U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

MAGNET SCHOOLS ASSISTANCE PROGRAM-APPLICATION PACKAGE
CFDA # 84.165A
PR/Award # U165A100074

OMB No. 1855-0011, Expiration Date: 05/31/2010
Closing Date: MAY 03, 2010

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Application for Federal Assistance SF-424 Version 02

* 1. Type of Submission
[ ] Preapplication
[X] Application
[ ] Changed/Corrected Application

* 2. Type of Application:
[X] New
[ ] Continuation
[ ] Revision

* If Revision, select appropriate letter(s):
* Other (Specify)

* 3. Date Received:
5/3/2010

4. Applicant Identifier:

5a. Federal Entity Identifier:

* 5b. Federal Award Identifier:
N/A

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Springfield Public Schools, Springfield,

* b. Employer/Taxpayer Identification Number (EIN/TIN):
046001415

* c. Organizational DUNS:
069396575

d. Address:

* Street1:	195 State Street
Street2:	
* City:	Springfield
County:	Hampden
State:	MA
Province:	
* Country:	USA
* Zip / Postal Code:	01102

e. Organizational Unit:

Department Name:	Division Name:
Office of the Superintendent	Magnet Program Office

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:	Mr.	* First Name:	Joshua
Middle Name:	P		

* Last Name:	Bogin
Suffix:	
Title:	Magnet Program Director
Organizational Affiliation:	
Springfield Public Schools	
* Telephone Number:	(413)787-7752
Fax Number:	(413)787-7229
* Email:	BOGINJ@SPS.SPRINGFIELD.MA.US

Application for Federal Assistance SF-424 Version 02

9. Type of Applicant 1: Select Applicant Type:

C: City or Township Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.165A

CFDA Title:

Magnet Schools Assistance Program-Application Package

*** 12. Funding Opportunity Number:**

ED-Grants-030410-001

Title:

Office of Innovation and Improvement Magnet Schools Assistance Program

13. Competition Identification Number:

n/a

Title:

n/a

14. Areas Affected by Project (Cities, Counties, States, etc.):

Springfield, MA

*** 15. Descriptive Title of Applicant's Project:**

Scaffolding and Accelerating in Diverse Learning Environments

Attach supporting documents as specified in agency instructions.

Attachment:
Title :
File :

Attachment:
Title :
File :

Attachment:
Title :
File :

Application for Federal Assistance SF-424 Version 02

16. Congressional Districts Of:
* a. Applicant: MA002 * b. Program/Project: MA002

Attach an additional list of Program/Project Congressional Districts if needed.
Attachment:
Title :
File :

17. Proposed Project:
* a. Start Date: 7/1/2010 * b. End Date: 6/30/2013

18. Estimated Funding ($):

a. Federal	**$ 3889500**
b. Applicant	**$**
c. State	**$**
d. Local	**$**
e. Other	**$**
f. Program Income	**$**
g. TOTAL	**$ 3889500**

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

[ ] a. This application was made available to the State under the Executive Order 12372 Process for review on .
[ ] b. Program is subject to E.O. 12372 but has not been selected by the State for review.
[X] c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

[ ] Yes [X] No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

[X] ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:	Dr.	* First Name:	Alan
Middle Name:	J		
* Last Name:	Ingram		
Suffix:			

Title:	Superintendent of Schools

* Telephone Number:	(413)787-7087	Fax Number:	(413)787-7171

* Email:	INGRAMA@SPS.SPRINGFIELD.MA.US

* Signature of Authorized Representative:	* Date Signed:

Application for Federal Assistance SF-424 Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Springfield Public Schools, Spri...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 777,223	$ 800,540	$ 824,556	$ 0	$ 0	$ 2,402,319
2. Fringe Benefits	$ 153,000	$ 160,650	$ 168,682	$ 0	$ 0	$ 482,332
3. Travel	$ 90,100	$ 90,500	$ 84,100	$ 0	$ 0	$ 264,700
4. Equipment	$ 254,000	$ 366,000	$ 366,000	$ 0	$ 0	$ 986,000
5. Supplies	$ 1,153,500	$ 1,001,500	$ 1,020,000	$ 0	$ 0	$ 3,175,000
6. Contractual	$ 696,000	$ 698,400	$ 657,872	$ 0	$ 0	$ 2,052,272
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 765,677	$ 771,910	$ 768,290	$ 0	$ 0	$ 2,305,877
9. Total Direct Costs (lines 1-8)	$ 3,889,500	$ 3,889,500	$ 3,889,500	$ 0	$ 0	$ 11,668,500
10. Indirect Costs*	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 3,889,500	$ 3,889,500	$ 3,889,500	$ 0	$ 0	$ 11,668,500

***Indirect Cost Information** ***(To Be Completed by Your Business Office)*:**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? [ ] Yes [X] No
(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: __/__/____ To: __/__/____ (mm/dd/yyyy)
Approving Federal agency: [ ] ED [ ] Other (please specify): _____ The Indirect Cost Rate is 0%
(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
[ ] Is included in your approved Indirect Cost Rate Agreement? or, [ ] Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Springfield Public Schools, Spri...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
2. Fringe Benefits	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
3. Travel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
6. Contractual	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
9. Total Direct Costs (lines 1-8)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
10. Indirect Costs	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:
Name of Authorized Certifying Representative: Alan J. Ingram, Ed.D
Title: Superintendent of Schools
Date Submitted: 05/02/2010

Approved by OMB 0348-0046 Exp.

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

1. Type of Federal Action:	2. Status of Federal Action:	3. Report Type:
[ ] Contract [X] Grant [ ] Cooperative Agreement [ ] Loan [ ] Loan Guarantee [ ] Loan Insurance	[ ] Bid/Offer/Application [ ] Initial Award [ ] Post-Award	[X] Initial Filing [ ] Material Change **For Material Change only:** Year: 0Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: [X] Prime [ ] Subawardee Tier, if known: 0 Name: Springfield Public Schools Address: 195 State Street City: Springfield State: MA Zip Code + 4: 01102-1410 **Congressional District, if known:** 02	**5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:** Name: Address: City: State: Zip Code + 4: - **Congressional District,** if known:	
6. Federal Department/Agency:	**7. Federal Program Name/Description:** CFDA Number, if applicable:	
8. Federal Action Number, if known:	**9. Award Amount,** if known: $0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	**b. Individuals Performing Services** (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.	Name: Alan J. Ingram, Ed.D Title: Superintendent of Schools Applicant: Springfield Public Schools, Springfield, Date: 05/02/2010	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

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

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

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

APPLICANT'S ORGANIZATION

Springfield Public Schools, Springfield,

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. First Name: Alan Middle Name: J

Last Name: Ingram Suffix:

Title: Superintendent of Schools

Signature: _____ Date: 05/02/2010

ED 80-0013 03/04

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

Attachment:
Title : Springfield (MA) MSAP GEPA
File : C:\fakepath\GEPA.SPS.2010-13msap.doc

Springfield (MA) Public Schools

GENERAL EDUCATION PROVISIONS ACT (GEPA) Requirement

The Springfield Public Schools is proposing a Magnet Schools Assistance Program for Springfield Central High School; Van Sickle Middle School; Springfield High School of Science and Technology; and STEM Middle Academy, that will meet the requirements of Section 427 of GEPA to ensure that there will be no barriers that will impede equitable access of participation having to do with gender, race, national origin, color, disability, or age. The project is designed to ensure that all students will be taught the same content, will be held to the same high standards and have access to the same rigorous curricula. As the narrative makes clear, one of the keys to this proposal is our district's commitment to moving forward students who have traditionally not been equitably represented in higher level courses, including Pre-AP, honors, IB and AP. The following is a non-exhaustive list of specific activities that will ensure equitable access to all participants, regardless of gender, race, national origin, color, disability, or age:

- All materials developed as part of the project will be adapted for use with students with disabilities according to their individual IEPs. This includes all 21st Century technology modalities, and modes of communication, from podcasts to wikis.
- All instructional materials and training materials will be reviewed by the project director and magnet resource teachers to ensure that they are appropriate for inclusive instruction that is sensitive to gender, race, national origin, color, disability and age issues. Partnership with the New England Equity Assistance Center will ensure that all teachers and administrators are fully versed in Massachusetts "Category Training" to improve instructional practices for English Language Learners as well as broad approaches, using magnet themes, to reaching ELL students.
- Materials sent to parents and other community members explaining the program and inviting them to participate will be translated into the major native languages of the school district.
- Students will not be placed into classes based on ability, performance or any other measure of merit to ensure equal access to all magnet and other school activities.
- Professional development, curriculum development/alignment and other planning activities have been designed to include all teaching staff regardless of gender, race, national origin, color, disability, or age, in order to ensure that *all* students have equal access to high quality instruction.
- Ongoing work with Smith College and other university partners to promote interest in Engineering among female students at STEM Middle and Springfield High School of Science and Technology (HSST).
- HSST and STEM Middle Academy will partner with the Latino STEM Alliance to promote awareness of and interest in STEM careers among Latino school population.
- Scientific Learning's Fast Forward program will be implemented with ELL and Special Education students to scaffold for reading comprehension.
- These and other project features and activities can be found throughout the application.

The following pages of the grant narrative are an example of where further details can be found in the proposal that describe these services: pp. 16-31; 44-49; 53-80; and generally in the following section:

Quality of Project Services (2) (iv) How it will ensure equal access and treatment for eligible project participants who have been traditionally underrepresented in courses or activities offered as part of the magnet school (pp. 16-31).

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Mr.	Joshua	P	Bogin	

Address:

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2. Applicant Experience

Novice Applicant [ ] Yes [X] No [ ] Not applicable

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project period?

[ ] Yes [X] No

Are ALL the research activities proposed designated to be exempt from the regulations?

[ ] Yes Provide Exemption(s) #:

[ ] No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:
Title :
File :

Project Narrative

Project Narrative-Project Abstract

Attachment 1:
Title: **Springfield (MA) Abstract** Pages: **1** Uploaded File: **SPSAbstract.FINAL.pdf**

Abstract

Springfield (MA) Public Schools seeks funding under the Magnet Schools Assistance Program to support four magnet schools in their efforts to bring about the equity of achievement long anticipated in the 56 years that have followed upon ***Brown v. Board of Education***. The target schools in this *"Scaffolding and Accelerating In Diverse Learning Environments"* project proposal are: **Springfield Central High School (Central) (2072 students); Springfield High School of Science and Technology (Sci-Tech) (1320 students); Van Sickle Middle School (915 students); and STEM Middle Academy (345 students).** The special curricular magnet programs for the four schools are: **Central: Advanced Studies and the Arts; Sci-Tech: STEM Academies with 21st Century Global Communications; Van Sickle: International Baccalaureate and 21st Century Global Communications; STEM Middle: STEM and Expeditionary Learning.**

This proposal anticipates achievement of several key project objectives, among them: 1) reduction of minority group isolation at Sci-Tech and Van Sickle; 2) expansion of capacity at Central and STEM Middle to assist both in reducing minority group isolation at several low performing feeder schools in the district and in providing innovative educational opportunities for students opting to enroll there under the school choice provisions of Title I of the ESEA; 3) specific improvement in academic achievement for all critical sub-groups; and 4) increased enrollment and engagement of secondary students in advanced level courses and ultimately post-secondary education.

Project Narrative

Project-Narrative-Table of Contents

Attachment 1:
Title: **Springfield (MA) Table of Contents** Pages: **1** Uploaded File: **Pages SPS.msap1013.TOC.pdf**

Springfield Public Schools

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Project Narrative

Project Narrative-Competitive Preference Priority 1-Need for Assistance

Attachment 1:
Title: **Springfield (MA) Priority 1** Pages: **11** Uploaded File: **SPS.MSAP1013.Prior1.pd.pdf**

Introduction

Brown v. Board of Education, and the long history of school desegregation litigation that followed on its heels, was—and remains—in its essence about the "hearts and minds" of America's schoolchildren. At a recent focus group conducted with a number of Springfield middle school 8th graders—of diverse racial and ethnic backgrounds—a common concern expressed by the students involved the question of whether attention would be paid, as they moved on to high school, to their most basic needs as students—understanding their individual challenges, knowing about their cultures, addressing the most basic pieces of what they know they need to learn and master to be successful, to make it to college, to succeed and eventually join the American economic mainstream. Many of these 8th graders, like the majority of Springfield schoolchildren, come from homes where English is not the first family language. For those students in particular, school takes on a role of immense significance—it is the access point for all the doors and opportunities public education in the United States is intended to provide. Educational opportunity, the Supreme Court first instructed us in 1954, "is a right which must be made available to all on equal terms." To deny the full breadth of equity in education, the Court stated in words that live loud in our post-*Brown* social fabric, "generates a feeling of inferiority as to … status in the community that may affect [minority students'] hearts and minds in a way unlikely ever to be undone."

Springfield Public Schools has made great strides in promoting school desegregation since the issuance in 1974 of a remedial court order by the Massachusetts Supreme Court. But as the Supreme Court wisely observed in *Brown,* times change. While SPS, like many communities across the nation, has made some substantial progress in promoting more diverse environments in its schools, much remains to be accomplished—both in achieving the full breadth of diversity

promised in the 1974 court order and its subsequent modifications, but, more urgently, in ensuring that enrollment of diverse populations is *a starting point rather than an end goal* for opening up the doors of educational opportunities to all of our students. What our focus group 8th graders made so powerfully clear is that the word "opportunity," and the word "equity," are dependent on far more than simply seating children of different racial and ethnic backgrounds next to one another in some classes, or bringing such children together in the same schools. We know that for second language learners to benefit from magnet-driven school innovations those innovations must build in components to support these learners at the same level of access as any others of the diverse groups in a magnet school—that is our heritage not only from *Brown* but from *Lau v. Nichols*, which built upon *Brown's* imperative by ensuring that students must be able to *comprehend* what is taught to them—the logical extension of *Lau* and *Brown* in a magnet school context is construction of thematic programming that attends to diverse needs and ensures that the scaffolding is there to make equitable access to all students, including second language learners, a *meaningful* promise.

This magnet grant proposal has been crafted to take advantage of the wisdom of our students and our families, the wisdom of our professional educators, and the wisdom of those who have shared their advice with us about the steps still needed to maximize conditions that will ensure true equality of educational opportunity. We have built a foundation upon which meaningful educational structures can be created and offered to all students. This proposal, as its title indicates, is designed to provide the necessary scaffolding to ensure that our students will not only be attracted to these four magnet schools, but will be equipped at those schools to take full advantage of the innovative academic opportunities made available—in high level courses, whether "honors," "pre-AP," "IB," or "AP."—thereby raising achievement levels for *all* cohort

groups. Magnet schools must be challenging, innovative and attractive to our district's highest achievers, but they must also break old remediation paradigms to ensure that *all* students can become high achievers through these same exciting educational practices, particularly those that are aimed at success in higher education and that address the Communication imperatives of our ever-changing 21st century world.

"*Scaffolding and Accelerating In Diverse Learning Environments* combines the strongest elements of magnet school innovation—STEM, IB, Arts, Expeditionary Learning, Advanced Studies, attention to 21st Century Global Communication modalities—with a laser-like focus on ensuring that all of our students, particularly those who are second language learners and those low income students whose cultural experiences have not typically been congruent with the "mainstream" culture of American schools, are presented with opportunities that *feel real and powerful to them*, enabling and encouraging them to become full participants in every aspect of our most innovative and higher level 21st century academic curricula. Only by addressing both of these imperatives—making school relevant, engaging, challenging and meaningful; and ensuring that all students have the tools *and the sense of equal standing* to succeed at the highest academic levels—will we be able to say that we have honored our obligation to the "hearts and minds" of all of our community's schoolchildren.

Priority 1--Need for assistance. The Secretary considers -- (a) The costs of fully implementing the magnet schools project as proposed;

Springfield is a City that is just beginning to dig out from the brink of bankruptcy. A state administered Financial Control Board ran all city operations for a period of five years, only ceding fiscal authority back to the City in the past year. Notwithstanding the precariousness of the city and school budgets, Springfield Public Schools and its constituent community has sustained a

longstanding commitment (dating back before the advent of the MSAP) to the use of magnet schools as a tool to advance desegregation and to improve student academic achievement.

SPS is requesting MSAP funding to establish new magnet programs in two schools—Central High School (Central) and Van Sickle Middle School (6-8)—and to continue magnet programs with significantly revised magnet themes at two schools, High School of Science and Technology (Sci-Tech) (9-12) and STEM Middle Academy (STEMM). Two of the schools, Sci-Tech and Van Sickle, are schools in need of improvement. Two, Central and STEMM, are "higher performing schools" that will increase opportunities for students in low-performing schools to attend a higher performing magnet school and reduce minority group isolation in the low-performing sending schools.

The proposed magnet schools project has been developed by a multiracial, multiethnic group of parents, teachers, school administrators, as well as representatives of business, social services providers, religious, college/university and student groups. SPS is requesting approximately $3.9 million dollars a year for four schools for each of the three years of the proposed project from the MSAP. The major items of requested funds include the following:

- **Magnet Program staff** including project director, recruiter and secretary;
- **magnet specialist resource teachers** for each of the four magnet schools to lead development and implementation of the specialized curriculum at each school;
- **stipends** for teachers to develop specialized curriculum materials and to receive focused professional development concerning implementation of magnet themes;
- **consultants** who have expertise in the curriculum area and/or the special pedagogy of each magnet school to assist in curriculum development and staff training;

- **specialized equipment and supplies** (over and above equipment and supplies that will be supplied by General Fund monies) to implement the specialized curriculum at each proposed magnet school site; and
- **a consultant evaluator** to conduct an independent evaluation of the magnet schools project. SPS is also requesting funds for to conduct a rigorous evaluation above and beyond the summative and formative analysis conducted in the standard evaluation.

These costs are reasonable and essential in order for the district efficiently and effectively to meet its goals for desegregation and increased academic proficiency for all students.

Without the Magnet Resource teaching positions, the following capacity building activities could not occur at the four magnet schools described in this application: (1) Vertical and Horizontal team meetings for joint lesson planning, curriculum development, problem solving and professional development; (2) Development of magnet themes integrated into all subject areas; (3) Development of interdisciplinary collaborative lessons by regular teaching staff during grade team meetings; (4) Development of methods and materials that will enable teachers to successfully instruct children from a variety of backgrounds, and with a broad range of academic skills in the same heterogeneous classes while minimizing the time children spend out of class in pull-out activities; (5) Development of the capacity to implement cooperative learning activities in every magnet school class; (6) Development of multicultural lessons that are integrated into every curriculum area, and into magnet theme lessons and enrichment activities; and, most important for the purposes of this grant, (7) Development of scaffolded social and instructional structures to support more advanced learning opportunities and successes for second language learners. In short, without the Magnet School Resource Teachers that are requested, the activities described in this proposal that make each magnet school unique, and

which support restructuring each school for diversity and equity, cannot take place.

The costs of fully implementing the proposed magnet schools project are tremendous and are far greater than the annual $3.9 million that SPS is requesting from the MSAP. Because of the design of the magnet schools project, the district will incur additional costs to implement the project fully. *At no cost to the project*, the district will provide significant in-kind contributions to implement fully the magnet schools project. These in-kind contributions, in combination with the annual $3.9 million dollars requested from the MSAP, represent the costs of fully implementing the magnet schools project as proposed. The following is a listing of the in-kind contributions that the Springfield Public Schools will provide:

District In-Kind Contributions

$20,972,274: The Springfield Public Schools will provide a myriad of resources to implement fully the program, at no cost to the project. These resources include: classroom and supervisory staff at each proposed magnet school. There will be approximately 346 classroom teachers at the five magnet schools; there are 4 principals and 14 assistant principals.

$169,866: SPS will provide a variety of district staff to assist in project implementation, at no cost to the project, i.e., the Superintendent, Assistant Superintendents, other members of the senior leadership team, the academic directors and other district office staff.

$4,489,313: All the facilities at the schools, including classroom furniture, classroom materials and supplies provided by General Fund monies (e.g., textbooks, reference books, computer software) and instructional equipment will be available to the magnet schools project, at no cost to the project.

$1,484,162: The district will absorb the costs of pupil services, e.g. adjustment and guidance counselors, testing and psychological services. This number was derived based on a per pupil expenditure of $1,437 per pupil based on school versus district enrollment as a whole.

$1,622,400: The district will absorb the costs of student transportation to and from the magnet schools and to collaborating institutions. As delineated above, SPS will be providing approximately **$28,738,015 in in-kind contributions annually** to implement the magnet schools program at the five magnet schools. The costs enumerated above are crucial to the successful implementation of the magnet schools project. The **$28,738,015** of annual in-kind contributions, combined with the $3,889,500 requested annually from the Magnet Schools Assistance Program, a total of **$32,627,515,** will cover the full annual costs of the magnet schools project, thereby allowing the district to implement the magnet schools project as proposed.

Priority 1--Need for assistance. … (b) Resources available to carry out the project if funds were not provided; (c) The extent to which the costs of the project exceed the applicant's resources; (d) The difficulty of effectively carrying out the approved plan and the project ….

The Springfield Public Schools has serious financial problems that limit the district resources available to the district to carry out the project if funds under the program were not provided. Part of the problem is structural. A property tax cap of 2.5% makes public schools dependent upon the State for the revenue necessary to operate. With increasingly severe fiscal constraints at the state level, state funding has not been sufficient to meet all the needs of the district's growing student enrollment, a district with ever increasing numbers of students with special needs. In 2004, Justice Margot Botsford of the Massachusetts Superior Court issued a comprehensive report detailing the fiscal disparities facing Massachusetts public school districts—specifically including Springfield—with funding needs that outweigh their ability

sufficiently to meet the educational needs of their communities. *Hancock v. Driscoll,* (slip opinion, April 26, 2004). These findings were upheld by the Massachusetts Supreme Court (which reversed as to the remedy only) in 2005. There are currently 6,089 students (24% of total enrollment) with disabilities in the district, compared with just 3,523 as recently as 1993, and almost 50% more than the 17% reported statewide. Similarly, in 1993 there were 2,746 students who were English Language Learners (limited English proficient); by 2009-10 there are 3,288 (13%, compared to 6% statewide). In addition, the student population is also getting poorer. Per capita income in Springfield as of the last census was $15,232, ranking 348th out of 351 municipalities in the state. **Springfield Public Schools ranks 327th out of 328 school districts in Massachusetts in equalized valuation per capita.** In 1990, 12,576 students, or 52%, were classified as low-income. In 2009-10 that number has grown to 20,476 low income children, or **81.4%** of the district's total student enrollment, more than double the 33% statewide number. Low income children comprise the vast majority of the district's students, and require special, expensive services to put them on a par with more advantaged students. Contractual agreements (with paraprofessionals, teachers and administrators) as well as increases in health care and utility costs have resulted in fixed costs far outstripping state contributions in FY10. Grants that provided enrichment possibilities to the school district have been cut at the state level across the board. This includes the state's Chapter 636 program, which includes several provisions intended to assist districts engaged in desegregation activities. The last year the state offered Chapter 636 funds to any districts was 2000. Those funds had been used by SPS to provide multicultural education experiences, professional development for teachers working in heterogeneous classrooms, and resource specialists who could add their unique expertise to the

ways in which core curriculum instruction was being delivered in integrated classrooms. Staff positions have been cut in each of the past three years as well.

In addition to actual cuts in staff positions—especially those positions created to provide enrichment activities and training for students in integrated learning environments—SPS has had to cut back on its professional development offerings. Funding cuts have resulted in the allocation of full professional development days for teachers being reduced from seven to four. Moreover, budget constraints make it difficult for the district to provide teachers with adequate time for common planning time and integration. Even with an active "embedded coaches" training model, the critical element of *time during the school day and after school hours* for this kind of transformative professional development is far more difficult to fund because of recent state cuts.

In the area of technology, while efforts have been made to bring all SPS schools forward, both in terms of hardware and networking capabilities, those efforts have not covered all of the city's schools; similarly, at some of the technology-poor schools, there is a need for staff support to assist classroom teachers in achieving technology competence and integrating technology into the core curriculum. An inability to access technology on an equal basis with other schools or school districts has a profound impact on students' educational opportunities—closing the "achievement gap" requires closing the "technology gap" that continues to manifest itself between minority and non-minority students. Lagging behind in the uses of technology will have serious consequences for children seeking success in this technological age. At Central, where student achievement continues to outpace other district secondary schools, and at Van Sickle, where renovations were completed in 1998, the district has been challenged to keep up with dramatic industry improvements, rendering most of their computers virtually obsolete.

Similarly, schools' science materials also vary dramatically, depending on the age of the school. Finally, SPS Arts programs, like those in many communities, have had to contract—eliminating many of the enrichment opportunities in the arts so necessary to igniting the spark that leads to motivated learning among so many schoolchildren. Indeed, despite a long history of commitment to the arts, and despite living in a community with a major Symphony Orchestra, half a dozen significant Museum collections, a Community Music School and Drama Studio, close to 50% of the graduating class of 2010 did not receive any arts instruction at all because of deep cuts in general fund support.

The district clearly does not have the resources to provide all the services and support that its students so desperately need. In FY10, the state contribution to the district was cut by $5.2 million; the district's 2009-10 per pupil expenditure is $14,345, a figure that is substantially lower than that of most comparable districts in the state (see table, below).

