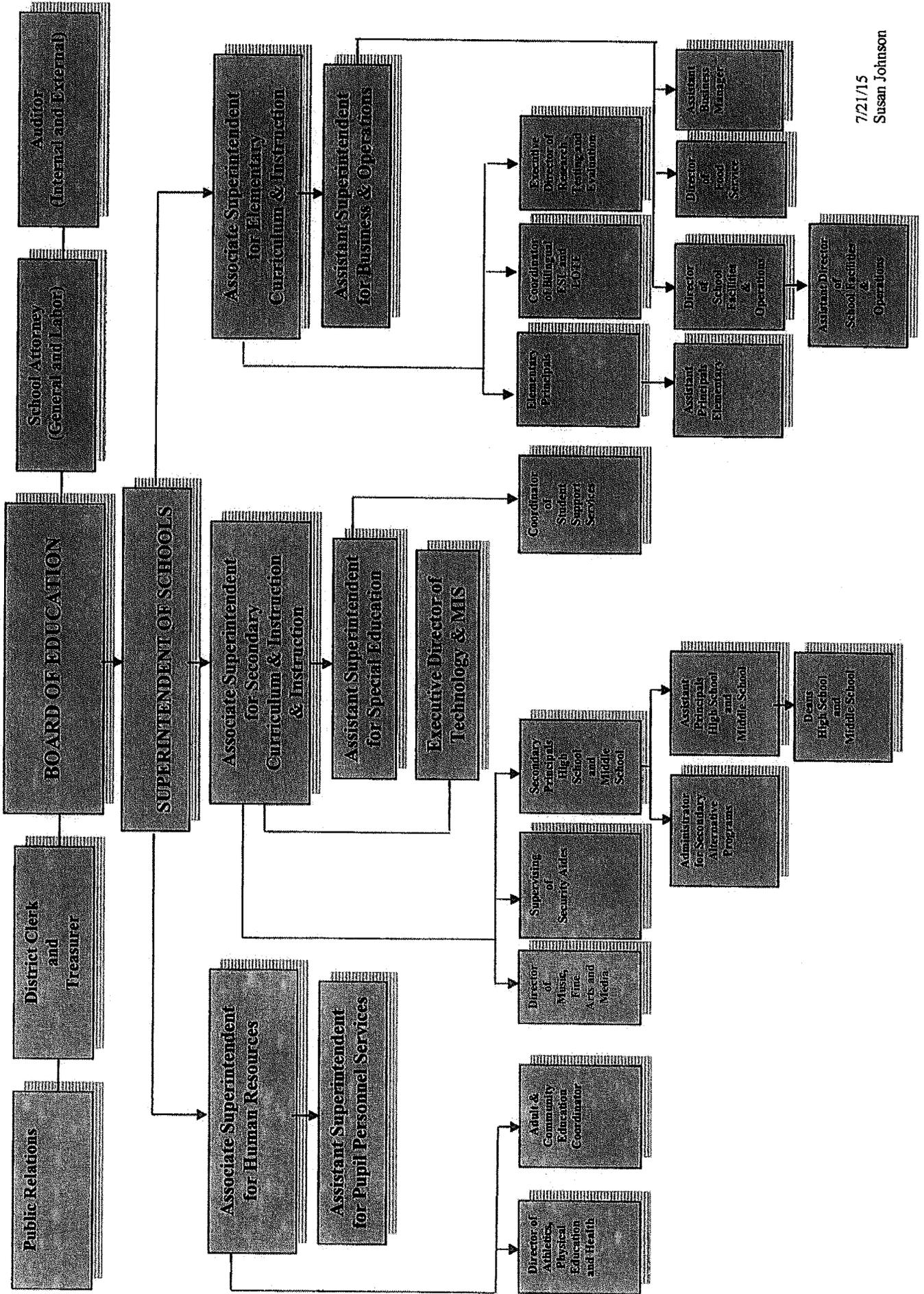
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**ATTACHMENT C**

<p><b>Partner Organization</b>  <b>Name and Contact Information and description of type of service provided.</b>   <b>Internationals Network for Public Schools</b>          50 Broadway, Suite 2200          New York, NY 10004           tel 212.868.5185          fax 212.868.5188  <a href="http://www.internationalsnps.org">www.internationalsnps.org</a></p>	<p><b>Schools in which the partner has managed/ supported in the last three years</b>          (attach additional trend-summary evidence of the academic success of each school and trend-summary evidence of partners fiscal performance)</p>	<p><b>References / Contracts</b>  <b>References / Contacts</b>          (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)</p>
<p>The Internationals Network for public Schools will support Hempstead High School in incorporating Internationals’ proven effective instructional strategies for working with ELLs. Internationals will collaborate with the Hempstead School District during the period of July 2015 - June 2016. Our support will include opportunities to orient the school leader and staff on the philosophy and practices of the Internationals Approach in anticipation of phasing in a cohort of English Language Learners at Hempstead HS into the Internationals’ model. Internationals will provide school development support, which will include a consultancy and community engagement phase, which will inform the implementation of the model at the Hempstead HS ELL Academy. Emphasis will be placed on building the capacity of the school leader to establish a sustainable instructional model. An Internationals coach will provide one-on-one mentoring to the school leader and the school’s instructional specialist, co-facilitate Internationals workshops that are tailored to suit the specific needs of the faculty, and coach teachers on instruction and curriculum development. Additionally, the development efforts will include Internationals’ on-site professional development, that will develop teachers’ ability to structure collaborative classrooms, develop rigorous, project-based curriculum that integrates language and content objectives, support students in advisories, and assess students’ academic and linguistic development.</p>	<ol style="list-style-type: none"> <li>1. International High School at LaGuardia Community College</li> <li>2. Manhattan International High School</li> <li>3. Brooklyn International High School</li> <li>4. Bronx International High School</li> <li>5. Flushing International High School</li> <li>6. International High School at Prospect Heights</li> <li>7. International High School at Lafayette</li> <li>8. International Community High School</li> </ol>	<p>Jacklyn Valane, Principal          JVALANE@ihsnyc.org</p> <p>Gladys Rodriguez, Principal          GRodriguez2@schools.nyc.gov</p> <p>Kathleen Rucker, Principal          krucker@schools.nyc.gov</p> <p>Joaquin Vega, Principal          jvega4@schools.nyc.gov</p> <p>Lara Evangelista, Principal          LEvange@schools.nyc.gov</p> <p>Nedda de Castro, Principal,          ndecastro@schools.nyc.gov;</p> <p>Jon Harriman, Principal          JHarrim@schools.nyc.gov</p> <p>Berena Cabarcas, Principal          bcabarc@schools.nyc.gov</p>

<p>George Badia, Principal IA gbadia@schools.nyc.gov</p>	<p>9. Pan American International High School</p>
<p>Bridgit Bye-Dyster, Principal bbye@schools.nyc.gov</p>	<p>10. Pan American International High School at Monroe</p>
<p>Norma Vega, Principal NVega12@schools.nyc.gov</p>	<p>11. ELLIS Academy</p>
<p>Daniel Walsh, Principal daniel@ihs-us.org</p>	<p>12. International High School at Union Square</p>
<p>Jessica Long, Principal JLong22@schools.nyc.gov</p>	<p>13. Crotona International High School</p>
<p>Anthony Finney, Principal CFinney2@schools.nyc.gov</p>	<p>14. International High School for Health Sciences</p>
<p>Elizabeth Demchak, Principal EDemchak@schools.nyc.gov</p>	<p>15. Claremont International High School</p>

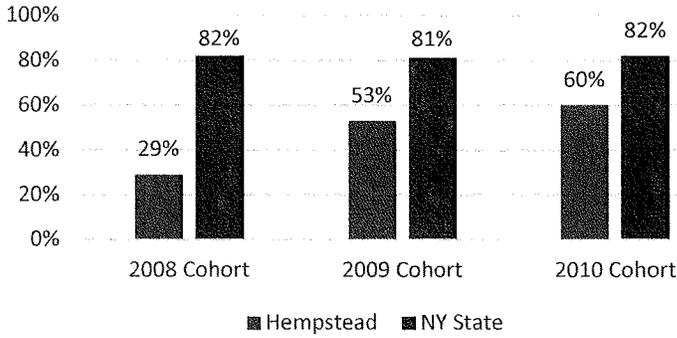
**HEMPSTEAD SCHOOL DISTRICT  
ADMINISTRATIVE TABLE OF ORGANIZATION  
2015-2016**



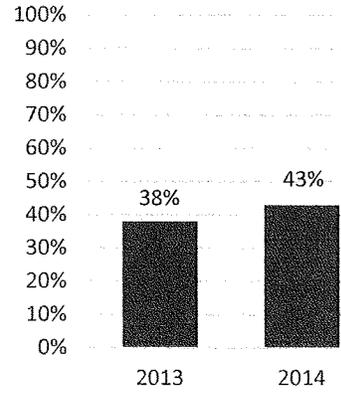
# HHS Data on Academic Performance and School Culture

## English-Language Arts

Percent Proficient (3's & 4's) after 4 Yrs of Instruction

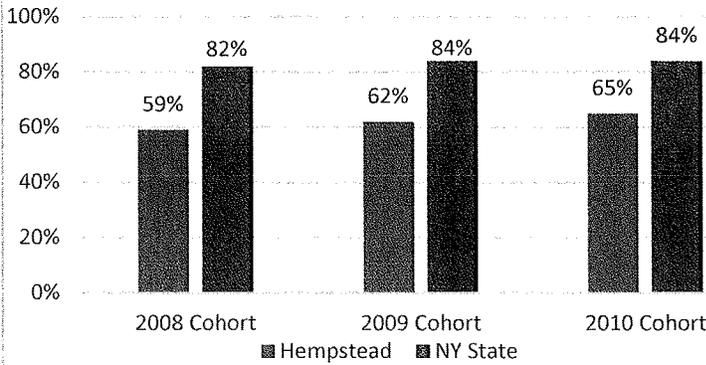


## School Graduation Rate

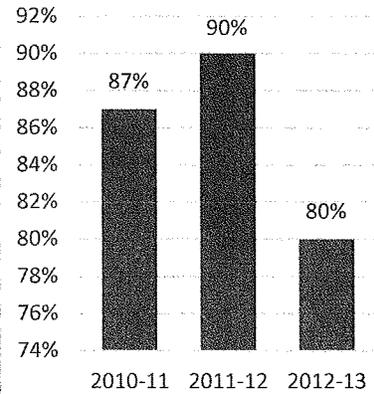


## Mathematics

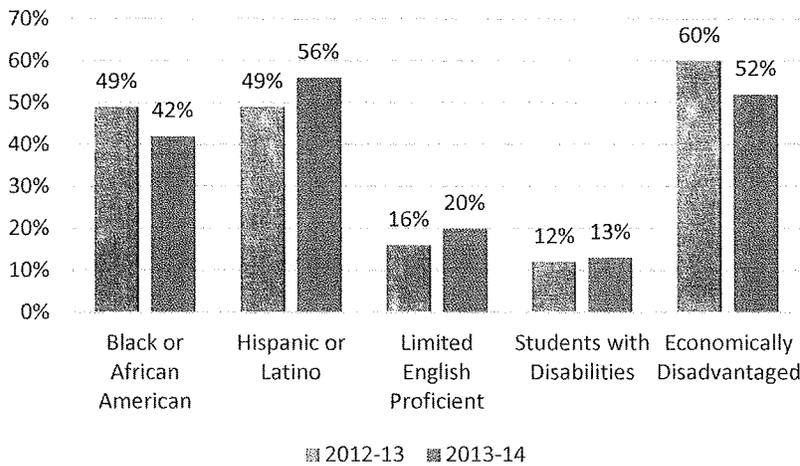
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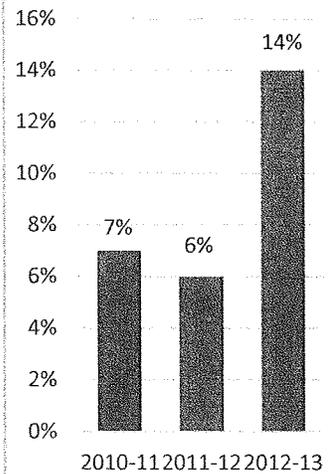
## Student Attendance



## Student Demographics at HHS



## Student Suspensions





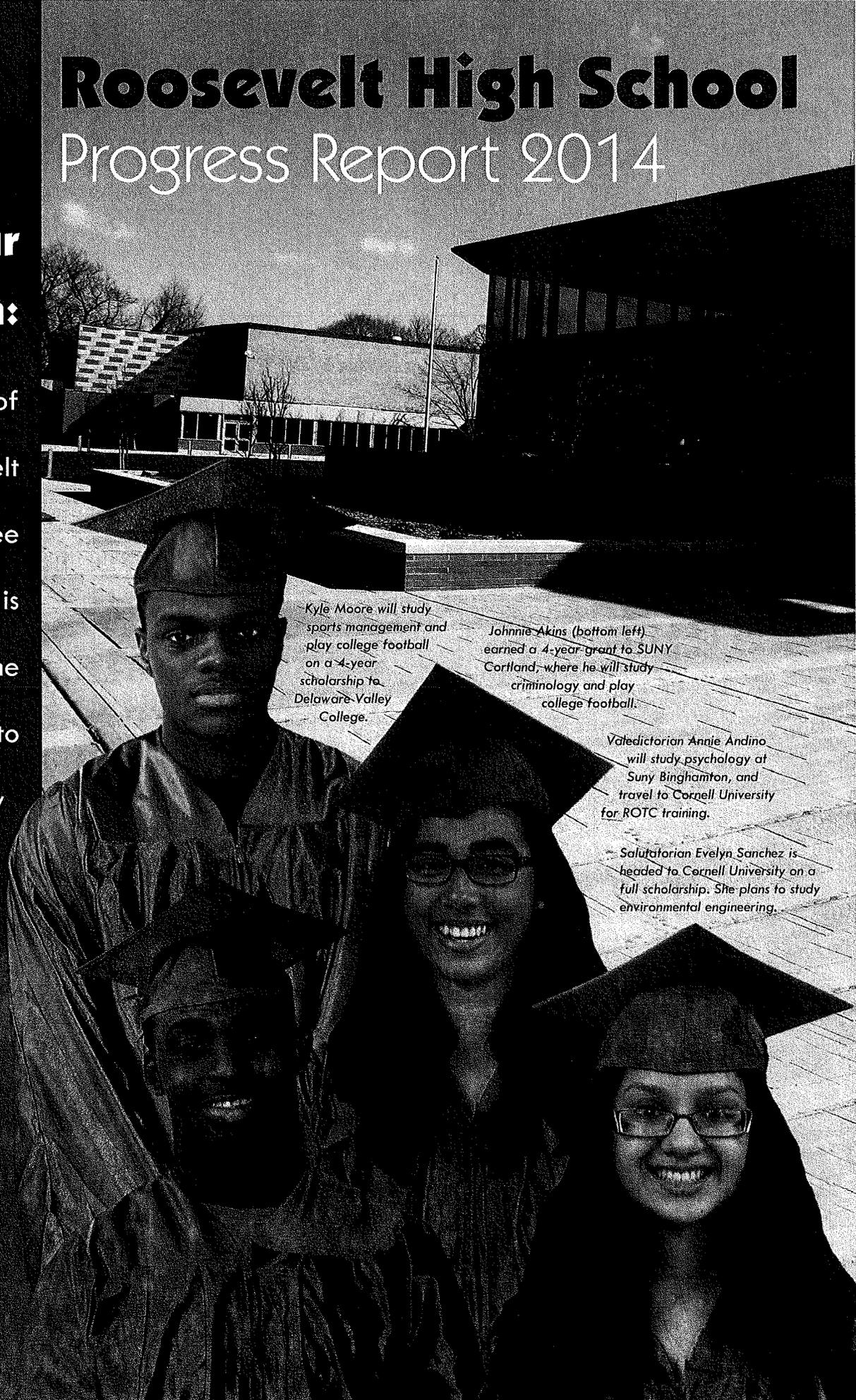
# Roosevelt High School

## Progress Report 2014

### **Our Mission:**

The mission of the Roosevelt Union Free School District is to educate the whole child to excel, thereby ensuring achievement for ALL.

**“Failure is not an option.”**



*Kyle Moore will study sports management and play college football on a 4-year scholarship to Delaware-Valley College.*

*Johnnie Akins (bottom left) earned a 4-year grant to SUNY Cortland, where he will study criminology and play college football.*

*Valedictorian Annie Andino will study psychology at Suny Binghamton, and travel to Cornell University for ROTC training.*

*Salutatorian Evelyn Sanchez is headed to Cornell University on a full scholarship. She plans to study environmental engineering.*

# Roosevelt High School

## Progress Continues

Dr. Stephen Strachan, Principal



There is much to be proud of at Roosevelt High School these days.

Classes are held in a modern new facility with state-of-the-art technology. The hallways are filled with chatter about college, sports, clubs, and school events. Our students are being accepted to the best colleges in the nation, many on scholarship. They are graduating from high school ready for college and careers.

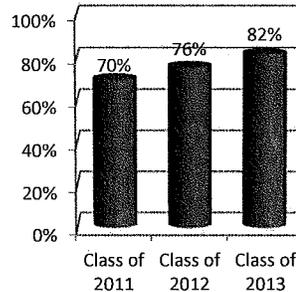
To get here, we spent three years transforming the school into career-based academies, with a three-pronged focus on academics, structure, and culture. Local colleges, organizations, and workforce groups partnered with us in this journey.

I would like to thank everyone who helped us get this far: the Board of Education and Roosevelt Union Free School District for supporting these initiatives; the teachers and school staff who implemented them; the parents, community members, and local groups that continue to provide opportunities for our students; and of course the students who put in the effort each and every day.

As far as we've come, there is still work to do. Please join us—not only in celebrating our achievements, but also as partners in a growing school community united around making Roosevelt High School (RHS) a place where every student experiences success.

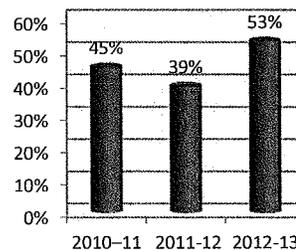
## Test Results Show What's Working

### Students Proficient in English/Language Arts after 4 Years of Instruction



\*2012-13 is the most recent year for which test scores are available; the 2013-14 test scores come out next spring.

### Integrated Algebra Percent Scoring 65 & Above



Each year, Roosevelt High School students take the Regents exams, which measure their knowledge in the core content areas. Their test results help teachers and school staff know what is working, and what more can be done to improve students' academic performance.

One of the ways to look at test scores is to compare the progress of each graduating class after four years of instruction. The top chart shows that RHS has been making multi-year gains in English/Language Arts, with 82% of the Class of 2013\* scoring at the proficient level, up 12% in the last two years. We are making significant progress toward our goal that all students master the English/Language Arts curriculum, so that they are well prepared for success in college and careers.

In 2012-13, RHS students not only met but exceeded the goal for Annual Yearly Progress (AYP) set

for them by the New York State Department of Education.

The school continues to focus on improving math performance, while at the same time increasing access to high-level and college gateway courses for all students. Two years ago, only 238 students were enrolled in Integrated Algebra. In 2012-13, that number increased to 299 students. Even with more students enrolled, the percentage of students scoring 65 or better increased from 39% to 53%. Test scores in Algebra 2 remained relatively consistent from 2011-12 to 2012-13, while 33 more students were enrolled. Students also made gains in geometry in 2012-13.

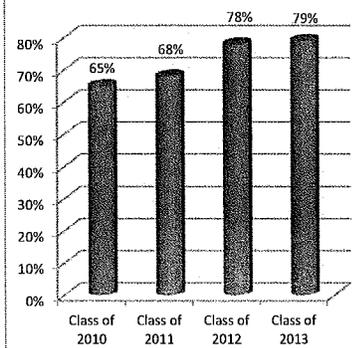
In social studies, there was a slight increase in the percentage of students scoring at or above 85 in 2012-13. Students' test scores on science measures including living environment, earth science, and chemistry also improved from 2011-12 to 2012-13.

### Goal: A Diploma for All

We want all students to earn a high school diploma. To support that goal, Roosevelt High School offers programs and assistance for struggling students, such as the **PUSH program** and the **Alternative Learning Academy** for students who are behind on credits, as well as **tutoring**, **Saturday Academy**, **distance learning**, **extended day**, and **technology-based instruction**. Each year, more Roosevelt High School students complete the necessary coursework to earn a high school diploma.

This means that more RHS students are graduating prepared to enter colleges and the workforce. The 2012-13 school year marked the second in which RHS made its Annual Yearly Progress (AYP) goal on the graduation rate measure.

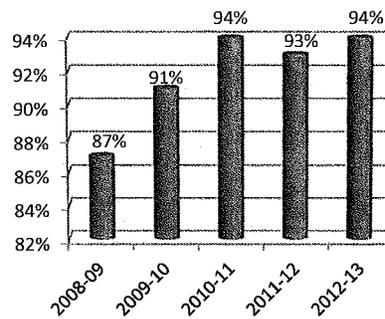
### Roosevelt High School Graduation Rate



### Student Attendance is Up

You can't learn if you don't go to school, so Roosevelt High School has made a concerted effort over the last four years to increase student attendance, while at the same time making sure to provide a safe and positive environment for learning. The result is increased student attendance, which helps all the other initiatives succeed.

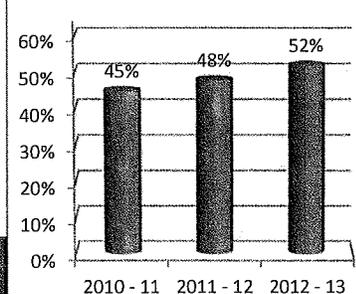
### Student Attendance Rate



### Great Teachers

It takes a great deal of preparation to become a teacher—years of study, not to mention exams. However, many Roosevelt teachers go above and beyond the requirements to earn master's and doctoral degrees. The percentage of Roosevelt teachers who hold advanced degrees is on the rise. "You become more of an experienced teacher when you go back to school," said Vivian Isom, who is studying for her doctorate in Educational Leadership. "I think the students wind up getting more of an enriched education."

### Percentage of Teachers with Master's Degree +30 Hours or Doctorate



# Roosevelt High School

## Headed for College

“The American dream is still attainable,” said Evelyn Sanchez, who will attend Cornell University on a four-year scholarship. At Roosevelt, Evelyn took Advanced Placement (AP) courses to prepare for college-level work. Students who score 3 or higher on an AP test often do not have to take that course in college, at the university’s discretion.

### Early College

RHS students can also prepare for college in the Smart Scholars program, offered in partnership with SUNY College at Old Westbury since 2010. Smart Scholars accepts up to 200 students, grades 9-12. Participants take college-credit courses at RHS and on campus at Old Westbury while still in high school. They get college textbooks, transportation, tutoring, mentoring by a college student, and help with college and financial aid applications. Upon graduating, they earn an official college transcript and credit for any courses in which they scored a “C” or better.

This year, some Smart Scholars were enrolled in a full college course load, and seniors earned up to 28 transferrable college credits. “The students have proven they can handle that level of work,” said the program’s coordinator, Reina Jovin. Smart Scholars was originally launched with help from the Bill and Melinda Gates Foundation. The NY Department of Education recently

Seniors in the Smart Scholars program hold up their first official college transcripts.



## Class of 2014 Earns More than \$1 Million in Scholarships

College is not always easy to afford, but thanks to a concerted effort by students, staff, and parents, RHS students amassed more than \$1 million in scholarships this year. Among the students to receive a full academic scholarship is Dhakenia Maxime, a Smart Scholars participant who earned 24 college credits while still in high school. In the fall she will pursue a degree in biology at Hofstra University.

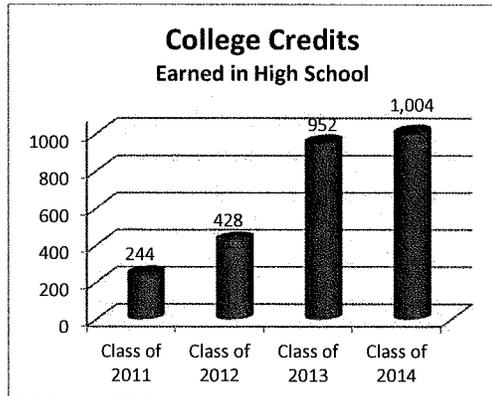
extended its funding for three more years.

### College Shopping

Students need to pick the college that’s right for them, so RHS offers trips to public, private, 2-year, 4-year, and technical schools to help them decide. This year, a 2-night, 3-day tour of Historically Black Colleges and Universities was added. On the tour, three students—Nahjeem Lowe, Isaiah Furline, and Matthew Plaisimond—connected with the admissions director at Virginia State University. All three applied and will attend VA State in the fall. In addition, this was the second year the high school held an overnight trip to the SUNY colleges of Binghamton, Albany, Oneonta, and Morrisville.

Students can also shop for schools and careers at **College & Career Day**. Facilitated by guidance counselor Minnie Livingston, this strong new RHS tradition boasts a college fair as well as classroom presentations by professionals who volunteer their time to tell students about their careers.

The **College & Career Center** has a “beautiful” new home in the brand new high school and is so popular, Jovin joked,



Above: In the Smart Scholars program, students can complete college courses while still in high school. The chart shows the total number of college credits earned by RHS students each year since the program’s start.

that she sometimes has to push students out the door. “It’s a hub for students,” she said. “They come in here every day. They inquire about college

scholarships and financial aid, or just do their work. It’s an atmosphere that encourages a college-going culture, and they like to be here.”

### College Attitude

Valedictorian Annie Andino has noticed an attitude shift at Roosevelt High School. “It seems as though the students want to become college and career ready,” she said. “They’re more eager to learn and enter the real world than before.”

## A Full AP and College Course Load

Advanced Placement (AP) courses prepare students for college-level work, and those who score a 3 or above on an AP test often do not have to take that course in college. RHS offers:

- AP Chemistry
- AP English, Language & Composition
- AP Enrichment Lab
- AP Government
- AP Literature & Composition
- AP Spanish Literature
- AP Statistics
- AP Studio Art
- AP U.S. History & Government
- AP World History
- English Composition I
- English Composition II
- Themes in U.S. History
- Plants and Society
- Intro to Biology
- College Algebra
- Pre-Calculus
- Introduction to Color
- Greek mythology

## From RHS to Ivy League

“No matter what you’re born into, it doesn’t determine your outcome,” said Vanessa Chicas (right), who will pursue a degree in human development at Cornell University in the fall. “You shouldn’t let anything stop you from becoming who or what you want to be.”



Vanessa is one of two students, including salutatorian Evelyn Sanchez (left), to earn a full financial aid package to the Ivy League school. They are believed to be the first RHS students to be accepted to an Ivy League

School in more than a decade. Both girls’ families are from El Salvador. “Our families both came here with nothing, and we are basically living out their American dream,” Vanessa told *Newsday* reporter Joie Tyrrell. Both expressed gratitude to teachers Christina Squillante and Yolette Wright; Vanessa also thanked softball coach Don Crummell for his support.

Superintendent Deborah Wortham (center) called the girls “role models.” Last fall, Dr. Wortham started the tradition of a senior commitment ceremony, where all seniors commit to taking the ACT and SAT college entrance exams, maintaining good grades and attendance, and applying to at least one college.

# Roosevelt High School

## Educators Seek National Board Certification

One of the highest certifications and greatest honors that a teacher can achieve is to be certified by the National Board.

This year, three Roosevelt High School teachers are taking on the challenge—Yolette Wright and Carleen Henry in science, and Erica Posada in World Languages/Spanish. To make a bid for National Board Certification, teachers have to put in a great deal of work videotaping and reviewing their lessons, volunteering for school and community projects, documenting their accomplishments, and taking an intensive subject area test to prove they are up to date on new developments in their fields. They will find out the results in November.

"It's a great way to become what they call a master teacher," said Vivian Isom, who earned the distinction in 2008, and to this day applies what she learned in the classroom. Her students are always busy with hands-on projects, like making videos. "I know I've done my job when students come to my classroom before school, during lunch, and after school to work on their videos," she said. "To me, that's proof positive right there that I've done my job—because they are so into whatever project it is that they're doing, that they do it for the love of the arts."

## RHS Welcomes New Teachers

### Class of 2002 Grad Now a Teacher

Roosevelt High School is pleased to welcome math teacher Despina Forakis, world history and government teacher Lauren Taylor, and chorus teacher Akira Regan to the teaching staff this year. "I'm extremely happy to have these educators join the Roosevelt family," said Principal Stephen Strachan. "They have come with the resilience and dedication needed to move us forward."

Among the new faces, however, one was already familiar to Roosevelt's veteran teachers. That's because Mrs. Taylor was a Roosevelt High School student, Class of 2002. "It's always been a dream to come back and teach in Roosevelt," she said. "When I got to Hofstra University, I thought, this was a pathway to give back to the community that I felt gave a lot to me."

Mrs. Taylor has been enjoying reconnecting with her former teachers. "I feel like a lot of people have been extremely supportive of me," she said.

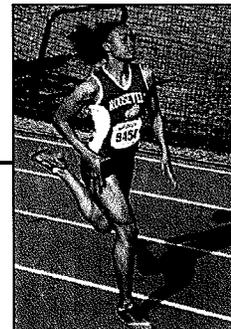
The dress code is new since she was a student, and she's noticed there's more involvement by administration.

"I'm excited about the change that's going on at Roosevelt," she said. "I've always thought it's been an amazing community. I've been in this district all my life. I live in Roosevelt. I raise my kids in Roosevelt. My husband graduated from Roosevelt. I'm just excited



Left to right: Despina Forakis, Lauren Taylor, and Akira Regan.

about the transformation—about what the future's going to bring us in this little hamlet of a town. I'm excited and happy to be a part of it."



Scholarship winner Ashe Davis has noticed a change during her time at Roosevelt High. "It's more of a family environment at Roosevelt now. We are coming together as a school and community." She was of course happy for the new track too.

## Athletes Earn Scholarships & Academic Awards

Five Roosevelt High School student-athletes were awarded full college scholarships in 2014.

From the football team, Raymond Jones earned a 5-year scholarship to Stoney Brook University, where he will study business. Robert Hansen will major in criminology or criminal justice and minor in psychology at American International University. Kyle Moore will attend Delaware Valley College, where he will study sports management; and Johnnie Akins will go to SUNY Cortland, where he will study criminology. All four will play college football while pursuing their degrees. Combined, the football scholarships are valued at more than half a million dollars. The offers came during a winning streak for RHS football, which took the Nassau County Championship this year for a third year under Coach Joseph Vito.

On girls' track, Ashe Davis sprinted and studied her way to a 4-year combined academic and athletic scholarship to St. Peters University.

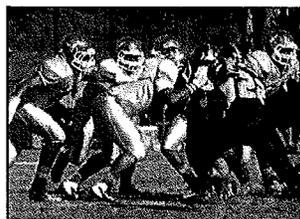
To qualify for athletic scholarships, students must meet (and hopefully exceed) NCAA academic standards. Student-athletes were projected to finish the 2013-14 season with a combined GPA of 82%, according to athletic director Joseph Mercado. "It's a good measure that our athletes are taking academics seriously," he said.

This year, the girls' volleyball, soccer, basketball, and softball teams were named NYS Scholar Athlete teams with a minimum GPA of 90%.

Raymond Jones advises that incoming students "stay on top of their grades while in 9th grade to start off their high school careers strong." He also suggests taking the

SAT in 9th grade and getting to know the guidance counselors.

Robert Hansen credits efforts by Roosevelt High School—including the block schedule and senior portfolio—with helping students prepare for the next steps in their lives. "The support of our school and community behind us helped us do well. It provided stepping stones and helped us become better people on our way to college as student-athletes," said Robert, who can feel the difference between Roosevelt High today and when



he started. "Even on the sports teams, I feel like there are more kids aiming to do well in school and do something productive with their lives after high school," he said. "Kids are more goal-oriented, and eager to go to college."

## More Sports News

- The boys' track team won the Nassau County Championship this year.
- The boys' and girls' basketball teams qualified for the playoffs.
- The girls' volleyball and tennis teams won sportsmanship awards from the Nassau County Coaches Association.
- Varsity wrestlers Dorkim Simeona and James Nuapah were named all-county.
- RHS hosted its first division championships and state qualifiers for track and field.
- Both the girls' and boys' 4x100 relay teams won the state championship.
- Raymond Jones came in 1st in the state in the 200 meter dash, and 2nd in the 100.
- Yusuf Young came in 2nd in the state in the triple jump.
- Students now enjoy a brand new gym.

# Roosevelt High School

## A Vibrant School Community

### Local Groups Partner with Career Academies



At RHS, all students in grades 10-12 belong to a career-based academy. Students choose from the **Administration of Law & Law Enforcement Academy, STEM & Health Careers Academy, and the Family Consumer Science Academy.** Each academy partners with local groups and organizations, and aims to provide workforce experiences to students. These academies were started with the help of a School Improvement Grant and are now being sustained with the help of school partners including BOCES.

The new school facility is providing additional resources, including the culinary lab pictured above.

"I took anatomy/physical science because I want to go into the medical field," said senior Vanessa Chicas. "There's virtual enterprises for business, constitutional law for law, and dance for performing arts. I appreciated these courses for expanding our ideas of what we could do."

### Bright, Modern School

Everyone seems to be enjoying Roosevelt High School's new school facility.

"I like how colorful it is," said senior Evelyn Sanchez. "There's more sunlight, more windows."

"I like the technology in each classroom," added senior Vanessa Chicas. "Each classroom has two computers and a Smartboard. It makes learning easier. Also, there's central air."

"It's really bright and cheerful," said senior Annie Andino. "It's very clean and productive for us to continue our learning."

"Compared to the other school, it's a big facility," said senior Ashe Davis. "We get to use it for our advantage, especially the kids who are going to be coming up in the school."



### Talent & Fashion

Other activities brought back in recent years include the talent show (right) and the fashion show, both student favorites.



### JROTC Going Strong

Now in its second year, Roosevelt High School's JROTC program continues to support and prepare students for their futures. JROTC is a leadership program, preparing students with skills for college, careers, or military. There's a physical education component, and students earn a half credit per semester. It is led by Lieutenant Colonel Gr. Gulley and First Sergeant Kenneth Woods.



### Senior Academic & Scholarship Awards

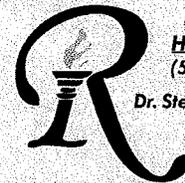
Each year, RHS holds a senior academic and scholarship awards ceremony to recognize high-achieving students. Students are recognized for staying on the Honor Roll and earn departmental awards. What started in the auditorium is now an occasion to dress up, because it's held at a nice catering hall with a jazz band. "You can look at the students and see—their attitudes are different because someone is paying them some attention," said RHS teacher Vivian Isom.

**"High school has a lot of distractions, but if you stay focused on what you need to do, no dream is too big."**

—Robert Hansen, Class of 2014

### Parents Get Involved

Parents can get involved in the Parent Teacher Student Association. For info, call the school at (516) 345-7200.



**ROOSEVELT HIGH SCHOOL**  
(516) 345-7200

**Dr. Stephen Strachan,**  
Principal

Shawn Farnum,  
Assistant Principal  
Carey Gray,  
Assistant Principal

Treva Patton, Assistant Principal  
Dr. Kim Nisbett, Coordinator of Guidance  
Desmond Poyser, School Implementation Mgr.

### ROOSEVELT UNION FREE SCHOOL DISTRICT

#### Board of Education

Robert Summerville, President  
Alfred Taylor, Vice President  
Wilhelmina Funderburke, Trustee  
Robert Miller, Trustee  
Willie Scott, Trustee

#### Administration

Dr. Deborah Wortham, Superintendent  
Lyne Taylor, Asst. Supt. for Business & Operations  
Marilyn Zaretsky, Asst. to the Supt. for Secondary Education  
Marnie Hazellon, Asst. to the Supt. for Elementary Education

#### About this Publication:

This progress report is brought to you by Roosevelt High School, with information and photos contributed by the staff of RHS and The Rough Writer student newspaper, and writing/layout by Erica T. Marciniac.

#### Check Us Out Online!

[www.roosevelttfisd.org/Domain/8](http://www.roosevelttfisd.org/Domain/8)

## Honoring Dr. J's Coach: RHS Basketball's Ray Wilson

When Roosevelt High School and the Alumni Association invited RHS alumnus and NBA Hall of Famer Julius Erving to have the center square of the old high school's gym floor dedicated in his name, "Dr. J" asked that his coach,

Ray Wilson, be honored instead. Erving called Wilson, who coached many RHS athletes in the 1960's, "a coach, a teacher, a role model, a mentor, an inspiration," in an interview with Archie Snowden of Push Pause ([www.fios1news.com/longisland](http://www.fios1news.com/longisland)). The dedication was held on April 26, 2014. The plaque will be hung in the athletic hallway. Pictured are Coach Wilson (center) flanked by two of his former athletes, Julius Erving (right) and Stanley Tucker (left).

### Roosevelt Alumni Are Behind Students

The first class to graduate from Roosevelt High School was the Class

of 1964, and several members were in attendance at the dedication. Today, the RHS Alumni Association helps Roosevelt alumni reconnect with one another while offering senior scholarships, professional internships, and other programs that support the student body.

For information and to get involved, visit [www.rooseveltalumni.net](http://www.rooseveltalumni.net) or contact Rob Dixon at (516) 662-1521.



### We Want to Know What You Think

Please tell us what you think of this publication. Thanks!

#### Comments:

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#### Submit To:

Dr. Stephen Strachan, Principal, Roosevelt High School  
1 Wagner Ave., Roosevelt, N.Y. 11575

# Roosevelt High School

Informe del progreso 2014

## Nuestra misión:

La misión del Distrito Escolar de Roosevelt es educar al estudiante en su totalidad para que sobresalga y de esta manera asegurar el éxito para TODOS.