Most significant, Springfield's local resources are dismal compared to neighboring suburban districts and also comparable Massachusetts school districts. Springfield's economically disadvantaged population, and the depressed tax base that follows from it, results in a ***drastically lower local contribution*** to the overall education budget than other cities in the state. Springfield's local contribution comprises ***a mere 8%*** of its total education budget; the following chart demonstrates the stark contrast with other districts across the state, as well as the impact of state budget cuts on per pupil expenditures in Springfield relative to other Massachusetts districts.

Per Pupil Expenditure

School District	Avg Per Pupil Expenditure	Local Contribution	Percent
Boston	$17,900	$8,405	47%
Brookline	$16,847	$8,530	51%
Concord	$15,831	$7,866	58%
Framingham	$15,373	$7,330	48%
Newton	$16,243	$8,224	50%
Somerville	$16,219	$9,350	58%
Springfield	***$14,345***	***$1,201***	***8%***
Weston	$18,023	$8,087	45%

The State Inter-district Choice Program also diverts much needed monies from Springfield's public schools. The district spends $3,779,530 to support 661 Springfield students (not including Special Education out-of-district placements) attending school in districts outside of Springfield. The above data demonstrate that the resources available to SPS are very limited, especially when contrasted with other school districts in the state, while it has responsibilities to educate increasing numbers of students with distinct needs. The thematic programs proposed for the four project schools are modeled on programs, such as Expeditionary Learning, IB, Project Lead the Way, National Academy Foundation, that have met with success elsewhere. They require extensive professional development, state of the art technology support, materials and supplies to give added breadth to the programmatic offerings sufficient to draw students who otherwise would have no reason to opt to attend a magnet school. Therefore, resources presently available are insufficient, standing alone, to implement a magnet schools project of the dimension, scope and educational significance described in this proposal.

Project Narrative

Project Narrative-Competitive Preference Priority 4-Expanding Capacity to Provide Choice

Attachment 1:
Title: **Springfield (MA) Priority 4** Pages: **3** Uploaded File: **SPS.MSAP1013.Prior4.pdf**

Priority 4 -- Expanding Capacity to Provide Choice. (1) Help parents ...by (a) Selecting schools identified for school improvement … under Title I as magnet schools or (b) Maximizing the opportunity for students in low-performing schools to attend higher-performing magnet schools..

Two of the schools in this project—Sci-Tech and Van Sickle—have been identified for improvement under Title I of ESEA. Despite recent stirrings of academic progress (as reflected in growth model indexes), Sci-Tech has been in Restructuring for the past two years and has failed to make AYP since 2005 in either Math or ELA. Van Sickle has been in Restructuring since 2007, having failed to make AYP in Math and ELA from 2004-08. Its achievement of AYP in 2009 makes it an excellent candidate for successful turnaround, but it is still a Title 1 school in Restructuring. **The project thus meets the requirements of part (1) (a),** and is crafted in all respects with a focus on school turnaround through innovative, student-engaged and district-supported reform efforts.

Two other project schools—Central and STEM Middle Academy (STEMM)—are higher performing schools. Each has outperformed all other counterpart schools in the district, both in ELA and Mathematics (see school narratives for details). Both are highly sought after. The City, recognizing the interest in STEM Middle, has bonded to expand capacity for that school to permit an additional 15% student enrollment. Central has been an academic leader in the district for years and through this project has targeted programs to attract Hispanic students from among the district's many low performing middle schools. Similarly, 27 of the district's 32 elementary schools (all Title I) are "in need of improvement," and STEM Middle's proposed revised magnet theme is calculated to increase enrollment for students from those schools. **The project therefore meets the requirements of Part 4(b).** By doing so, SPS will accomplish several complementary purposes. *First,* opportunities will be maximized for students at low performing

schools to attend a higher performing magnet school funded under the project. *Second*, by providing these opportunities, minority group isolation will be reduced at Central's and STEMM's feeder schools, thereby fulfilling the program purpose of reducing minority group isolation in those schools. *Third*, by recruiting African American and Hispanic students to attend Central and STEMM we will be promoting district compliance with our remedial desegregation court order.

Priority 4 -- Expanding Capacity to Provide Choice. (2) Effectively inform parents whose children attend low-performing schools about choices available to them in the magnet schools.

In Springfield, when a Title I school is identified as low-performing, parents are notified via letter from the Superintendent of Schools of their options, pursuant to *No Child Left Behind Act* requirements, offering them an opportunity to select from one of three options: 1) keeping their child/children at their present school with the option of receiving supplemental services; 2) keeping their children at their present school without receiving supplemental services; and 3) transferring to a higher-performing school. This letter explains in detail the state's MCAS system and the district's academic goals for their children. It also contains a list of the schools from within the parents' school zone (or magnets) that are options for transfer, as well as a list of state approved supplemental services and providers. The letters sent home to families are in both English and Spanish. Parents also receive information of available magnet schools from their schools and the Parent Information Center.

The Magnet program recruiter will inform families with children in the district's low performing schools of the option to apply to transfer into our higher-performing Magnet schools, Central and STEMM, with targeted outreach efforts to reach the families in both of the low-performing Magnet schools as well as identified feeder schools. This information will be made

available through school- and community-based meetings; use of electronic media; distribution of a Magnet program newsletter; presentations to PTOs and Magnet sponsored information fairs and expositions; monthly district-wide parent meetings (Parent Advisory Councils to Special Education and English Language Learning); and middle and high school Information Nights. Packets will be sent home to families whose children attend low-performing middle and high schools, providing them with information (in English and Spanish) to help them make informed choices for their children. While families are informed of the options available to them under the Title 1 School Choice provisions through letters sent home by the district, the ramifications of transferring to a higher-performing school are not easily understood by many, especially those for whom English is not their native language. Magnet staff will meet directly with families and take the time with them to ensure that they genuinely understand their options, and feel comfortable that their questions have been answered in a comprehensible way.

Families are asked to select one from a variety of supplemental services available to them. Information generally distributed by the providers is limited and, often difficult for a parent to assess, especially in attempting to find an appropriate service match for a child. The Magnet recruiter will work with district staff to expand the "Supplemental Services Fair" to include parents. Focus group meetings with parents throughout the city will facilitate two-way communication concerning the needs of families and the ways in which our programs address these needs. This valuable form of communication will enable us to tailor our programs to address the concerns and interests of families. The district is committed to providing the necessary support for parents to assist them in making informed choices.

Project Narrative

Project Narrative-Selection Criteria-Quality of project services (25 points)-Refer to Federal Notice for content.

Attachment 1:
Title: **Springfield (MA) Project Services** Pages: **16** Uploaded File: **SPS.MSAP1013.ProjServ.pdf**

(a) Quality of Project Services. ..quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

The Springfield Public Schools (SPS) consists of 52 elementary, middle and high schools with a total student enrollment of 25,360, 84% of whom are minority group students (23% African American, 55% Hispanic; 16% white). Springfield is an ethnically diverse city of seventeen neighborhoods, each with its distinctive history and social character. The city covers 32 square miles with an overall density of about 5,000 persons per square mile; however, neighborhoods located in the most recently developed eastern half consist of low-density, mostly single-family homes, while the older neighborhoods surrounding the central core in the western part of the city, the part of the city in the 4 proposed MSAP magnet schools are located, are characterized by closely spaced three and four story brick and wood frame apartment buildings. Physical deterioration and poverty are prevalent in these older, densely settled neighborhoods. This section of the city is also distinguished by an aging white, or nonminority population, and a youthful minority population that, like many urban centers in the northeast, is increasingly Hispanic. With a population of just over 159,000, Springfield is the major urban center of the Pioneer Valley, a geographical area encompassing three counties, five cities and sixty-four towns stretching from the Vermont/New Hampshire border to the Connecticut state line.

Desegregation History. **In 1974, SPS was brought under a State Supreme Court desegregation order to bring about system-wide desegregation of all schools to within fifteen percentage points of district-wide racial averages.** Since implementation of SPS' first desegregation plan in 1974, the district has paid heed to its commitments under that plan, modifying and tinkering, with court approval, on multiple occasions between 1974 and this date

to maximize our ability to maintain compliance. Eleven modifications to the court order were approved between 1975 and 1987, followed by implementation of a major reorganization plan in 1991 and a modification to that plan in 2005.

The present court-approved plan prioritizes attendance by proximity to schools, preserves choice options through magnet schools, and requires that enrollment at all schools track district-wide averages for each major racial and ethnic group, reflecting the district's clear commitment to achieving equity in its schools. The "minor modification" required for this proposal to proceed was recently approved, pursuant to authority vested in him by the Massachusetts Supreme Court, by Massachusetts' Commissioner of Education David Driscoll, pending funding of this MSAP project.

In 1974, 38% of students in the district were minorities. Minority enrollment—almost entirely black and Hispanic—is now more twice that, at 84%. SPS has made significant progress in the past thirty years toward bringing about system-wide desegregation; in 1990, for example, prior to implementation of the controlled choice plan, 23 of the district's schools were out of compliance with the requirement of the court order. With implementation of the 2005 Boundary Zone modification, only 3 schools are now beyond the mandated range. But, while the district has brought about substantial compliance with the court order, recent demographic shifts in the city, a rapid increase in the city's Latino population, and academic shortfalls arising from a collection of factors, have accelerated minority group isolation in some schools, triggering trends that demonstrate noncompliance will be inevitable without some significant district intervention. SPS Magnet schools, including some funded under MSAP, have proven effective in bringing about court order compliance, *especially when implemented in conjunction with standards-based district initiatives.*

This project includes numerous strategies to ensure equal access and treatment for project participants who are members of traditionally underrepresented groups. Springfield does not use academic criteria to screen students for magnet schools, and once selected by lottery, all students participate in the magnet program to the same extent, have equal access, and receive equal treatment. Multicultural curriculum, differentiated instruction, cooperative learning, heterogeneous ability grouping and extensive staff development—including all administrators, counselors and teachers serve to promote the internal markings of desegregation that give the concept meaning. Project schools will work to counter negative stereotypes, to be inclusive of families and their cultures, and to prevent in-school resegregation. Project performance measures will ensure that all students will receive equal access to magnet programs and teachers who receive the most project-based training.

With 22.9% of the district's students in Special Education, and with 23% of the student population coming from homes where English is a second language, it is imperative that magnet schools organize every aspect of their programs with these students in mind, ensuring that curriculum is appropriate, that cultural norms do not start from hidden biases, and that the background knowledge and cultural diversity of all members of the magnet school community will be honored and celebrated. Equally important, recruitment efforts must make it clear throughout the community that students with special needs play key roles in improving the benefits of a diverse education. ELL students will play a particularly important role in the success of this magnet grant, as each of the selected themes matches the guidance of ELL research—that academics for English Language Learners must be engaging, preferably hands-on, and integrate prior knowledge and expertise with new challenges.

Recruitment of Special Education and ELL students will be a targeted priority—not only to meet desegregation goals but to ensure that all district students understand the opportunities for high level academic work that will arise in the project schools. The Latino STEM Alliance, in conjunction with the New England Equity Assistance Center, will provide training to all magnet staff, including administrators, in approaches that will mobilize Latino families and students to make connections with innovative, 21st Century Global curricula. NEEAC's *Leading With Diversity: Cultural Competencies for Teacher Preparation and Professional Development* (Trumbull & Pacheco, 2005), will be used as a guide for all staff, organizing research to bring forward practical knowledge related to cultural competency designed to promote more successful instructional practice. At Central, artists who emerged from the Explorations in Puerto Rican Culture grant will highlight a rotating group of artistic residencies, aimed at connecting expression through the arts to academic growth in the content areas.

The district's recruitment component is designed to reach all parents, so that each can make an informed choice about the right school for her/his child, and so that efforts to attract more non-minority students do not limit the options of its minority students. The magnet recruitment videotapes will make information about the district's choice plan available to parents who are not literate in their native language and who do not speak English. The availability of translators and of written recruitment materials in Spanish and other languages will give non-English-speaking parents access to information about the district's magnet schools.

(a) Quality of Project Services. …the extent to which (i) Services are appropriate to the needs of the intended recipients or beneficiaries of those services;

As set forth in detail in the Project Design section, this project's services are appropriate to the needs of the intended beneficiaries of the services. Springfield's magnet program brings

together the internal expertise of academic leaders with the expressed preferences of over a thousand survey respondents and focus group students. Elementary students indicated their interest in STEM and active, project-oriented curriculum. All students shared their enthusiasm about the idea of 21st century communications modalities through technology. The district technology department is also committed to using magnet schools as piloting opportunities to develop improved and more engaging uses for technology. The purpose of the "Scaffolding and Accelerating Project" is to mobilize the entire Springfield community around the dual imperatives of moving all our youth forward on a path toward higher education while providing the supports to ensure that those who are now in school with academic challenges will be enabled to participate fully in the acceleration necessary to achieve that goal.

Growth model analysis, in combination with detailed Data Institutes and Assessment for Learning professional development will ensure persistent oversight by the magnet project director and principals of school reform efforts in the project schools. A half-time data analyst will work with the project director, principals, counselors and magnet resource teachers to unpack the layers of student assessments—to assist partners such as the College Board in early identification of potential pre-AP and AP students.

Cultural competency will be a main feature of this project. In Springfield, cultural competency reform goes is an overriding part of the district's present mission. Supt. Ingram's Strategic Priorities specifically commit the district to **responsive, Multi-Cultural and Effective Communications at all Levels,** each a component touchstone of Springfield's magnet school themes. Communication and collaboration are the twin pillars of the district's National Education Association Foundation's "Closing the Gap" grant, one of three awarded nationally—a collaborative effort with the local teachers association, families and the local Davis

Foundation. After a planning year that included deep conversations involving hundreds of community members, it was agreed that to "close the gap and raise the bar," all members of the community must actively model collaborative practices, actively seek out cultural competency training and actively engage in one on one mentoring and in non-threatening visits to students' homes. Collaboration will extend to the next round of collective bargaining, where parties have agreed to utilize a collaborative Interest Based Bargaining model. Additionally, Dr. Ingram has continued the use of KEYS protocols, as well as Organizational Health Index training, to place a spotlight on communication and the building of healthy school climate to promote student learning.

The district has in place numerous interventions to assist in the provision of scaffolding for development of improved literacy and mathematical skills. Content Enhancement strategies, first introduced through a *Striving Readers* grant, have been adopted by all academic content directors and supervisors for implementation in their respective departments. Dr. Michael Faggella-Luby, of the Center for Behavioral Education and Research (CBER) at the University of Connecticut is one of the leading researchers on literacy development with struggling readers. His research will be the basis for extensive professional development in accelerating thematic work with lower performing students, rather than in simply consigning them to traditional forms of remediation. Additionally, Scientific Learning's Fast Forward will be used with project schools' most low performing readers, while The College Board, through College Ed, will bring forward the types of essential skills training for students aspiring to higher education that were articulated by multiple groups of students in focus groups held to inform this proposal.

In Year 1 of the project, all magnet units and lessons will be aligned with the district curriculum and the State Frameworks. Magnet standards will be developed, and a peer review

system put in place to review new magnet curricula. All magnet schools will convene Professional Learning Groups and set aside time for study groups, reviews of student work and self-assessment. Strategic Planning tools, unit planning and self-assessment templates, learning walk guides and justification memoranda template are all attached to this proposal in the Letters of Support attachment.

a. Quality of Project Services. …(ii) Services provided reflect up-to-date knowledge from research and effective practice;

Each theme for the 4 project schools was carefully planned and is based on research and effective practice. With Expeditionary Learning (EL) (STEM Middle), SPS is uniquely positioned to assess practice. Corroborating extant research, each of the EL schools in SPS that has partnered for more than two years has shown marked improvement in English Language Arts. As a school reform model (described in the Project Design section), EL emphasizes high achievement through rigorous, active learning, character growth and teamwork, all driven by site-based professional development. A meta-analysis published by The National Clearinghouse for Comprehensive School Reform found that Expeditionary Learning was one of four reform models that met the criteria for "highly promising evidence of effectiveness," based on "positive and statistically significant results from comparison or third-part comparison studies" (Borman et al., 2004, p. 89). A study of EL in four Colorado districts by the Center for Researching Educational Policy found EL students scored 11.9 percentage points higher in reading than the comparison group (Sterbinsky, 2002).

Van Sickle and Sci-Tech will use a 21st Century Global Studies theme. Jacobs, in her Curriculum 21 compilation, concludes that research documents that "by providing relevant and engaging global content and connections, schools can both improve scores on required

standardized tests and give students the global knowledge, skills, and perspectives that will be important in the 21st Century." (Id., p. 29). Central's theme combines Advanced Studies with the Arts. Ingram and Seashorne (2003) reported a significant relationship between arts integration and student achievement that was most powerful for students in the free and reduced price lunch program and English language learners. An analysis of U.S. Department of Education data on 25,000 middle and high school students found that students who were highly involved in the arts earned better grades and did better on exams. Each theme is predicated on the idea that students perform better if they feel connected to their work. Cultural disconnects have been proven to be a predictor of student disengagement and ultimately academic underperformance (Appleton, et al., 2004, 2008; Finn, 1989). The proposed scaffolding for ELL and Latino students is driven by this research. Scaffolding for struggling readers, such as will be provided through Content Enhancement strategies, been proven effective as a means of accelerating rather than purely "remediating." (Faggella-Luby & Deshler, 2008). Fast ForWard is a language processing scaffolding tool that will be used with project ELLs and struggling readers. Training results reveal a consistent gain of 1-2 years after 4-8 weeks of training across diagnostic categories, remediation environments and research designs. (Burns, 1999).

(iii) The likely impact of the services on the intended recipients of those services;

This proposal's outcomes (i.e., objectives and performance measures) are aligned with the six purposes of the Magnet Schools Assistance Program (MSAP). A set of objectives and performance measures follow the Program Purpose they address.

Program Purpose (1): The elimination, reduction, or prevention of minority group isolation in elementary and secondary schools with substantial portions of minority students.... All proposed magnet schools will reduce minority group isolation by decreasing the percentage of one or more

groups of minority students (i.e., American Indian, Asian/Pacific Islander, Black, Hispanic) and increasing the percentage of white students. Every student will fully participate in the program. Each school can accommodate the numbers of students needed to achieve its desegregation goals. **Objective 1.** Minority group isolation will be reduced at the proposed magnet schools. ***Performance Measure 1.1-1.4:*** By October 1 of each project year, approved enrollment targets for each racial group (**see Table 3--Desegregation Plan Information Forms**) will be attained by reducing minority group isolation of Black and/or Hispanic students at Sci-Tech and Van Sickle (using 2009-10 as the baseline) by at least 1.5 percentage points by year 1, 4 percentage points by year 2 and 6 percentage points by year 3. Further, minority enrollment at the "magnet feeder schools" (Central and STEM Middle) will support a more diverse student population. They will be magnet schools to reduce minority group isolation at the low performing feeder schools—Putnam, Commerce and Sci-Tech (9-12), and Chestnut, Kennedy and Van Sickle (6-8).

1.5 For each project year, the applicant pools for the proposed magnet schools will reflect racial and ethnic compositions that, in relation to the total enrollments of the schools, eliminate, reduce or prevent minority group isolation. (MSAP GPRA Performance Measure 1.)

1.6 For each project year, each magnet school will receive at least 100 applications.

1.7 By October 1 of each project year, for each magnet school, all class enrollments will reflect their grade's enrollment, for each racial group, within 15 percentage points.

Purpose 2: To develop and implement magnet school projects that will assist local education agencies achieve systemic reforms, and provide all students the opportunity to meet challenging State academic content standards and student academic achievement standards;

The implementation of systemic reforms and magnet themes as well as school planning will be facilitated and supported by the project and district office resource staff.

Objective 2: All students will receive instruction that includes their school's systemic reforms and magnet themes in units and courses aligned with State standards.

Performance Measures: **2.1** By October 15 of each project year, each magnet school's School Improvement Plan will be revised and include objectives and activities that support: ► the adoption of high standards for all students; and ► specific systemic reforms (e.g. Expeditionary Learning, curriculum alignment); and describe how they are coordinated with MSAP activities.

2.2 By the end of each project year, all magnet school students will receive instruction that includes their School Improvement Plan's systemic reforms for at least 5 (year 1), 10 (year 2) and 15 (year 3) hours per week. Success will be determined through unit plan analysis (both units that present the magnet theme and those that do not), surveys, interviews, and walkthroughs.

Purpose 3: The development and design of innovative educational methods and practices that promote diversity and increase choices in public elementary and secondary schools .... Magnet theme development and implementation facilitated by the magnet resource teachers will increase diversity and choice because the curricula are distinctive (not offered at other schools at the same grade levels) and innovative (combine systemic reforms and magnet themes).

Objective 3. All students, at each magnet school, will receive magnet theme instruction.

Performance Measures: **3.1** By the end of each project year, all students, at all magnet schools, will receive magnet theme instruction for at least 5 (year 1), 10 (year 2) and 15 (year 3) hours per week. Success will be determined through unit plan analysis, surveys, interviews, and walkthroughs and peer review of units and lessons produced as a result of this program.

3.2 By the end of each project year, each magnet school will submit to the district a magnet curriculum created as a result of this program.

Program Purpose 4: Courses of instruction within magnet schools that will substantially strengthen the knowledge of academic subjects and the attainment of tangible and marketable vocational, technological and professional skills of students attending such schools.

Massachusetts has established the following AYP standards for 2009–10: **(1)** Composite Performance Index target in mathematics—84.3; **(2)** Composite Performance Index target in reading—90.2 **(3)** Participation in Testing--95%. **(4)** Other Academic Indicator: Elementary and middle schools—an attendance rate of 92% or higher or an increase in attendance rate by at least 1 percentage point from the previous year; high schools—four-year graduation rate of at least 65% or an increase of at least 2 percentage points from the previous year. The AYP standards in reading and mathematics will increase every year to reach 100% proficiency by 2014.

Objective 4. Each year, for each magnet school, the proportion of students in each NCLB subgroup will meet or exceed the adequate yearly progress standards for their grades.

Performance Measures 4: By the end of each project year, for each magnet school, the proportion of students scoring at or above the Proficient Level on the Massachusetts Comprehensive Assessment System (MCAS) tests in grades 6-8 and in grade 10 will increase by at least 10% for the total population and for each of the NCLB defined subgroups. **4.1:** in reading. **4.2:** in mathematics. **4.3:** in writing.

4.4 By the end of each project year, all magnet schools will have attained AYP for their total population and for each NCLB defined subgroup. This objective addresses GPRA Performance Measure (b): *The Secretary has set an overall performance target that calls for the percentage of magnet schools whose students meet or exceed the adequate yearly progress standard to increase annually from a baseline established by participating schools' performance in the school year prior to the beginning of the project.*

4.5 By the end of the project period, as a result of the implementation of theme curricula, 75% of students at each magnet school will develop mastery of that curriculum, as determined by methods such as alternative performance measures including portfolios, teacher checklists, etc.

Purpose 5: Improvement of the capacity of LEAs, including through professional development, to continue operating magnet schools at high performance levels after Federal funding…is terminated. **Objective 5.** Provide professional development for magnet school teachers related to systemic reforms and magnet theme development and implementation.

Performance Measures 5: By the end of each project year, magnet school teachers will receive at least 30 hours of professional development (e.g., workshops, courses, coaching) in each of the following areas: **5.1** the development and implementation of the systemic reforms listed in the School Improvement Plan; and **5.2** directly related to the implementation of the magnet theme.

Other performance measures related to capacity building include: 2.1, coordination of magnet and other activities to improve core academic instruction; (2.2, 3.1, 3,2) development and implementation of systemic reforms and magnet theme units and courses.

Purpose 6: Ensuring that all students enrolled in the magnet school programs have equitable access to high quality education that will enable the students to succeed academically and continue with postsecondary education or productive employment.

Performance measures 1.7, 2.2, 3.1 are related to providing all students the opportunity to meet challenging State standards. Performance measures 2.2 and 3.3 ensure that all students receive high quality instruction that includes systemic reforms and the magnet theme.

Parent involvement also promotes equitable access to high quality education for all students. **Objective 6:** There will be an increase in parent participation at each magnet school.

6.1 By the end each project year, for each school, there will be an increase (compared with the previous year) in the numbers of parents who participate in school activities.

(v) The likelihood that services to be provided will lead to improvements in achievement of students as measured against rigorous academic standards; (iv) The training or professional development services are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services; (vi) Services provided involve collaboration of appropriate partners for maximizing the effectiveness of project services.

As stated above, project schools will receive at least 30 hours of professional development related to systemic reforms listed in their School Improvement Plans and 30 hours directly related to their magnet theme. Professional development will be offered by partner organizations (EL, College Board, Research for Better Teaching, National Academy Foundation, Project Lead the Way, Paxton Patterson, International Baccalaureate; Mass. Math & Science Initiative; Fast Forward); consultants (Dr. Dennis Vogel; Dr. Michael Flaggella-Luby); Artists in Residence (Magdalena Gomez/Teatro Vida; Enchanted Circle Theater; Drama Studio); University Partners American International College, WNEC; UMass-Amherst; STCC); the NEEAC, as detailed above; and by embedded district specialist teachers and magnet resource teachers. Administrators will receive training from Project LEAD's leadership institute, and instructional leadership teams will be trained by Focus on Results coaches. Specifics of the professional development are described in the Project Design section.