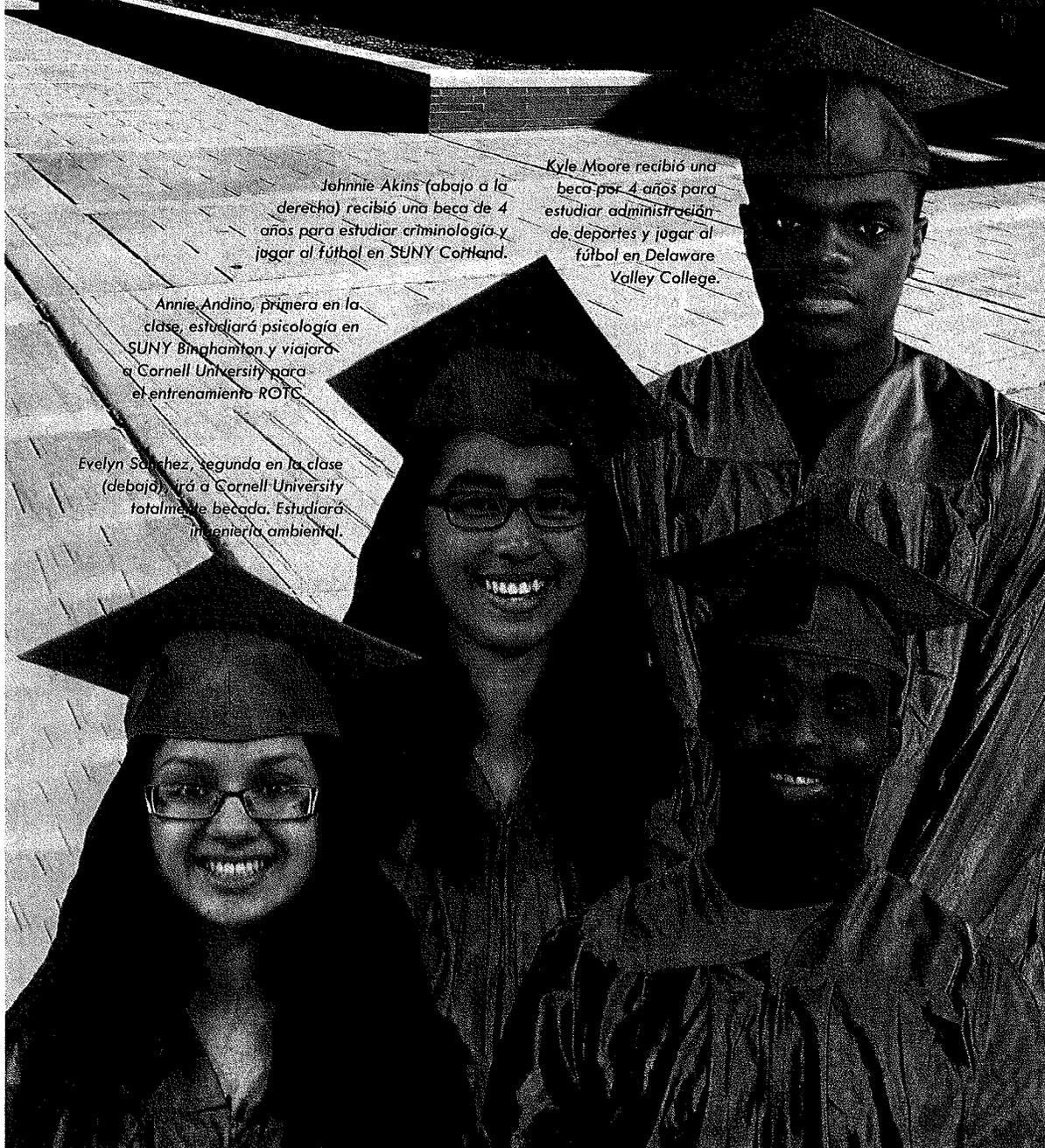
**“El fracaso no es una opción.”**

Johnnie Akins (abajo a la derecha) recibió una beca de 4 años para estudiar criminología y jugar al fútbol en SUNY Cortland.

Kyle Moore recibió una beca por 4 años para estudiar administración de deportes y jugar al fútbol en Delaware Valley College.

Annie Andino, primera en la clase, estudiará psicología en SUNY Binghamton y viajará a Cornell University para el entrenamiento ROTC.

Evelyn Sánchez, segunda en la clase (debajo), irá a Cornell University totalmente becada. Estudiará ingeniería ambiental.



# Roosevelt High School

## El progreso continúa

Dr. Stephen Strachan,  
Director



Estos días, hay muchos motivos de orgullo en la Escuela Secundaria Roosevelt. Las clases se dictan en una nueva instalación con tecnología moderna. Los alumnos hablan sobre la universidad, los deportes, los clubes y los eventos escolares. Los están aceptando en las mejores universidades del país y se están graduando de la secundaria listos para la universidad y para sus carreras.

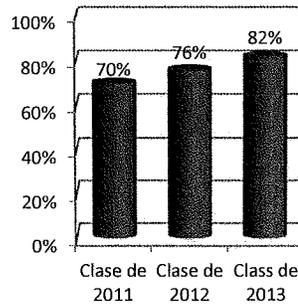
Para lograrlo, pasamos tres años transformando la escuela en academias basadas en carreras, concentrándonos en lo académico, la estructura y la cultura. Se asociaron a nosotros universidades, organizaciones y grupos laborales locales.

Gracias a todos los que nos ayudaron a llegar hasta aquí: al Consejo de Educación y el distrito escolar, por apoyar estas iniciativas; a los profesores y el personal, por implementarlas; a los padres, los miembros de la comunidad y los grupos locales que siguen brindando oportunidades a nuestros alumnos; y por supuesto a los alumnos que realizaron el esfuerzo cada día.

Llegamos lejos pero aún hay trabajo por hacer. Únanse a nosotros, no solo al celebrar nuestros logros, sino también como socios de una comunidad escolar creciente, unida para hacer de la Escuela Secundaria Roosevelt un lugar donde cada alumno tenga éxito.

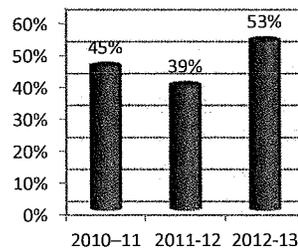
## Las pruebas muestran qué está funcionando

### Alumnos competentes en Inglés/Artes lingüísticas tras 4 años de instrucción



\*2012-13 es el año más reciente para el que hay resultados de pruebas disponibles; los puntajes de 2013-14 estarán la primavera siguiente.

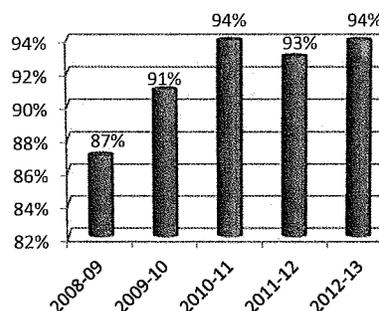
### Álgebra integrada Porcentaje con 65 o más



### Aumenta la asistencia de los alumnos

Si no vas a la escuela no puedes aprender; por eso, la Escuela Secundaria Roosevelt se ha esforzado los últimos cuatro años por aumentar la asistencia de los alumnos, así como por brindar un ambiente seguro y positivo para el aprendizaje.

### Tasa de asistencia



Cada año, los alumnos de Roosevelt dan los exámenes Regents, que miden sus conocimientos en las áreas de contenido básico. Los resultados de sus pruebas nos ayudan a ver qué es lo que está funcionando y qué más se puede hacer para mejorar el rendimiento académico de los alumnos.

Una forma de mirar los resultados de las pruebas es comparar el progreso de cada clase tras cuatro años de instrucción. Esto muestra que la Secundaria Roosevelt ha estado progresando varios años en Inglés/Artes lingüísticas, con un 82% de la clase de 2013\* en el nivel competente, un aumento del 12% en los últimos dos años. Estamos progresando hacia nuestra meta de que todos los alumnos dominen las materias para estar listos para la universidad y sus carreras.

En 2012-13, los alumnos sobrepasaron la meta del Progreso Anual Adecuado (AYP) establecidas por el Departamento de Educación del Estado de Nueva York.

La escuela sigue enfocándose en mejorar el rendimiento en matemáticas y a la vez aumentar el acceso a los cursos de nivel alto. Hace dos años, solo 238 alumnos se inscribieron en Álgebra integrada. En 2012-13, esa cifra aumentó a 299. Incluso con más alumnos inscriptos, el porcentaje de los que obtuvieron un puntaje de 65 o más aumentó de 39% a 53%. Los resultados de las pruebas de Álgebra 2

*"En la secundaria hay muchas distracciones, pero si te concentras en lo que debes hacer, ningún sueño es demasiado grande".*

—Robert Hansen, Clase de 2014

### Un diploma para todos

Queremos que todos los alumnos obtengan un diploma de secundaria. La Escuela Secundaria Roosevelt ofrece programas de ayuda para los alumnos con dificultades, como el programa PUSH y la Academia de Aprendizaje Alternativo para los alumnos que no tienen suficientes créditos, así como clases particulares, la Academia de los Sábados, el aprendizaje a distancia, la jornada extendida y la instrucción basada en tecnología. Cada año, más alumnos completan los cursos y obtienen un diploma de secundaria. En 2012-13, por segundo año, RHS alcanzó su meta de Progreso Anual Adecuado (AYP).

### Grandes profesores

Ser profesor lleva mucha preparación: años de estudio, sin mencionar los exámenes. Sin embargo, muchos profesores de Roosevelt se esfuerzan más de lo requerido y obtienen títulos de maestría o doctorado. El porcentaje de profesores de Roosevelt con títulos de posgrado está en aumento.

se mantuvieron relativamente constantes de 2011-12 a 2012-13, a la vez que se inscribieron 33 alumnos más. En 2012-13 también hubo progresos en geometría.

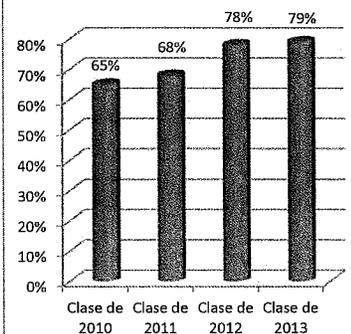
En los estudios sociales, hubo un ligero aumento del porcentaje de alumnos que obtuvieron 85 o más en 2012-13. De 2011-12 a 2012-13, los puntajes subieron en las ciencias, incluidas las de medio ambiente, ciencias de la tierra y química.

### Clases avanzadas

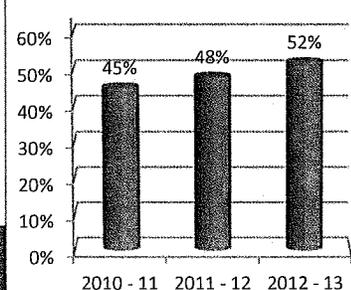
Las clases de AP (colocación anticipada) preparan a los alumnos para el trabajo de nivel universitario. RHS ofrece:

- Química AP
- Inglés, lengua y composición AP
- Laboratorio de enriquecimiento AP
- Gobierno AP
- Literatura y composición AP
- Literatura española AP
- Estadística AP
- Arte AP
- Gobierno e historia de los USA AP
- Historia mundial AP
- Composición inglesa I
- Composición inglesa II
- Temas en la historia estadounidense
- Plantas y sociedad
- Introducción a la biología
- Álgebra para diplomados
- Pre-cálculo
- Introducción al calor
- Mitología griega

### Tasa de graduación Roosevelt High School



### Porcentaje de profesores con maestría y 30 créditos o doctorado



# Roosevelt High School

## En camino a la universidad

“El sueño americano todavía se puede alcanzar”, dijo Evelyn Sanchez, que estudiará en Cornell University. En Roosevelt, Evelyn hizo varios cursos de Colocación Avanzada (AP) para prepararse para el trabajo de nivel universitario.

Los alumnos de RHS también se pueden preparar para la universidad con el programa Smart Scholars (Estudiosos Inteligentes), ofrecido en asociación con el SUNY College de Old Westbury desde 2010. Smart Scholars acepta hasta 200 alumnos de los años 9 a 12. Los participantes toman cursos con créditos universitarios en RHS y en el campus de Old Westbury, mientras siguen en la secundaria. Reciben libros de texto universitarios, transporte, clases particulares, asesoramiento de un estudiante universitario y ayuda con las solicitudes de ingreso a la universidad y de asistencia económica. Al graduarse, obtienen un certificado analítico oficial y créditos para los cursos en los que obtuvieron una calificación de “C” o más alta.

Este año, algunos Smart Scholars se

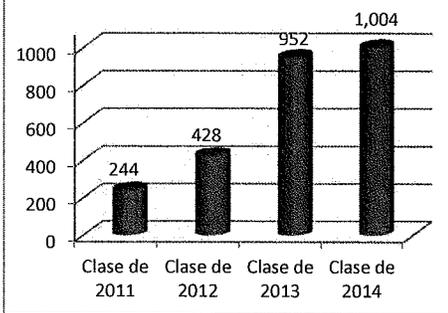
inscribieron en una carga de cursos universitarios completa, y algunos obtuvieron hasta 28 créditos universitarios transferibles.

### Eligiendo universidades

Los alumnos necesitan elegir la universidad apropiada; para ayudarlos a decidir, RHS ofrece viajes a universidades públicas y privadas, de 2 o 4 años y técnicas. Este fue el segundo año que la escuela secundaria realizó un viaje a las universidades SUNY de Binghamton, Albany, Oneonta y Morrisville. Los alumnos también pueden elegir universidades y carreras en el Día de las Universidades y las Carreras.

El Centro de Universidades y Carreras tiene una “hermosa” casa nueva en la flamante secundaria. “Es un centro de reunión para los alumnos”, dijo Jovin. “Vienen aquí todos los días. Preguntan sobre las becas universitarias y la asistencia económica, o simplemente trabajan. Es una atmósfera que

### Créditos universitarios Obtenidos en la secundaria



Arriba: La tabla muestra el número total de créditos universitarios que obtuvieron los alumnos de RHS cada año desde el inicio del programa.

alienta la cultura universitaria y les gusta estar aquí”.

### Actitud universitaria

La alumna Annie Andino ha observado un cambio de actitud en la Escuela Secundaria Roosevelt. “Parece como si los alumnos quisieran prepararse para la universidad y las carreras”, dijo. “Están más entusiasmados por aprender e ingresar al mundo real que antes”.

## De RHS a la Ivy League

“No importa dónde naces, eso no determina qué puedes hacer”, dijo Vanessa Chicas (derecha), quien comenzará sus estudios de desarrollo humano en Cornell University en otoño. “No debes dejar que nada te impida llegar a ser quien deseas ser”.

Vanessa es, con Evelyn Sanchez (izquierda), una de las dos alumnas que obtuvo un paquete de ayuda económica completo para la universidad de la “Ivy League”. Parece que son las primeras alumnas de RHS que ingresan a una universidad de la Ivy League en más de una década.

Ambos vienen de familias de El Salvador. “Nuestras familias vinieron aquí sin nada y nosotras, básicamente, estamos viviendo su sueño americano”, le dijo Evelyn al corresponsal de Newsweek Jaie Tyrrell.

La superintendente

Deborah Worthingham (centro) llamó a los jóvenes “modelos a seguir”. Este año, ella inició la tradición de una ceremonia de compromiso para los alumnos de último año, en la que todos se comprometen a dar los exámenes ACT y SAT de ingreso a la universidad, mantener buenas calificaciones y asistencia y solicitar el ingreso al menos a una universidad.



## Nuevos profesores

La Escuela Secundaria Roosevelt se complace en dar la bienvenida este año a la profesora de matemáticas Despina Forakis, la profesora de historia mundial y gobierno Lauren Taylor y la profesora de coro Akira Regan.

Una de las nuevas profesoras es una ex alumna de Roosevelt, de la clase de 2002. “Estoy entusiasmada por el cambio que está teniendo lugar en Roosevelt”, dijo la Sra. Taylor (centro). “Siempre me pareció una comunidad increíble. He vivido toda mi vida en este distrito. Vivo en Roosevelt. Crio a mis hijos en Roosevelt. Mi esposo se graduó de Roosevelt. Me entusiasma mucho la transformación, lo que nos traerá el futuro en esta pequeña aldea. Estoy entusiasmada y feliz de formar parte de ella”.



## Ceremonia de premios

Cada año, la escuela organiza una ceremonia de entrega de premios académicos para reconocer a los alumnos de último año con grandes logros. Los alumnos reciben premios de cada departamento y por permanecer en el cuadro de honor. Lo que comenzó en el auditorio ahora es una ocasión para ir bien vestida, porque tiene lugar en un bello salón de fiesta con una banda de jazz.

## La clase de 2014 obtiene más de \$1 millón en becas

Este año, los alumnos de RHS obtuvieron más de \$1 millón en becas. Una de las alumnas que recibió una beca completa es Dhakenia Maxime, una participante de Smart Scholars que obtuvo 24 créditos universitarios mientras estaba en la secundaria. En otoño comenzará sus estudios de biología gratis en Hofstra University.

Los alumnos del programa Smart Scholars muestran sus primeros certificados analíticos universitarios.



## Escuela moderna

Todos parecen estar disfrutando de la nueva instalación de la Escuela Secundaria Roosevelt. “Me gusta lo colorida que es. Hay más luz natural, más ventanas”, dijo la alumna Evelyn Sanchez.

“Me gusta la tecnología que hay en cada aula”, agregó Vanessa Chicas. “Cada aula tiene dos computadoras y un pizarrón inteligente. El aprendizaje es más fácil. Además, hay aire acondicionado central”.



Los padres pueden participar en la Asociación de Padres, Alumnos y Profesores llamando al (516) 345-7200.

## Academias de Carreras

En Roosevelt, todos los estudiantes de los años 10 a 12 pertenecen a una academia basada en carreras. Los estudiantes eligen entre la Academia de Administración Legal y Orden Público, la Academia de STEM y Carreras de la Salud y la Academia de Ciencias del Consumidor Familiar. Cada academia se asocia con los grupos locales con el objetivo de ofrecer experiencias laborales a los alumnos.

“Elegí anatomía/ciencias físicas porque quiero ingresar al ámbito médico”, dijo la alumna Vanessa Chicas. “Hay empresas virtuales para los negocios, ley constitucional para el derecho y danza para las artes escénicas. Aprecié esos cursos porque ampliaron nuestras ideas sobre lo que podíamos hacer”.

## Our Vision:

The Jordan High School community will foster the growth of all our students into

thoughtful, literate adults,

possessing the

academic, social, & technical skills

necessary to

think critically,

solve problems,

& successfully pursue academic & career

goals,

becoming

effective, responsible citizens.

In support of student

achievement, we will provide

a clean, safe, orderly, &

enriching environment &

culture based on

mutual respect,

collaboration, &

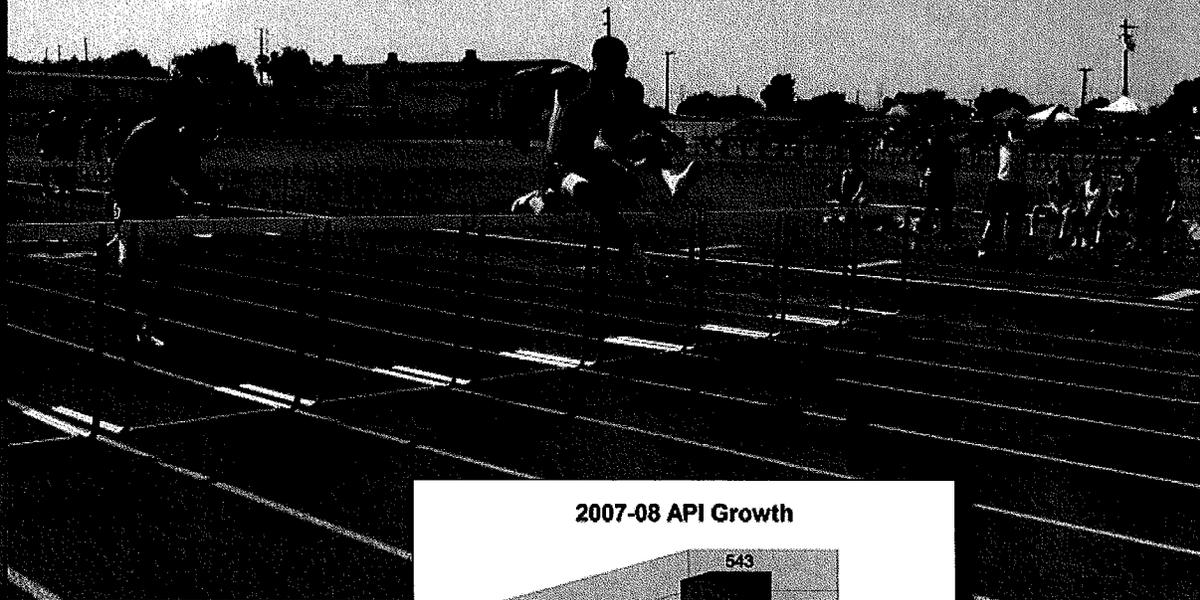
high expectations

for **ALL**

Jordan High School community members.