PD has been built into every year of the project (see Budget) and includes substantial hours for teachers to work collaboratively in "magnet implementation teams," giving them hours independent of the 60 hours described above in which they can review together the PD they have received. Common planning time will be provided during the school day for analysis of student

work and review of colleagues' digital portfolios. Staff development will be provided in specific magnet themes and in the generic practices that are so vital to true desegregation—heterogeneous grouping, differentiated instruction; cooperative learning; ELL Sheltered Immersion Category Training; uses of Fast Forward, Read 180 and other literacy interventions for Special Education students.

(v) The likelihood that services to be provided will lead to improvements in achievement of students as measured against rigorous academic standards; (vi) Services provided involve collaboration of appropriate partners for maximizing the effectiveness of project services.

SPS has selected its four project schools on the basis of many factors—but at the root of each factor is a focused commitment on improving student achievement, as measured by MCAS and other rigorous academic standards. Two of the project schools—Central and STEM Middle—are "higher performing"—both having outperformed all other schools at their grade level in the district. More students graduate from Central into 4-year colleges than any high school in Springfield. The MMSI AP-incentive program is grounded in expectations of increased numbers of students (particularly minority students) in AP classes and performing at high levels on AP exams. That model will be replicated, with assistance from the College Board, in all AP areas. EL, the new school reform engine for STEM Middle, has been working with SPS for the past 7 years; at Renaissance (an MSAP-funded school), the first entering class is now the senior class, and 90% of students there have been accepted into 4-year colleges.

Growth model MCAS data demonstrates that Sci-Tech, though still low performing, has begun to make improvements on a year-to-year basis through the use of the rigorous STEM curricula offered through National Academy Foundation and Project Lead the Way. Van Sickle, plagued by low performance through 2008, has demonstrated that the IB MYP training, coupled

with aggressive in-school professional development and Professional Learning Groups, is already successful—becoming the only 6-8 school in the district to make AYP for all sub-groups in 2009.

The interventions discussed above and in the School Narratives (Project Design section) are all proven to be calibrated for academic achievement in a rigorous learning environment—and for all student cohorts.

(vi) Services provided involve collaboration of appropriate partners for maximizing the effectiveness of project services.

Springfield, as the hub of Western Massachusetts, offers a wealth of resources to support magnet schools. As the breadth of letters of support attached to this proposal demonstrate, the four project schools have already established meaningful working relationships with anticipated project partners—partners who will not only provide guidance and instruction to our teachers and students, but who will themselves reap the benefits of the synthesis of magnet themes with rigorous academic instruction. Those partners include:

Central: Pioneer Valley Home Visit Project, to assist in the development of the comprehensive outreach to families of all students; **American International College** (dual enrollment and mentoring by college professors); **College Board** (on-site work with pre-AP and AP teachers); **Drama Studio; Enchanted Circle Theater; Teatro Vida; Community Music School of Springfield** (these arts organizations will collaborate in the development of the Arts theme in all respects, from professional development to collaboration around the Artists Series); **Latino STEM Alliance and New England Equity Assistance Center** (will work closely with Central staff in developing cultural competency). **UMass-Amherst** (180 Days mentoring

program); **Dr. Dennis Vogel** (data institute); **Cambridge College** (Shakespeare & Co. theater program).

Van Sickle: International Baccalaureate Organization; **College Board**; **Dennis Vogel**; **Arts groups** listed above; **Springfield Museums at the Quadrangle** (extension of partnership developed with Brookings Museum Magnet School); Home Visit Project.

STEM Middle: **Latino STEM Alliance** (will partner in development of STEM activities and in matching cultural competencies to development of interest among Latino students in the STEM fields); **Expeditionary Learning** (EL is truly a partner in SPS, having collaborated not only in the creation of one of SPS' most successful schools—Renaissance Magnet—but in work at five other district schools as well; they will be an integral partner in developing culture and climate around rigorous STEM-based learning expeditions and structures); **Worcester Polytechnic Institute** (Engineering is Elementary programs); **UMass-Amherst** (Summer STEM camps).

Sci-Tech: **MassMutual Group** (serves on Advisory Board; provides externships)(MassMutual, located across the street from Sci-Tech, has been the prime mover in Sci-Tech's efforts to turn academically as a STEM school); **BayState Health** (same); **American International College; Springfield Technical Community College; Western New England College** (all will participate in dual enrollment and "early college" design; also will participate in new mentoring development program); **Project Lead the Way** (continued collaboration in development of Biomedical Science program); **Regional Employment Board** (provides externships in STEM fields); **UMass-Amherst** (student interns; teacher training laboratory); **Latino STEM Alliance** (development of cultural competencies; assistance with development of STEM activities); **Pioneer Valley Project** (leadership in family engagement practices).

Project Narrative

Project Narrative-Selection Criteria-Quality of personnel (15 points)-Refer to Federal Notice for content.

Attachment 1:
Title: **Springfield (MA) Personnel** Pages: **12** Uploaded File: **SPS.MSAP1013.Personnel.pdf**

(b) *Quality of Personnel.* (1) The qualifications of the personnel

The SPS *"Scaffolding and Accelerating in Diverse Learning Environments"* Magnet Schools Program will be implemented by a team of instructional leaders and administrators fully committed to desegregation who have exceptional, extensive experience and competence in implementing innovative educational programs and desegregation strategies. There will be a concerted effort to recruit minority group members for project positions so that the diverse racial, gender, ethnic and cultural characteristics of the population to be served by the project is represented in its staff.

The salaries and fringe benefits of the full-time Project Director, 8 building-based Magnet Resource Teachers, Evaluation Consultants, Magnet Program Recruiter, a Family Engagement and Support Specialist, a half-time data analyst to work on Magnet-specific data needs that are critical to implementing our programs and a project secretary will be charged to the project. In addition to these federally funded positions, there are district staff members whose expertise will be an essential component of the work that will take place in our Magnet schools. Among these positions are the academic directors in each content area who played a key role in designing and developing the themes included in this Magnet grant application, the principals in each school, district content resource teachers and building based Instructional Leader Specialists (ILS) in English/Language Arts, math and science. Support from these staff members will be provided as an **in-kind contribution through district funds.** Other district staff who will be engaged in the Magnet program **at no cost to the project** are members of the Professional Development Office who sponsor yearly content-based training for all teachers in the district and staff support from the Parent and Community and Engagement and business offices.

Quality of Personnel: (2) (i) the project director is qualified to manage the project.

Qualifications of the Project Director: The Project Director will be responsible for the overall program operations in the five participating magnet schools. Joshua P. Bogin, Esq., has served as SPS Director of Magnet Schools since 1996 and is uniquely qualified and positioned to supervise this project. His singular and extensive expertise on equity issues and school desegregation has given him a position of leadership and credibility throughout Springfield. There is no one else in the nation who combines the experience of a Senior Justice Department school desegregation litigator and Title IV EAC technical assistance provider with a specific emphasis on the Magnet Schools Assistance Program. This experience, combined with extensive graduate work in educational administration and 13 years of experience administering federal and other grant programs at the school level, gives Mr. Bogin a breadth of understanding to bring forward the complementary goals of equity and excellence through the reform innovations proposed for this project.

Mr. Bogin has a B.A. in History from Oberlin College and a J.D. *cum laude* from Temple University School of Law. From 1977 to 1987, he worked as a US Department of Justice senior trial attorney in the Civil Rights Division, where he was responsible for school desegregation, housing and employment discrimination litigation throughout the country involving the Civil Rights Act of 1964 and the Fair Housing Act of 1968, assuming responsibilities encompassing all phases of federal civil rights practice. As lead trial counsel for the United States, he was responsible for developing and presenting the government's successful position in the landmark federal school desegregation case of *US v. Yonkers Board of Education* that led to the implementation of a district-wide magnet schools plan there. From 1990-95, Mr. Bogin served as the sole lawyer with the Region B Desegregation Assistance

Center (EAC), as part of New York University's School of Education. In this position, Mr. Bogin was responsible for providing technical assistance to and developing desegregation and magnet school plans for school districts in New York (including New York City), New Jersey, Puerto Rico and the Virgin Islands. He was the regional specialist in: assisting school districts in magnet school plan development, implementation, evaluation and compliance efforts; and conflict resolution and conflict resolution training, facilitating (appointed by the New Jersey Commissioner of Education) dispute resolution efforts in the sender/receiver desegregation dispute involving Englewood, Englewood Cliffs and Tenafly, New Jersey school districts; and was chief planner for substantive themes of New York University's "Brown + 40: The Promise" national conference held in New York City in April, 1994. During his employment at the NYU EAC, he appeared as a panelist and featured speaker at numerous education conferences throughout the country, advising on legal and educational mandates of the Magnet Schools Assistance Program.

From 1991-96, Mr. Bogin taught graduate courses as an Adjunct Professor of Educational Administration and the Law at Pace University and an Adjunct Professor of Educational Law at New York University. From 1995-96, Mr. Bogin served as School/Community Task Force Facilitator for Community School District 25 in New York City. As facilitator, he worked with the culturally diverse Junior High School 189 community-school task force in building a working group of school and community members. He coordinated monthly meetings, developed student volunteer projects and oversaw a newsletter publication. Additionally, from 1995-96, Mr. Bogin served as pre-publication editor and research coordinator for the Mellon Foundation Project on School Reform and Law at Harvard Law School where he coordinated drafts, reviews, and publication of articles covering six areas of school reform and law: school finance

reform, special education, new immigrant children, enforceable performance mandates, service integration, and school desegregation. This collection was later published as *Law & School Reform: Six Strategies for Promoting Educational Equity* (Yale U. 1999).

Since becoming Springfield's Magnet Director, Mr. Bogin has been selected as a member of the Massachusetts Board of Education's Advisory Council on Racial Imbalance, serving as co-chair from 2001-2003.

Quality of Personnel: (2) (ii) other key personnel are qualified to manage the project;

Superintendent of Springfield Public Schools

The role of Superintendent is a key to the success of magnet schools, providing the necessary supports for this challenging endeavor. Appointed in May 2008, Dr. Alan J. Ingram immediately began working with more than 70 community members representing business; faith-based; and public and private education, union and parental interests to define the district's strategic planning framework. Before coming to Massachusetts, Dr. Ingram was chief accountability officer for Oklahoma City Public Schools, a district serving over 38,000 students in over 80 schools. He also held the title of executive director of federal programs for that school system from 2003 to 2007. In that position, Dr. Ingram achieved a 58 percent reduction in the number of schools designated for improvement. Other positions held by Dr. Ingram in the Oklahoma district include: acting director of Title I, executive administrator of Gaining Early Awareness and Readiness for Undergraduate Programs, and assistant director of magnet and specialty schools. Prior to transitioning to public education, Dr. Ingram served in the U.S. Air Force for over 22 years. There, he attained the rank of Chief Master Sergeant, a rank to which only one percent of enlisted officers ascend. Dr. Ingram holds a Bachelor of Science degree from the University of Maryland (European Division), a Master of Arts degree from Webster

University and a Doctor of Education in Education Administration, Curriculum and Supervision from the University of Oklahoma. Ingram is also a 2007 Broad Superintendents Academy Fellow.

Assistant Superintendent of Academics. Dr. Ann Southworth has supervisory responsibility for the Magnet Office, which will administer and direct this project, including the Project Director, Magnet school principals and Magnet program staff. Dr. Southworth is renowned as a transformational leader and a strategic planner. She has transformed underperforming schools, developed nationally recognized programs in leadership development, community service, school-to-work, and in making urban high schools work. During her career, she has been a teacher of English in both private and urban schools, as well as a principal of two urban high schools. In her present position as Assistant Superintendent of an urban district, Dr. Southworth's major responsibilities are to oversee curriculum development and instruction, leadership development throughout the system and professional development in both secondary and elementary schools.

The Magnet School Principals: Mr. Thaddeus Tokarz, Central; Ms. Cheryl DeSpirt, Van Sickle; Mr. Ira Brown, Sci-Tech; and Ms. Andrea Lewis, STEM Middle Academy.

As the educational leaders of the buildings and of the Magnet program each principal is responsible for bringing staff and the community together to design and implement the unique magnet theme and ensure the program is carried out as designed. The principals are responsible for aligning the goals of the school system with the school's instructional program including the Magnet program. The **role of the principal in driving the Magnet program cannot be overstated.** As the instructional leader of the school it is incumbent upon the principal to ensure that the Magnet program is evidenced in the day-to-day interactions among staff, students and

families and that the programs theme-driven curriculum, desegregation goals and systemic reform initiatives are carried out faithfully and fully.

Qualifications of the Magnet School Principals: Each of the principals included in this project has experience as classroom teachers and administrators at various levels. Each principal is licensed by the Commonwealth of Massachusetts as an assistant principal/principal at the appropriate secondary level and all have Master's degrees at a minimum. Through professional development offered to all SPS principals, each has experience with Organizational Health Index, KEYS and Harris in taking the measure of their school culture; through the SIP process in working with Instructional Leadership teams, and through Learning Walks in collaborating with central office staff to assess for learning themselves. They will organize and lead professional development efforts to inculcate the Magnet program throughout the school and provide leadership in organizing the Magnet –sponsored pathway mentoring program that builds bridges from middle to high school and high school to college. They will be the champions of innovative, systemic change, not just within their own schools but for the district as a whole.

Each has at least 8 years experience in curriculum development and teacher training/mentoring/coaching; experience developing partnerships with the community and partner organizations; experience working with diverse learners in urban environments and in engaging families of many races and cultures in meaningful ways in the life of their school.

Qualifications of the Magnet Program Recruiter: The position of Magnet Program Recruiter will be filled by Kathe Harbour. Ms. Harbour is highly experienced in working with parent and community groups, has strong human relations skills and has proven herself an excellent spokesperson for the district's magnet schools. Her work for the district includes producing and editing the annual Schools of Choice booklets for Elementary, Middle and High

schools; writing and editing newsletters highlighting activities among magnet schools. She has experience producing educational videos, TV and radio commercials and in web page design. From 1991-94 Ms. Harbour served as Community Outreach Worker and Parent Involvement Specialist in the district's Parent Information Center, responsible for developing and producing interactive workshops for parents that expand their parenting skills and help them to support their children's education. She coordinated the Even Start Family Literacy Program and received extensive training in parent and family education through *Families First* Parent Education Training at Wheelock College. She received certification as a Family and Youth Mediator from the Center for Human Development in Springfield. Ms. Harbour holds a Master's of Education in Curriculum and Instructional Technology and holds certification in the Commonwealth of Massachusetts as Assistant Superintendent/Superintendent, Grade 509 Assistant Principal/ Principal and Social Studies teacher certification for grades 5-9.

Family Engagement and Support Specialist: With this applicant's focus on engaging ELL students and families, the Magnet Office will hire a full time "Family Engagement and Support Specialist" (FESS) to support the efforts of each school to reach out to all families, but specifically Latino families. The responsibilities of the FESS will include: 1) coordinating the Home Visiting Project trainings and outreach; 2) schedule New England Equity Assistance Center trainings for staff in cultural diversity and sensitivity; 3) coordinate trainings for Family Involvement Specialists in each magnet school; 4) develop and deliver family engagement workshops for all magnet schools; 5) ensure that information sent home to families in Magnet schools is translated into Spanish.

Data Analyst: The Magnet program will hire a .5 FTE data analyst to monitor and track student progress in each Magnet School to ensure that program and district goals and objectives

are being met. The data analyst will track district and school-based assessments and monitor the effectiveness of implemented interventions providing timely feedback to schools that will enable the school to make corrective action steps if required. The data analyst will lead the Data Institute for Magnet school and select district staff.

Content-Based District Resource Specialists: SPS has developed a network of curriculum resource specialists who work under the direction of the academic directors. This network includes department-specific district resource teachers and school-based content area Instructional Leader Specialists (ILS) in Math, ELA and Science. These specialists work directly with teachers in the schools to ensure that all curricula align with state and local standards and assessments. They also coach teachers in use of units designed by district that are constructed around the district's scope and sequence pacing guides. All of the curriculum resource specialists must meet the standards **for highly qualified teachers** as established by the Commonwealth of Massachusetts and work closely with our Magnet Resource teachers to ensure alignment of district and state standards with magnet curriculum. All curriculum resource teachers must be licensed to teach and supervise in their area of curriculum and continue to take courses and training in their area of curriculum expertise. All curriculum resource teachers have a background that includes experience developing and writing curricula, training teachers and designing staff development programs. All assist classroom teachers in adapting theme-based curricula and curriculum materials and have experience in training teachers in differentiating instruction to serve diverse groups of students in heterogeneous classes.

Qualifications of SPS Executive Director of Financial Services: Mr. T.J. Plante serves as the Executive Director of Financial Services for SPS. Prior to joining the school department

he served as the Chief Finance Officer and Financial Director for the City of Springfield. Prior to his work in Springfield, Mr. Plante acted as the Deputy Budget Director for the Massachusetts Department of Public Health. Mr. Plante also held positions at the State as the Legislative Director to the Senate Majority Leader Fred Berry and as a Fiscal Policy Analyst/Manager for the Senate Committee on Ways and Means. He holds a Master's Degree in Public Administration from the Sawyer School of Management at Suffolk University and a Bachelor Degree in both Political Science & Criminal Justice from Stonehill College.

Qualifications and Responsibilities of Project Evaluator: American Education Solutions: SPS will contract with the firm of American Educations Solutions (AES). For the past 15 years, AES has evaluated forty-one Magnet Schools Assistance Program grants. In addition, the AES team was awarded six rigorous MSAP evaluations during the 2004-2007 grant cycle and partnered with the Education Alliance at Brown University and the SERVE Center at the University of North Carolina on three other rigorous MSAP evaluations during the 2007-10 grant cycle. The AES MSAP site visit team includes Dr. Gladys Pack, Dr. Donna Elam, Ms. Joanne Smith, and Dr. June Levy, Ms. Janice Sherrill, and Ms. Diane Creekmore. All have been teachers and administrators and have extensive evaluation experience. One was an assistant superintendent, three were magnet school principals, two were magnet school directors. *The duties and responsibilities of the evaluators are described in this proposal's evaluation section.* AES's survey consultant, Dr. David Silver, is a senior researcher at U.C.L.A.'s CRESST Center. Dr. Silver's work for AES has also included rigorous evaluations of Voluntary Public School Choice, Teaching American History and Advanced Placement Incentive. Dr. Silver has done three studies that have demonstrated the effectiveness of magnet schools, including *The Impact of High Schools on Student Achievement within the Los Angeles Unified School District* which

found that attending a Los Angeles magnet school more than doubles a student's odds of graduating on time.

Quality of Personnel: (2) (iii) Teachers are qualified to implement the magnet curriculum; (3) … knowledge and experience in curriculum development and desegregation strategies.

Qualifications of Magnet Resource Teachers: Each of the magnet schools will employ two Magnet Resource Teachers (MRT). The design of this grant proposal calls for hiring "master teachers" who will serve as coaches, mentors and trainers to support all school-based activities described in this proposal. All MRT's will be "highly qualified" teachers certified by the State of Massachusetts with experience training other teachers in the areas of their professional expertise. Each magnet school has identified areas of expertise necessary to develop and carry out the specialized curriculum designed for their magnet theme. Minimum requirements for MRT include: (1) Certification in Massachusetts as licensed classroom teacher with a proven ability to work effectively with students to increase student achievement; (2) demonstrated proficiency and accomplishment in teaching integrated, heterogeneously grouped classes of children from diverse ethnic, racial, and socioeconomic backgrounds; (3) expertise in curriculum development; (4) capable of developing and implementing staff professional development; (5) experience in evaluation of student academic performance, especially the development and use of authentic assessment instruments; (6) expertise and facility in working with ELL and special needs students; (7) familiarity with educational problems of minority and non-minority students, and knowing how to raise the academic performance of all children; (8) ability to work productively with student and parents, teachers and administrators; (9) minimum five years of successful teaching experience in public schools; (10) ability to work effectively with teachers, administrators, children and the communities served by the district.

Classroom Teachers: All classroom teachers in each of the schools are highly qualified or in approved programs leading to highly qualified status. All have appropriate certification in their area of teaching. SPS teachers have had substantial professional development. For example a number of teachers have had training in: the five district plans (math/science, ELA/reading, ELL, Pupil Progression Plan, Code of Conduct) and in multi-cultural sensitivity. Many have had training in RBT, Multiple Intelligences, Cooperative Learning Strategies; Higher Level Thinking Skills; Poverty Training; and Technology Training. All Springfield teachers have had training in implementing a standards-based curriculum, curriculum and assessment development, curriculum mapping, and specific training in Balanced Reading.

Quality of Personnel: (2) (iv) the applicant will ensure that its personnel are selected for employment without regard to race, religion, color, national origin, sex, age, or disability.

The Springfield Public Schools Equal Opportunity Employment Policy states:

"The Springfield Public Schools does not discriminate on the basis of race, color, sex, religion, national origin, sexual orientation, age, or disability in admission to, access to, employment in, or treatment in its programs and activities."

This statement was developed to ensure district compliance with Title IX of the 1972 Education Amendments, Chapter 622 of the Massachusetts General Laws, and Section 504 of the Rehabilitation Act of 1973. SPS Affirmative Action Program is "a positive plan designed to provide equal employment opportunity and an atmosphere of non-discrimination with respect to women, minority group members, handicapped, and to persons of all religions, ages, and national origins. It will enable the Springfield Public Schools to obtain and/or maintain a posture of compliance with various Federal and State laws, rules, and regulations which are applicable as

part of any Federal or State assistance program, and provide the mechanism for setting specific result oriented achievable goals."

The Equal Opportunity Administrator in the Springfield Public Schools is responsible for disseminating information about the Affirmative Action Program through printed materials and presentations made available to all elements of the Springfield community. The equal employment opportunity statement is included in the job applications and postings for all of the magnet positions that are circulated throughout the city of Springfield to attract the broadest range of applicants.

SPS attended a number of strategic recruitment fairs to attract diverse applicants to the district including: the Minority Recruitment Fair in NY; Howard University; Brown University; UMASS Bilingual Collegiate Program; UMASS Fraternities and Alana Organizations; Historically Black Colleges & Universities (HBCU) in Greensboro North Carolina. Additionally SPS has partnered with local Latino and African American organizations to promote administrative and teaching positions in the district and advertised in HBCU publications, Teachers of Color Magazine, Latino publications, and Minority Update publication.

Project Narrative

Project Narrative-Selection Criteria-Quality of project design (25 points)-Refer to Federal Notice for content.

Attachment 1:
Title: **Springfield (MA) Project Design** Pages: **37** Uploaded File: **SPS.MSAP1013.ProjDesign.pdf**

(c) ***Quality of Project Design:*** The Secretary determines the extent to which each magnet school will—(i) Promote desegregation, including how each school will increase interaction among students of different social, economic, ethnic and racial backgrounds; …

Since coming under the jurisdiction of a remedial court order in 1973, SPS has maintained a steadfast commitment to the fidelity of desegregation implementation. From the earliest days of paired and clustered schools ("Springfield Plan"), through the 1990 six-zone Controlled Choice Plan, to the three-zone "boundary" driven plan of 2005, SPS has been consistent in ensuring that parents and students will have meaningful choices in their selection of schools, from elementary to high school. As the recipient of previous MSAP awards, SPS has launched successful magnets that continue to outdraw all other schools in the district, and in many instances outperform other district schools academically as well. The district's partnership with Expeditionary Learning Schools has borne particularly strong academic achievement results, with Renaissance 6th-12th school at the top or second to the top among all district secondary schools in MCAS performance, placing 90% of its first class of graduating seniors (2010) in four year college programs as of the submission of this proposal. With the advent of the 2005 "boundary plan," magnet schools have taken on an even more significant role in SPS in promoting visionary school reform that values a diverse student body as a starting point for the delivery of meaningful, scaffolded academic programs. Desegregation must mean more than simply recruiting a diverse total student population. It must mean more even than having diverse groups of students in regular classrooms. Meaningful desegregation must be a school-wide commitment to seeking out the greatest strengths of all learners in the school's population—learners from different social, economic, racial and ethnic groups, but also learners of different background skills and languages, different ways of experiencing the universe and of manifesting intelligence.

If children of different racial, ethnic, and social backgrounds are to be interacting throughout the day, they must be in the same class, the same learning group, the same lunchroom, the same art, music and technology classes and the same before and after school programs. SPS schools strive for both equity and excellence through integrated schools and classrooms using strategies that have proven to foster the interaction of students throughout the school day. These strategies include heterogeneous grouping with differentiated instruction; cooperative learning; and inclusion and mainstreaming.

Heterogeneous Grouping. The first step in ensuring the interaction of students from different racial, social, and economic backgrounds is to put them in the same classes. To accomplish this, we must avoid using "ability" as the sole criteria for the organization of classes. Every project school will prioritize heterogeneous grouping, so that all class enrollments will reflect their grade's enrollment, for each racial/ethnic group, within 15 percentage points, leading to magnet school *and class* enrollments that reflect the make-up of the school as a whole. Heterogeneous grouping presents challenges—even to teachers who are deeply committed to equity principles. To provide support for staff in managing diversity, our magnet schools will work collaboratively with the **New England Equity Assistance Center at Brown University (NEEAC)** to find the most appropriate methods and materials for the diverse groups of students they will be working with, with a particular emphasis on students whose first language is not English. NEEAC will provide staff with ongoing development in areas of Multicultural Education, Diversity Training and Differentiated Instruction, and will share their expertise in moving forward the project's commitment to more fully engaging ELL students and second language learners in their secondary school experiences.

Cooperative Learning: Cooperative Learning most often involves heterogeneous teams of students of different academic levels, working together towards a group task in which each member is individually accountable for part of an outcome that cannot be completed unless the members work together, thus making the group members positively interdependent. Because this type of group-work requires adaptation by the classroom teacher, *Research for Better Teaching* will provide professional development in cooperative learning practices to teachers in all of our project schools. Recent research indicates positive correlations between cooperative learning and increased math scores at the secondary level. (Slavin, Lake & Groff, 2009).

Inclusion and Mainstreaming. The magnet program will provide an inclusive educational environment for students with disabilities that will enable them to interact positively with their magnet classmates while fully developing their potential. By being included, to the fullest extent possible in all magnet activities and in general education classes and after-school programs, students with disabilities will have the opportunity to interact with those without disabilities in a variety of formal and informal educational settings—bringing the benefits of comprehensive such inclusionary practices to *all* magnet school students.

(c) ***Quality of Project Design.*** (ii) Improve academic achievement for all students…including the manner and extent to which each magnet school…will increase student academic achievement.

Meeting Educational Needs for All Students. Addressing the needs of all students who are enrolled in the magnet schools begins with an understanding of those students, their strengths and their needs, and the knowledge of those strategies that will enable all students to reach high state and local performance standards. All magnet school staffs will engage in Strategic Planning and regular Self-Assessment (see Appendix D in Letters of Support Section) to ensure that they are attending to the needs of all students in development and implementation of aligned magnet

themes. School Improvement processes are driven by data analysis, a regular feature of all SPS schools weekly "extended day" professional development sessions. Embedded Instructional Leadership Specialists and Teacher Leaders provide regular mentoring to teachers in every SPS school throughout the school day and will work collaboratively with magnet resource teachers in ensuring that all regular education programs and special interventions are fully aligned to newly created magnet theme curriculum units. .

SPS has initiated a partnership with *Focus On Results,* a leader in working with schools and districts across the United States to make measurable, lasting improvements in student performance, school leadership and decision-making. All district schools are working with the FOR team to create a mission statement that embeds meaningful, ambitious academic achievement goals in a structure aimed at unifying all members of the school community around a common mission. Our magnet schools fit perfectly into this model, and will take advantage of the FOR design steps to ensure that fidelity to magnet objectives remains focused on discrete academic performance targets.

Differentiated Instruction: Differentiating instruction means creating multiple paths so that students of different abilities, interest or learning needs experience equally appropriate ways to absorb, use, develop and present concepts as a part of the daily learning process (Tomlinson, 1999, 2001, 2003). It allows students to take greater responsibility and ownership for their own learning, and provides opportunities for peer teaching and cooperative learning. In preparation for differentiating, the teacher diagnoses the difference in readiness, interests and learning styles of all students in the class, using a variety of performance indicators. Differentiation begins by varying the content, processes or product for each group in the class. As the teacher becomes more proficient using these techniques, differentiation can occur at all 3 stages of the process for

some students. The essential curricula concepts will be the same for all students but the complexity of the content, learning activities and/or products will vary so that all students are challenged and no students are frustrated. Expeditionary Learning and the International Baccalaureate Organization orient their pedagogy and curricula around the importance of differentiating as a means of advancing all learners in a heterogeneous classroom.

English Language Learners—A Target Group of This "Scaffolding" Proposal. SPS, under the leadership of Superintendent Dr. Alan J. Ingram, recently adopted a "long term plan of excellence" to ensure that all ELL students in the district receive quality Sheltered English Instruction (SEI) and ESL instruction. The Plan includes a commitment to professional development for central office leadership, staff, principals and teachers in understanding the educational needs, and the cultural context for addressing those needs, of ELL students. All SPS teachers, additionally, will receive SEI Category Training as job embedded professional development. Project magnet schools will supplement this training with professional development from the New England Equity Assistance Center. NEEAC's *Diversity Kit* focuses on the critical importance of cultural sensitivity and understanding to the setting of meaningful standards, academic expectations and curriculum goals ***in the core content areas,*** consistent with our project-wide emphasis on assessment *for* learning. A critical piece of the Long Term Plan is the expansion of options to assist in individualizing instruction for ELL students. Each of our magnet schools will offer scaffolded opportunities for ELL students to partake of the communications innovations that are the centerpiece of each of the magnet schools themes. Instead of categorizing students, teachers will recognize individuals' strengths and weaknesses, their multiple areas of intelligence, interests and unique backgrounds and use these insights to assist children in developing their minds and in attaining standards.

Professional Learning Groups. Project schools will organize teachers in professional learning communities, led by magnet resource teachers, EL School Designers and consultants from the University of Connecticut's Center for Behavioral Education and Research. Teaching schedules in the magnet schools will be organized to enable teachers and administrators to convene to analyze student work, self-assess, review lesson and unit delivery successes, and develop digital portfolios of their own.

c) ***Quality of Project Design:*** **(2)(iii)** Implement high-quality activities that are directly related to improving student academic achievement based on the State's … standards or directly related to improving student reading skills or knowledge of mathematics, science, history, geography…

The Learning Center. In the last three years, virtually all of the SPS curriculum documents, pacing guides, scope and sequence, and interventions have been vetted internally and placed on a virtual learning center for teachers to rely on and to incorporate as part of Dr. Alan Ingram's Culture of Educational Excellence. This is where Springfield's Core Curriculum resides.

Magnet Leadership and Project LEAD. Originally funded as one of twelve Wallace/Readers Digest Foundation grants, the district's Project LEAD has created a School of Professional Development/Licensure to promote leadership among teachers; a Leadership Academy for current administrators; and a Leadership Institute for aspiring administrators. Western New England College collaborates with Project LEAD in teaching a course to cohort members in "Projects Based Instruction," which is a synthesizing pedagogical strategy of this magnet proposal, reflected at each of the four proposed magnet schools.

The District's Core Curriculum remains the centerpiece of classroom instruction and organization in all SPS schools. SPS curriculum is aligned with the Massachusetts Curriculum

Frameworks and pacing guides are used throughout the district as a means of ensuring all students have access to the same knowledge and skill development.

Mathematics and Science. The SPS Mathematics and Science plan follows upon the extraordinary dissemination of effective math and science practices through Springfield's 1996 CPMSA: NSF (National Science Foundation) grant. Curriculum guides and teacher resource packets have been developed to support the K-12 curriculum, and resource teachers as well as CPD teacher/coaches are working in the schools to support classroom teachers in their use of the curriculum, which has been fully aligned to the Massachusetts Frameworks. Ongoing efforts are in place to review and assess MCAS and district assessments with the purpose of developing strategies, safety nets and support systems that will reduce the achievement gap so that all students will be successful in mathematics and science. A critical component of this plan is addressing the needs of Special Education and ELL students and providing specific teaching strategies and support systems to scaffold their success and access to complete mathematics and science curriculum.

Reading and English Language Arts. ELA instruction is organized around the Massachusetts Curriculum Frameworks, with pacing guides and unit plans developed by expert teachers and used as coaching tools by embedded coaches. Learning Walk protocols are used regularly by district and school curriculum directors to observe and provide feedback to teachers in the delivery of the rigorous curriculum. A *Striving Readers Grant* has led to district-wide use of specific interventions (including *Read 180* and *Content Enhancement Routines for Teachers (CERT)*) to ensure that all secondary school students can master the necessary reading skills so critical to success in every content area. The 21st Century Global Communications theme is designed to build on these efforts, by enabling students to communicate in high level, multiple

modalities. Content *Enhancement* is an intervention designed to provide all content area teachers with tools, protocols, and strategies to enhance reading comprehension in an engaging, age-appropriate ways.

International Baccalaureate and Expeditionary Learning, partners at our two project middle schools, organize middle school content delivery around big picture ideas. Their respective approaches are set forth in some detail in the school narratives that follow.

Instructional Leadership Specialists (ILS). The ILS is a collaborative model developed by the Springfield Education Association and SPS. They provide targeted assistance to increase teaching capacity at the classroom level in all schools, with a more concentrated effort in low-performing schools. ILS develop aligned instructional guides, curriculum pacing, lesson plans by grade, and courses for all subjects. The "master teacher" provides model instruction, while the new teacher learns from through observation, collaborative planning, and provision of support services in the classroom, followed by feedback sessions that lead to reformulated teaching practice strategies.

Magnet Standards: Magnet school staff will develop specific magnet standards that indicate what students will know and accomplish as a result of the school's magnet theme. As a result, when parents and/or students select a magnet school they will have a strong sense of what will be expected and what they will accomplish in the magnet program that goes beyond the district or state standards. The development of specific Magnet standards will be tied directly to the design and implementation of magnet curriculum and will help parents and students to know what is unique about each magnet school. Magnet standards will be aligned with and integrated into the required state and local content and student achievement standards.

To create magnet standards, teachers will begin by developing performance standards for the exiting grades that reflect the knowledge and skills that are important for students to attain and that are unique to the magnet program, while also supporting the state academic content standards and student academic achievement standards. The magnet standards will reflect the knowledge/content to be learned, the skills the student will need to know and use to create products, the performance or product and how good is good (the rubric that will be used to judge whether the student has attained the standard). The magnet standards will become part of the magnet themes, units and lessons throughout the year. The schools supported by this grant will develop exit criteria based on their magnet standards. Students will complete projects, display their portfolios or have exhibitions.

Assessment *for* Learning. Assessment for learning will form the core of the SPS Magnet Program's training in the uses of data and other assessment tools to promote effective, meaningful and engaging instruction. A critical component of this training will involve working with magnet administrators and teams of teachers to create school structures supportive of a learning team approach (Stiggins 2007; Fullan 2005; Berger 2003). The goal of the learning teams at all of our other project schools will be to help all members become assessment literate through collaboration during team meetings and individual study and action between meetings. To be "assessment literate" means to be skilled in gathering accurate information about student learning and in *using it effectively* to promote further learning.

Exhibitions and Displays. Staff at each of the project schools will receive training in and be expected to actively pursue exhibitions and displays of high level student work, and of work that demonstrates a high level of effort and focus around well understood learning targets. Displays themselves will have rubrics, informed by Museum labeling techniques, but also driven by key

elements specific to making magnet themes and magnet learning visible: 1) what is the activity being described? 2) how does the activity fit into the framework of what the area under study in a particular class is about? 3) what were the "learning targets," in the student's voice? 4) what were they, in the teacher's voice? 5) what is the relationship of the displayed work to the magnet theme? 6) what essential questions or big thematic ideas were being explored, and what are the questions that students were left with? Our team of professional consultants will assist magnet resource teachers in developing a regularity around displays of student work, so that students, parents and community members will view each magnet school in the project as a mini-museum, where part of the instruction comes from "reading the walls."

Individual Magnet School Themes and Significantly Revised Themes

Springfield Central High School

Grade Levels: 9-12; Enrollment: 2072

***New Magnet School.* Theme: Advanced Studies and the Arts**

About Springfield Central High School ("Central"). With an enrollment of over 2,000 students, Central is the largest high school in Western Massachusetts. For the last decade, Central has received the most first choice applications, year after year, of all of Springfield's high schools. Although never a magnet school, Central has developed a reputation in the community for academic excellence—based largely on the capacity of its teaching force—that is reflected by the many graduates attending the most competitive of four year colleges and universities.

1. Central's Demographics. Although Central is trending more toward reflecting district-wide racial/ethnic averages, its demographic profile continues to include proportionately fewer Hispanics (47%), and more African Americans (27%) and Whites (22%) than the district

as a whole at the 9-12 level (57% Hispanic, 22% African American, 15% White). As the Tables accompanying this application demonstrate, it is our expectation that by providing additional scaffolding to support entry into and success in higher level courses, including Honors, pre-AP and AP, more Hispanic students will seek to enroll at Central, thereby reducing minority group isolation at the district's other high schools. Focus group conversations with middle school students and parents, as well as responses to on-line and hard copy surveys submitted by parents and students reflects substantial interest across racial/ethnic groups for an Advanced Studies magnet theme (92% of respondents indicated interest) and a Visual and Performing Arts magnet theme (78%), both at the high school level.

2. Central's Record as a "Higher Performing High School." Test results demonstrate that Central's reputation for academic success is well deserved, as it has outperformed all other Springfield high schools on MCAS tests in every year since MCAS was implemented (2002). Central has achieved AYP in English in every year since 2005, and has achieved AYP in Math in three of the last five years, including 2009, when it again outperformed every other high school in Springfield, with a Composite Performance Index of 87.4 in ELA and 73.9 in Mathematics (compared to 60.7 for Commerce; 60.4 for HSST; 66.6 for Putnam; and 59.3 for Renaissance). The district's decision—initiated and embraced by the Central leadership team and faculty—to develop a focused magnet program at Central in Advanced Studies and the Arts is specifically ***"intended to (1) Help parents whose children attend low-performing schools by-- … (b) Maximizing the opportunity for students in low-performing schools to attend higher-performing magnet schools funded under the project and thereby reduce minority group isolation in the low-performing sending schools,"*** **part of identified Priority 4 of this grant competition.** Students from district SINI schools (including one on this grant, Van Sickle) will

be targeted for recruitment to enroll in Central *and specifically to enroll in rigorous high level academic courses* upon entering Central in 9th grade. Moreover, Central will devote much of the resources from this grant into building scaffolding for incoming students from SINI schools—including Van Sickle, Chestnut, Kiley, Kennedy and Forest Park, and for any students who may transfer in from high schools with SINI status—including Commerce, Putnam and Sci-Tech (although as a SINI school included on this application the intent is to ramp up curricular offerings at HSST to the point where all students will have greater academic success there). Equally important, we will bring the message of Central's efforts to target all students for success in its Honors, Pre-AP and AP courses to the elementary school level, and at area-wide family gatherings, so students will understand some of the strategies they can use to prepare themselves for success at a high performing school like Central.

3. Central's Magnet Themes. Central will be a *dedicated, whole school magnet.* Both of the themes—**Visual And Performing Arts; and Advanced Studies**—will be made available to the entire student body, and *all* students will be expected to be participants in *each* of those major thematic strands. Underlying both of those strands will be an emphasis on the uses of 21st Century Technology to support rigorous and creative content-driven work.

a. Magnet Theme: Visual and Performing Arts (VPA). Central has a commitment to the Arts in its different forms, offering more arts classes already than any other high school in Springfield, in Art, Music, Theater and Dance. Our magnet choice parent surveys revealed that 80% of respondents expressed a priority interest in a VPA program at the high school level. This expression of interest has significant traction across racial/ethnic groups, including Hispanics, who are underrepresented at Central relative to their enrollment in the district as a whole. This expression of interest may derive from the extensive work undertaken recently by the district in

promoting *Explorations in Puerto Rican Culture,* a U.S. DOE Arts in Education Dissemination Grant that has identified community artists who are available to assist district schools in finding ways to integrate culturally meaningful arts across different content areas. Central will focus on its theater program, which will be the hub of multi-cultural activities (including performances under the guidance of Magdalena Gomez' *Teatro Vida* and in collaboration with *The Drama Studio)*, as well as a center for a *Shakespeare Festival.* The Arts program will be a key location for the roll-out of the cutting edge uses of technology piece described in section 3c, below—offering students the opportunity to work with digital composition and computer driven graphic arts. All of the music and art rooms will be equipped with *SmartBoards* and projectors to facilitate use of artistic modalities to drive engagement and content-based understandings. Central will draw on many of the artists who surfaced during the district's *Explorations* work over the last three years to participate in residencies with students. Among the deliverables from Central's arts program will be a *Springfield Artists Series,* featuring speakers and performers from throughout the region and involving different art modalities. The Artist Series will build on and contribute to professional development intended to raise teacher awareness of and responsiveness to students' cultural backgrounds and strengths, thereby enhancing cultural responsiveness and eliminating "cultural disconnects." ***In this way the Arts magnet theme serves both as an attractor for students seeking more creative experiences than are available in other district high schools and, equally important, as a critical component of our efforts to scaffold instruction and learning across the curriculum for cohorts of students not presently taking advantage of advanced level courses.*** Central's Arts program, noted for its instructional excellence, will in this way become a powerful draw and engagement access point for Hispanic students.

b. Magnet Theme: School-Wide Advanced Studies. In 2007, Mass Insight Education and Research Institute, in partnership with the Commonwealth of Massachusetts and the Massachusetts Department of Education, was awarded one of six grants from the National Math and Science Initiative, the goal of which is to increase participation in Advanced Placement classes and increase performance on AP tests. Responding to a state-wide RFP, Central was one of the first cohort of 12 schools state-wide to be selected to participate in this program (now known as Massachusetts Math and Science Initiative (MMSI)), which includes not only a focus on AP instruction and performance itself, but also on the teaching skills necessary to advance and increase the numbers of students taking Pre-AP classes. Research based on state-wide implementation of a similar program in Texas demonstrates that college success increases dramatically, particularly for minority students, when students have participated in AP classes. Enrollment in Central's AP classes is low compared to the school's overall general population, and, more important, the distribution of students in these classes is inconsistent with the demographics of Central's—and the district as a whole's—overall student population. While more African American and Hispanic students are enrolled in AP classes at Central than in the past, still the majority of the students in these classes are white (compared to 30% white in the senior class and 22% white in the school as a whole). Addressing this disproportion is the intended focus of the Advanced Studies strand of Central's proposed magnet theme. Partnering with MMSI and with the College Board's Pre-AP initiatives (College Ed), Central will initiate both a marketing and scaffolding effort for incoming 9th graders. This two-pronged approach will include leadership of a Vertical Pre-AP/AP Articulation Training Program that will embrace counselors and administrators, as well as teachers, across the 6th-12th grade spectrum, with particular emphasis on enrolling more minority, and especially Hispanic and ELL students. It

will also include a pre-9th grade summer enrichment program to orient students toward enrolling in pre-AP courses.

The advantage of targeting younger students for Pre-AP courses is that such courses are embedded with strategies for development of critical thinking and study skills and acquisition of knowledge and concepts needed to engage in the rigor of college level work. The College Board pre-AP programs emphasize development with teachers *and administrators, necessary instructional leaders* for effective and enduring school reform. Pre-AP will be offered, per College Board policy, as sequenced professional development intended to provide teachers with content specific as well as generic classroom strategies. Equally important, all Central teachers will have the opportunity to work with partners from the University of Connecticut's **Center for Behavioral Education and Research,** to examine and develop practices aimed at "unpacking" some of the kinds of assessment challenges that routinely hold back our less successful learners, and follow up with instructional strategies that build on students' prior knowledge and understandings. *Research for Better Teaching* will work with a cohort of Central 9th and 10th grade teachers on developing a toolkit of generic instructional practices with an emphasis on practices well suited to ELL students. Central teachers will have regular opportunities to collaborate and work in *professional learning groups,* where the strategies learned and developed in their professional development can be tested, critiqued and refined, as a means of reaching students heretofore not fully enfranchised at the school's cluster of higher level (Honors, Pre-AP, AP) courses.

c. Technology and 21st Century Communication Tools Serve Arts and Advanced Studies. In the 1990's, computers themselves were thought of as cutting edge technology for schools. In the last decade we have learned that the powers of technology far transcend "using"

computers, that just using a box or a laptop to have students work on mundane assignments does not make those assignments any less mundane. Part of the work of the Central faculty will be to give that understanding life. Teachers will map curriculum to breathe new life into instruction and assessments, and to identify truly contemporary uses for available technology. To do this, Central will need to upgrade a significant portion of its computer inventory—an upgrade that will take advantage of the district's recent conversion of the building to full wireless capability. But the effort will require far more than a hardware upgrade—**it will, more important, require a revisiting of instructional thinking that is oriented around students' need to make meaning in concrete ways, and that students can control with immediate access**. *Visual stimuli* will become the spur for responsive verbal expression, increasing engagement on the part of all learners. To give such an approach real meaning, teachers must move beyond simply using SmartBoards as modern day projectors and instead use them as a tool to *enhance content and assist students in producing authentic, tangible products and performances.* Teachers in the Pre-AP arena will be expected to *review all currently available technological resources*—from interactive whiteboards to Webcams to digital cameras to flip cameras to e-interviews to electronic field trips to wikis, video conferencing, web simulations, even iPods. Making a podcast might become one piece of Central's new assessment paradigm for students interested in engaging in advanced coursework. Curriculum mapping that begins with a new look at the ways students can demonstrate comprehension and content mastery will ensure that more students are engaged and honored for the knowledge and talent they do bring to school with them, rather than held back because of gaps in the instructional toolbox that have left too many students in constant catch-up mode. One area for engagement through technology at Central will involve the

use of digital portfolios—for administrators, teachers, student work and family/school conversations.

4. Magnet Staffing. 1 Visual and Performing Arts Magnet Resource Specialist; 1 Advanced Studies Magnet Resource Specialist; .33 FTE Computer/Networking Technician. The magnet resource specialists will act as site coordinators for their strand of the magnet theme. The Arts coordinator will work with all of the arts teachers, serving both as liaison to community artists and to the district's Director of Fine Arts, and will model infusion of multicultural arts pieces into all phases of the Arts curriculum. The Advanced Studies resource specialist will have a background in working with counselors and teachers to enhance connections among teachers and students that result in encouragement and scaffolding of higher level course work. Technology provided through the grant will be used by all staff, who will be the beneficiaries of content-driven technology training by the school's formidable technology teachers, thereby building capacity for sustained instructional improvement. With the upgrade of most of the school's extensive computer platform, a part-time technician will be needed.

Van Sickle Middle School

Grade Levels: 6-8; Enrollment: 915

***New Magnet School.* Theme: Middle Years IB and 21st Century Global Communications**

About Van Sickle Middle School. Van Sickle Middle School ("VSMS") in recent years has been using the IB Middle Years Program ("IB MYP") to ramp up academic achievement among its student body. If funded, Van Sickle will augment its IB MYP with a 21st Century Global Communications theme and operate as a magnet school.

1. VSMS Demographics. Van Sickle has seen its combined minority group enrollment rise from 82% (below district-wide average) in 2005-06 to 89% in 2009-10 (above district-wide

average both in total and at the 6-8th grade levels). Most of that increase has been in the school's Hispanic population (from 57% to 64%). White enrollment has declined from 18% to 11% during that time. Over one quarter of Van Sickle's 915 students come from homes where the first language is not English. Ten percent of the students are English language learners (ELLs), and 26.4% are on IEP's. 86.8 percent of the Van Sickle student body is low-income. The increase in minority group isolation, particularly of Hispanics, at Van Sickle tracked a drop in the school's academic performance.

2. VSMS Academic Performance. At the same time as Van Sickle's population has become increasingly minority group isolated in the last five years, the school suffered an academic slide as well. From 2005 to 2008, Van Sickle failed to make AYP in either Math or ELA, resulting in "SINI" status (Restructuring) in both content areas. School leadership has initiated efforts to reverse the school's academic decline—first by mobilizing the instructional team around work leading to formal designation by the International Baccalaureate Organization of VSMS as an MYP school. In 2009, Van Sickle students made significant enough strides in Mathematics and ELA that the school achieved AYP in both subjects and with all subgroups. Student attendance has also increased, from 90.5% in 2004 to 94% in 2009. Though clearly moving in the right direction, ***VSMS remains a SINI school***, with continuing increases in minority group—particularly Hispanic—isolation. Consultation among key school constituent groups, including the School Centered Decision Making team, faculty and Instructional Leadership team, led to a decision to augment the highly regarded MYP program with a state of the art **"21st Century Global Communications"** theme, and to seek designation as a **new** district magnet school.

3. Recent Educational Innovations at VSMS. Van Sickle's academic performance plunged early in the decade for many reasons, not the least of which was the loss of half of its 88 teachers as a result of a lingering collective bargaining impasse that saw the entire SPS teaching force reduced by half. Since 2006, Principal Cheryl DeSpirt has prioritized professional development of the teaching staff to ensure that all VSMS students' needs are addressed, and that the delivery of the IB MYP curriculum is aligned with Massachusetts Curriculum Frameworks. Efforts are now in place to begin alignment of district "pacing guides," Massachusetts Curriculum Frameworks and IB Curriculum Guides. Twelve teachers have received training to become *Professional Learning Group* facilitators. Many faculty members have participated in joint IB MYP training alongside teachers from the High School of Commerce, which houses the 9th and 10th grade cohorts of the district's MYP program, as well as the district's IB Diploma Program (11th and 12th grades). District leadership has commended Van Sickle for its newly focused approach on improved instruction.