# Jordan High School

## A Year in Review: 2008-2009



## Test Scores Climb Again

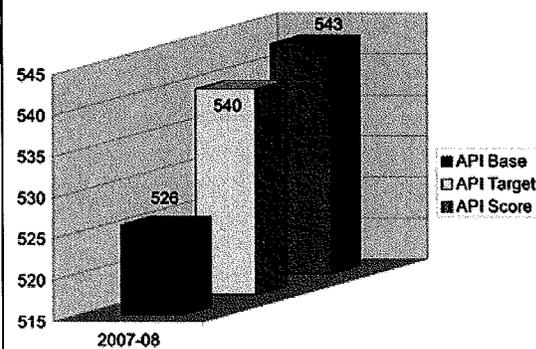
In 2008, Jordan High School's test scores rose for the second year in a row according to results of the California Academic Performance Index (API). Calculated using students' test results from both the CAHSEE and STAR tests in English-language arts, mathematics, science, and history, the API is like a report card for schools. Each year, the State sets a goal—called a growth target—for schools to meet.

In 2008, JHS students met and exceeded the API growth target set for them by the state with a respectable 17-point increase. Not only can



Above: STARR Academy students work together in Lacey Buidosik's economics class.

### 2007-08 API Growth



Above: In 2008, Jordan High made double-digit API gains for the second year in a row, surpassing the growth target set for it by the state. (The API score for 2009 will be released by the state in the upcoming school year.)

students boast two consecutive years of rising test scores based on improved academic performance, they can also celebrate long term growth since 2003—with Jordan High School's API rising by 16% from 468 to 543 API points over the last six years.

On the California Standards Tests (CST's), areas of note include biology, where students have improved their scores consistently over a 5-year period, and Algebra II, on which, after three years of growth, more students scored "proficient" or "advanced" in 2007-08 than in the last five years.

Above: Delvon Purvis on his way to taking first place in the 100-meter hurdles at the Eastern League Track Finals. The event was held on Jordan High School's brand new track, installed in December of 2008 along with other upgrades to athletic facilities.

## Student Athletes Shine on the Field... AND in the Classroom

Jordan High School's student athletes are not only accomplished at sports; they are also accomplished at academics.

In 2008-09, an impressive 77% of all 10th graders in the athletic program passed both sections of the California High School Exit Exam (CAHSEE) on their first try.

"It's the philosophy of our coaching staff that we support the academic program and constantly require athletes to meet high academic standards," explained Athletic Director Christopher Powell.

The CAHSEE pass rate for all student athletes, grades 10-12, was 71%.

# Jordan High School

## First-Ever Achievement Parade is 2,000 Strong!

In September of 2008, JHS held its first-ever Student Achievement Parade to celebrate students' academic and athletic successes. The parade featured not only Jordan High School students, but also students from local elementary schools. More than 2,000 people

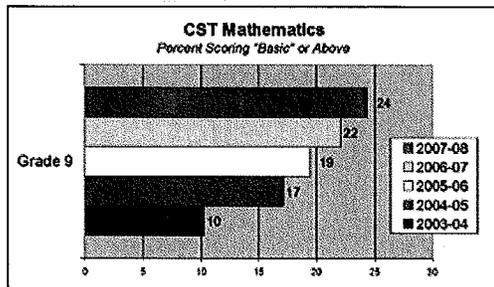
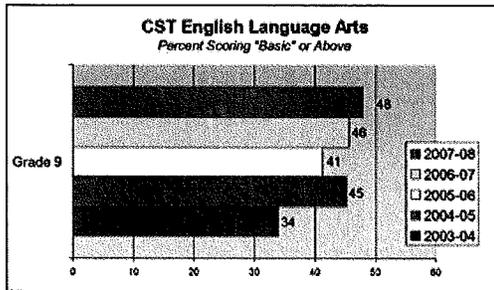
took part, including District 7 Superintendent Carol Truscott and Board of Education Member Richard Vladovic. This overwhelming participation goes to show just how much our community values education, and how much pride we all take in our students' accomplishments.



Right: Ninth-graders design sample MySpace pages for characters in *Romeo and Juliet* as part of a lesson on characterization in Jessica Butt's AVID English class.

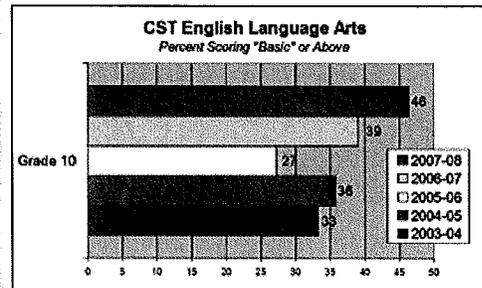
## Ninth Grade Gains Continue

Jordan High School is proud to announce that year after year, each class of 9th graders has done better than the last on the STAR program's California Standards Tests (CST's) in both English-language arts and mathematics.



## Tenth Graders Hold Their Own

Left: The percentage of 9th graders scoring at the "basic" level or above on the CST English-language arts and math continues to grow. It is significant since the majority of JHS students enter 9th grade scoring below grade level in English-language arts and math. This is why Jordan High enrolls 9th graders in a double block of English and math from the start—to help them build the strong academic foundation in 9th grade they will need to be successful throughout high school. You can see the results at JHS every day!



Above: Tenth graders show long-term growth on the CST English-language arts.

Tenth graders have been improving upon their successes in English-language arts for the past five years according to CST exam results. Since 2003-04, the percentage of 10th graders scoring "basic"

or above has grown by 39%.

## A Message from the Principal

Stephen Strachan, Ph.D.

Many good things are happening here at Jordan High School, and we are proud to share them with you in our second issue of *JHS: A Year in Review*.



This has been a year of budget challenges in the school district as it has been in the community. I would like to take this opportunity to commend our JHS teachers because even as many were unsure about their own positions as a result of the state's financial troubles, their care and love for our children prevailed and kept them here at Jordan, focused and dedicated to student learning and instruction.

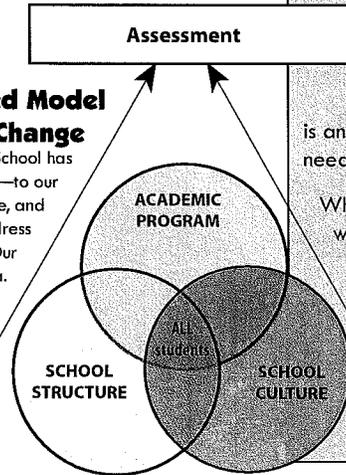
Our parent groups continue to get stronger, with new parents participating in workshops and parents reaching out to other parents. Thank you so much for being a part of the JHS community.

At left is a diagram explaining how we use data about our school to identify areas for improvement at JHS and then make changes for the better. This is an ongoing process because our needs continue to change.

While we look ahead to where we need to go, however, it is also important to look back and celebrate how far we've come. As you page through this report we invite you to celebrate our achievements with us.

## A Data-Based Model for Change

Since 2004 Jordan High School has undergone major changes—to our academic program, school structure, and school culture—designed to address the needs of all students. Our decision-making is based on data. In other words, we use assessment to inform the way we teach (our "delivery of instruction") as well as the programs we use to help students reach their academic goals ("targeted interventions").



Effective Delivery of Instruction

Targeted Interventions



**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
Ramon C. Cortines, Superintendent

**Local District 7**  
Carol Truscott, Superintendent  
Irene Herrera-Stewart, Administrator of Instruction  
Russ Thompson, Director, High School Services

### DAVID STARR JORDAN HIGH SCHOOL (323) 568 - 4100

Dr. Stephen Strachan, Principal  
Gary Martinez, Assistant Principal  
Dr. Martin Avila, Assistant Principal  
Robert Whitman, Assistant Principal  
Elias Juarez, RLA Administrator  
Bonita Bradshaw, School Improvement Facilitator  
Lamont Millender, Diploma Project Advisor  
Velma Keller, Assistant Principal (retired)

### Check Us Out Online!

Please visit us online for updates on meetings, events, & other information: [www.jordanbulldogs.org](http://www.jordanbulldogs.org)

**About this Publication:** *Jordan High School: A Year in Review 2008-2009* is brought to you by Jordan High School with content/layout by Erica T. Marciniak, translation by Jean Caughell, and awesome photography assistance from JHS Class of '2009 graduate Valeria Vega. Thanks are also due to the friendly staff and students of JHS for their ongoing contributions and support.

# Jordan High School

## The Diploma Project

### Making Sure Students Graduate from High School

The percentage of students who earn their diplomas and successfully graduate from Jordan High has been on the rise for two years\*, even though all students are now required to pass the California High School Exit Exam (CAHSEE) in addition to their regular course requirements.

The state CAHSEE requirement went into effect in 2006. As of that year, students who do not pass the test in time for graduation cannot receive their high school diploma with their class.

To help students at risk for not graduating because of the CAHSEE or other reasons, JHS brought Lamont Millender on board as Diploma Project Advisor in 2006-07 through a program with the Los Angeles Unified School District (LAUSD): [www.myfuturemydecision.com](http://www.myfuturemydecision.com). Mr. Millender serves as a graduation coach, helping students who are low on credits by enrolling them in Credit Up, providing counseling, and making sure they receive CAHSEE test support.

There is also help for students who do not complete their graduation requirements on time to graduate with their classes. Mr. Millender keeps in touch with these 5th-year seniors, inviting them back to Jordan High to retake core classes, to get CAHSEE study support, or to sign up for Adult School to finish their course requirements.

"Last year we had a number of [5th year seniors] that came back," Millender said. "Out of 55 that came back, 48 of them were able to complete and get their high school diplomas. Thus far this year we've graduated about 20 that should have

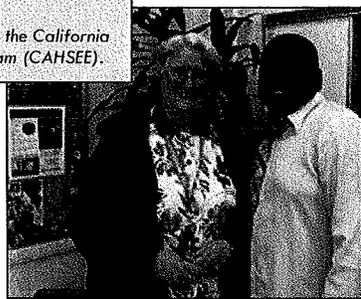
graduated last year."

A high school diploma is extremely important in this day and age. Statistics gathered by LAUSD show that high school graduates earn \$175 more per week on average than high school dropouts. If they could do it over again, 74% of dropouts would have stayed in school.

That's where Jordan

### JHS Graduation Requirements

- Earn 230 credits.
- Pass core classes with a "C" or better.
- Complete a community service learning project & 150 hours of community service.
- Pass both sections of the California High School Exit Exam (CAHSEE).



Above: Anne Lamont, Magnet Coordinator, and Lamont Millender, Diploma Project Advisor

High's Diploma Project Advisor comes in. "Jordan students don't see dropping out as an option anymore," Millender explained. "They know now that 'If I don't finish in four years I can at least do it in five—and I do have a place where I can go back and finish.'"

JHS would like to extend an invitation to anyone who has not earned his or her high school diploma but would like to do so. You are welcome here at Jordan. Come talk to us and find out what you need to do.

### More JHS Students Are Passing the CAHSEE

The percentage of students passing the CAHSEE while still in grade 10 has increased by leaps and bounds since 2003-04. In March of 2008, 53% of 10th graders passed the CAHSEE English-language arts and 49% passed the CAHSEE math. That's a 44% increase in the percentage of 10th graders passing math and a 33% increase in the percentage passing English-language arts since 2003-04.

\*This statement is based on 2008 data from the California Department of Education's NCES definition of graduation rate. According to school calculations, however, the graduation rate has risen considerably again in 2009.

## JHS Athletes at Home on New Track & Fields



Above: Kaneisha Grim takes home a victory at the Eastern League Track Finals held at JHS.

For the first time ever, JHS athletes now practice and compete at home on a new 400-meter synthetic track, installed in December of 2008. The new track is part of \$4 million in renovations and upgrades to athletic facilities that began with the gymnasium last year. Renovations to the football and softball fields are also underway.

## Parents and Alumni Support JHS Students

- Over 100 parents graduated from the workshop, "Breaking Down the Barriers between You and Your Child" this spring. Parent workshops are offered throughout the year. Please stop by the Parent Center for more information.
- Jordan's annual Parent and Volunteer Recognition Ceremony was a big success, with a large turnout of volunteers (dressed as cowboys and cowgirls) earning certificates and awards in between rounds of karaoke.
- The LA Jordanites held their annual brunch at Jordan High in June of 2009, awarding four scholarships to Class of 2009 graduates. Over 100 alumni attended—the biggest turnout ever!



Above: Jordan High's Resource Coordinating Team—a partnership between school & community groups—meets regularly to plan ways in which to provide resources for Jordan families.

### Did You Know?

James Marin earned his National Board Certification last year, making him the 3rd National Board certified educator at JHS, in addition to Assistant Principal Gary Martinez and special education teacher Dorothy Sweatt. Congratulations Mr. Marin!

"I go to school in Watts. While everybody thinks it's a bad place, it really isn't as bad as everyone thinks it is and I will have to change people's minds about that."  
-James Boyd, Class of 2009  
(Quote reprinted from The Bulldog Times)

## Athletic Feats!

Over 300 students participated on Jordan High School athletic teams in 2008-09. Here are some highlights from the past year:

- Boys' basketball won the league championship for the 6th year in a row under Coach Vander Myers.
- JHS football won the league championship for the 2nd year in a row under Coach Elijah Asante, and James Boyd was named the LA City Section Player of the Year.
- Cross Country had a frosh-soph girl qualify for the city finals for the first time under Coach Cambria D'Amico.
- Girls' basketball made it to the playoffs for the first time in five years under Coach Jason Simon.
- JHS baseball made the playoffs and advanced to the 2nd round under Coach Geoff West.
- Boys' tennis made the playoffs for the first time, had more students than ever compete in individuals, and one doubles team advance to the 2nd round of individual playoffs under Coach Tam Lam.
- Both boys' and girls' track and field teams won the league championship under Coach Sheron Butler.
- Boys' volleyball made the playoffs for the 3rd year in a row under Coach Leland Wang, with 2 players making the All-Academic Team.
- Boys' lacrosse won the Team Academic Excellence Award with a team GPA of 3.12. The award is given to the Varsity team in the LA City Section that attains the highest GPA during their season of sport. The lacrosse team is coached by Athletic Director Christopher Powell.

# Jordan High School

## Smaller Learning Communities at Jordan High

Jordan High School is structured into "smaller learning communities" (SLC's) within the larger JHS community. Like families, the SLC's are designed to provide each and every student with a support network of teachers and friends who help to make sure that he or she is successful in school. Every JHS student belongs—whether to a magnet, academy, or separate school within the school. The Class of 2009 is our second class of SLC graduates.

### Law & Justice Academy

The Law & Justice Academy is for students who are interested in the law, law-related fields, and legal and ethical issues. In partnership with Pepperdine Law School, students receive tutoring and mentoring by Pepperdine students. They also visit Pepperdine to take part in mock trials. Law & Justice students can also take part in Teen Court—where they hear real cases and determine a verdict of guilty or not guilty—as well as Police Explorers.



Above: Students take part in a mock trial hosted by Pepperdine University.

### 9th Grade Academy

The 9th Grade Academy gives students a strong academic foundation in math and language arts while building friendships and teacher-mentor relationships that last throughout their high school careers. Test scores and student input alike show that the design is working.



### STARR Academy for Visual & Performing Arts

The STARR Academy for Visual & Performing



Arts offers theater, computer graphics, video production, art, animation, dance, stagecraft, choir, and band in addition to its regular academic program. Partnerships with UCLA Arts Bridge, Paramount Studios, and Unite LA help to provide a wide range of opportunities in the arts for JHS students.



Visual arts classes are open to STARR students as well as other academies. Pictured: Portia Stroud's art class.

### Math/Science & Technology Magnet

Founded more than a decade ago, the Math/Science & Technology Magnet provides rigorous academic preparation for college and careers with an emphasis on science and technology. Many Magnet students go on to study at top colleges and universities.

Right: "The Magnet program has prepared me because...it has given me the opportunity to challenge myself," says Valedictorian Sara Rodriguez, who is headed to Brown University—an Ivy League school—to major in math. Sara is also a recipient of the Gates Millennium Scholarship—a 4-year scholarship that can be extended to eight years if she decides to pursue postgraduate studies.



Left: AVID graduate Tramell Fantroy will attend Bethune Cookman University in Florida this fall with plans to major in business administration.

### Health Science Academy



The Health Science Academy prepares students for vocational and college-bound careers in health sciences. For example, students can take ROP nursing classes, learn how to get certified as medical technicians, or follow the academic route to careers as doctors, scientists, or physician's assistants, to name a few.

Above: Students gain emergency training in their hospital occupations class.

"I think having academies within a high school is an excellent idea and here's the reason why: as teachers we get to know our students. We travel with them throughout the years. I have had 10th graders who are now seniors. They know me. I think having academies gives our students a sense of ownership [and] responsibility."  
-Irma Lemus, Health Science Academy teacher

### Gender-Specific Classes

JHS offers two gender-specific classes—an All-Male Academy and an All-Girls Academy. The idea is to give students the opportunity to learn in an environment free of distractions. Character development, rigorous academics, tutoring, and college planning are highlights of the program.



Left: Members of the All-Boys Academy study capitalism in Dorothy Cox's World History class.

"I think it's very helpful for us," said Danielle Clay, President of the All-Girls Academy. "It keeps us focused because there aren't any males in the class."



Above: A few members of the All-Girls Academy show off their uniforms.

For the All-Male Academy, Co-President Tommy Elam said, "I'm very excited to see how I turn out in the future because the All-Male Academy is giving me the opportunity to show my best so I can succeed when I get to college—and I like it. No matter what race you are, we all come together as brothers and do what we're [expected] to do."

### New Tech High School

New Technology High School (NTH) is located on the campus of Jordan High School. Although it is actually a separate school from JHS, it is open to all interested students. NTH uses project-based learning in a technology-rich environment. If you're a "techie" this is the place for you.



"New Tech is a great school. We learn a lot about technology and how to use computers."  
-Jonathan Arline

"It's a small community but we all know each other so it's really like a big family."  
-Emely Hernandez

## College is Not Just for the Top 10

### JHS Prepares Many Students for College with AVID Program

For more than five years Jordan High School has offered a program called AVID, which stands for "Advancement Via Individual Determination." It is modeled after the nation-wide nonprofit AVID program, and the goal is to prepare students in the academic middle to be eligible for 4-year colleges and universities.

Students with a Grade Point Average between 2.0 and 3.0 are selected for the AVID class, explained Ilka Dupree, AVID counselor. They are tutored by

college students and high-achieving 12th graders to help them be successful in their Honors and AP classes. They also do a lot of college activities and field trips so that they have the interest and the know-how to select and apply to colleges while also pursuing financial aid and scholarships.

In the Class of 2009, all 15 AVID students completed their A-G requirements and are eligible to attend college, with the majority planning to attend two or four-year colleges and universities, said Erica Thomas, who coordinates the AVID and AP programs. In addition, JHS is proud to have been named an official AVID-affiliated school this year ([www.avidonline.org](http://www.avidonline.org)).

With approximately 100 participants, a waiting list of interested students, and graduates headed off to college, AVID is a proven success story—and just one more example of the kinds of things JHS is doing to prepare students for college and for life.

# Jordan High School

## More Good News from the College Center

The College Center reports that even more JHS students have been accepted into 4-year colleges and universities this year—from Ivy League, out-of-state, and historically black colleges and universities to our own University of California (UC) and California State University (CSU) schools.