Van Sickle is thus at a crossroads. The school has begun to experience successes with student academic performance, but minority group isolation is still on the increase. At a time when successful turnarounds of underperforming SINI schools are rare, Van Sickle shows real promise of being one of those success stories, far more likely with the support that MSAP funding and the commitments associated with it can provide. There is real promise for sustained success at Van Sickle, if the right conditions are put in place.

4. Creating a 21st Century Global Communications Model in an IB MYP Middle School. Parents and students responding to survey instruments and focus group questions in preparation for development of this proposed initiative were clear in stating their interest in IB programs and 21st Century Communications. Of the nearly 1000 expressions of interest, over

half selected IB for secondary school, and almost 80% selected the 21st Century Communications model. At Van Sickle, these two approaches will be merged in a coherent **21st Century Global Communications** approach to the implementation of the IB MYP.

a. **IB Middle Years Programme**. In SPS, the IB MYP is offered at two collaborating schools, Van Sickle (6th-8th grades) and High School of Commerce (9th-10th), which also offers the Diploma Programme. Kensington Elementary (K-5) is a designated Primary Years Program school. Both Kensington and Commerce are former beneficiaries of MSAP funding that was used to launch these still thriving programs. At Van Sickle, the school seeks to challenge students to be inquirers, knowledgeable, thinkers, communicators, principled, open minded, caring, risk takers, balanced and reflective, all characteristics that are basic to IB MYP philosophy but also to the needs of 21st century global thinkers (Wagner 2008). Asking "the powerful questions [that] drive real learning" (Id., p. 269) is the defining essence of IB MYP practice. The capacity to *evaluate information* is valued as equal in importance to the content of subject matter disciplines themselves. Three core concepts that have always formed the foundation for the MYP are ***holistic learning, intercultural awareness and communication.*** Not coincidentally, these key concepts also form the core of this application, and in particular, of the broadened **21st Century Global Communications** theme that is intended to augment the MYP at Van Sickle. "Holistic learning" stresses connections among disciplines, and the global view of issues, all while still respecting and emphasizing the internal integrity and discipline of each important content area within the middle school curriculum. "Intercultural awareness" tracks our commitment to bringing forward ***cultural competence*** as a key ingredient of this proposal. With an 89% minority student body, including 64% Hispanic and 10% ELL, the ongoing attention to consideration of multiple perspectives is essential to ensuring that all higher level coursework is

fully accessible to all members of the Van Sickle student community. "Communication" is the third prong of the MYP foundation, with a particular emphasis on language acquisition. It is this piece—communication in a 21st Century Global marketplace—that is intended to be the focal point of *Van Sickle's unique approach to the MYP*. The 21st Century Global Communication emphasis will undergird the MYP's five "areas of interaction," which include Health and Social Education; Community and Service; Human Ingenuity; Approaches to Learning; and Environments. Teachers and administrators are all encouraged, through MYP training, to generate questions about classroom practices; Assessment practices; and about daily life, management and leadership in the school.

b. 21st Century Global Communications. Van Sickle intends to broaden the sweep of the MYP reach, to ensure that all students have access to global communications skills that will serve them well in the 21st century. This includes both exposure to critical foreign languages, such as Mandarin Chinese and Spanish, but also to new ways of thinking about communication itself in our smaller, "flatter" world. Van Sickle will use this thematic complement to the MYP to address three critical, growing needs: 1) expanding students' grasp of **multiple communications tools** to position themselves for success in high school, college and the global marketplace; 2) to broaden students' reach into the global community through cutting edge communication tools, taking the uses of technology to a new level of instructional utility; and 3) ensuring that *all students* in the Van Sickle population, and particularly second language learners, are positioned not only to take advantage of these communication tools, but to engage in rigorous academic work that will impel them forward towards higher level courses at the high school level.

1) Multiple Communications Modalities. Tony Wagner refers in his *Global Achievement Gap* (2005) to seven "survival skills" that are "the essential tools and intellectual

foundation a young person needs to excel in a time or rapid social, technological and economic change," a set of core competencies that will build in our students a capacity to adapt to and deal effectively with a future that nobody can fully predict. These skills—critical thinking and problem solving; collaboration across networks (including across boundaries); agility and adaptability; initiative and entrepreneurialism; effective oral and written communication; accessing and analyzing information; and curiosity and imagination—are all grounded in the key area of communication. At Van Sickle, an emphasis will be placed on *multiple communications modalities.* Across the curriculum, teachers will stress the different aspects of communication. This will include an emphasis on traditional (and critical) modalities, such as reading, writing and speaking, but it will also include an emphasis on other communication tools, from foreign language instruction (Van Sickle has the only Mandarin Chinese program among middle schools in the district) to instruction in and increased exposure to the Arts. Van Sickle is the only middle school in Springfield with an instrumental music program—as part of the "multiple modalities" Van Sickle will partner with the Community Music School of Springfield (CMSS) in a residency program. An arts series will feature the work of different artists in residence, including residencies in Drama (*Enchanted Circle Theater; Teatro Vida*; and *The Drama Studio*) and Music (*CMSS; Tony Vacca's* international music experiences). Consultant Linda Tammi, a former IB Coordinator in Springfield, will work with teachers and students to expand the curricular breadth, in a global context, of innovative approaches to the arts, using tools such as *Journeys in Film.* Van Sickle will call upon local artists with roots in Puerto Rican culture, the dominant Hispanic culture in Springfield, a group recently connected to Springfield schools through the *Explorations in Puerto Rican Culture* grant.

2) Expanding the Uses of Technology. We have traveled a long distance from the days when use of computers was considered "cutting edge technology." Today, schools (including Van Sickle) with computers purchased ten years ago are out of step with critical new vistas opened up by technology. It is simply not enough in this day and age to put a student in front of a computer (whether desktop or laptop) and think that we are equipping that child to go forth in the world to succeed. Van Sickle students, to derive the full meaning of an internationally-grounded educational program (IB), must be able to *feel and experience* the international community they are learning about and being asked to connect with. Van Sickle will use the resources of this grant to enable—to require—students to connect with learning experiences, whether through contact with teachers or students—on all five continents. Partnerships with IB MYP schools will make available joint classes with partner classrooms, via webinars, classroom "wikis," and video podcasts. Virtual museum tours make it possible for students to use their appreciation of the arts as a way of demonstrating comprehension of abstract concepts. Virtual global links among students will lead to joint performance art projects. *Digital portfolios* will become standard at VSMS, as at our other project schools. Such portfolios will include work in multiple communication forms, including video clips and digital interviews. The portfolios will be piloted by teachers, students and administrators—to create ongoing feedback loops on the use of formative assessment to further growth among all school constituencies in the interest of accelerating student achievement.

3) Scaffolding for true accessibility for advanced learning and achievement. A hallmark of this proposal is the commitment to ensure that all thematic resources will be mobilized to support scaffolding for students who have not yet reached "proficiency" by state measures, particularly those for whom comprehension of content is made more difficult because

of language barriers. The global aspect of the 21st Century Global Communications approach will celebrate and honor the language and powerful cultural proficiencies of second language learners, rather than treating "limited English proficiency" as a barrier. At Van Sickle, as at our other project schools, the New England Equity Assistance Center will assist faculty and administration in aggressively refining and, where appropriate, redesigning approaches to second language learners to ensure that they are fully engaged in the MYP and 21st Century Global Communications curriculum. One essential ingredient of this redesign will be an emphasis on relation-building with all Van Sickle families, through the Teacher Home Visit Project and the development of *digital family portfolios* (including recording of "family stories," an ongoing project involving the local PBS station, WGBY).

Magnet Staffing at Van Sickle: 1 IB MYP Curriculum and Methods Resource Specialist; 1 21st Century Global Communications Resource Specialist. .33 FTE Networking Technician.

All thematic work will be infused into the lifeblood of VSMS through embedded coaching. Magnet resource specialists will serve as liaisons between school administration and teachers in ensuring that Professional Learning Groups are up and functioning to support the aligned MYP curriculum and the 21st Century Global Communications initiatives. Resource specialists will coordinate discrete professional development that will be provided both in workshop form and as modeled classroom instructional practice. They will coordinate curriculum development and ongoing redesign efforts based on an overall Assessment for Learning model that will inform self-assessment and growth among all school cohorts, including the Principal, as well as magnet office and other central office supports. They will also facilitate weekly team-time meetings in which protocols from the National School Reform Faculty will be used to complete book studies,

professional article reviews, review student work, and analyze teacher lesson plans, or, within discrete grade levels, to collaborate on strategies to engage students.

Springfield High School of Science and Technology

Grade Levels: 9-12; Enrollment: 1320

Theme: STEM 21 Academies and 21st Century Global Communications

About Springfield High School of Science and Technology ("Sci-Tech"): During the past two and a half years, Sci-Tech has restructured from a traditional four year high school into a magnet school with four "STEM 21" Academies (in Biomedical Science, Biotechnology and Forensics; Engineering; Informational/Film and Media Technology; and Finance). In that time, aided by significant Magnet program additions, Sci-Tech's academic performance has seen only modest increases. Though there have been slight gains in MCAS scores, MCAS proficiency rates remain well under 50% at the school as a whole in both ELA and Math, indicating a clear need for more focused intervention in the school's instructional program. Additionally, while first choice selection has increased by 74%, from 137 in 2006 to 238 in 2009 (a clear sign that the school's transformation with MSAP assistance has begun to gain traction in the community), minority group isolation there has not been reduced relative to the district as a whole. Hispanic and African-American enrollment both continue to outpace district averages at the high school level, while white enrollment lags—11% at Sci-Tech as opposed to 15% at the 9-12 level district-wide. More significant, Sci-Tech has the highest enrollment in the district of English Language Learners (16.4% compared to 13.1% district-wide); students whose first language is not English (32.6% compared to 29.1% district-wide); and Special Education students (29% compared to 24% district-wide). Meeting the needs of these significant student groups—*in the*

context of the STEM 21 Academies—is a critical continuing priority for Sci-Tech and for the district as a whole.

Thus, Sci-Tech is at an important crossroads. With the transformation to a STEM 21 Magnet School with small academies, it has begun to reverse the steep decline in academic performance. But more needs to be done in two complementary areas—1) *acceleration of the academic program on the high end* both to attract more non-minority students and to move more students into advanced classes leading to post-secondary enrollment; and 2) carefully calibrated *scaffolding*, particularly for minority students whose graduation rates continue to lag, and especially for Hispanic and ELL students who need to feel greater connection to their academic experience. In recent focus groups with graduating middle school students, it became evident that students are looking (with an appropriate combination of hope and worry) for ***both*** of these elements in a high school program, expressing both a strong interest in Sci-Tech's STEM offerings but also a strong interest in being prepared with study skills that are critical to success in higher level courses and eventually in college. This dual interest, and the internal data that confirms the views expressed by district 8th graders, gave rise to the proposed ***significant revision for Sci-Tech's magnet theme*—21st Century Global Communications**—as a school-wide overlay to the existing STEM Academies. The addition of this theme will spur increased interest from among those middle school students (especially those coming from STEM Middle Academy, a higher performing school) who are concerned about having the skills needed for success in college, and at the same time will focus the school on the important scaffolding needs for students in the literacy area, especially at the 9th and 10th grades. Scaffolding must be accomplished with a 21st Century vision (rather than failed, outmoded "remediation" efforts), and with sensitivity to the cultural experiences of *all* of the school's diverse groups of learners.

The revision will complement and augment the STEM 21 Academies theme, and is calculated to increase academic achievement among both advanced and more challenged learners.

1. 21st Century Global Communications. What appears to be a conundrum—how do we address the need to reduce the achievement gap in basic skills among low-income minority students while at the same time preparing all students for higher education and the global workforce—in reality is an achievable challenge, but only if schools are prepared to put visionary energies to work in every classroom. Research has shown that "by providing relevant and engaging global content and connections, schools can both improve scores on required standardized tests and give students the global knowledge, skills, and perspectives that will be important in the 21st century." (Jacobs, 2010). At Sci-Tech, where entrée into global connections is natural through the STEM fields, the perspectives leading to understandings of content in a global context must be made manifest across the curriculum with an updated approach to improved literacy skills. Technological innovations such as wikis, podcasts, blogs and digital portfolios will be put in all students hands to increase their sense of connectivity—connectivity that puts the world at students' literal fingertips, but also connectivity that is personal and invested, one that derives from a sense that one's culture is valued, one's prior knowledge is meaningful, no matter from where derived, one's second language an experience an asset in understanding the challenges of the 21st century global marketplace.

The challenge, of course, is taking real teachers and real students, in the context of real demands on time, and creating an environment and school structure that can make this engaging approach to literacy and communications real. At Sci-Tech, the foundation has been put in place to give students exposure to the technological innovations launching us forward in this century. Now teachers will receive professional development in how to put the tools of technological

innovation to work in helping students comprehend abstract ideas, express the learning targets they are interested in accomplishing, to keep students focused on *the point* of a particular lesson—perhaps brought to life through the *active making* of a video, rather than through the *passive watching* of a video. In the IT Film/Media Academy, instruction will now focus not only on the "how to," but on developing the critical communication and literacy skills necessary to understand, analyze and create media messages, as well as to comprehend the purpose of such messages in relation to different audiences. *Digital storytelling* will advance not only capacities with hardware, it will also enhance cultural competence among teachers, trust among staff and families, and, most important long term, the literacy competencies necessary for academic success both in high school and college. All members of the Sci-Tech community will be trained in the development and effective use of digital portfolios—***the very same organizing principles will be used for administrators, teachers and students.*** Work, to be placed in a portfolio, must be placed in context. What is the assignment? What are the magnet standards driven by it? What standards in the state curriculum frameworks are being addressed? What is the action plan to improve performance? What does the work represent? Researchers have long informed us that when a student has a stake in the process of assessment (whether that student is a child or a teacher), and when meaningful feedback is given to students, performance improves. (Darling-Hammond, 1995; Stiggins, 2007).

A 21st Century Global Communications approach to literacy will drive an increased and sustained emphasis on speech, with ongoing and required use of both video and audio podcasting, both of which will be used in the digital portfolios. As students read and write screenplays, documentaries and podcasts, they will have a context for using appropriate grammatical constructions necessary for high-quality communication. Sci-Tech students will

become versed in the art of critique—what comes through in writing that doesn't translate in other media, and vice versa? A pilot effort will involve the use of iPods to expand access to podcasts such as those offered by Voice of America, aimed at second language learners. Sci-Tech students will have the opportunity not only to study Mandarin Chinese, but to use digital tools to communicate with students in China through virtual instructional partnerships and podcasts.

a. Preparing Students for Advanced Classes and College. As a selected high school in the Massachusetts Mathematics and Science Initiative, Sci-Tech has invested in the development of staff to more effectively identify a broader group of students for placement in AP classes, and to more effectively bring those students to success. Working with the *College Board*, counselors and teachers will implement pre-AP programs to scaffold students at the 9th and 10th grade levels for this rigorous academic work. Moreover, the "college orientation" of Sci-Tech will be expanded to reach from the 8th grade to the college level. STEM Middle Academy 8th graders will be on campus to study in advanced classes with Sci-Tech 9th graders, creating the beginning of an articulated advanced STEM academic culture. Professors from American International College and Springfield Technical Community College will offer classes on site for both high school and college credit. Bringing attributes from local colleges into Sci-Tech will blend the curriculum as a coherent unit, with high school and college-level work melded into a single academic program that meets the requirements for both a high school diploma and, potentially, an Associate's degree. Further, it will reinforce the importance and accessibility of college work to *all* Sci-Tech students, not only those in AP or other advanced courses. Student attendance and student persistence will be reinforced by college mentors. As a seamless support community, all key Sci-Tech partners (see Project Services Section) and stakeholders will be involved in

developing a strategy to encourage persistence, e.g. parent/family outreach, early intervention strategies, mentoring, tutoring, counseling and other supports for academic and socio-emotional growth. By attending to the college bound-ness of Sci-Tech, enrolling students, such as the 8th graders whose focus groups observations was a driving force in this significant revision, will understand that the school is organized to support college level work, while at the same time providing the structured scaffolding to ensure that basic study skills are being honed and refined.

b. Scaffolding for All Sci-Tech Learners. The 21st Century Global Communications theme is intended to serve as a model that will engage not only higher end students, but also the many Sci-Tech students who are most challenged in the "basic skill" areas of literacy and math. Since literacy skills impact comprehension in all content areas, an essential aspect of 21st Century Global Communications at Sci-Tech will be delivery of an accelerated model of basic instruction in these key areas. Dr. Michael Fagella-Luby, of the *University of Connecticut's Center for Behavioral Studies,* will provide professional development to teachers in strategic integration of rich background knowledge, conceptual understanding and life experience with reading and other communication modalities. Instruction will focus on helping students set a *purpose* for reading—through the excitement of the 21st Century STEM-centered Communications curriculum—and integrate new knowledge, concepts and strategies with background knowledge (Coyne et al., 2009).

2. Continuing Work with STEM 21 Academies. The significant revision described above is an important natural complement to Sci-Tech's ongoing structural and conceptual reorganization as a STEM school—a reconfiguration that has been in place less than two years, as the first year of MSAP funding was a planning year. Sci-Tech has worked closely with the National Academy Foundation during the past two and a half years to ensure deep cultural

grounding of the new Academy model. Courses will be offered in Project Lead the Way and Paxton Patterson in the development of the Biomedical Science and the Engineering curricula. MassMutual Group will provide externships for cohorts of Sci-Tech teachers. Students will work on-site at Springfield Technical Community College. A Robotics team has been organized and will recruit more members. All teachers will participate in STEM-centric interdisciplinary curriculum-mapping study teams. An Advisory Board comprised of partners from across the region has been organized to build vision and sustained commitment to a high level STEM program. These efforts must be augmented by more focused attention on advanced course work access and opportunities, college readiness and scaffolding for challenged learners for Sci-Tech to meet its goals of reducing minority group isolation, reaching proficiency status by state assessment measures, graduating a higher proportion of incoming students, and seeing all of those students enroll in viable post-secondary education that will pave the way for them to become participating members of our global economy. The **21st Century Global Communications** theme is the overlay that will move the STEM 21 Sci-Tech Academies to the attainment of those goals.

Magnet Staffing and Professional Development. 1 21st Century Global Communications Resource Specialist; 1 STEM 21 Resource Specialist; .33 FTE Technician. The 21st Century Global Communications resource specialist will coordinate the integration of new technologies and approaches to literacy, including acting as a liaison to higher education partners for "dual enrollment," developing and implementing embedded and after-school professional development in content enhanced literacy efforts as well as data institutes, and working with partners in the Hispanic/Latino community to ensure resonance among school-based approaches to 21st Century Global Communications and the out of school experiences of Sci-Tech students and families.

The STEM 21 resource specialist will lead all professional development and curriculum development efforts in Sci-Tech's four STEM 21 Academies. A part-time technician is needed to maintain the state of the art hardware and software that will be a fundamental staple of all aspects of the Sci-Tech program.

Teachers will work with Dr. Dennis Vogel to establish weekly targets and benchmarks that map their own content delivery so innovative tools are directly linked to the academic needs of each student. Dr. Richard Luby and his team from the University of Connecticut will work in conjunction with Maria Pacheco and her team from the New England Equity Assistance Center to ensure that teachers have the expertise to work on developing basic literacy skills in a way that engages all learners—including those for whom English is a second language.

STEM Middle Academy

Grade Levels: 6-8; Projected Enrollment: 345

Theme: STEM and Expeditionary Learning

About STEM Middle Academy: STEM Middle Academy ("STEMM") opened as a magnet school in the fall of 2008, with an entering class of 100 6th grade students. In 2009-10, another class of 100 6th graders was added, and in fall 2010 students will be enrolled in 6th-8th grades. With the assistance of MSAP funds, the STEM curriculum has begun to be implemented across the content areas. Test scores in the first year (2009) surpassed those of every middle school in the district in both ELA and Math. The STEM theme has remained highly popular with parents across the racial/ethnic spectrum, as evidenced by surveys administered to parents and focus groups held with students over the last two years. The school opened in 2008 with a wait list only exceeded in the district by another MSAP-funded school, Renaissance, and continues to be heavily subscribed. In 2010-11, 8th graders will have their advanced science and engineering

classes at the High School of Science and Technology, piloting the first ever 8th/9th Advanced STEM Academy in Springfield (see HSST description). The City recently bonded to expand capacity at the STEM Middle facility. This expansion will enable the district to meet the growing demand among Springfield families for STEM-oriented middle school opportunities—as it will permit the district to open up a minimum of 15 additional STEM middle school seats per grade (15%) over the course of this grant cycle, meeting the district's commitment to offer increased opportunities for students in lower performing schools to attend higher performing schools—*and in doing so to meet Priority 4 of this competition*—thereby preparing more students to enter high school with the skills and support to take advantage of advanced level courses. To be effective in meeting this Priority, STEM Middle seeks to significantly revise its magnet theme.

While successfully developing and implementing the STEM curriculum in the two years it has operated—the first year of funding was a planning year—with the assistance of extensive professional development and partnerships, the school has experienced attrition in its first two years. Enrollment, subscribed at 100 per grade level originally, now is down to 85 in the 6th grade and 89 in the 7th grade, a loss of 15% and 11%, respectively. STEMM's staff has identified a need for ***a synthesizing, binding cultural piece—to address school climate issues and to give a sense of coherence to the STEM-mapped curricular work already under way.*** The staff, knowing of the success of Renaissance EL School, met with EL representatives and determined that the work of that school reform organization—with its emphasis on culture-building and assessment-driven project planning *within the framework of rigorous interdisciplinary, content-based work*—would be an important next step for STEMM. EL is a natural fit for a STEM school. The learning expeditions that are the hallmark of EL schools are often driven by big

ideas from the world of science and engineering, and the inquiry that is the hallmark of STEM work forms the generic underpinning for EL pedagogy.

Equally significant, survey instruments returned by parents and students indicated that STEM (82.7%) and Expeditionary Learning (82%) were two of the leading programs of interest at the middle school level. Thus, both outside expressions *and* internal, informed practitioners at the school level have concluded that a melding of Expeditionary Learning pedagogy and professional development practices with the focused STEM-centered curriculum is the logical next step to ensure that STEM Middle Academy will continue not only to be attractive to Springfield families *but also will hold onto the students who enroll there.* Further, because STEMM is a higher performing school, students from low performing schools will be targeted for attendance there. A coherent program that brings together STEMM administration and faculty to bind the STEM theme with a school-wide emphasis on culture and character in a theme-based standards-driven academic setting is especially important to address the academic needs of those incoming students. And—the culture building will be aimed at sustaining an *articulated* program coherence to promote a smooth transition for STEM Middle Academy students into Sci-Tech. The net result will be 1) expansion of available seats at STEM Middle; 2) increased opportunity for enrollment in high school level courses on-site at Sci-Tech; and 3) more coherence in the building of a positive and nurturing school culture for all members of the STEMM community. Targeted recruitment will be focused on students at low performing schools to ensure that all students in SPS have the opportunity to benefit from the highly requested partnership between STEM and Expeditionary Learning. And those students will receive carefully scaffolded, differentiated instruction to ensure they are ready for more advanced STEM classes.

1. **Expeditionary Learning Schools (EL).** EL is a model for comprehensive school reform that emphasizes high achievement through active learning, character growth and teamwork. STEMM will take advantage of EL's **extensive, rigorous professional development program that** provides teachers with powerful instructional strategies and practices to teach academic subjects through a challenging set of inter-disciplinary, real-world projects called **"learning expeditions."** The integration of **literacy** into these expeditions is a key feature of the design. On-site EL "school designers" work up to 60 days per school year with administrators and teachers, who are also encouraged to attend and participate in EL's regional workshops and seminars, as well as national summits and institutes on core curricular practices—including annual sessions focusing on math, literacy and the uses of test and other assessment data to improve instruction, and school leadership. School leaders are key instructional leaders in this model, and receive professional development in a national networking context to assist in bringing EL practices forward with teachers and students.

At the heart of EL's approach is a set of "Core Practice Benchmarks." These benchmarks group broadly into five main areas: **Learning Expeditions; Active Pedagogy; Culture and Character; Leadership and School Improvement; and Structures.** All learning expeditions integrate skills such as reading, writing, listening, speaking, and research. At STEMM, where the staff has already initiated curriculum mapping of all content areas around STEM themes, the school staff will map content and process standards across the grade levels, align those standards with learning expeditions and other curricular structures, and check across grade levels to ensure that expedition content is not repeated. Local, state and national standards will be addressed through content, projects, products and guiding questions. Assessment protocols will be established through professional development to ensure quality control, and the schools will

develop systems of documentation—for planning, assessment and student work. These protocols will be aligned with Springfield curricular guides in the core content areas, and with district and magnet program "Learning Walk tools" designed for use by administrators and teachers to ensure appropriate adherence to district and state standards. EL, through its on-site School Designer, will coordinate the ongoing efforts, in conjunction with magnet resource staff, to ensure that this work is carried out consistently and with all student groups.