**Above:** Many JHS students consider the College Center their second home. Here are just a few of JHS' college-bound seniors caught in the College Center at lunchtime.

College acceptances are up in part due to something the College Center started doing last year. Basically, each 11th grader with a GPA of 2.0 or above filled out a high school planner online at CSU Mentor, the application portal of the CSU system. Students and counselors used the planner to make sure students completed all their A-G classes, or if not, signed up for them in 12th grade. Then as seniors, students were easily able to apply to the CSU system online. As a result, many more JHS seniors in the Class of 2009 have been accepted to California State Universities.

Also new through the College Center in 2008-09 is a partnership with LA Southwest College

that brought two college classes—anthropology and sociology—on campus for students who had already finished their graduation requirements. Approximately 60 students were able to take part and earn college credit.

JHS has worked hard along with its partners to build a culture where students not only expect to go to college, but also have the resources they need to successfully achieve that goal.

*"Especially for AB540 students, don't just stay quiet about stuff like that," advises Yaneth Conde, who was accepted to UC Irvine and Cal State Dominguez Hills. "Be more open about it. Talk to teachers [and counselors] you're close to, because otherwise you're on your own; it's way harder and you won't get where you want to be."*

For information on USC Upward Bound, College Match, UCLA MAPPs tutoring, A-G and AP classes, college advising, SAT tutoring, financial aid, scholarships, AB540 tuition for undocumented students, and anything else college-related, please visit us at the College Center anytime!

**NOTE:** This page contains a snapshot of some of Jordan's college bound seniors. While we could not feature everyone here, we want to congratulate all JHS seniors. Good luck to you! Special thanks are due to all of the young people who contributed to this publication, both those who are featured and those who are not.

Magnet student Monica Alcantara is headed to UCLA this fall. She credits much of her success to her counselors. "They influenced me to be active," she said, and to "develop leadership qualities."



James Boyd earned a 4-year scholarship to USC, where he will study business administration and math while also playing on USC's football and basketball

teams. "I'm going to miss Jordan, but everybody's got to leave high school. I just want to say you can go anywhere out of anywhere."



Salutarian Selene Ceja is thankful to have had "great teachers who are experienced in their fields," AP courses, and programs that "give more opportunities to for low income students to go to college." Selene will attend Georgetown University.

The first in his family to go to college, Emmanuel Tecuatl is headed to Dartmouth College—an Ivy League school—this fall. At Jordan High, Emmanuel was pleasantly surprised by the quality of education, the support programs, and the school community.



ASB President Zindy Valdovinos, who is on her way to UCLA this fall, feels that Jordan's AP classes are what prepared her most for college. Her advice to other students is "to get involved, to participate in activities and community service," and to "work hard."



"I didn't want to go to college," says Chané Beard, who is bound for Cal State Northridge this fall. "I knew that college would help me but I didn't think that college was for everyone—and I didn't think that I was the type of person that would succeed in college. Ms. Shine, she kind of pushed me and stayed on me to just give myself a chance."

STARR Academy graduate Jovahny Herrera's success story starts at Jordan High, where he transferred short of credits in 10th grade. At JHS he went from being behind in school to graduating with his sights set on college. Jovahny will attend Cal State LA this fall.



Valeria Vega is on her way to Smith College in Massachusetts this fall. In addition to taking seven AP courses, Valeria was involved in many clubs, sports, and community service activities during high school—

making her exactly the kind of well-rounded student that colleges are looking for.

### A Full AP Courseload

Advanced Placement (AP) classes prepare students for college-level work, and students who score a 3 or above on AP tests do not have to take that class in college. JHS helps students get ready for post-secondary education by offering AP classes, which in 2008-09 included:

- AP English Literature
- AP English Language
- AP Calculus
- AP Physics AB
- AP Biology
- AP Environmental Science
- AP US History
- AP Spanish Literature
- AP Spanish Language
- AP Art History
- AP Studio Art/Drawing
- AP Human Geography

More AP courses are planned for next year:

- AP Computer Science
- AP World History

**THIS JUST IN:** In a Newsweek web exclusive on June 8, 2009, Jordan High was listed as one of 1,500 top U.S. schools. The list is based on the number of Advanced Placement exams taken by students in 2008 compared to the number of graduating seniors. Go Bulldogs!

### We Want to Know What You Think

Please tell us what you think of this publication. Thanks!

#### Comments:

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#### Submit To:

Dr. Stephen Strachan, Principal, David Starr Jordan High School  
2265 East 103rd Street, Los Angeles, CA 90002

# Jordan High School

## Comunidades Pequeñas de Aprendizaje en Jordan

Jordan High School está estructurada en "comunidades pequeñas de aprendizaje" (SLC's) dentro de la comunidad de JHS. Así como familias, los SLC's son diseñados a proveer a todos los estudiantes de una red de apoyo de maestros y amigos que ayudan a asegurar que ellos tengan una experiencia escolar exitosa. Cada alumno de JHS pertenece—sea a una escuela "magnet," academia, o escuela separada dentro de la escuela. La Clase del 2009 es la segunda clase para graduarse de nuestros SLC's.

### Academia de Derecho y Justicia



Esta academia es para los alumnos interesados en asuntos de derecho y la ética. En asociación con la escuela de leyes Pepperdine, estudiantes reciben enseñanzas y programas de mentor por estudiantes de leyes. Pueden participar en juicios reales llamados "Teen Court", juicios simulados y Exploradores Policiacos.

### Academia STARR de Bellas Artes

Esta academia ofrece teatro, gráfica en computadora, producción de video, arte, animación, danza, escenografía, coro y banda además de los programas académicos regulares. Asociaciones con UCLA Arts Bridge, Paramount Studios, y Unite LA proporcionan oportunidades adicionales a los alumnos.



### Academia de Ciencias de Salud



Esta academia prepara a estudiantes en carreras vocacionales y carreras encaminadas a la universidad en ciencias de salud. Estudiantes pueden tomar enfermería ROP y cursos de técnicos médicos a pueden empezar el camino a sus carreras de doctores o científicos.

### Academia de Noveno Grado

Esta academia ofrece a los alumnos una fuerte base académica en matemáticas y artes de lenguaje, mientras engendra amistades y relaciones maestro/mentor que durarán hasta el final de sus estudios en escuela secundaria.



### Magnet de Matemáticas/Ciencias y Tecnología

Fundada hace más de una década, el programa Magnet provee preparación académica rigurosa para estudios universitarios y carreras. Muchos estudiantes de Magnet continúan estudiando en prestigiosos colegios y universidades.



Sara Rodriguez del programa Magnet se graduó en el primer lugar en la clase y asistirá a Brown University. Ella ganó una beca (Gates Millennium Scholarship) por cuatro años que puede ser extendida a ocho años si ella decide continuar con sus estudios posgraduados.

### Escuela Secundaria de Nueva Tecnología

Esta escuela está ubicada en el campo escolar de JHS. Aunque de hecho es una escuela separada, está abierta a cualquier alumno interesado. Si a usted le gusta la tecnología, éste es el lugar preciso para usted.

### Clases Específicas al Género

JHS ofrece dos clases específicas al género—una Academia Varonil y una Academia Femenil. La meta es darles a los estudiantes la oportunidad de estudiar en un ambiente libre de distracciones. El desarrollo del carácter, académicas rigurosas, tutelaje y planeamiento universitario son los puntos sobresalientes de este programa.



"Estoy muy feliz de ver como saldré en el futuro porque la Academia Varonil me está dando la oportunidad de demostrar lo mejor que puedo para poder tener éxito cuando llegue a la universidad," dijo el Co-Presidente Tommy Elam. "No importa de que raza seas, nos unimos todos como hermanos y hacemos lo que se espera de nosotros."



"Es una pequeña comunidad pero todos nos conocemos así que realmente es como una gran familia."  
-Emely Hernandez



## Un Mensaje del Director

Stephen Strachan, Ph.D.



Muchas cosas buenas están pasando en Jordan High School, y estamos orgullosos en compartirlas con ustedes en nuestra segunda edición de JHS: Un Año en Reseña.

Este año ha sido uno de desafíos en el presupuesto del distrito escolar. Quiero comendar a nuestros maestros, que aunque no sabían si iban a tener empleo por el estado financiero estatal, su cuidado por nuestros niños sobresalió y los mantuvo enfocados y dedicados a la instrucción y a la enseñanza.

Nuestros grupos de padres de familia continúan más fuertes, con nuevos padres de familia participando en talleres. ¡Gracias por ser una parte de JHS!

Por favor, únase con nosotros mientras tomamos un momento para celebrar qué tan lejos hemos llegado, a la vez que miramos a qué tan lejos tendremos que llegar.

## El Proyecto Del Diploma

### Asegurando que Alumnos se Gradúen de la Preparatoria

El porcentaje de graduados de Jordan High School (JHS) ha estado aumentando por los pasados dos años, esto a pesar de que todos los alumnos se les requiere pasar el Examen de Egreso de la Preparatoria de California (CAHSEE) antes de graduarse.

Para ayudar a alumnos a riesgo de no graduarse por el examen de CAHSEE u otras razones, JHS trajo a Lamont Millender como Consejero para el Proyecto del Diploma en 2006-2007 por medio de un programa del Distrito Escolar Unificado de Los Angeles (LAUSD).



Anne Lamont, Coordinadora de Magnet, y Lamont Millender, Consejero del Proyecto de Diploma

El Señor Millender ayuda a los alumnos que están bajo en créditos, inscribiéndolos al programa "Credit Up," dando consejos y asegurando que reciben apoyo para el examen CAHSEE. También se mantiene en contacto con alumnos que no se gradúan a tiempo, invitándolos a regresar a Jordan High a repetir clases, obtener ayuda para el examen CAHSEE o inscribirse en la Escuela para Adultos.

"El año pasado tuvimos un número de alumnos que regresaron," comentó Millender. "De los 55 alumnos que regresaron, 48 de ellos fueron

capaces de acabar y recibir sus diplomas. En lo que corre del año, ya hemos graduado a 20 alumnos que tenían que haberse graduado el año pasado."

Un diploma es sumamente importante en estos tiempos. Estadísticas muestran que los graduados de la preparatoria ganan un promedio de \$175 más por semana que aquellos que no se gradúan.

"Los alumnos de Jordan ya no están considerando abandonar sus estudios como una opción," Millender concluyó. "Ellos saben que 'si no acabo en cuatro años, por lo menos lo puede hacer en cinco—y tengo un lugar donde puedo regresar y acabar.'"

JHS extiende una invitación a toda persona que no ha logrado sacar su diploma, venir y hablar con nosotros sobre lo que usted vaya a necesitar para obtenerla.

### Primer Desfile de Mérito

En septiembre, JHS celebró su primer desfile de mérito estudiantil para celebrar los logros académicos y atléticos de los estudiantes. El desfile contó con la participación de estudiantes de Jordan High School, sino que también de estudiantes de otras escuelas primarias locales. Más de 2,000 personas participaron. Esta participación tan incontestable muestra la importancia que da la comunidad a la educación, y cuanto orgullo sentimos por los logros de nuestros estudiantes.

### Más Estudiantes Pasando el Examen CAHSEE

En marzo del 2008, el 53% de alumnos del décimo grado pasaron el examen de CAHSEE del inglés-artes del lenguaje, y 49% pasaron el examen de CAHSEE de matemáticas. Esto refleja un aumento de 44% de alumnos del décimo grado que pasan en matemáticas y un aumento de 33% en el porcentaje que pasan en inglés-artes del lenguaje, desde el año 2003-2004.

# Jordan High School

## Más Noticias Buenas desde el Centro Universitario

Aún más estudiantes han sido aceptados este año a universidades de 4 años—desde universidades "Ivy League," de otros estados, y las históricamente afro americanas—hasta nuestros propios sistemas de University of California (UC) y California State University (CSU).

Una razón es que el año pasado el Centro Universitario pidió que cada alumno del grado 11 con una GPA de 2.0 o más complete un documento de planificación de escuela secundaria en la red del sistema CSU. Luego, durante el grado 12, los alumnos llenaron sus solicitudes al sistema CSU por Internet. Como resultado, muchos estudiantes de la Clase del 2009 fueron aceptados a universidades de CSU.

También nuevo en 2008-2009 es una sociedad con LA Southwest College que llevó clases a nivel universitario al campo escolar de Jordan High. Se ofrecieron antropología y sociología con créditos universitarios a estudiantes que ya habían completado sus requisitos para graduación de escuela secundaria.



Algunos de los "seniors" de Jordan, con rumbo a las universidades, se reúnen en el Centro Universitario y de Carreras.

Aproximadamente 60 alumnos participaron en este programa.

JHS y sus socios laboran fuertemente para fomentar una cultura donde estudiantes no sólo esperan asistir a la universidad, sino también tienen los recursos que necesitan para hacerlo.

"Especialmente para los AB540 estudiantes, no se quedan callados sobre asuntos como esos," se aconseja Yaneth Conde, quien fue aceptada a UC Irvine y Cal State Dominguez Hills. "Hablen con maestros y consejeros que ustedes conocen, porque de otro modo van a tener que defenderse solos."

Para obtener información sobre derechos de matrícula para alumnos indocumentados (AB540), "USC Upward Bound," "College Match," "UCLA MAPPS," instrucción individual, clases de A-G y AP, asesoría para estudios universitarios, instrucción individual para el examen SAT, asistencia económica, becas, y cualquier consulta relacionada a las universidades, visítenos en el Centro Universitario.

## El Programa "AVID" Prepara a Muchos Alumnos para la Universidad

Por cinco años, JHS ha ofrecido un programa llamado "AVID," modelado sobre el programa nacional del mismo título. La meta es preparar a los alumnos del intermedio académico a ser calificados para las universidades.

Los alumnos que tienen una calificación promedio (GPA) entre 2.0 y 3.0 están seleccionados para el programa. Ellos reciben instrucción individual por estudiantes universitarios y del grado 12 para ayudarles con sus clases de Honores y Ubicación Avanzada (AP). También participan en actividades a nivel universitario y viajes educativos para que tengan el interés y los conocimientos para escoger y solicitar entrada a las universidades mientras busquen asistencia económica y becas.

Todos los 15 alumnos "AVID" en la Clase del 2009 completaron sus requisitos y están calificados a entrar en la universidad. La mayoría piensa asistir a universidades el año que viene. Además, JHS está muy complacida de haber sido nombrada una escuela oficialmente afiliada "AVID" este año. Hay aproximadamente 100 alumnos, grados 9 a 12, en el programa.

El programa "AVID" es un cuento de éxito—y otro ejemplo de lo que JHS está haciendo para preparar a los alumnos para la universidad y para la vida.



Tramell Fantray del programa AVID asistirá a Bethune Cookman University en Florida.

Derecha: Monica Alcantara asistirá a UCLA. "Mis consejeros me influenciaron para ser activa," dijo ella, y a "desarrollar calidades de líder."



Izquierda: Zindy Valdovinos, Presidente del Estudiantado, asistirá a UCLA. Ella dice que las clases de AP ofrecidas en Jordan High School la prepararon para la universidad.

Derecha: "No pensé que la universidad era para todos—y no pensé que yo era el tipo de persona que lograría tener éxito en la universidad," dijo Chané Beard. Pero, gracias al apoyo de su consejera universitaria, Chané asistirá a Cal State Northridge.



Derecha: La historia de éxito de Jovahny Herrera comienza en Jordan High, donde se transfirió en décimo grado. En JHS, cambió de estar atrasado en la secundaria a seguir planes de asistir a la universidad. Jovahny asistirá a Cal State LA.



Derecha: Selene Ceja se graduó en el segundo lugar en la clase. Ella está agradecida de haber tenido "maestros excelentes" y programas que "dan más oportunidades a estudiantes de bajos recursos que ir a la universidad." Selene asistirá a Georgetown University.



Abajo: Valeria Vega asistirá a Smith College in Massachusetts. En JHS, Valeria tomó siete cursos de AP y era activa en muchos clubes, deportes y actividades de servicio comunitario. También tomó muchas de las fotos que aparecen en este reporte.



Derecha: James Boyd ganó una beca de cuatro años a USC, donde estudiará administración de negocios y matemáticas mientras juega fútbol americano y baloncesto.



Abajo: El primer de su familia para asistir a la universidad, Emmanuel Tecuatl asistirá a Dartmouth College. Emmanuel está satisfecho con la calidad de la educación, los programas de apoyo y la comunidad en Jordan High.



NOTA: Esta página destaca a algunos de los "seniors" de JHS que seguirán su rumbo a las universidades. Aunque no pudimos incluir a todos aquí, queremos felicitar a todos los "seniors" de JHS. ¡Muy buena suerte a ustedes!

## Logros de Atletismo

Más de 300 estudiantes participaron en equipos atléticos de JHS en el año 2008-2009. Aquí hay algunos puntos sobresalientes del año pasado:

- El equipo de baloncesto varonil ganó el campeonato de la liga por el sexto año consecutivo.
- El equipo de fútbol americano ganó el campeonato de la liga por el segundo año consecutivo.
- El equipo de baloncesto femenil llegó a las eliminatorias por primera vez en 5 años.
- El equipo de béisbol llegó a las eliminatorias.
- El equipo de tenis varonil llegó a las eliminatorias por primera vez.
- Los equipos varonil y femenil de atletismo ganaron el campeonato de la liga.
- El equipo varonil de voleibol llegó a las eliminatorias por el tercer año consecutivo.
- El equipo de lacrosse varonil ganó el Premio de Excelencia Académica de Equipo, dado por el equipo Varsity en la Sección de Ciudad de LA con el más alto promedio escolar.

## Padres de Familia y Ex-Alumnos Apoyan a Estudiantes

- Esta primavera más de 100 padres de familia se graduaron del taller "Rompiendo las Barreras entre Usted y su Niño." Para más información sobre los talleres por favor pase al Centro de Padres de Familia.
- La ceremonia anual de reconocimiento de padres y voluntarios fue un gran éxito bien atendido con voluntarios ganando certificados y premios entre rounds de karaoke.
- Los Jordanites de LA, el grupo de ex-alumnos de Jordan, tuvieron su brunch anual en junio, confirmando becas a cuatro graduados. Más de 100 ex-alumnos asistieron.

# Jordan High School

## Un Año en Reseña: 2008-2009

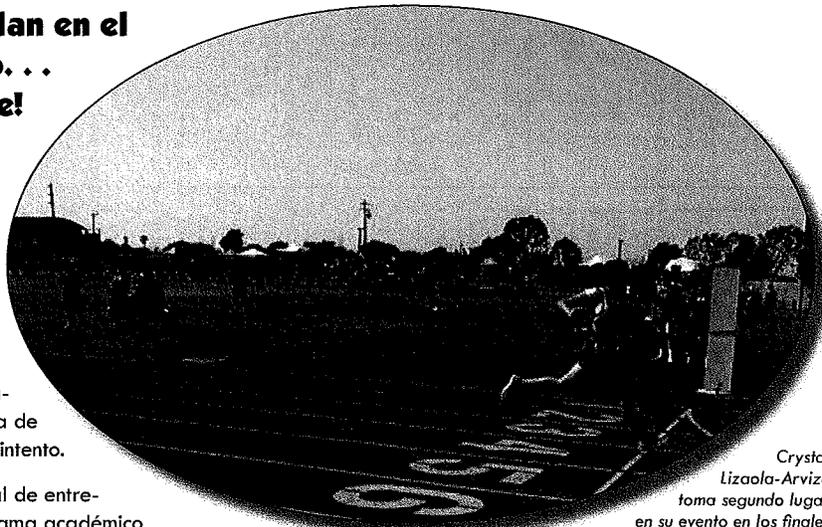
### Los Deportistas Brillan en el Campo de Atletismo. . . ¡Y en la Sala de Clase!

Los alumnos atletas de JHS no solamente sobresalen en los deportes; ellos también se destacan académicamente.

En 2008-2009, un porcentaje impresionante del 77% de todos los alumnos del grado 10 en el programa de atletismo aprobaron las dos partes del Examen de Egreso de la Preparatoria de California (CAHSEE) en su primer intento.

"Es la filosofía de nuestro personal de entrenamiento que apoyemos el programa académico y exijamos constantemente a los deportistas a alcanzar altos estándares académicos," explicó el Director de Atletismo, Christopher Powell.

El porcentaje de aprobación del CAHSEE de todos los deportistas, grados 10-12, fue del 71%.

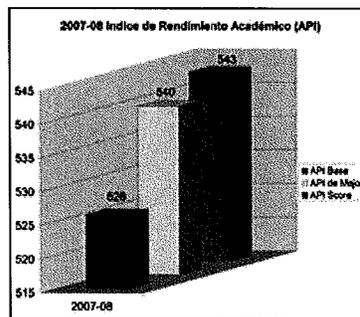


Crystal Lizaola-Arvizu toma segunda lugar en su evento en los finales de atletismo de la Liga Este, dejando atrás a las otras competidoras. Los finales se celebraron en la nueva pista de 400 metros recién instalada en Jordan High School además de otras renovaciones hechas a las instalaciones de atletismo.

### Suben las Calificaciones Otra Vez

En 2008, los alumnos de Jordan High School mejoraron su índice de rendimiento académico (API) por el segundo año consecutivo.

Las calificaciones API son similares a libretas de calificaciones para escuelas. Se calculan utilizando los resultados combinados de los exámenes estándares (CST's) en inglés-artes del lenguaje, matemáticas, ciencias, e historia. Cada año el Estado establece una meta—llamada API de Mejora—para ser alcanzada por las escuelas.



artes del lenguaje y matemáticas.

Esto se debe a que JHS matricula los estudiantes del grado 9 en clases extras de inglés y matemáticas (llamadas "double blocks" - agrupaciones dobles) para ayudarles a construir la fuerte base fundamental académica en el grado 9 que necesitarán para tener éxito durante todos sus años de escuela secundaria.

#### Más Logros Notables

Otros logros en los resultados de los exámenes de los alumnos incluyen:

- Notas de los alumnos del grado 10 en CST Inglés-artes del lenguaje han ascendido constantemente durante un período de 5 años.
- Notas en CST Biología han ascendido constantemente durante un período de 5 años.
- Notas en CST Algebra II han estado subiendo durante tres años. En 2007-2008, más estudiantes se calificaron "hábiles" o "avanzados" que durante los últimos 5 años.

### Muchas Clases de AP

Las clases de Ubicación Avanzada (Advanced Placement - AP) preparan a los estudiantes para estudios a nivel de universidad. Los alumnos que reciben una evaluación de "3" o mejor ahora no tienen que tomar esa clase en la universidad. En 2008-2009 JHS ofreció:

- AP Literatura en Inglés
- AP Lenguaje
- AP Cálculo
- AP Ciencia del Medioambiente
- AP Física AB
- AP Biología
- AP Historia de los EEUU
- AP Idioma Español
- AP Literatura en Español
- AP Historia de las Artes
- AP Arte de Estudio/Dibujo
- AP Geografía Humana

Se están programando más cursos AP para el próximo año:

- AP Ciencia de Computación
- AP Historia del Mundo

### Queremos Saber lo que Opina

Nos gustaría saber lo que usted piensa de esta publicación.

#### Comentarios:

#### Enviar A:

Dr. Stephen Strachan, Director  
David Starr Jordan High School  
2265 East 103rd Street  
Los Angeles, CA 90002

En 2008, los estudiantes de JHS excedieron su API de Mejora con un aumento respetable de 17 puntos. Los alumnos no sólo pueden ahora celebrar dos años consecutivos de notas ascendentes, ellos también pueden celebrar el crecimiento a largo plazo desde 2003—con el aumento del API del 16% de 468 a 543 durante los últimos seis años. (Se publicará el resultado del API para 2009 en el próximo año escolar.)

#### Continúan las Mejoras del Grado 9

Año tras año, cada clase del grado 9 ha rendido mejor que la anterior en los exámenes estándares (CST's) en inglés-

### Nuestra Visión:

La comunidad de Jordan High School fomentará el crecimiento de todos nuestros estudiantes en adultos pensativos e instruidos, que posean las habilidades académicas, sociales, y técnicas necesarias para pensar críticamente, resolver sus problemas, y realicen sus metas académicas y profesionales exitosamente, convirtiéndose en ciudadanos responsables y eficaces. En apoyo al aprovechamiento del estudiante, nosotros proveeremos un ambiente limpio y seguro basado en el respeto mutuo de cada cultura, con colaboración y expectativas altas para todos los miembros de la comunidad de Jordan.



# STEPHEN G. STRACHAN

179 West Centennial Ave. Roosevelt, NY 11575

323-443-6500 • SStra83626@aol.com

## High School Principal

### Program Management ♦ Administration ♦ Leadership Development

- Dynamic, results-oriented High School Principal with 16 years successful work history reflecting training, administration, and program management in uniquely challenging environments.
- Core competencies include:
  - Organizational Leadership
  - Strategic Planning
  - Continuous Improvements
  - Multimillion-Dollar Budget Management
  - Community Engagement
  - Staff Development
  - Consensus Building
  - Curriculum Alignment
  - Large Group Facilitation
  - Program Implementation
  - Partnership Building
  - Cultural Diversity Awareness
- Dedicated professional with a personal commitment to excellence in high school education.
- Innovative visionary leader with the ability to manage a large, complex organization with integrity.
- A dynamic communicator with talent in motivating staff and building strong community networks.

### CAREER HIGHLIGHTS

- Directed the instructional program and operation of a comprehensive, urban high school with more than 2,200 students in a high-poverty neighborhood.
- Led staff and students in making significant gains on the school's AYP and API, gaining more than 100 points on the school's API.
- Directly increased the number of graduates among minorities and low-income students.
- Demonstrated sensitivity to the needs of the rising number of culturally diverse students by incorporating multi-cultural programming in the lesson plans, addressing the needs of all students regardless of their cultural background.
- Effectively supervised more than 100 teachers, 6 administrators and numerous classified school personnel.
- Efficiently administered budgets of up to \$4 million.
- Managed and balanced the school budget during a budget crisis with minimal loss of staff and school programs.
- Met all state and federal requirements as well as implemented all district priorities.
- Supervised a special education program, ensuring that students were receiving equitable access to standard-based instruction.
- Achieved all special education IEP compliances established by the state and district.
- Participated in numerous home visitation programs aimed at promoting parent-teacher communication, bridging cultural gaps between the students and the school staff.

### EDUCATION AND FORMAL TRAINING

CHELSEA UNIVERSITY, Chelsea, England  
**Doctoral Degree in School Administration**, 2004  
Graduated Magna Cum Laude

UNIVERSITY OF LAVERNE, LaVerne, CA  
**Master of Education in Educational Management**, May 2001

THE UNION INSTITUTE, Cincinnati, OH  
**Bachelor of Arts in Education** May 1992

**Professional Clear Administrative Services Credential**  
**Professional Clear Multiple Subject Teaching Credential**

## ADMINISTRATIVE EXPERIENCE

- Principal** ROOSEVELT HIGH SCHOOL, Roosevelt, NY 2010 to Present
- Opened up a new \$67 million facility.
  - Secured federal Race to the Top grant in the amount of \$5.8 million over three years in order to expand opportunities for students.
  - Oversees implementation of the Common Core Learning Standards.
  - Provides professional development around implementation of the Common Core Learning Standards in English and Math.
  - Expands Advanced Placement course offerings to better prepare students for post-secondary learning.
  - Increases graduation rate from 58% to 81.3%.
  - Increases the number of students attending four-year colleges and universities.
  - Transformed a comprehensive high school into Small Learning Communities to improve student achievement.

- Principal** MARTIN LUTHER KING ACADEMY, Sausalito, CA 2009 to 2010
- Oversaw completion of a new state of the art middle school facility.
  - Secured \$500,000 in funding from private foundations for the school.
  - Provided guidance, supervision, and assistance in instructional practices and curriculum development.
  - Provided professional development for staff.

- Principal** JORDAN HIGH SCHOOL, Los Angeles, CA 2004 to 2009
- Assumed responsibility for all aspects of the school's operation including developing and facilitating the school improvement plans with short and long-term goals.
  - Created and assessed professional development opportunities for building staff capacity.
  - Oversaw the coordination of all student activities and events that created a positive learning environment.
  - Maintained building safety and security drills, processes and procedures for the learning community.
  - Provided guidance, supervision, and assistance in instructional practices and curriculum development.
  - Proactively monitored and reviewed the curriculum for alignment of state standards, coverage, and revisions.
  - Collaboratively worked with the staff, parents and community agencies to support student growth and learning.
  - Utilized data to diagnose, assess, and plan teacher instructions and student achievements.

- Assistant Principal** JOHN MUIR HIGH SCHOOL, Pasadena, CA 2003 to 2004
- Supervised the special education and counseling departments.
  - Established guidelines for proper student conduct and implemented disciplinary procedures and policies that ensured a safe and orderly environment.
  - Provided guidance and supervision for all staff, conducted performance appraisals, made reappointment recommendations for school personnel, and administered negotiated employee contracts at the school site.

- Principal** MORNINGSIDE HIGH SCHOOL, Inglewood, CA 2001 to 2003
- Simultaneously oversaw the school operations at City Honors High School.
  - Established, implemented, and assessed the instructional program for both schools.
  - Major contribution included converting the school into small learning communities in order to promote a high level of student achievement.

- Assistant Principal** COMPTON HIGH SCHOOL, Compton, CA 1998 to 2001
- Spearheaded initiatives in the development of the school's handbook for students, parents, and staff.
  - Led efforts in the implementation of a Saturday tutorial program.
  - Established and organized a 9<sup>th</sup> grade transition program. Developed the Student Master Schedule.

## TEACHING EXPERIENCE

- LINCOLN ELEMENTARY SCHOOL, Compton, CA 1994 to 1998  
**5<sup>th</sup> Grade Teacher / Middle School Teacher**
- Performed beyond the normal job duties and expectations of a Teacher by planning and organizing the school's culmination ceremonies, functioning as a mentor teacher to beginning and novice teachers.
  - Served as a key member of the school's leadership team, and acted as a Site Union Representative.

- HIGHLAND OAKS ELEMENTARY SCHOOL, Dade County Public Schools, FL 1992 to 1994  
**5<sup>th</sup> and 6<sup>th</sup> Grade Teacher**
- Utilized interactive discussions and 'hands-on' approaches in instructing 5<sup>th</sup> and 6<sup>th</sup> grade students.
  - Prepared, administered and graded written examinations to monitor and assess student's performance.
  - Served as a Basketball Coach.

### PROFESSIONAL SERVICE EXPERIENCE

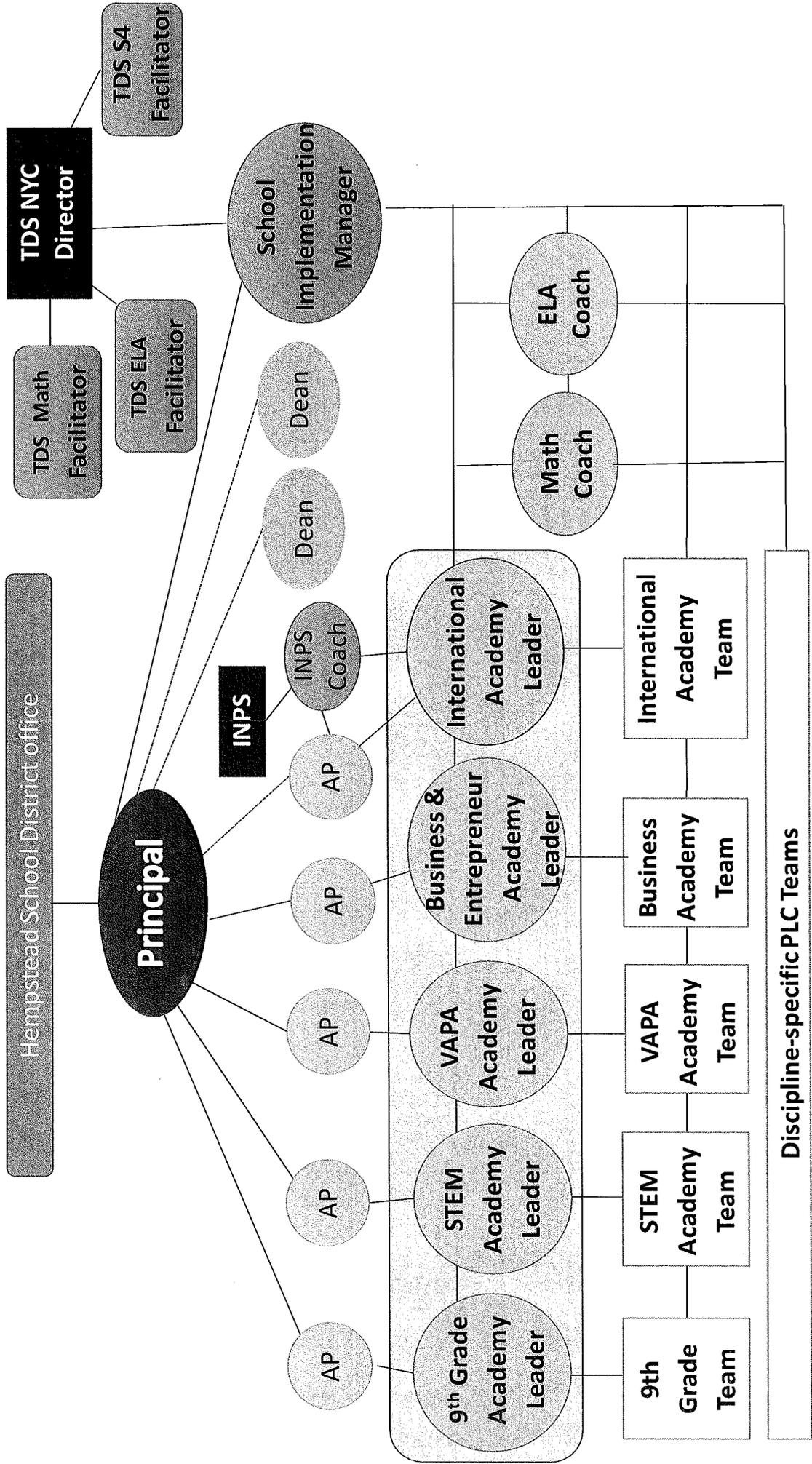
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC), Los Angeles, CA	2006 to 2009
<b>Accreditation Committee Member</b>	
<b>9<sup>th</sup> Grade Summer Bridge Program Coordinator</b> , Compton, CA	1998 to 2001
<b>Grade Level Chair</b> , Compton, CA	1999 to 2000
<b>Mentor Teacher K-12</b> , Compton, CA	

### PROFESSIONAL AFFILIATIONS

Administrator's Association of Los Angeles  
Association of Supervision and Curriculum Development  
California Teacher's Association  
National Association of Secondary School Principals

### PRESENTATIONS

**Using Data to Drive Instruction**, Los Angeles Unified School District, 2008  
**Developing Professional Learning Communities**, Los Angeles Unified School District, 2007  
**Preparing for Accreditation**, Los Angeles Unified School District, 2007



Hempstead Union Free School District  
Hempstead, New York 11550  
2015 - 2016 Calendar

Snow days

- 1st Snow Day (otherwise closed)
- 2nd Snow Day (otherwise closed)
- 3rd Snow Day (otherwise closed)

28-Mar
27-May
25-Apr

JULY						
S	M	T	W	T	F	S
			1	2	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 T=1 S=0						
S	M	T	W	T	F	S
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER T=18 S=18						
S	M	T	W	T	F	S
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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	

OCTOBER T=21 S=21						
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER T=18 S=18						
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22	23	24	25	26	27	28
29	30					

DECEMBER T=16 S=16						
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27				

JANUARY T=19 S=19						
S	M	T	W	T	F	S
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30	31					

FEBRUARY T=16 S=16						
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MARCH T=20 S=20						
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30	31					

APRIL T=16 S=16						
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30						

MAY T=20 S=20						
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23	24	25	26	27	28	29
30	31					

JUNE T=18 S=18						
S	M	T	W	T	F	S
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

31-Aug	Superintendent Conference
1-Sep	First Day for Students
	Closed for Labor Day
	Closed for Rosh Hashanah
	Closed for Yum Kippur
6-Oct	PD (Half-Day for Students)
	Closed for Columbus Day

3-Nov	PD (Half-Day for Students)
	Closed for Veterans Day
23-Nov	Conference Day - Elementary
24-Nov	Conference Day - Secondary
25-Nov	1/2 Day for Thanksgiving
	Closed for Thanksgiving Recess
	Closed for Holiday Recess

12-Jan	PD (Half-Day for Students)
13-Jan	Closed for MLK Holiday
10-Feb	Conference Day - Elementary
11-Feb	Conference Day - Secondary
	Closed for Winter Recess
1-Mar	PD (Half-Day for Students)
	Closed for Easter Recess

Apr. 5-12	Closed for Spring Recess
Apr. 13-20	3-8 ELA Assessment
	3-8 Math Assessment
1-Jun	Closed for Memorial Day
Jun. 14-23	CCLS Regents Algebra II
	Other Regents Exams
24-Jun	Last Day of School

Total Day Students = 182

Total Day Teachers = 183

Last update 01/30/15

## Sample Bell Schedules 2015-2016

### EARLY SCHEDULE

PERIOD	BEGINNING	END	Length
1	8:00 A.M.	9:20 A.M.	80 min
2	9:23 A.M.	10:43 A.M.	80 min
3	10:43 A.M.	11:23 A.M.	40 min
Lunch A			
4	10:46 A.M.	12:06 P.M.	80 min
5	11:26 A.M.	12:46 P.M.	80 min
6	12:06 P.M.	12:46 P.M.	40 min
Lunch B			
7	12:49 P.M.	2:09 P.M.	80 min
Common Planning/PD	2:09 P.M.	3:00 P.M.	51 min

### LATE SCHEDULE

PERIOD	BEGINNING	END	Length
1	9:23 A.M.	10:43 A.M.	80 min
2	10:46 A.M.	12:06 P.M.	80 min
3	12:09 P.M.	1:29 P.M.	80 min
4	1:29 P.M.	2:09 P.M.	40 min
Lunch			
5	2:12 P.M.	3:32 P.M.	80 min
Common Planning/PD	3:32 P.M.	4:23 P.M.	51 min

## Sample Daily Schedules by Grade

Freshman Academy	
Semester 1	Semester 2
English 9	CC Algebra/CC Geometry (embedded AIS) or Elective (Advanced)
Advisory	Advisory
Earth Science or Living Environment	Spanish
Lunch	Lunch
Lab (A Day)/ P.E. (B Day)	Freshman Experience (A Day)/ P.E. (B Day)
CC Algebra or CC Geometry (Advanced)	U.S. History

Grade 10 Standard Track	
Semester 1	Semester 2
Geometry	Physical Education
Advisory	Advisory
Global 10	Elective
Lunch	Lunch
Chemistry/Earth Science/General Chemistry	English 10
Lab (A Day)/ P.E. (B Day)	SLC Seminar