Culture and Character. One of the important reasons EL has been asked to work with STEMM is to help STEMM promote a school-wide set of cultural norms and expectations—for all students and adults in the school community. The development of Culture and Character in an EL School involves unique sets of rituals and traditions, community meetings, mentorship, the priority of knowing students well, and the development of published character traits that reflect a set of common values and shared purpose for the way all members of the community will be treated. The *Teacher Home Visit Project* will be a focus of this important EL strand, as will the project-wide attention to improving cultural competence among all school staff.

EL school designers will work with teachers who will be expanding on their uses of 21st Century technology tools. STEMM is the only Springfield middle school to use wikis, and to use distance learning opportunities (including a webinar with a New York City science teacher direct from Antarctica) routinely to promote deep content understanding. A Paxton Patterson Engineering lab will be a hub for deep exploration of engineering concepts that are also explored in After School programs. In mathematics, students will work with the art teacher to study the math of quilting, origami and bridge design. Ongoing STEM activities will continue and be built upon to promote interdisciplinary EL Learning Expeditions. STEMM students will also have access to the Carnegie Learning Cognitive Tutor Software, a supplement to the district's

Connected Math curriculum that engages students directly in problem solving using concrete, real-world scenarios building on informal student knowledge and prompting a student to think abstractly, by converting situations into quantities and units.

A College Bound Program. EL will assist STEMM in promoting a rigorous program designed to prepare all STEMM students for advanced level high school courses and eventually enrollment in post-secondary education. EL and Springfield have a successful history in this regard, having launched one of the first six Gates Foundation-supported small, college bound secondary schools—Springfield Renaissance Magnet School— in low income communities.

Scaffolding for Success. STEMM will offer an advanced summer program for incoming students to give them a jump-start before 6th grade. T will receive guidance in content literacy enhancement techniques, with particular attention given to ELL students. The NE Equity Assistance Center and the Latino STEM alliance will work closely with STEMM staff to ensure that curriculum is developed and that EL instructional practices are differentiated and aimed to support incoming students in need of extra help. The approach will be to engage, motivate and scaffold for success.

Magnet Staffing: 1 EL Resource Specialist; 1 STEM Resource Specialist.

The two magnet resource specialists will work with an EL School Designer to coordinate a fully mapped and sequenced EL-led professional development calendar for all teachers and administrators. The PD sequence will include embedded coaching, team time to review student work and assess instructional practices using Assessment for Learning strategies, study groups, and EL Institutes and Seminars. They will collaborate with the New England Equity Assistance Center, to ensure that all STEM Learning Expeditions and Culture/Character efforts are resonant with the needs and sensibilities of second language learners and students on IEP's.

Project Narrative

Project Narrative-Selection Criteria-Budget and resources-Refer to Federal Notice for content.

Attachment 1:
Title: **Springfield (MA) Budget and Resources** Pages: **5** Uploaded File: **SPS.MSAP1013.BudgRes.pdf**

(d) ***Budget and Resources:*** (1) Adequacy of facilities;

Springfield Central High School (Central) was opened in 1986 on 7 acres of land in the northwest section of the city. The main section of the school is built around an inner courtyard with an annex that houses the athletic compound with an indoor pool, gymnasium, locker rooms and 2 cafeterias. There are 94 classrooms in the school, a 650-seat auditorium, library/media center, 4 arts classrooms, 2 music rooms, an instrumental band room, drama room, 8 science labs, a health suite, counseling suite, administrative offices and conference room.

The High School of Science and Technology (Sci-Tech) opened in 1996 after an extensive renovation that includes 29 classrooms, a gymnasium, pool, handball courts, exercise room, team and locker rooms on the entrance level of the building with an additional 7 classrooms on the 2nd floor. Many of the school's technology labs are housed in this annex, including an electronics class and labs, a TV studio and production area, Graphic Arts and Cad classrooms, a computer lab, along with the instrumental and choral music rooms. The second floor of the school houses the school's extensive library, health, guidance and counseling suites, cafeteria, computer lab, 3 classrooms, a student activity room and the administrative offices. Over the past five years Sci-Tech outfitted 5 computer labs with new Dell desktops, upgraded the TV studio equipment and installed engineering and forensics labs to support the advanced work in the STEM academies.

STEM Middle Academy (STEMM) facilities include a 36-station, two-level computer and engineering lab equipped with a Smart Board presentation center, 2 science labs, and 10 classrooms, all of which are equipped with Smart Boards. Since the school is located adjacent to Sci-Tech, STEMM students share their library, gymnasium, pool, and cafeteria.

Van Sickle Middle School (VSMS) opened in 1931 and has expanded twice since then, once in 1962 after the city acquired 25 acres of land adjacent to the school that provided parking space for 375 cars, the development of baseball diamonds, a football field, tennis courts, and a track and field area. In 2000 an additional school wing added an indoor swimming pool, locker and shower rooms, a language laboratory, conference rooms and a library with adjoining work and study spaces. VSMS facilities include a 400-seat auditorium, 4 computer labs, 3 science labs, a health suite, a counseling suite, 2 large art rooms, 42 classrooms, two gymnasiums and a large cafeteria. A Comcast Cable TV studio located in the new wing of the school will serve as a focal point for student video work, including digital student, teacher and family portfolios.

(d) ***Budget and Resources:*** (2) Adequacy of equipment and supplies;

SPS has assessed the equipment and supplies that are necessary for the operation of the magnet program at each project school. Some will be provided out of district funds. The district will provide instructional equipment and supplies from the General School Fund Budget as provided to other schools. The equipment and supplies requested in this proposal are **directly related to the implementation of the special curriculum at each magnet school (two 6-8; two 9-12).** The equipment and supplies requested will not supplant any local funds supporting the magnet program, including supplies and equipment necessary to implement the district's required curriculum. The schools will supply such equipment and supplies as: copy machines, fax machines, playground equipment, storage cabinets, general instructional supplies, books, library materials, maps, globes, bookcases, stands, etc. The technology equipment in this proposal is in each case significantly more up-to-date and tailored to each school's magnet theme.

Budget and Resources: (3) Adequacy and reasonableness of the budget in relation to objectives.

This project is a comprehensive plan to start up two new magnet schools and significantly revise two others. An effort of this scale and depth requires adequate resources to support personnel (both faculty and project staff) and professional development, the most significant line items in our proposal as is reflected in our budget. We have allocated significant but appropriate funds to support those areas that will best enable us to meet our MSAP objectives. The following is an analysis and breakdown of specific budget items:

Personnel: SPS is requesting a full time Project Director, a full-time Magnet Recruiter, a full-time Secretary, 8 full time magnet resource teachers, one full time networking technician, one half time data analyst and one full time Family Engagement and Support Specialist.

The Project Director, working with district staff and consultants, will be responsible for coordinating all proposed activities during each project year, monitoring full implementation, and reporting on progress of the project to the Superintendent and School Committee. The Magnet Recruiter will be responsible for marketing, publicity and recruiting students to enroll in the proposed magnet schools. The magnet resource teachers at each magnet school site will work with classroom teachers to align district curriculum with magnet themes, plan and participate in professional development, program implementation and parental involvement activities. Requested funds for professional development hourly stipends will support training delivered after regular school hours. The secretary will support the Project Director and the Magnet Recruiter on clerical projects and related administrative duties. The networking technician is requested to monitor and maintain the advanced technology that is anticipated for this project, particularly at Van Sickle, Sci-Tech and Central, which will feature innovative 21st Century computer, science and engineering labs. The Family Engagement and Support Specialist will coordinate the Home Visiting Project for each school and work to build bridges between home

and school through regular communications home and sponsoring events for students, families and teachers. The half-time data analyst will collect, analyze, and report out on data collected in each magnet school to monitor program effectiveness and support Data Institutes and school-based Assessment for Learning Activities.

Fringe Benefits: Fringe benefits are a contractual obligation.

Travel: There is a request for funds to enable the Project Director and other magnet staff to attend magnet, IB, EL and other theme-related training and conferences. Funds have also been requested for classroom teachers to visit other sites, with similar theme-related programs.

Equipment: The technology requested in the grant budget is over and above the hardware purchased through the General Fund. The technology resources requested are critical tools in the teaching of every major academic area that will *supplement, not supplant* the equipment provided from General Funds for each school. An itemized list of equipment requested by each magnet school is attached to the line item budget.

Contractual: Funds have been requested for consultants to train teachers and assist in curriculum development and to assist project staff in implementing the specialized theme at each magnet school. Funds are also requested for an evaluation contractor to conduct an independent evaluation of the project, and for a rigorous, quasi-experimental evaluation.

Supplies: All supplies requested under this project are directly tied to implementation of each school's unique Magnet theme. Supplies to support each school's ELL program, such as non-fiction texts, listening stations, research and resource lab supplies (including updated technology) have been requested for each school to provide supplementing academic scaffolding for ELL and other students to access honors, pre-AP or AP courses at the high school level. Materials to support learning expeditions and exhibitions of student work have been requested to supplement

provisions obtained through SPS General Funds. Equipment, materials and resources to support enhanced arts activities at Central and Van Sickle have been requested to augment each school's arts programs and offerings.

Other: A significant amount has been requested to provide professional development for all staff members in the proposed Magnet schools. This training will equip teachers with the knowledge and skill sets that will inform teaching practice beyond the scope of this project and help build sustainability from the outset. Funds have been requested for reimbursing teachers at their union-negotiated hourly rate or grant-related work outside of regular school hours. Additional funds are requested for admission fees, printing, postage, advertising (radio, newspapers, TV, etc.).

Budget and Resources: The budget is reasonable in relation to the objectives of the project.

The annual project costs ($3,889,500) represents only 13.5% of the total annual costs ($28,738,015) necessary to operate the 4 project schools, which will serve 4,825 by the end of the three years. The district will augment federal funds with substantial in-kind commitments (as discussed in Priority 1: Needs section) and shepherd resources to ensure that monies are utilized to meet the objectives of the project, which are intended to ensure sustainability as set forth in the Capacity and Commitment Section.

Funds will also be allocated for the district to contract for the services of an outside evaluator to provide an independent evaluation of the magnet project through and to provide the district with both formative and summative evaluation.

Project Narrative

Project Narrative-Selection Criteria-Evaluation plan (10 points)-Refer to Federal Notice for content.

Attachment 1:
Title: **Springfield (MA) Evaluation** Pages: **6** Uploaded File: **SPS.MSAP1013.Eval.pdf**

(e) Evaluation Plan. … the extent to which the evaluation plan … (1) Includes methods that are appropriate; (2) Will determine how successful the project is in meeting its intended outcomes, including its goals for desegregating its students and increasing student achievement; and (3) Includes methods that are objective and that will produce data that are quantifiable

This evaluation, spanning the 3 years of this project, will assist school staffs and district personnel to modify and improve project performance and produce information needed by the United States Department of Education to properly evaluate project effectiveness.

Data Collection: This evaluation will draw on a wide variety of data to provide substance and context for both formative and summative reports. Quantitative, extant data (e.g. enrollment information, standardized test results) will be used in conjunction with questionnaire, interview and observation data, as well with qualitative data (e.g. school improvement plans, curriculum materials, professional development records) to ensure a thorough and balanced evaluation.

The contractor will develop a complete set of data collection instruments (including surveys, document requests, and walkthrough, observation and interview protocols) designed to provide sufficient information to address objectives and performance measures and supplement extant data. However, **extant data will be used whenever possible** to lessen the burden on school based and project staff. The data to be collected will include: **Student achievement, demographic, enrollment and other data:** The contractor will collect standardized test score data (e.g., school and grade level reading, mathematics and writing data) needed to address performance measures related to student academic achievement. Enrollment data disaggregated by race/ethnicity collected by the district will indicate the extent to which each school and the project succeeds in meeting desegregation related performance measures including reducing minority group isolation. Applicant pool, student selection and student transfer data will indicate

the extent to which the GPRA applicant pool performance measure was attained and help determine how performance in these areas can be improved.

Document requests: The contractor will request documentation from magnet school teachers and MSAP staff to help determine the quality and extent of MSAP implementation. Examples include: ► **descriptions of and dosage** (amount of program delivered) **for** units and courses that present the magnet theme to students; and student recruitment, teacher professional development, parent involvement and planning activities; ► **schedules** of school based magnet staff; ► **School improvement plans** that include activities related to the implementation of this grant.

Observation and interview data will be collected, during three annual visits to each magnet school, by trained evaluators who have extensive experience as magnet school practitioners. During each visit, the site visitor will conduct a walkthrough, observe lessons and lesson planning, and interview teachers, administrators, students and parents.

Surveys will be administered annually to all magnet school teachers, a sample of magnet school students and a sample of teachers and students at comparison schools. Drawing on its fifteen year history of MSAP and regular rigorous evaluations, American Education Solutions has developed survey items and scales specific to MSAP implementation under the guidance of its survey consultant, Dr. David Silver, a senior researcher at U.C.L.A.'s CRESST Center. *These survey items are directly related to the purposes of the MSAP and the objectives and performance measures of this proposal.* Validated survey items and scales that measure school climate will also be used.

Formative Evaluation and Reporting: The evaluation contractor will aid in the continual improvement of the project through formative evaluation, an examination of implementation that returns information to project, school and district staff to help them improve program

performance. Formative evaluation includes the study of program fidelity (the degree to which a program is implemented as designed) and reach (the proportion of the target group that participates). Components of fidelity include: ► adherence – the degree to which the program adheres to its goals, plans, activities, timeline; ► dosage – the amount of program delivered; ► quality – the quality of program activities and services; ► responsiveness of participants to program activities; ► program differentiation – unique features when compared to non-magnets.

Formative Evaluation Reporting: Data will be collected, as available, and analyzed and recommendations discussed with the project director and school staff throughout the year. **Six formative evaluation reports** will be written by evaluators each school year:

Reduction of Minority Group Isolation (MGI) Report: Demographic and enrollment data will be compared with applicant pool, student selection and other data from the previous school year and with performance measures. By November, discussions related to the attainment or partial attainment of performance measures related to the reduction of MGI will help the district and magnet schools modify recruitment strategies and activities to attain better results.

GPRA Applicant Pool Report: Within 3 weeks of the student selection lottery, applicant pool, student selection and recruitment data will be analyzed and compared with school enrollment data to determine the success of these activities and create remedial plans of action to improve results, if necessary. This report updates and expands the *Reduction of MGI Report*. Measures of fidelity, for both reports, include adherence to the implementation plan, recruitment plans and student selection criteria and procedures; and dosage, the "amount" of recruitment. Quality and responsiveness will be determined by changes in school enrollments, especially for entry grades, and the size and diversity of applicant pools. Differentiation will examine if unique program features were implemented and adequately described to the target audience.

Midyear Formative Update: The midyear report (mid January) will summarize descriptive and quantitative data related to magnet curricula, systemic reforms, parent activities and professional development and report on: adherence (e.g., activities implemented on schedule), dosage (e.g., the amount of time students, teachers and parents are exposed to grant activities such as the magnet curricula and courses, professional development and parent activities), quality (e.g., results of peer review of magnet related units and courses).

Site Visit Reports: Site visits, described above, are opportunities to feed back data related to the development and implementation of the magnet theme. After each of three annual site visits, a report will be written by the site visitor and submitted within ten days. It will summarize the findings of the visit and include recommendations for improvement. Site visitors will discuss recommendations with school and MSAP staff during each site visit.

Summative Evaluation and Reporting: The evaluation contractor will determine the extent to which annual objectives and performance measures are attained. The primary data sources for this evaluation were described above. The evaluation contractor will collect and analyze the data, prepare two annual performance reports and one final report summarizing findings, and discuss the results with district and magnet school staffs. The following section summarizes the project objectives and the means through which evaluators will assess their attainment. (Performance measures are found in the *Quality of Project Services* section of this application.)

Objective (1): Reduction of minority group isolation (MGI) at magnet schools.

Assessment: Class and school enrollment data, disaggregated by race/ethnicity will be used to determine the degree of attainment. This will be supplemented by recruitment, applicant pool, and student selection/transfer data to determine the extent to which the GPRA applicant pool performance measure was attained and help determine how performance can be improved.

Objective 2: Magnet school projects will achieve systemic reforms and provide all students the opportunity to meet challenging State standards.

Assessment: School Improvement Plans will be collected and examined by the evaluators. Observations, walkthroughs, interviews, surveys and analysis of unit plans will determine program fidelity (e.g., adherence to implementation plan and dosage) and reach.

Objective 3: All students, at each magnet school, will receive magnet theme instruction.

Assessment: Teacher and student surveys and interviews, school walkthrough and class observation data, an analysis of planners teachers use for magnet theme units and enrollments in magnet courses will determine the frequency the magnet theme was used in classrooms (dosage), how many students and teachers were involved in these activities (reach), adherence to the implementation plan, and which curricula and materials were created, published and used by teachers. The quality of lessons will be determined by a peer review process and observations by an experienced evaluator using a protocol developed for each magnet school by the evaluator, the principal and the project director. Responsiveness will be determined by improvements in school climate and student test scores. Differentiation, based on walkthrough, interview and classroom observation data will determine if instruction differs from comparison schools.

Objective 4: At each magnet school, AYP proficiency standards will be met for all subgroups.

Assessment: All students are tested in April of each school year. Data is analyzed by the State Education Department, sent to the district and posted on the Web. This data will be presented in the Annual Performance Reports in tabular form, highlighting the AYP targets and how each magnet school – both in aggregate and by subgroups – performed in relation to these targets.

Every school will create magnet standards which will be the foundation for the development of units and lessons, observation protocols used by the evaluators, and rubrics used

in the peer review of lessons. Teachers, principals and magnet staff will develop, by the end of the first project year, the methods that will be used to assess student mastery of magnet curricula based on the each school's standards and will be approved by the project director and evaluator.

Objective 5: Magnet school teachers will receive 30 hours of professional development related to systemic reforms and 30 hours related to magnet theme development and implementation.

How Objectives will be Measured: **(5.1, 5.2)** Magnet staff will collect professional development data including the type of training, the number of hours provided and the number and names of teachers involved. The percentage of teachers applying the training in their classrooms will be determined through survey item analysis, follow-up interviews, walkthroughs and observations.

Objective 6: There will be an increase in parent participation at each magnet school each year.

Assessment: Workshop materials, attendance records and parent interviews will be used to determine parent participation and satisfaction.

Annual Evaluation Schedule: ► Initial meeting with project and district staff (Week 1); ► Refine data collection instruments and plan; refine analysis plan; (Weeks 1-3); Collect data (Throughout year): Enrollment data (Week 5); Site visits including interviews and observations (Weeks 10, 22, 34); applicant pool data (Week 28); Dosage data (ongoing); Surveys administered (Week 34); Survey results reported (Week 38); Documents collected (e.g. units integrated with magnet theme - Week 34); ► Formative evaluation including discussion of recommendations (Weeks 3-40); MGI Report (Week 10); Midyear Formative Update (Week 22); GPRA Formative Report (Week 30); Site Visit Reports (Weeks 12, 24, 36); ► Analyze and process summative data (Weeks 34-36); ► Prepare Annual Performance Report (Weeks 36-37); ► Submit report to school District (Week 38). Week 1 is the week the project begins each year.

Project Narrative

Project Narrative-Selection Criteria-Commitment and capacity (15 points)-Refer to Federal Notice for content.

Attachment 1:
Title: **Springfield (MA) Commitment and Capacity** Pages: **6** Uploaded File: **SPS.MSAP1013.ComCap.pdf**

(f) Commitment and Capacity. (1) The applicant is likely to continue magnet school activities after assistance is no longer available, (2)—(i) is committed to the magnet schools project;

SPS is fully committed to continuing the proposed magnet schools program with local funds after assistance under this part is no longer available, and is fully committed to reducing minority group isolation in its schools and to supporting magnet schools as a means to achieve that end. SPS is also fully committed to providing long term opportunities for children in low-performing schools to transfer to higher performing schools, especially where, as in these magnet schools, such transfers will support the district's desegregation court order and the purposes of the MSAP. Springfield's desegregation order calls for a combination of boundary zoned schools, "open enrollment" high schools, and magnet schools. SPS is fully committed to continue MSAP activities after assistance under this part is no longer available. As discussed in previous sections, the Superintendent, each proposed magnet school's School Centered Decision Making and/or Instructional Leadership Teams, the Principal at each school, each school's teaching and support staff, the business community, higher education community, community social services providers, the religious community, and the political community fully endorse the district's vision for school improvement and desegregation and, specifically, the magnet school themes designed to help realize that vision. All of the above constituent groups have pulled together in a unique and powerful coalition to plan an ambitious magnet schools project that has every chance of being highly successful.

There are several very important indications of constituent groups' support of and commitment to the magnet schools project. The following are but examples:

Planning: The Superintendent convened a Magnet Task Force composed of district administrators, including academic directors, principals and members of his senior leadership

team, to design, develop and align the MSAP program objectives with district goals and initiatives. One result of the work of this Task Force was development of a survey distributed to parents throughout the city both as flyers inserted in the local newspapers as well as an online survey. Concurrently, Task Force members conducted formal focus group meetings with parents, students, instructional staff and counselors that enabled us to craft a proposal that meets the articulated needs of families. This lengthy and inclusive planning process has resulted in forging a dedicated and committed corps of parents, administrators, teachers, businesspersons, college and university professionals and social services providers united in their efforts to implement successfully the proposed magnet school project activities. Most important, the themes that parents announced as their first, second, and third choices, with remarkable consistency across all racial/ethnic groups in the city, were Advanced Studies, STEM, Expeditionary Learning, 21st Century Communications, and the Arts. Our magnet themes embrace all of these preferences. By finding a match between *Culture of Educational Excellence* initiatives at the district level aimed at specific School Improvement practices; pleas from the surrounding business and higher education communities to prepare students for 21st century work-force professions; and parental preferences for their children, the district has created conditions that maximize the likelihood of the project's success, and of equal levels of support from the key players "on the ground" on the district side and from the city's parent community, as well.

The exceptional level of support that has been generated through the district's comprehensive Magnet planning process is evidenced not only by the *number* of Letters of Support received (see Appendix B), but by the enthusiastic calls for partnership reflected in those letters, each of them emphasizing a detailed understanding of and commitment to the transformative educational undertaking contemplated by the proposed magnet schools.

Financial Support: The district has committed substantial in-kind resources to the proposed magnet schools project, at no cost to the project, to ensure its success, e.g: District Administrative Support $169,866; Magnet Principals and Assistant Principals: $20,972,274; Classroom Teachers' Support: $19,193,629; Transportation: $1,622,400; School Facilities: $4,489,313; Pupil Services: $1,484,162. ***Total: $47,931,644 at no cost to the program***.

Additionally, SPS has built into the design of the proposed project mechanisms that will facilitate the continuation of the project after assistance under this part is no longer available. Carefully designed capacity-building activities conducted by the project will enable the district to continue the project when Federal funds are no longer available. By the conclusion of the three year project, specialized theme-related curriculum units, aligned with the state standards and the goals specified in each schools' School Improvement Plan, will have been developed at each project site by teachers, project staff and curriculum specialist consultants.

Intensive training from the project resource specialists, district specialists, university specialists, consultants, as well as specialists from community based organizations and the *New England Equity Assistance Center* at Brown University, will enable teachers implementing the project and those who will be involved subsequently to incorporate theme-related teaching strategies into the schools' core instructional program.

At the conclusion of the three-year project, all the specialized equipment and supplies necessary to continue the magnet school theme-specific curriculum at each school will be in place, with *lesson-plans aligned not only to Frameworks but also to the specific uses to be made of all such magnet purchased materials.* And SPS has a long history of continuing Federal and state funded programs with local funds after assistance from the programs was no longer

available, thus demonstrating its commitment and capacity to institutionalize Federal and state funded programs using its local funds. Several examples follow:

SPS has continued to support Magnet schools with state, federal and other grant funds (including the Bill and Melinda Gates Foundation). Among the most successful and sought after schools in the district are the Expeditionary Learning Magnet schools: Beal Elementary and Duggan Middle—both originally funded through MSAP and continued with assistance from other grant sources (including state and federal grants) as well as district funds. Renaissance 6-12 EL School began as a unique partnership with Expeditionary Learning, as a beneficiary of a Gates Foundation Small Schools Replication grant. The district now supports five EL schools, three solely with general and other grant funds. Montessori (Zanetti) and International Baccalaureate (Commerce High, Kensington Elementary) programs have also been sustained with district funds after MSAP start-ups. Zanetti and Commerce are in their 12th year of operation since original funding with MSAP, Kensington its 9th. Zanetti's success was celebrated when it won one of Magnet Schools of America School of Excellence Awards four years after magnet funding. The district also continues to support magnet efforts at Rebecca Johnson School of Visual and Performing Arts and Liberty School of Math Discovery. In addition to continuing to support Magnet *schools* beyond funding, the district has embraced and expanded many of the *programs* that began in those schools. In that way schools previously supported by MSAP have served as an *incubator for change.* A prime example is the Home Visit Project, which began as a pilot program in Duggan EL Middle School and has now been embraced by the district and teachers union for implementation at other sites.

Commitment and Capacity: (ii*)* Has identified other resources to continue support when assistance under this program is no longer available

While the need for Magnet funding to provide material resources is evident in all of our proposed schools, it is the focus on staff training that will ensure longevity of the program by transforming the way instruction is conceptualized and delivered. By building in time for staff to collaborate in the design of interdisciplinary lessons and projects, staff members will expand their knowledge base of teaching methods and strategies that will continue to enhance instructional practice beyond this funding cycle.

Professional Development: At this proposal's core is a commitment to appropriate sequencing, synthesis and delivery of substantial professional development for principals and staff at each of the proposed Magnet schools that will equip them to deliver high-quality instruction along standards-based thematic lines that reach far beyond the scope of this grant cycle. Professional development teams in each of the proposed Magnet schools will include the building-based Instructional Leader Specialists supported by district curriculum resource specialists, Magnet Resource and classroom teachers. They will also include professional developers from this project's formal university partners. *The work of the Magnet program will thus be infused not only at the building but also at district levels*. Each of our Magnet schools will develop long-term, school-wide Professional Development Plans.

School-Based Support: The principals at the proposed Magnet schools have evidenced, through extensive pre-planning efforts with their respective staffs, enthusiasm for bringing about meaningful change in their respective schools through the Magnet program and will further expand their commitment to transform instructional practices through the establishment of their own Magnet Leadership Team.

SPS has demonstrated its commitment and capacity to continue the MSAP-supported project when federal MSAP funds are no longer available. However, the scope and overall coherence of the project cannot be assured unless key staff, consumable materials and supplies, project support services and independent evaluation services are maintained. SPS plans to gradually assume these costs through local General Funds as well as from Federal, state, local, business, and university and foundation funds. If the proposed magnet schools project is funded, the project director, supported by district funded programs staff, will actively seek funds to enhance the program during the three year period and to assume the costs of the program when federal MSAP funds are no longer available. Some examples of potential funding sources to continue supporting the magnet project follow—this is not an exhaustive list.

Federal Grants: in 2009, SPS was the recipient of **$62,393,504** in federal grants including: Title 1, LEP Support, Sped 94-142, SPED-Middle School Reading, Sped Program Improvement, McKinney-Vento; Drug Free Schools, Occupational Ed-Vocational Skills, Title I Mentoring, 21st Century Community Learning, ARRA-Recovery II, Teacher Quality, Enhanced Education Through Technology, Data Driven Decision Making, Integrated Technology Models, Technology Enhancement-Options, Teaching American History, Arts in Education.

State Grants: SPS received **$3,531,832** in state grants in 2009, including: Math Training Initiative, Safe Schools II, Support for Under Performing Districts, Planning-Expanded Learning Time, Racial Imbalance (Metco), After School Programs, Early Intervention Literacy, Gifted and Talented; Planning/Professional Development, Summer Academic Support, Academic Support Services, Reading Program Development, Safe Environments, GED TEST Centers.

Business/Association/Foundation Programs: $**1,181,296** SAELP-Leadership Development; Wallace/Readers Digest; Davis Foundation; EL Schools; NEA Foundation.

Project Narrative

Project Narrative-Desegregation Plan Information Form-Download form from the program's website and upload form here.

Attachment 1:
Title: **Desegregation Form, Letter and Plan** Pages: **41** Uploaded File: **Boundary scan 13.pdf**

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☐ A Voluntary Plan: A plan to reduce, eliminate or prevent minority group isolation that is being implemented (or would be implemented if assistance under the Magnet Schools Assistance Program is made available) on either a voluntary basis or as required under Title VI of the Civil Rights Act of 1964.

Attach the Following Documents

- A copy of the plan
- A copy of the school board resolution adopting and implementing the plan, or agreeing to adopt and implement the plan upon the award of assistance.

treet, Malden, Massachusetts 02148-4906
Telephone: (781) 338-3000
TTY: N.E.T. Relay 1-800-439-2370

equest for approval of a minor amendment to the Springfield school
n had its origin in the remedial court orders entered by the
icial Court in the Springfield desegregation case, *School Committee*
lucation, 287 N.E. 2d 428 (1972) (*Springfield I*), 311 N.E. 2d 69
N.E. 2d 427, *cert. denied*, 95 S. Ct. 1977 (1974) (*Springfield III*) and
l Committee of Springfield, 345 N.E. 2d 345 (1976) (*Springfield IV*).
r, the Supreme Judicial Court affirmed an order of the State Board of
d retained jurisdiction to "entertain suggestions for modifications" of
n plan, especially those that are "consistent with its principles and

ations of the original remedial plan have been approved in the
e Board of Education and by the Commissioner of Education, as
ucation and its chief executive officer. Since 1990, all such
Elementary and Middle Boundary Schools Zoning Plan (2005), as
ignating citywide magnet schools in 2007 (including the High School
and the STEM Middle Academy), have been approved by the
eld plan, as amended, has been implemented by the district as a
gation plan.

amendment to the Springfield plan as follows: Contingent on receipt
h the federal Magnet Schools Assistance Program beginning in 2010,
hool and Van Sickle Middle School will operate as citywide magnet
t system-wide desegregation plan will remain virtually intact with
ly increases the number of designated citywide magnet schools in
ced compliance with the desegregation goals set forth in the plan and
ities for students. In this regard it is fully consistent with the
rt order and should improve the plan.

ew of the proposed amendment and pursuant to the jurisdictional
as discussed above, I hereby approve this minor amendment, which
e Springfield plan. Best wishes for success in your application for

General Counsel

t uploading your desegregation plan

erns about uploading your desegregation plan, which is 23
on. As you have explained, the e-grants system will only
After discussion with OCR, the following solution was

as much of the plan as possible, up to 8 MB. Please check
the lowest setting that will provide readability. The
cation should be included at the beginning of the plan.
er the letter from the Commissioner of Education to
our submission only includes part of your desegregation

uss this further, please let me know.

---

loading your desegregation plan

erns about uploading your desegregation plan, which is 23
on. As you have explained, the e-grants system will only
n order to upload your plan, you should scan as much of
l letter from the Commissioner of Education should be
nally, you should include this email after the letter from
all ED reviewers understand why your submission only

uss this further, please let me know.

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Zoning Plan

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aints, and definitions

ommittee, a task force was created to craft a plan for re-formulating the
nts' school assignments and transportation eligibility determinations. In
ransportation consultant, a process was designed to achieve that
conduct of and the results of that process, and describes a proposed
t with the School Committee's stated goals and objectives, to the

ls:
rces to every school in order to ensure that we deliver a high-quality
every school in Springfield
n enrollment that reflects the ethnic balance of the entire city's student
test practicable extent
sts
imize riders
garding school assignments
vement
flight from the city's schools

constraints:

cities
graphic ethnic distributions (residences)
ments across the city-wide grade structure

s:
signments: "boundary schools" – where you live determines where you will

resent a change from

signments: third-party (PIC[1]) assignment of *individual students* (largely
mity), sometimes influenced by expressed parental choices – this is the
ce" paradigm, as implemented with the existing 3-zone scheme

in safe-walking distance
metimes can be in conflict with

ent targets: implementation can result in exclusion of proximate potential
ermit/attain enrollment of non-proximate ethnicities. Mitigations of this

zones (deterministic but not proximate)

ts of parental choice:
school (deterministic and proximate)

ner" school (deterministic and not proximate)

t schools (probabilistic; may or may not be proximate)

---

the Milton Bradley Elementary School.

in the desired ethnic balance within each school's enrollment.
ve been made in order to effect greater ethnic diversity within each

process that was designed for Springfield attempts to address – if not
g desires and constraints.

icies

a proximate-school zoning plan must respect the existing student
partment. A quick review is in order:

r a "rider" status to each student, based upon a hierarchy of conditions:
an the age of 5 years are eligible for door-to-door student transportation.
is is limited to pre-kindergarten students.
nted special transportation needs that a student may have (STraN status)
nt being assigned a "rider" status, for a period not to exceed one academic
wal of a student's previous STraN status must be reviewed prior to the
emic year; STraN status often is a temporary condition, as with a
y injury-recovery period.
path" walking distance[2] from their transportation address[3] to their assigned
distance, is declared to be ride-eligible – provided that his/her assigned
the same Zone[4] as his/her transportation address, or that the student's
signated multi-zone Magnet School. The allowable walking distances are
gned school's grade structure:
lore than 1.5 miles *walking distance* – students are ride-eligible
More than 2.0 miles *walking distance* – students are ride-eligible
n 2.0 miles *walking distance* – students are ride-eligible
rtified Federal Homeless Student status[5] is eligible for transportation to
school at which s/he enrolls, subject to the safe-path walking distance
ove.
-eligible by rule under Springfield's previous 6-zone Plan,[6] on the last day
04, and whose school assignment has not changed since June 25, 2004,
on address has not changed since June 25, 2004, is granted a "Legacy"
is Legacy status expires immediately upon any change in the student's
ransportation address. This sometimes is referred to as the "grand-

ation eligibility exists for instances in which a student's school assignment
a consequence of a parental enrollment request that is inspired by sibling
ons. This Policy is clear, regardless of any Legacy status of any sibling.

—

re assigned "do not cross" (DNC) and/or "do not traverse" (DNT) status. DNT hazards most
idewalks. DNC hazards can be mitigated (and breached) at certain locations, with the
nnel and/or pedestrian-operated street-crossing traffic signals. The "safe-path" walking
ress to each school is computed respecting the existence of these hazards and their

r drop-off address, which must be a valid street address and which must be on-file at the

vided into 3 large zones, each of which includes several schools. If a student is assigned to
h walking distance from that student's transportation address to that in-zone school exceeds
ing-distance limit, the student is declared to be ride-eligible.
McKinney-Vento Homeless Assistance Act.
04 academic year. Documentation available upon request.

es

ols" Plan establishes new school zones that are designed to achieve three

ll be deterministic – where you live will determine which school you are

esigned so as to maximize the number of students who will be eligible to
ool – one that is within safe-path walking distance of their transportation
inimize the extent of – and the cost of – student bus transportation.
esigned so as to produce ethnically-balanced enrollments, to the greatest

gies

ncorporated herein, on page 13.

on model

ability of human and data resources that the School Department already
n ongoing project to computerize the operations of the Student
on was made to utilize actual student address data, rather than employ a
n federal and state census data. This decision is both practical and

ation data is dated and coarse. It makes no effort to track the day-to-day
ulation, and it offers an unacceptable level of granularity with respect to
at are peculiar to student transportation planning in an urban environment.
e participation of ethnic groups in certain activities – such as enrollment in
in of those groups' non-homogeneous characteristics. For example, 20%
given geographic area may be comprised of individuals of a certain
sure that said group will exhibit a 20% participation in the public school
ic area. Differences in the mean age of a sampled group often produce
o's participation in an activity whose conduct is heavily age-dependent –
re of K-12 school age. Further, some ethnic groups demonstrate a
families, than do other such groups. For these reasons, a census-based
ccurate projections of school enrollments.

nmittee tasked the Department with producing a new school-assignment
Student Transportation Group already was engaged in the conduct of a
ting and transportation-routing of all students in the city. The Department's
to employ those existing resources, to conduct the creation and execution
s.

a Prospective Population ("ProPop") student database that is based upon
f actual, enrolled students, and which is configured to represent the grade-
f those real students for the 2005-2006 academic year.

t address data

ability to locate the address of each and every student in the system, on an
ng that requires two things: reliable address data, and a reliable e-map.

he aforementioned project to computerize the Transportation Group's
, the Transportation Group maintained a unique database of students'
es. Simultaneously, the Department's *SASI* student database included

of the student address data was inadequate to permit the location of
ation addresses on the Department's electronic map. There were literally
ellings and variations-on-a-theme. As just one example, these included
" The problem is, a computer interprets each variation as a unique street
y one version of "Wilbraham Rd.," all of the other students whose address
spelling become "un-locatable" on the map. And you cannot assign a
ransportation for that student, if you cannot locate his/her address on the

students' database addresses were their *actual* addresses, the databases'
d" to conform to a single "official" spelling / nomenclature of a valid street
apping software to locate their street – if not their house number – on the

d, comprising a standardized spelling and nomenclature for each of the
All 29,000 student addresses in the SASI database (including all private
udents) were normalized in a "spell-checking" process that employed this
onducted on the 29,000 student addresses in the Transportation
00 instances, the two respective "spell-checked" addresses were
epartment had reason to question the asserted address(es) of these

eived an (enrollment-specific) *Address Variance Report,* with a request
se 8,000 students be determined, and that the information be returned to
se returns were used to populate the Residence Address record fields in
ich henceforth will serve at the sole source of student address data,

cords were filtered to produce a listing of the unique street addresses
cademic year student body: just over 15,000 discrete addresses were
ed the basis of an abridged *Address Master List* (street name plus house
e an abridged *Distance Master Table* of the computed safe-walking
dress to each school in the city. This distance data then was used as an
ess, described further herein.

ative student population database

as assembled to represent next year's prospective student body was
udent body, "promoting" each student by one year, excluding the
ating this year's kindergarten population for next year – albeit with unique

ts of students who are enrolled in charter schools, in private schools, and
ere maintained – excepting instances in which the ProPop "promotion"
a grade that is not included in their school's grade structure. In those
ded in the general public school population, where they become subject to
ns of that population. The enrollment-maintained students were not
Ethnic Balance prospective population ("ProPop") school-assignment pool.

oPop database students were declared to be un-enrolled – their school based upon the locations of their SASI transportation addresses; those rious school boundary zones. The creation of those zones was subject to rocess algorithm, as outlined herein.

tudents would be walk-eligible to which schools

in this plan. One existing elementary school was designated for removal tion of this design plan.

d student's grade to the grade offerings of each school in the city, each to one of the unique addresses in the *DMT*. Thus, the safe-path walking ansportation Address to *each* of those schools can be known. These le of *allowable* walking distances (by grade/school structure), and each school – with respect to whether or not that student is or is not The total number of grade-applicable public schools to which a student ned as that student's "FlexFactor." (Some students are walk-eligible to valk-eligible to any.)

n the lowest non-zero FlexFactor, students were designated as *candidate* upon:
s of the school (quantity and ethnicity; see section below)
ered safe-path walking distance of the potential enrollees
ntial enrollees
erwise could walk to a school would be "bumped" from that school's n by another student who lives even closer to that school, but who also *another* school.

e number of students who become designated as candidates to attend ng distance of their Transportation Address. The process requires that ctors get designated first, because if they are not ultimately assigned to will wind up being assigned to a school to which they would have to be e students have to "wait in line" to receive their candidate school ible students being designated last. The objective of this step: don't turn rider.

nt limitation: it is geographically symmetric; it yields candidate fields that k-in distance, in all directions to/from the school. Although it serves as a zone boundary definition, real-world boundaries require that their design include asymmetric configurations. Such geometry permits adjacent contiguous, thus preventing the formation of interstitial between-zone

nust be abetted by an accommodation of the constraints of geography.

llment demand for each school

supplied an enrollment capacity figure for each school. Existing nd analyzed. Various ethnic designations were consolidated; the ProPop appended to reflect one of three values: Hispanic, black, or white. The level, city-wide, with the three ethnicities' enrollments being expressed as tal (pan-ethnic) enrollment. An aggregated grade-structure calculation

very school, by its grade structure.

s compared with city-wide enrollment *capacity* (see above). A target capacity was derived, and it became an initial enrollment target. Each capacity was multiplied by this target load factor; the derived value v" for that school – the desired number of students of all ethnicities, value then was multiplied by the three earlier-derived ethnic percentage- three enrollment targets for each school – one for Hispanics; one for , this operation was performed on a grade-by-grade basis.) These thnic Draw values for each school, respectively. They represent a % of asserted capacity, and an ethnic makeup that is exactly reflective of he cohort group of the sample population.

ese enrollment demands for each participating school. Later in the ted enrollments were benchmarked against these *optimum* values e. An arithmetic variance of ± 15% from "optimum" was set as the target critical design-point of the Plan. Schools whose projected enrollments fall mits of the optimum target values are said to be "in compliance." The npliance." The tables show the results of the zoning Plan as designed, existing 3-zone Plan, as of January 20th.

ance-sensitive, school-capacity-driven, enrollment-"pull" paradigm.

nrollment demands to available students

expressed desires of the School Committee, a "perfect" school zone

in-zone, grade-eligible students would comprise 95% of the school's chool would be under-utilized; no school would be over-enrolled e within-zone enrolled students would be reflective of the ethnic targets the allowed tolerance limits
school zone would live within the maximum-permissible walking distance TraN student ever would have to be bussed to the school

sidered in turn, all schools continuously were considered simultaneously. epresents a practical compromise of often-conflicting constraints.

ith consideration of the schools whose population of within-walking- resented the highest multiple of their capacity-limited enrollments. These undaries must be limited by enrollment capacity; not by walk-in distance gible K-8 students, and a capacity of only 535 students, Brookings is a se guaranteed-enrollment proximate boundary must be made quite small,

was written, to make use of the FlexFactor values and the EthnicDraw it, students were designated as candidate enrollees, until the schools' ed. The resultant straw-man enrollments were used to define first-order spective school zone boundaries. These distance-symmetric boundaries 's e-map.

sidered in pairs, the two sets of boundaries represented
possibilities for each prospective Proximate school zone.

ed, to eliminate overlapping areas between adjacent boundaries. At the
e adjusted so that they yielded populations that were within their
capacity limits. As the boundaries were adjusted, they were polled
c makeup of the bounded populations.

jacent boundary zones was of critical importance; failure to do so would
ering, ribbon-like areas of ride-eligible students, between and among the
zones. Respecting the existence of designated pedestrian streetscape
ctor in locating the boundary lines. Additionally, entire street segments
nother; boundary lines were not permitted to break streets at non-
ulted in clearly understandable boundary definitions that are not
and maintain contiguous neighborhoods, to a maximum practicable extent.

imate (near-to-the-school) boundary issues, many un-assigned areas
areas were known to exist – the FlexFactor-determination process
ose transportation addresses are not within the maximum-allowable safe-
ade-appropriate participating school. These students would have to be
ny circumstances. Additionally, capacity limitations also had the result
e enrolled in any proximate school; these students' addresses were added
egions on the e-map.

ere divided into contiguous "ridership areas." Each RA was designed in
undary constraints described above. And each RA was designed so as to
students (±14), which represents a desired passenger load for one full-size
racterized by ethnicity, and its data was appended to the school enrollment

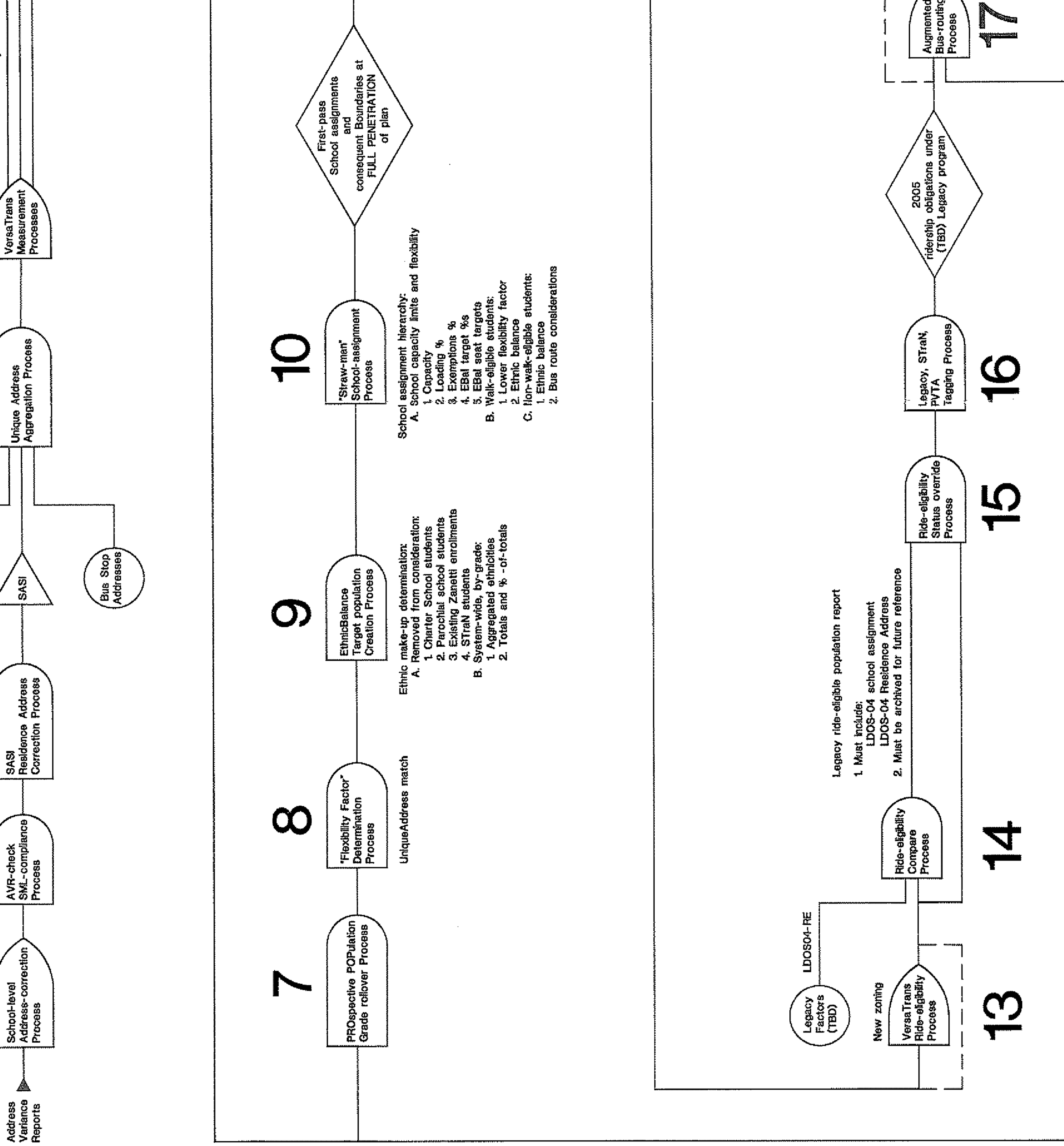
tched with schools whose proximate zones failed to yield their target
began with the schools that needed the fewest additional students; these
busload, so the ethnic makeup of that RA group needed to be a close
of those schools. The process progressed, through schools needing
students. Wherever possible, multiple adjacent RAs were assigned to the
oids "buckshot zoning," it also permits greater future flexibility in designing
ed *satellite school zones.*

process, the resultant boundaries – and their consequential school
the Plan at "full penetration," or what things would look like if it were
hout any Legacy ("grand-fathering") policy. And it is a fair indication of
r the expiration of any Legacy policy that the School Committee may

s yielded fully-populated schools which achieved ethnic balance targets –
lments being comprised of walk-eligible students. For other instances
which the proximate boundary did not yield the desired low-limit quantity of
groups, one or more satellite boundary zones were created, for the
apacities and of ensuring greater ethnic diversity.

ort includes a map for each school, showing its proximate zone and its
r data is incorporated, showing the schools' projected enrollments,

ected numbers, highlighted in light blue. The tables include the numbers
l riders anticipated under the new Plan, both by ethnic group and as
s extraordinarily equitable in its effects upon walkers and riders of each
tween the percentages of walk-eligible students versus the groups' target
nd 2.3% for Hispanics, blacks, and whites, respectively. **No ethnic group**
l for walk/ride treatment under this Plan.



Process flow diagram. data-preparation
Straw-man school-assignment process

lan

sting School Department transportation-eligibility rules. All changes in status are a consequence of altered school enrollment assignments. Still, y of Springfield's public school students would attend a school that is e of their homes.

nentary school students could be expected to walk to a proximate school; t to ride to school. Those numbers may change, in part as a distribution of magnet school enrollees. But the entire available magnet prises only 5% of the asserted capacity of the 30 Plan-participating e Plan double-accounts for transportation for the full complement of 634 savings may be greater than – rather than less than – those presented in

dle school students could be expected to walk to a proximate school; 26% ide to school. Those numbers may change, in part as a consequence of pecial program enrollees. The entire available special enrollment capacity serted capacity of the 6 Plan-participating middle schools. But the Plan ion for the full complement of 898 magnet students. Thus, actual savings an less than – those inferred from the tabular data.

table in its effects upon walkers and riders of each ethnic group. The ages of actual walkers versus the groups' target percentages are 1.0%, blacks, and whites, respectively. **No ethnic group is disproportionately nt under this Plan.**

derations under the new Plan

of the 25 Plan-participating non-magnet elementary schools never again bus under this Plan, the ethnic balance elements of the Plan are

table in its effects upon walkers and riders of each ethnic group. The ages of walk-eligible students versus the groups' target percentages are anics, blacks, and whites, respectively. **No ethnic group is or walk/ride treatment under this Plan.**

ed Choice Plan, 10 elementary schools are out-of-compliance with the e percentage makeups of the three ethnic groups considered by the Plan. er would be reduced to 8.

designed to support a tighter ±10% tolerance limit. But by that measure, e out-of-compliance under today's Plan. Even though the new Plan was if one imposes the ±10% tolerance upon it, the new Plan fares even better: f-tolerance by that stricter measure – a 33% improvement over the 21 of

the existing Plan and the new Plan demonstrate full compliance with the

borhood schools"-like scheme certainly would result in segregated nfounded.

pate in the Plan. The makeups of the present enrollments are given
or easy comparison.

ctions under the new Plan

he number of regular school busses dedicated to transporting students to
s would drop from 118 to 62 under this Plan, resulting in a net savings of

greater, as the Plan contains provisions for transporting 100% of the
at the city's five magnet schools, and the Plan assumes that every
ll be filled with those riders. Since the Plan already accounts for
eligible students to the non-magnet schools, and since no child can enroll
s enough surplus capacity to transport 634 "extra" students. This extra
busses. Since the actual geographic distribution of the magnet school
to their school assignments being made, the additional number of busses
ementation of in-place capacities also is unknowable. It could be
this excess capacity would be captured. Thus the net savings under the
chool busses, at the elementary school level.