<b>KEY STRATEGIES FOR YEAR 1 IMPLEMENTATION</b>		<b>DATE</b>
<b>Implement Summer Bridge for 9th graders (20 days):</b> Three-week summer bridge transition program for incoming 9th graders, designed to increase readiness for high school. Curriculum: Core ELA and Math, Advisory-style high school readiness		July 1, 2015
<b>Implement Pearson "COP" Summer Institutes:</b> Teachers take part in Change of Practice Summer Institutes. Total days: 6. For teachers in the areas of English Language Arts and Mathematics, to include foci on college and career-readiness in writing and reading, increasing rigor in English Language Arts, math practices in the Common Core, and algebra.		August 1, 2015
<b>Administrator PD:</b> HHS leadership, including the principal and AP's, will engage in several types of PD designed to build their leadership capacity, among them the <b>Summer Institute at Harvard Graduate School of Education</b> . The Summer Institute provides training for building-level administrators in redesigning high schools and improving instruction while ensuring internal and external accountability. The <b>REACH School Leader Coaching Program</b> will also be implemented to support the principal in any and all aspects of leadership coaching, addressing challenges inherent to leading a comprehensive school change transformation.		July 2016 Harvard; Sept 2015 - June 2016 REACH
<b>Implement John Hopkins TDS program for school change:</b> Multipronged, whole-school redesign is delivered jointly by TDS and HHS. It includes reorganizing the school into small learning communities; establishing a block schedule; managing PD program; and implementing and training staff on Early Warning Intervention system. TDS staff include the School Implementation Manager who leads all components of the redesign; ELA and Math facilitators who lead implementation of the double-dose 9th grade ELA and Math curriculum, plus PD and instructional support, including training school-based ELA and Math coaches who sustain instructional leadership after the 3-year partnership is over.		Sept 2015 - June 2016
<b>Implement Professional Learning Communities</b> - PLC's meet weekly in Academy teams and monthly in disciplinary teams for collaborative planning, lesson development and embedded PD.		Sept 2015 - June 2016
<b>Implement International Academy</b> - The International Academy, implemented as a homogenous, multi-grade SLC in grades 9-12, is designed to address the specific needs of newcomer SIFE and EL students who lack English and lack or have experienced gaps in their education. HHS engaged the International Network of Public Schools to help implement their successful program, which will serve approximately 280 students.		Sept 2015 - June 2016

<p><b>Implement Small Learning Communities</b> including Ninth Grade Success Academy, STEM (Science, Technology, Engineering, and Mathematics); Visual and Performing Arts; and Business and Entrepreneurship.</p>	<p>Sept 2015 - June 2016</p>
<p><b>Engage community-based organizations and institutions of higher learning</b> to partner with academics around specialized offerings and opportunities for students. Among the recently identified partners are Hofstra University, who will partner with the STEM and Business and Entrepreneurship academies, and Stony Brook, which will partner around the STEM Academy.</p>	<p>January 1, 2015</p>
<p><b>Hire new transformation teachers:</b> Six transformation teachers will be hired in the core subjects to reduce class size in courses that historically have a high failure rate. Competencies for these teachers include high student performance, experience in urban schools, and a commitment to implementing school change.</p>	<p>Summer 2015</p>
<p><b>Identify Academy Leaders:</b> Academy leaders are teachers who take a lead role in theme-based academy planning, partner engagement, and at PLC meetings.</p>	<p>Summer 2015</p>
<p><b>Identify ELA/Literacy and Math coaches:</b> These school-based ELA and Math coaches work with instructional staff, with assistance from TDS ELA/Math Facilitators to provide coaching, PD leadership, and assistance to instructional staff.</p>	<p>Summer 2015</p>
<p><b>Implement Tiger Academy Extended Day (20 hrs/week):</b> The school day will be extended 4 hours per day, 5 days a week. The time will be used for credit recovery, tutoring, college-prep, and enrichment programs for all students.</p>	<p>Sept 2015 - June 2016</p>
<p><b>Implement Saturday Academy:</b> A Saturday program will be used for credit recovery, tutoring, college-prep, and enrichment programs for all students.</p>	<p>Sept 2015 - June 2016</p>
<p><b>Implement JROTC program:</b> This program builds character while offering students interested in military service an additional pathway into careers, the workforce, and college. Components of JROTC will be delivered both after and during school.</p>	<p>August 1, 2015</p>
<p><b>Implement Pearson "COP" Institutes: Math, ELA, Leadership:</b> These standards-aligned institutes utilize the CCLS shifts to help teachers assess and collaborate to improve their curriculum and instructional delivery to impact student achievement. They are supported by embedded PD to ensure excellent implementation and support teachers.</p>	<p>Sept 2015 - June 2016</p>

<p><b>Implement REACH Data Program:</b> This program helps establish protocols for collection and use of data to drive instruction. Called School-wide Effective Practices for Using Data Program, it includes 20 face-to-face sessions including PD for teachers during monthly PLC meetings plus individual support to teachers, and consultation with the principal</p>	<p>Sept 2015 - June 2016</p>
<p><b>Implement new teacher mentor/PD program:</b> Teachers chosen from the HHS staff mentor new and struggling teachers.</p>	<p>Sept 2015 - June 2016</p>
<p><b>Implement vertical training with middle school,</b> with the goal of articulating and lining-up instructional standards to define what students should know leaving high school, and what they should learn upon entering high school</p>	<p>Sept 2015 - June 2016</p>
<p><b>Implement incentives for effective/highly effective teachers:</b> These include opportunities to take a leadership role at HHS such as Academy Leader or Instructional Coach; opportunities for school or district-funded additional PD; and scholarships for pursuing National Board Certification</p>	<p>December 1, 2015</p>
<p><b>Implement Early Warning Indicator system:</b> This TDS initiative is designed to have a positive impact on school culture by training teachers to monitor student data like attendance and academic achievement to identify needs and services to help the student. Academy teachers review the data weekly in PLCs.</p>	<p>Sept 2015 - June 2016</p>
<p><b>Establish College Center with College Counselor:</b> Establishing a technology-rich College Center, staff by a college counselor who supports students' college searches, applications, financial aid and scholarship applications, contributes to the school's college-going environment.</p>	<p>Sept 2015 - June 2016</p>
<p><b>Establish Parent Center with Parent/Community Liaison:</b> The school will also establish a Parent Center, staffed by a bilingual parent/community liaison who will coordinate parent workshop, activities, and programs that strengthen the home-school connection. This contributes to the school climate goal.</p>	<p>November 1, 2015</p>
<p><b>Implement Communications Projects</b> - To increase school-home communication, HHS will 1) update the school website; 2) create written communications such as bilingual newsletters and annual reports; 3) conduct public presentations.</p>	<p>Sept 2015 - June 2016</p>
<p><b>Implement year 2 of Smart Scholars ECHS with Farmingdale State College</b> - This program allows students to earn college credits, and a college experience, while still in high school.</p>	<p>Sept 2015 - June 2016</p>
<p><b>Implement Merit-based Discipline with Dignity program</b> - Students will have the opportunity to earn back merits through various avenues including community service with partnering agencies, school beautification assignments, after-school detention, Saturday detention, peer mediation, and conflict resolution.</p>	<p>January 1, 2016</p>

Partnerships	Student academic achievement
Stakeholder involvement	Staffing
School climate	Professional development



185 Peninsula Blvd.  
Hempstead, NY 11550

**Susan Johnson**  
Superintendent of Schools  
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Fax: (516) 292-0933

**Dr. William McLaurin**  
President  
Hempstead School  
Administrators Association  
(516) 292-7111 ext. 3145  
Fax: (516) 292-7830

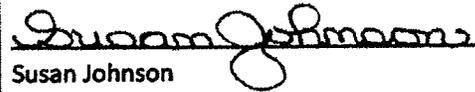
February 25, 2014

Dr. John King  
Commissioner of Education  
New York State Education Department  
89 Washington Avenue  
Albany, NY 12234

Dear Dr. King:

This letter is being written in support of the School Improvement Grant 1003(g) for the Hempstead Public School district's two schools, The Hempstead High School and the ABGS Middle School. The Hempstead Public School District and the Hempstead School Administrators Association Schools have agreed to work together to support the full implementation of a Transformation Model in each of the identified schools and hereby certify that discussions related to obstacles and activities that will be subject to negotiating collective bargaining agreements have been conducted and will continue to be conducted on a monthly basis with the goal of identifying and resolving contractual barriers through the negotiation and MOA process.

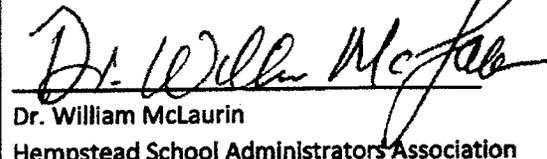
Sincerely,



Susan Johnson  
Superintendent of Schools

02-26-14

Date



Dr. William McLaurin  
Hempstead School Administrators Association

2/26/14

Date



185 Peninsula Blvd.  
Hempstead, NY 11550

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Superintendent of Schools  
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Executive Director  
(516) 500-9952  
Fax: (516) 500-9949

February 26, 2014

John King, Ph.D.  
Commissioner of Education  
New York State Education Department  
89 Washington Avenue  
Albany, NY 12234

Dear Dr. King:

This letter is being written in support of the School Improvement Grant 1003(g) for the district's two Persistently Lowest Achieving Schools -- Hempstead High School and ABGS Middle School. The Hempstead School District (HPS) and Hempstead Classroom Teachers Association (HCTA) have agreed to work together to support the full implementation of a Transformation Model in each of the identified schools. The parties agree that they will engage in expeditious negotiations regarding mandatory subjects of bargaining related to changes in the collective bargaining agreement that are necessary to implement the transformational model.

  
Susan Johnson, Superintendent of Schools

02-26-14  
Date

  
Elias Mestizo, President of  
Hempstead Classroom Teachers Association

2/26/14  
Date

Attachment A  
 Consultation and Collaboration Documentation Form

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

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

Principal/Union President/Lead	Date	Summary Documentation/Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in the SIG application.
Signature (in blue ink) Dr. Todd McGowan	2/26/14	
Type or print name DR. TODD MCGOWAN	2/26/14	
Teachers/Union President/Lead	Date	Summary Documentation/Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in the SIG application.
Signature (in blue ink) Kris S. Mastizo	2-26-14	
Type or print name Kris S. Mastizo	2-26-14	
Parent Group President/Lead	Date	Summary Documentation/Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in the SIG application.
Signature (in blue ink) Tina Lake	2-26-14	
Type or print name Tina Lake	2-26-14	

New York State Education Department:  
**M/WBE SUBCONTRACTORS AND SUPPLIERS NOTICE OF INTENT TO PARTICIPATE**  
 Under 1003(g) of the Elementary and Secondary Education Act of 1965

INSTRUCTIONS: Part A of this form must be completed and signed by the Bidder/Applicant unless requesting a total waiver. Parts B & C of this form must be completed by MBE and/or WBE subcontractors/suppliers. The Bidder/Applicant must submit a separate M/WBE Notice of Intent to Participate form for each MBE or WBE as part of the proposal/application.

Bidder/Applicant Name: Hempstead Union Free School District Federal ID No.: 116001965  
 Address: 100 Main Street Phone No.: (516) 434-4010  
 City: Hempstead State: NY Zip Code: 11550 E-mail: sjohnson1@hempsteadschools.org  
 Signature of Authorized Representative of Bidder/Applicant's Firm: SUSAN JOHNSON / SUPERINTENDENT OF SCHOOLS  
 Print or Type Name and Title of Authorized Representative of Bidder/Applicant's Firm

**PART B - THE UNDERSIGNED INTENDS TO PROVIDE SERVICES OR SUPPLIES IN CONNECTION WITH THE ABOVE PROCUREMENT/APPLICATION:**

Name of M/WBE: REACH Education Solutions Federal ID No.: 47-2322388  
 Address: 557 Grand Concourse Suite 3-16A Phone No.: (416) 389-8228  
 City, State, Zip Code: Bronx, NY 10451 E-mail: Ngfields@reachedsolutions.com

**BRIEF DESCRIPTION OF SERVICES OR SUPPLIES TO BE PERFORMED BY MBE OR WBE:**

Educational Consulting Services

DESIGNATION:  MBE Subcontractor  WBE Subcontractor  MBE Supplier  WBE Supplier

**PART C - CERTIFICATION STATUS (CHECK ONE):**

The undersigned is a certified M/WBE by the New York State Division of Minority and Women-Owned Business Development (MWBD).  
 The undersigned has applied to New York State's Division of Minority and Women-Owned Business Development (MWBD) for M/WBE certification.

**THE UNDERSIGNED IS PREPARED TO PROVIDE SERVICES OR SUPPLIES AS DESCRIBED ABOVE AND WILL ENTER INTO A FORMAL AGREEMENT WITH THE BIDDER/APPLICANT CONDITIONED UPON THE BIDDER/APPLICANT'S EXECUTION OF A CONTRACT WITH THE NYS EDUCATION DEPARTMENT.**

The estimated dollar amount of the agreement \$ \_\_\_\_\_  
7-20-2015 Signature of Authorized Representative of M/WBE Firm: Monica George-Fields  
 Date Printed or Typed Name and Title of Authorized Representative



Reimagine Excellence and Achievement Consultant House, LLC  
REACH® Educational Solutions

## **Instructional Leadership Coaching to Support Principal and School Leaders in School-Wide improvement Initiatives**

### **Rationale and Data:**

Since Hempstead is experiencing many layoffs and changes at the district level and the schools are in the midst of engaging in school reform, it is paramount that the administrators and teachers receive support focused on strategies to embrace and accomplish their school vision of shared accountability and strong collaboration often found in Transformation Schools. According to the 2015 Diagnostic Tool for School and District Effectiveness (DTSDE) Conceptual Four visit, Hempstead High School needed to focus immensely on the Statements of Practice aligned to leadership and instructional decisions and practices, teacher growth and support, and systems and structures. The visit further noted that staff aligned to supporting students and engaging families were developing. To address the crucial need of developing leadership across the school community, the Reimagine Excellence and Achievement Consulting House (REACH), LLC will combine their trademark School Leader Coaching Program™ (SLCP) and Teacher Leader Coaching Program™ (TLCP). This comprehensive approach will enable the school leaders and a subset of Hempstead High School teachers to develop the skills necessary to address curriculum development, teacher practices, and ultimately increase student achievement. It is clear that Hempstead High School can benefit from the support REACH©, LLC aims to provide via leadership and academic development, as well as, culture and climate dynamics in the school.

### **The Approach:**

The REACH School Leader Coaching Program™ (SLCP) is based on the premise that school leaders benefit from participating in a leadership support program that helps bridge the inevitable gap between credential leadership programs and the real world experiences of being a school leader. At the same time, we realize that teacher leadership is a growing practice in school improvement. It is particularly important to school leaders to have a teacher or group of teachers to assist with leading various aspects of the school improvement efforts. Coaching can begin anytime during a 12 month cycle, beginning in July and ending in June of the following year.

Cultivating teacher leaders is a sure way for a staff member to feel empowered. Research has proven that when teachers feel empowered, they begin to subscribe to a sense of shared accountability. According to Joyce and Showers (2002), teachers benefit immensely when they receive coaching focused on developing leadership skills versus one-off professional development workshops. The combined approach of supporting the school leader as well as, the teachers will be aimed to assist the school with preventing what York-Barr and Duke (2004) suggest that many teacher leaders get involved in; administrator roles, facilitating meetings, and other tasks that do not align to student achievement.

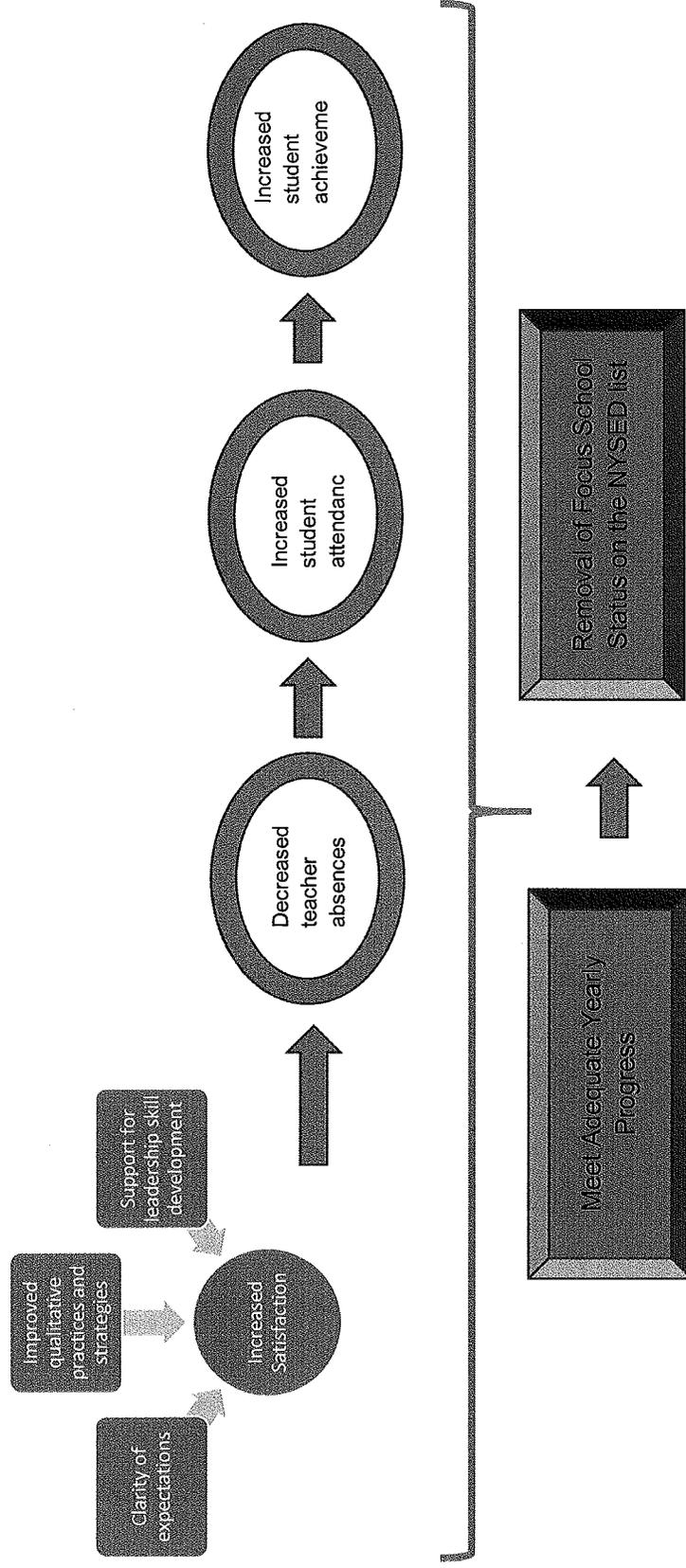
To be clear of the goals to be achieved during the 2015-2016 school year and every year thereafter during the SIG granting period will be to increase the following: qualitative ratings on the DTSDE school review report, student achievement, student attendance, positive perceptions aligned to leadership, and decrease teacher absences. The indicators will be mapped-out and monitored by REACH©, LLC, the district, and school community is in chart 1.1 below.

School Year	Indicator	Instrument of Evidence	Interim and Summative Assessment	Measurable Growth
2015-2016	DTSDE Tenet 2 SOPs 2.2, 2.3, 2.4, and 2.5	Diagnostic Tool for School and District Effectiveness Review Process	Mid-year (December) mock school review conducted by a trained DTSDE school reviewer ***** District-led Review with an independent Outside Educational Expert	There will be an increase of rating by at least one scale (ineffective ratings to developing and developing to effective)
	DTSDE SOPs 3.2, 4.2, 5.2, and 6.2	Diagnostic Tool for School and District Effectiveness Review Process	Mid-year (December) mock school review conducted by a trained DTSDE school reviewer ***** District-led Review with an independent Outside Educational Expert	There will be an increase of rating by at least one scale (ineffective ratings to developing and developing to effective)
	Increased perception of clear expectations and leadership	District Selected Survey Responses	REACH©, LLC interim surveys administered in December to inquire about leadership improvement ***** Administration of K-12 Insight Survey to be used as a pre-post SIG survey data set	There will be an increase of perceptions of effective leadership from the principal and identified teacher leaders in the school
	Increase in student assessment data	NYSEL ELA and mathematics assessments	District level interim assessments ***** Results of the Assessments	There will be an increase of 7-10% pts. In both ELA and mathematics across the school
2016-2017	Increase of consistent focused instruction across the grades and school	Lesson plans and classroom observations	School leader observation data and reports ***** Independent observer data and reports	There will be an increase of teachers providing rigorous teaching and learning opportunities throughout the school
	DTSDE Tenet 2 SOPs 2.2, 2.3, 2.4, and 2.5	Diagnostic Tool for School and District Effectiveness Review Process	Mid-year (December) mock school review conducted by a trained DTSDE school reviewer ***** District-led Review with an independent Outside Educational Expert	There will be an increase of rating by at least one scale (from developing to effective and at least sustainability of effective)

	DTSDE SOPs 3.2, 4.2, 5.2, and 6.2	Diagnostic Tool for School and District Effectiveness Review Process	Mid-year (December) mock school review conducted by a trained DTSDE school reviewer ***** District-led Review with an independent Outside Educational Expert	There will be an increase of rating by at least one scale (from developing to effective and at least sustainability of effective)
	DTSDE SOPs 3.3, 3.4, 4.3 and 4.4	Diagnostic Tool for School and District Effectiveness Review Process	Mid-year (December) mock school review conducted by a trained DTSDE school reviewer ***** District-led Review with an independent Outside Educational Expert	There will be an increase of rating by at least one scale (from developing to effective and at least sustainability of effective )
	Increase of teacher attendance	School-wide attendance record-keeping system	Monthly monitoring of teacher attendance ***** End-of-year average of absences	There will be a decrease in teacher absences by 10% pts.
	Increase of student attendance	School-wide attendance record-keeping system	Monthly monitoring of student attendance ***** End-of-year average of attendance	There will be an increase in student attendance by 2% pts.
2017-2018	Increase in student assessment data	NYSED ELA and mathematics assessments	District level interim assessments ***** Results of the Assessments	There will be an increase of 10-15% pts. In both ELA and mathematics across the school
	All DTSDE Tenets	Diagnostic Tool for School and District Effectiveness Review Process	Mid-year (December) mock school review conducted by a trained DTSDE school reviewer ***** IIT Review conducted by NYSED	There will be sustainability of all ratings and some movement towards highly effective in leadership .2 indicators
2018-2019	Meeting Adequate Yearly Progress in ELA and mathematics	New York State Education Department of School Accountability Report	District level interim assessments ***** Results of the Assessments	Increase in the 3 subgroups identified as needing improvement on NYSED report card
	Increase of teacher attendance	School-wide attendance record-keeping system	Monthly monitoring of teacher attendance ***** End-of-year average of absences	There will be a decrease in teacher absences by 10% pts.

	Increase of student attendance	School-wide attendance record-keeping system	Monthly monitoring of student attendance ***** End-of-year average of attendance	There will be an increase in student attendance by 2% pts.
	All DTSDE Tenets	Diagnostic Tool for School and District Effectiveness Review Process	Mid-year (December) mock school review conducted by a trained DTSDE school reviewer ***** IIT Review conducted by NYSED	There will be sustainability of all ratings and some movement towards highly effective in leadership .2 indicators
	Removal of Focus School Status	New York State Education Department of School Identification List	NYSED announcement of new list	REACH©, LLC partner Schools will be removed from the NYSED Focus School list
	Meeting Adequate Yearly Progress in ELA and mathematics	New York State Education Department of School Accountability Report	District level interim assessments ***** Results of the Assessments	Increase in the 3 subgroups identified as needing improvement on NYSED report card
2019-2020	Maintain of teacher attendance	School-wide attendance record-keeping system	Monthly monitoring of teacher attendance ***** End-of-year average of absences	There will be continued decrease in teacher absences by 10% pts. Until desired attendance is established
	Maintain of student attendance	School-wide attendance record-keeping system	Monthly monitoring of student attendance ***** End-of-year average of attendance	Maintenance of student attendance of 98%
	All DTSDE Tenets	Diagnostic Tool for School and District Effectiveness Review Process	Mid-year (December) mock school review conducted by a trained DTSDE school reviewer ***** IIT Review conducted by NYSED	There will be sustainability of all ratings and greater movement towards highly effective in leadership .2 indicators

These indicators were selected due to evidence that show the interconnections between teacher satisfaction, teacher attendance, student attendance, culture and climate indicators, and student achievement. Our conceptual framework for this work is in graph 1.2.



Both the REACH Teacher Leader Coaching Program™ and the REACH School Leader Coaching Programs begin with a StrengthsFinder assessment. This research-based personality assessment is based on positive psychology and allows respondents to build and develop their skills from a strength perspective versus a deficit model. Our REACH coaches take the approach of coaching leaders in the same manner. The Hempstead High School and teacher leaders will learn to align their strengths to the four types of leadership necessary to turnaround a school. Chart 1.2 outlines the REACH® Leadership Traits necessary for effective leadership.

<b>REACH®, LLC LEADERSHIP STYLES</b>			
<b>TRANSFORMATIONAL</b>	<b>TRANSACTIONAL</b>	<b>MANAGERIAL</b>	<b>SITUATIONAL</b>
Dynamic	Motivator	Decisive	Reactive
Influential	Delegator	Organizer	Analyzer
Visionary	Communicator	Disciplinarian	Learner
Innovative	Collaborator	Focused	Relator
Risk-taker	Strategic	Connector	Adaptive

This chart exemplifies that every type of leadership style that is necessary to respond to varying situations that occur on a daily basis in a school. The ability of a school and teacher leader to assess the situation and determine the appropriate response is pivotal for successful leadership. REACH® Coaches emphasize that necessity of developing all of the leadership traits with the transformational leader being dominant. Unlike other programs and supports, REACH® has recreated the typical leadership traits chart to a primary, secondary, and tertiary level chart that incorporates all of the essential traits. This chart and development is exhibited in chart 1.3.

<b>INTERCONNECTIONS TO LEADING TRANSFORMATION TRAITS</b>				
<b>Dynamic</b>	<b>Influential</b>	<b>Visionary</b>	<b>Innovative</b>	<b>Risk-taker</b>
Communicator	Collaborator	Motivator	Delegator	Strategic
Decisive	Disciplinarian	Focused	Connector	Organizer
Learner	Adaptive	Relator	Reactive	Analyzer

Our 12-month program for the Hempstead school and teacher leaders will teach the participants how caring for one trait leads to the development of other essential traits. Therefore, allowing for fluid movement through the transformation, transaction, managerial, and situational leadership styles.

**The Cycle of Leadership Support:**

There are five (5) cycles of leadership development that span across six (6) weeks. These cycles align to the REACH®, LLC leadership styles and the concepts highlighted for improvement as articulated by the Hempstead High School Principal.

**Pre-Cycle Assessment:**

- The Hempstead High School and teacher leaders will take the StrengthsFinder assessment and receive the report.
- The school and teacher leaders meet with their REACH®, LLC coach individually and discuss the results and the completion of an action plan.
- The REACH®, LLC coach completes the action plan and sends it to each leader, who then is given the opportunity to suggest changes
- All teacher leader action plans are then vetted with the school leader for final approval

The sample cycle for the year-long work is as follows. The below is a short action research cycle and data collection summary, which includes a point of reflection.

#### Cycle 1:

The REACH©, LLC coach works begins implementing the action plan, trait development cycle 1.

- Week 1: Each participant will receive a packet of quick reads (short chapters) aligned to the specific leadership traits they are working on developing or strengthening. After reading the quick reads, the REACH© coach and school or teacher leader communicate via the online platform set-up for the project
- Week 2: The specific action plan for this trait is reviewed and a short action research cycle is created to test the logistics of the plan. This short action research takes place across one week and gives the leader the ability to practice the steps and identify any issues that may impede the development cycle so that any issues that may interfere with the development cycle are resolved.
  - Identify a target for the development
  - Address the issue using the strategies aligned to the trait being developed
  - Check for resolution and determine success or the need to revisit
  - Reflect of what worked or did not work with REACH© coach
- Week 3: Revision of action plan and finalization of implementation of official cycle of trait development
- Week 3.5 – 5:
  - Identify the target for development;
  - Address the issue using the strategies aligned to the trait being developed;
  - Implement REACHin-REACHout™ protocol with REACH© coach;
  - Check for resolution and determine success or the need to revisit; and
  - Reflect of what worked or did not work with REACH© coach
- Week 6: Data gathering and revisiting

The REACHin-REACHout protocol includes online communication, job-embedded coaching, and face-to-face professional development with all leaders in the school.

- The leaders are visited 20 times, across 10 months.
- During the months of September-November, the REACH© coach will meet with the mentee three times a month.
- From December-March, the REACH© coach will visit the school twice a month, and the visits will be monthly during the months of April-June. The visits will include observations of the leader participant's implementation of the strategies and practices the school leader is developing within the specific cycle. These visits provide job-embedded coaching and direction for effective leadership practices.
- The REACH SLCP™ coach will conduct onsite workshops pertaining to the leadership traits in which all school and teacher leaders to participate. These workshops will focus on research-based practices around effective leadership practices and provide an opportunity for the leaders to meet and share professional experiences with colleagues engaged in the same work.

Our goal is also to provide unique and personal services that yield school level capacity, continuous excellence, and high levels of sustainability of achievement. Each participant will receive a REACH© SLCP Essential Notebook that is used as a guide for logging meetings, responses to the quick study, logging notes from the REACH© online SLCP series, and meetings with teachers aligned to their areas of need. The progress in this work will be juxtaposed to the findings of Hempstead High School's DTSDE report to

ensure that the program is leading towards an increase of at least on rating in the .2 Statements of Practice in the DTSDE rubric.

WORK TOWARDS BUILDING CAPACITY ACROSS THE SIG TIMELINE	
YEAR 1	REACH© coach leads the leadership work with the first cohort of school and teacher leaders
YEAR 2	REACH© coach leads the leadership work with the second cohort of school and teacher leaders, while providing cursory support to the first cohort
YEAR 3	REACH© coach leads the leadership work with the third cohort of school and teacher leaders, while providing cursory support to the first two cohort
YEAR 4	REACH© coach works with first three cohorts to create an internal coaching program led by school teachers
YEAR 5	REACH© coach works to continue support the school-based created and implemented coaching program

Joyce, B., & Showers, B. (2002). *Student achievement through staff development* (3rd ed.). Alexandria, VA: ASCD.

## **Embedding a System of Data-driven Planning and Instruction (DDI)/Inquiry in the Instructional Cycle of Chronically Underperforming Schools.**

### **The Approach:**

The use of data is becoming a resounding call to action for all school staff, but not many schools have established explicit protocols for how to analyze data. The REACH School-wide Effective Practices for Using Data Program™ (SEPUDP) not only assists the school community with the data sources that align to overall goals the school has established, but the program will also ensure that there are systems established to benefit from the protocols. Teachers receive professional development aligned to the use of the REACH data protocols. This program consists of monthly visits to the school where the REACH© consultant meets with staff members during teacher team meetings to review the ways in which teachers collect and track data against the school's missions. This program has a blended model that incorporates off-site support of creations of data charts and graphs for the school leader and community to use to discuss if the school is on track to achieve established goals or if adjustments of practices are needed. These reflection sessions take place four times a year and a REACH© consultant conducts the reflection meeting in person with the school leader.

The REACH SEPUDP™ facilitator works directly with teacher teams to develop their knowledge of the ways in which data should be used in their schools. This program typically has 20 face-to-face sessions. The facilitator meets with the teacher team 10 times, across 10 months, throughout the school year. The remaining 10 visits are dedicated to providing coaching to individual teachers participating in the teams. The individual sessions will focus on providing job-embedded coaching to the teachers aligned to the use of data to inform instructional practices before, during, and after classroom instruction.

Our goal is also to provide unique and personal services that yield school level capacity, continuous excellence, and high levels of sustainability of achievement.

## Outline of SEPUDP™

Type of Service		Description of REACH Facilitator	Description of Participant
Book study	<ul style="list-style-type: none"> <li>➤ The facilitator will introduce the book aligned to the SEPUDP™ focused on the lessons learned</li> </ul>	<ul style="list-style-type: none"> <li>✓ Fully participate in the study group and apply the lessons learned in the book to the everyday practices</li> </ul>	
Online platform	<ul style="list-style-type: none"> <li>➤ The facilitator will conduct online group conversations and discussions with participants</li> <li>➤ The facilitator will introduce the participants to the online video discussions aligned to the book study</li> <li>➤ The facilitator will introduce the participants to the learning series for the book study</li> </ul>	<ul style="list-style-type: none"> <li>✓ Participants will log-in and participate in group conversations about the lessons learned in the book study</li> <li>✓ Participants will have the ability to watch the video discussions between REACH Senior Achievement Facilitators about the book and practical application of the lessons in a school setting</li> <li>✓ Participants will have the option to use the self-paced learning series to advance their knowledge aligned to the book study</li> </ul>	
Face-to-Face professional development	<ul style="list-style-type: none"> <li>➤ The facilitator will provide face-to-face group facilitation to the teacher teams (up to 4 teams per school)</li> <li>➤ The facilitator will provide job-embedded coaching to individual teachers during classroom instructional time to coach the teacher in using timely data to inform instructional strategies and decisions, using the REACH© coaching-in model</li> <li>➤ The facilitator will lead regional workshops providing the participants of different districts and schools the opportunity to learn from each other and experts in the field of data-driven inquiry</li> </ul>	<ul style="list-style-type: none"> <li>✓ Participants will commit to fully engaging in the face-to-face SEPUDP™ face-to-face sessions held at their school</li> <li>✓ Participants will work with the REACH© facilitator and school leader to identify instructional supports needed to effectively deliver timely data-informed instruction</li> <li>✓ Participants have the option of participating in workshops sponsored by REACH©</li> </ul>	
REACH© SEPUDP templates and materials	<ul style="list-style-type: none"> <li>➤ REACH© facilitator will distribute all materials to be used in the program to participants during the launch meeting</li> </ul>	<ul style="list-style-type: none"> <li>✓ Each participant will receive a REACH SEPUDP Essential Notebook© that is used as a guide for conducting team meetings, responses to the book study, logging notes from the REACH© online SEPUDP series, and personal data-driven inquiry work with the REACH© facilitator</li> </ul>	

## **The Cycle of Implementation**

In this program, teacher teams receive support for using data to make instructional decisions. These meetings take place on a monthly basis beginning in October and ending in May. The focus of the meetings is to coach teachers around the effective use of analyzing data towards achieving a pre-determined S.M.A.R.T goal. These uniquely aligned school's goals, values, and any articulated theory of action are intended to expedite student achievement and increase teacher effectiveness. The selected teacher teams Hempstead High School will learn strategies and practices aligned to the Diagnostic Tool for School and District Effectiveness rubric. The following protocol is carried out throughout the school year:

- Week 1: A meeting is held with the school leader to determine and assist with creating a clear mission for student achievement and teacher effectiveness:
  - The mission is parsed into guiding ideas and goals for each grade/department in the school and
  - A school communication plan is created and implemented to articulate the goal to teams of teachers working horizontally on a grade or subject.
- Week 2: Support aligned to identifying individual goals are established and implemented:
  - Teachers receive guided coaching on ways to create individual targets based on a grade or subject goal and
  - Teachers create an action plan for accomplishing their targets.
- Weeks 3-4: Face-to-Face support is provided to staff members either identified in need of assistance or who request personal assistance with achieving the individual set of targets:
  - REACH©, LLC coach begins to provide individual support to teachers in classrooms and REACHin-REACHout protocols.
- Week 5: Teachers with the guidance of the REACH©, LLC coach assists teachers with employing a post-data cycle assessment. The assessment is explicitly aligned to the services and focus of the school.

The cycle is repeated during the beginning of week 6 focused on the next actionable expectation. This program continues throughout the school year based on overarching goal to be accomplished at the end of the school year.

During the cycle, the staff receives online communication, job-embedded coaching, and face-to-face professional development for 4 groups of teacher teams.

- The school is visited 40 times, across 10 months. The days are mapped out in the following manner:
  - Day 1: Meeting with the principal and assessment of teacher actions towards the goals;
  - Day 2: The first day of support and teacher team meetings;
  - Day 3: The second day of support and individual visits to classes to provide job-embedded support;
  - Day 4: The third day of support and individual visits to classes to provide job-embedded support; and
  - Day 5: Review of work with administrators and teachers in groups (group meetings can be held throughout the 5 days to minimize the disruptions in teaching and school schedules.
- Off-site days of support and work.
  - 10 days to provide platform support across 10 months
- The REACH SEDUDP™ facilitator will conduct onsite workshops pertaining to the actionable expectation in which all teachers participate. These workshops will focus on research-based practices aligned to the expectation so that all staff members can contribute towards the accomplishment of the school's goal.

REACH© facilitators create and use a summary of findings aligned to grade or subject level visits to conduct follow-up meetings with teachers. During the follow-up meetings, teachers can request additional assistance aligned to the target they are attempting to achieve. Teacher targets may focus on academic and/or student social-emotional or family engagement.

Each participant will receive a REACH SEDUDP Essential Notebook© that is used as a guide for conducting team meetings, responses to the quick study, logging notes from the REACH© online SEDUDP series, and personal monthly focus work with the REACH© facilitator.

WORK TOWARDS BUILDING CAPACITY ACROSS THE SIG TIMELINE	
YEAR 1	REACH© facilitator leads the SEDUDP work with the school focused on a set of actionable expectations
YEAR 2	REACH© facilitator leads the SEDUDP work with the school focused on the 2 <sup>nd</sup> set of actionable expectations
YEAR 3	REACH© facilitator leads the SEDUDP work with the school focused on the 3 <sup>rd</sup> set of actionable expectations
YEAR 4	REACH© facilitators mentor school staff to continue data-focused teacher team meetings and work towards mission
YEAR 5	REACH© facilitators mentor school staff to continue the data-focused teacher team meetings and work towards mission

**4.0 (4) Budget/Cost Summary – Teacher and School Leader Coaching**

<b>Description of Service</b>	<b>Projected Number of Service Days/Daily Rate</b>	<b>Total Cost</b>
Training of School and Teacher Leaders year 1	20 days @ 2,000 per day; plus 5 days of planning @ \$1,000 per day	\$45,000
Online Learning Platform	10 days @ 1,000	\$10,000
Materials for all participants	\$500 per participants (includes Kindle and all electronic books for study group)	\$10,000 (Based on 20 participants per school)
<b>Total</b>		<b>\$65,000</b>

**4.0 (5) Budget/Cost Summary – Data Teams**

<b>Description of Service</b>	<b>Projected Number of Service Days/Daily Rate</b>	<b>Total Cost</b>
Training of School and Teacher Leaders year 1	20 days @ 2,000 per day; plus 5 days of planning @ \$1,000 per day	\$45,000
Online Learning Platform	10 days @ 1,000	\$10,000
Materials for all participants	\$500 per participants (includes Kindle and all electronic books for study group)	\$10,000 (Based on 20 participants per school)
<b>Total</b>		<b>\$65,000</b>