0+ elementary school busses comprise more than 50% of the existing
ementary school "tier" comprises only $^1/_3$ of the unified bus route schedule
usage at the middle school and at the high school tiers, before taking
nrinkage of the school bus fleet.

umber of regular school busses dedicated to transporting students to the
ould drop from 81 to 42, resulting in a net savings of 39 busses.

will be greater, as the Plan contains provisions for transporting 100% of
led in special programs sited at three of the city's six middle schools, and
ailable program seat will be filled. Since the Plan already accounts for
eligible students to the non-program schools, and since no child can enroll
s enough surplus capacity to transport 898 "extra" students. This extra
busses. Since the actual geographic distribution of the special-program
to their school assignments being made, the number of additional busses
mentation of in-place capacities also is unknowable. It could be
this excess capacity would be captured. Thus the net savings under the
e of 50 school busses, at the middle school level.

he new Plan

ne number of busses required at the elementary and middle school levels
the higher of the two figures would apply to fleet needs, thus limiting
e, the middle school tier is burdened with surplus bus capacity, in order to
lementary school tier. But a declaration of – and a resignation to –
der Plan-consequent alternatives that can become available to Springfield
e.

ly utilizes the Pioneer Valley Transit Authority bus system to provide
students. This translates to 27 school bus loads. A competent

—

ed to serving the 30 Plan-participating elementary schools. The entire fleet of full-size school
d also provides service to the Zanetti Elementary School, and to the 8 Charter and private

nts at the high school tier. Thus, instead of paying for idle bus capacity
chool tiers, the yellow school busses could be put into multiple-tier
gs in fees presently paid to the PVTA could be captured by the city.

$275 per bus, per school day, a 60-bus contraction of the fleet of full-size
ult in **a $2,970,000.00 annual savings to the city.** A much more modest
a $1,980,000.00 annual savings. These savings do not account for
in fees paid to the PVTA, which presently cost the city an average of
ltiplying that fee times the present number of PVTA riders yields a total of
ion of this cost that could be captured and saved under the Plan is
wable – until an actual routing plan can be designed. But the design of
tage of any and all available yellow-bus fleet capacity, in an effort to
ity's total annual student transportation costs.

ues for determination

– and consequent transportation cost savings – considered under this
se that would be obtained under the "full penetration" of the Plan.
as to the effects of any Legacy ("grand-fathering") Policy that the School
rse. This section is intended to be a primer for those who must make
n of and the adoption of such Policies.

ing Policies

e continued enrollment – and possibly for the continued provision of
sting enrollees, for some specified period of time after the implementation
tly as the summer of 2004, a Legacy Policy was put in place. It provides
transportation services for students whose school assignments were
e Limited Choice Plan. Specifically, a student who is ineligible for
e 2004-2005 3-zone Plan, but who was eligible for such services under
ins eligible for those services, provided that:
hange schools, and that
hange his/her transportation address.

portation eligibility exists for instances in which a student's school
as a consequence of a parental enrollment request that is inspired by
s. This Policy is clear, regardless of any Legacy status of any sibling.
which an older sibling's transportation-services status to a given school
newly-enrolled younger siblings have no ride-eligibility to that same
ged that at present, a great many unauthorized-ridership situations exist
uation exists because:
is not restricted, because students do not carry identification cards, and
w their old routes to far-away destinations.

ols Plan, unauthorized ridership would decline precipitously, largely
bus routes will be altered drastically. Simply put: one cannot board a bus
borhood.

ady is in effect for the scions of the old 6-zone Plan. Extension of the
nts who received school assignments under the 2004-2005 3-zone Plan,
acy populations. For the duration of any such Policy, the city would sustain
uld provide service for students whose school assignments were made
hemes.

e must address and resolve the issues arising in association with the
a Legacy Policy, with respect to the implementation of the Boundary

ations

be obvious at first glance is the finite available enrollment-capacity of
ption of any deterministic zoning plan, is that upon implementation, every
school's zone boundaries (including any and all satellite zones) is *entitled*
ely, s/he is guaranteed a seat at that school. The adoption of a Legacy
uld void that guarantee, because existing enrollees could assert their
at a given school, even while students who live within the school's
ndance" boundaries invoke their own rights under the Plan. A clean "cut-
a possibility, but a Legacy enrollment plan still may hold appeal to many

l Department cannot know – until every parent indicates his/her Legacy
llment constraints will present themselves for resolution by the personnel
nrollment assignments. Perhaps everything will just "work itself out." But
he definition of any Legacy Policy consider and account for all known
y of enrollment-assignment Rules must be put in place, in anticipation of
rollment-rights at the individual schools. Herewith is one prospective set
cy Enrollment Rules:
ithin-system transfers[8] will be assigned to their Boundary School, unless
d for enrollment at a designated magnet school.
ll be permitted to "opt in" to remain enrolled at their present school, and to
nt as long as their grade remains consistent with the grade offerings of

school enrollment assignment, all students whose Transportation
proximate or satellite boundary zones associated with a given school, will
that school, provided that seating space is available – essentially, they
gacy students who have opted to remain enrolled at the <sic> school,

f *transportation* eligibility – as contrasted with enrollment eligibility.
nsportation-eligibility Legacy Policy that is associated with a *perpetual*
icy could result in continued conflicting claims for available seats. And
eed" enrollment policy to an "available seats" policy would void the
n – which assertedly is its greatest virtue, if not its raison d'etre.
rospective set of (in this case, two-year duration) Legacy Transportation

gible for transportation services to their school of enrollment on the last
04-2005 academic year will retain their eligibility as long as:
d at that school
Address does not change
-of-enrollment and/or Transportation Address changes will lose their
become subject to the regular transportation rules in effect at the time of
Legacy status.

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pted by a student's promotion to another grade tier (such as from an elementary school to a
t's Transportation Address, or at the request of a parent/guardian

ne could define a middle school Legacy period of two years, or one could
the 5th-grade classes at all middle schools." The two definitions are not at
e-certain termination; the second does not, because its language allows
g" of a 5th-grade student who is retained-in-grade, thus extending his/her
od. Further, in order to maintain one's Legacy status, any considered
ansfers among the schools during the Legacy period. To do otherwise,
maintenance of multiple sets of ride-eligibility rules – as contrasted with
xemption" rule. This alone would present a considerable array of software-
at would have to be addressed and resolved during the same very tight
transportation system will have to be designed.

ons

y Transportation Policy has been investigated, on a school-by-school,
aforementioned operation of a route structure that would maintain service
gnments were made under three separate zoning Plans,

**of such a Legacy period, none of the savings anticipated under this
ls Plan will be available to the city.**

ome limited savings through displacement of PVTA-provided services, but
ssed until an actual route system is designed for the 2005-2006 academic
requires that the actual school assignments of every student be known,
tioned Legacy-enrollment "bumping" process *and* the magnet school
must be completed.

d the duration of any Legacy Policies will be prime determinants with
anticipated cost savings can be captured under the Plan as implemented.

onsiderations

e-March / early-April timeframe, there will be just enough time to prepare
s/guardians of each already-enrolled grade 1-7 student, and of each known
05-2006 academic year. At a minimum, these letters must inform the

esent school-of-enrollment, and grade
on-file transportation address
n of the student's Boundary School
options that may exist, as a consequence of any Legacy Policies that the
elect to implement
ns that are independent of any Legacy considerations (magnet schools)

quired to verify the student's listed address, or – if that address is incorrect
rent address.

ed not later than April 15, in order to allow sufficient time to determine and
signments by May 31st.[9]

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reliminary, and are subject to successful completion of current-year academic requirements.

the stated objectives of the School Committee, which were:
rces to every school in order to ensure that we deliver a high-quality
every school in Springfield
n enrollment that reflects the ethnic balance of the entire city's student
test practicable extent
sts
imize riders
garding school assignments
vement
flight from the city's schools

d enrollment") school-assignment plan that balances the often-conflicting
-walking-distance") schools, ethnic balance, and schools' limited

pleased with the specifics of this Plan. But in large measure, it
he School Committee's stated desires.

les tabular data and graphical map depictions of the Boundary Schools
ting elementary schools and the 6 participating middle schools. The
t considered; 100% of its enrollment is assigned to a city-wide Montessori
ry School would be removed from K-5 service under this Plan.

nted in one large table, for easy comparison. The table includes both the
d the existing enrollment figures for each participating school. The two
derived from two different by-grade-structure city-wide enrollments. In the
gets, elementary school data was taken from the SASI database on
was pulled in February. The "new" enrollment targets were taken from a
the most-likely enrollments of next year's student body. Both datasets
e enrolled population in Springfield's public schools – these are real
models.

unts and resulting percentage-makeups of the three ethnic groups.
riders, and the percentage-of-enrollment of each is shown. The schools'
and total enrollments are divided by those capacities, to express a "load
up's percentage-makeup is compared against the derived target
ariance-from-target percentage is expressed for each group. In instances
cted percentage-makeup differs from the respective target by more than
e is shown **in red.** This facilitates quick comparisons of compliance, both
der the new Plan.

e elementary school group, and for the middle school group. These are
hat **under this Plan, 77% of all elementary school students will be**
hat is within safe-path walking distance of their transportation
for 74% of middle school students.

one boundary. **Grade-eligible students whose transportation address**
***entitled* to enroll at that school.** Eleven elementary schools draw their
ximate zone; every student will be eligible to walk to those schools.

olled at those five schools. This results in the creation of a Ridership Area
se ridership areas encompass the entire city, minus the respective
each school, this Ridership Area is expressed as a "<SchoolCode>Mag"
ementary School has a *city-wide* magnet Ridership Area *(JSN Mag)* that
ts (4 busloads).

tary schools have smaller Ridership Areas. In some instances, these RAs
's Proximate Zone. In other cases, one or more "satellite" areas have
may consist of one or more RAs. **It is important to note that these RA
ols' Proximate zones: grade-eligible students whose transportation
ndary are *entitled* to enroll at that RA's school.**

is essentially an all-walker school. One geographically large RA has been
is expected to yield only six middle school students in the 2005-2006
those six students could wind up attending a magnet program at another

o account the city's STraN population. Students with special
ue to be transported to their school, with consequent effects upon each

BAL	0-05	310		Walkers	81.0%	BAL Prox		255	102	40.0%	12.7%	90	35.3%	8.5%	63	24.7
				Riders	19.0%	RE07		60	29	48.3%	4.4%	18	30.0%	3.2%	13	21.7
			Enrollment	**New zoning**			101.6%	**315**	**131**	**41.6%**	**11.1%**	**108**	**34.3%**	**7.5%**	**76**	**24.1**
				Existing			78.1%	242	95	39.3%	12.8%	88	36.4%	9.1%	59	24.4
BDL	0-05	615		Walkers	100.0%	BDL Prox		582	393	67.5%	14.8%	152	26.1%	0.7%	37	6.4
				Riders	0.0%	None		0	0			0			0	
			Enrollment	**New zoning**			94.6%	**582**	**393**	**67.5%**	**14.8%**	**152**	**26.1%**	**0.7%**	**37**	**6.4**
				Existing			100.7%	619	366	59.1%	7.1%	188	30.4%	3.1%	65	10.5
BEA	0-05	310		Walkers	71.9%	BEA Prox		223	56	25.1%	27.6%	32	14.3%	12.4%	135	60.5
				Riders	28.1%	BEA Mag		87	70			17			0	
			Enrollment	**New zoning**			100.0%	**310**	**126**	**40.6%**	**12.0%**	**49**	**15.8%**	**11.0%**	**135**	**43.5**
				Existing			97.4%	302	103	34.1%	18.0%	89	29.5%	2.2%	110	36.4
BND	0-05	450		Walkers	100.0%	BND Prox		420	328	78.1%	25.4%	58	13.8%	13.0%	34	8.1
				Riders	0.0%	None		0	0			0			0	
			Enrollment	**New zoning**			93.3%	**420**	**328**	**78.1%**	**25.4%**	**58**	**13.8%**	**13.0%**	**34**	**8.1**
				Existing			103.1%	464	281	60.6%	8.5%	106	22.8%	4.4%	77	16.6
BRK	**0-08**	535		Walkers	76.0%	BRK Prox		406	271	66.7%	14.1%	111	27.3%	0.6%	24	5.9
				Riders	24.0%	BRK Mag		128	10			31			87	
			Enrollment	**New zoning**			99.8%	**534**	**281**	**52.6%**	**0.1%**	**142**	**26.6%**	**0.2%**	**111**	**20.8**
				Existing			96.6%	517	295	57.1%	5.0%	169	32.7%	5.4%	53	10.3
BRN	0-05	595		Walkers	19.9%	BRN Prox		117	12	10.3%	42.4%	17	14.5%	12.2%	88	75.2
				Riders	7.5%	RE11		44	36	81.8%	29.1%	6	13.6%	13.1%	2	4.5
					10.4%	RE62		61	11	18.0%	34.7%	49	80.3%	53.6%	1	1.6
					9.5%	RE40		56	47	83.9%	31.2%	8	14.3%	12.5%	1	1.8
					10.4%	RE41		61	43	70.5%	17.8%	15	24.6%	2.2%	3	4.9
					9.7%	RE42		57	33	57.9%	5.2%	19	33.3%	6.6%	5	8.8
					9.5%	RE43		56	30	53.6%	0.9%	13	23.2%	3.6%	13	23.2
					8.3%	RE48		49	39	79.6%	26.9%	6	12.2%	14.5%	4	8.2
					7.5%	RE49		44	27	61.4%	8.7%	16	36.4%	9.6%	1	2.3
					4.3%	RE57		25	0	0.0%	52.7%	6	24.0%	2.8%	19	76.0
					1.4%	RE58		8	1	12.5%	40.2%	2	25.0%	1.8%	5	62.5
					0.5%	RE59		3	0	0.0%	52.7%	1	33.3%	6.6%	2	66.7
					1.2%	RE60		7	0	0.0%	52.7%	0	0.0%	26.8%	7	100.0
			Enrollment	**New zoning**			98.8%	**588**	**279**	**47.4%**	**5.2%**	**158**	**26.9%**	**0.1%**	**151**	**25.7**
				Existing			84.0%	500	206	41.2%	10.9%	141	28.2%	0.9%	153	30.6

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BRT	0-05	460		Walkers	100.0%	BRT Prox		434	390	89.9%	37.2%	38	8.8%	18.0%	6	1.4
				Riders	0.0%	None		0	0			0			0	
			Enrollment	**New zoning**			94.3%	**434**	**390**	**89.9%**	**37.2%**	**38**	**8.8%**	**18.0%**	**6**	**1.4**
				Existing			77.2%	355	274	77.2%	25.1%	66	18.6%	8.7%	15	4.2
BRY	0-05	310		Walkers	100.0%	BRY Prox		300	187	62.3%	9.6%	99	33.0%	6.2%	14	4.7
				Riders	0.0%	None		0	0			0			0	
			Enrollment	**New zoning**			96.8%	**300**	**187**	**62.3%**	**9.6%**	**99**	**33.0%**	**6.2%**	**14**	**4.7**
				Existing			86.8%	269	164	61.0%	8.9%	96	35.7%	8.4%	9	3.3
BWL	0-05	383		Walkers	51.1%	BWL Prox		189	69	36.5%	16.2%	30	15.9%	10.9%	90	47.6
				Riders	18.4%	RE17		68	53	77.9%	25.2%	6	8.8%	17.9%	9	13.2
					13.0%	RE27		48	18	37.5%	15.2%	28	58.3%	31.6%	2	4.2
					17.6%	RE35		65	56	86.2%	33.5%	7	10.8%	16.0%	2	3.1
			Enrollment	**New zoning**			96.6%	**370**	**196**	**53.0%**	**0.3%**	**71**	**19.2%**	**7.6%**	**103**	**27.8**
				Existing			95.3%	365	208	57.0%	4.9%	64	17.5%	9.7%	93	25.5
DOR	0-05	310		Walkers	100.0%	DOR Prox		294	126	42.9%	9.8%	118	40.1%	13.4%	50	17.0
				Riders	0.0%	None		0	0			0			0	
			Enrollment	**New zoning**			94.8%	**294**	**126**	**42.9%**	**9.8%**	**118**	**40.1%**	**13.4%**	**50**	**17.0**
				Existing			88.1%	273	111	40.7%	11.4%	100	36.6%	9.4%	62	22.7
DRY	0-05	310		Walkers	44.7%	DRY Prox		136	17	12.5%	40.2%	17	12.5%	14.3%	102	75.0
				Riders	16.8%	RE33		51	27	52.9%	0.2%	22	43.1%	16.4%	2	3.9
					15.8%	RE34		48	13	27.1%	25.6%	33	68.8%	42.0%	2	4.2
					19.1%	RE39		58	57	98.3%	45.6%	1	1.7%	25.0%	0	0.0
					3.6%	RE53		11	0	0.0%	52.7%	2	18.2%	8.6%	9	81.8
			Enrollment	**New zoning**			98.1%	**304**	**114**	**37.5%**	**15.2%**	**75**	**24.7%**	**2.1%**	**115**	**37.8**
				Existing			88.1%	273	145	53.1%	1.0%	44	16.1%	11.2%	84	30.8
ELS	0-05	310	Enrollment	**New zoning**							**(School closed)**					
				Existing			91.3%	283	109	38.5%	13.6%	123	43.5%	16.2%	51	18.

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wick; Assistant Superintendent

FRE	0-05	310		Walkers	63.4%	FRE Prox		184	42	22.8%	29.9%	86	46.7%	20.0%	56	30.4
				Riders	20.7%	RE15		60	53	88.3%	35.6%	7	11.7%	15.1%	0	0.0
					11.7%	RE16		34	28	82.4%	29.7%	5	14.7%	12.1%	1	2.9
					0.3%	RE54		1	0	0.0%	52.7%	0	0.0%	26.8%	1	100.0
					3.8%	RE56		11	0	0.0%	52.7%	2	18.2%	8.6%	9	81.8
			Enrollment	**New zoning**			93.5%	**290**	**123**	**42.4%**	**10.3%**	**100**	**34.5%**	**7.7%**	**67**	**23.1**
				Existing			77.4%	240	133	55.4%	3.3%	79	32.9%	5.6%	28	11.7
GER	0-05	750		Walkers	58.1%	GER Prox		437	391	89.5%	36.8%	40	9.2%	17.6%	6	1.4
				Riders	7.4%	RE01		56	28	50.0%	2.7%	9	16.1%	10.7%	19	33.9
					6.8%	RE02		51	15	29.4%	23.3%	8	15.7%	11.1%	28	54.9
					6.8%	RE03		51	22	43.1%	9.6%	15	29.4%	2.6%	14	27.5
					4.8%	RE04		36	13	36.1%	16.6%	14	38.9%	12.1%	9	25.0
					1.7%	RE08		13	1	7.7%	45.0%	1	7.7%	19.1%	11	84.6
					7.3%	RE31		55	4	7.3%	45.4%	48	87.3%	60.5%	3	5.5
					7.0%	RE63		53	15	28.3%	24.4%	31	58.5%	31.7%	7	13.2
			Enrollment	**New zoning**			100.3%	**752**	**489**	**65.0%**	**12.3%**	**166**	**22.1%**	**4.7%**	**97**	**12.9**
				Existing			78.9%	592	418	70.6%	18.5%	133	22.5%	4.8%	41	6.9
GLK	0-05	310		Walkers	26.6%	GLK Prox		75	17	22.7%	30.0%	16	21.3%	5.4%	42	56.0
				Riders	19.9%	RE28		56	28	50.0%	2.7%	25	44.6%	17.9%	3	5.4
					17.4%	RE32		49	21	42.9%	9.8%	26	53.1%	26.3%	2	4.1
					13.5%	RE44		38	25	65.8%	13.1%	10	26.3%	0.5%	3	7.9
					20.6%	RE46		58	38	65.5%	12.8%	18	31.0%	4.3%	2	3.4
					2.1%	RE55		6	0	0.0%	52.7%	3	50.0%	23.2%	3	50.0
			Enrollment	**New zoning**			91.0%	**282**	**129**	**45.7%**	**6.9%**	**98**	**34.8%**	**8.0%**	**55**	**19.5**
				Existing			87.1%	270	82	30.4%	21.7%	91	33.7%	6.4%	97	35.9
GLN	0-05	370		Walkers	68.5%	GLN Prox		243	126	51.9%	0.8%	33	13.6%	13.2%	84	34.6
				Riders	1.1%	RE10		4	4	100.0%	47.3%	0	0.0%	26.8%	0	0.0
					18.6%	RE24		66	35	53.0%	0.3%	26	39.4%	12.6%	5	7.6
					11.8%	RE25		42	16	38.1%	14.6%	22	52.4%	25.6%	4	9.5
			Enrollment	**New zoning**			95.9%	**355**	**181**	**51.0%**	**1.7%**	**81**	**22.8%**	**4.0%**	**93**	**26.2**
				Existing			98.1%	363	171	47.1%	5.0%	74	20.4%	6.9%	118	32.5

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HAR	0-05	590		Walkers	41.4%	HAR Prox		259	26	10.0%	42.7%	41	15.8%	10.9%	192	74.
				Riders	10.4%	RE22		65	48	73.8%	21.2%	13	20.0%	6.8%	4	6.2
					10.6%	RE23		66	42	63.6%	10.9%	21	31.8%	5.0%	3	4.5
					12.0%	RE26		75	30	40.0%	12.7%	38	50.7%	23.9%	7	9.3
					9.6%	RE45		60	42	70.0%	17.3%	12	20.0%	6.8%	6	10.0
					9.4%	RE47		59	37	62.7%	10.0%	19	32.2%	5.4%	3	5.1
					6.6%	RE50		41	31	75.6%	22.9%	5	12.2%	14.6%	5	12.2
			Enrollment	**New zoning**			105.9%	**625**	**256**	**41.0%**	**11.7%**	**149**	**23.8%**	**2.9%**	**220**	**35.2**
				Existing			98.8%	583	323	55.4%	3.3%	73	12.5%	14.7%	187	32.
HMR	0-05	440		Walkers	88.3%	HMR Prox		392	142	36.2%	16.5%	218	55.6%	28.8%	32	8.2
				Riders	11.7%	RE37		52	47	90.4%	37.7%	2	3.8%	22.9%	3	5.8
			Enrollment	**New zoning**			100.9%	**444**	**189**	**42.6%**	**10.1%**	**220**	**49.5%**	**22.8%**	**35**	**7.9**
				Existing			96.1%	423	230	54.4%	2.3%	165	39.0%	11.7%	28	6.6
IOE	0-05	570		Walkers	100.0%	IOE Prox		569	281	49.4%	3.3%	142	25.0%	1.8%	146	25.
				Riders	0.0%	None		0	0			0			0	
			Enrollment	**New zoning**			99.8%	**569**	**281**	**49.4%**	**3.3%**	**142**	**25.0%**	**1.8%**	**146**	**25.**
				Existing			94.6%	539	207	38.4%	13.7%	174	32.3%	5.0%	158	29.
JSN	0-05	690		Walkers	69.3%	JSN Prox		478	242	50.6%	2.1%	223	46.7%	19.9%	13	2.
				Riders	30.7%	JSN Mag		212	100	47.2%	5.5%	0	0.0%	26.8%	112	52.
			Enrollment	**New zoning**			100.0%	**690**	**342**	**49.6%**	**3.1%**	**223**	**32.3%**	**5.5%**	**125**	**18.**
				Existing			94.8%	654	388	59.3%	7.2%	233	35.6%	8.4%	33	5.
KNS	0-05	385		Walkers	69.4%	KNS Prox		267	153	57.3%	4.6%	45	16.9%	9.9%	69	25.
				Riders	30.6%	KNS Mag		118	50	42.4%	10.3%	57	48.3%	21.5%	11	9.
			Enrollment	**New zoning**			100.0%	**385**	**203**	**52.7%**	**0.0%**	**102**	**26.5%**	**0.3%**	**80**	**20.**
				Existing			101.3%	390	214	54.9%	2.8%	105	26.9%	0.3%	71	18.
LIB	0-05	310		Walkers	71.3%	LIB Prox		221	124	56.1%	3.4%	45	20.4%	6.4%	52	23.
				Riders	28.7%	LIB Mag		89	39	43.8%	8.9%	38	42.7%	15.9%	12	13.
			Enrollment	**New zoning**			100.0%	**310**	**163**	**52.6%**	**0.1%**	**83**	**26.8%**	**0.0%**	**64**	**20.**
				Existing			92.6%	287	166	57.8%	5.8%	70	24.4%	2.9%	51	17.

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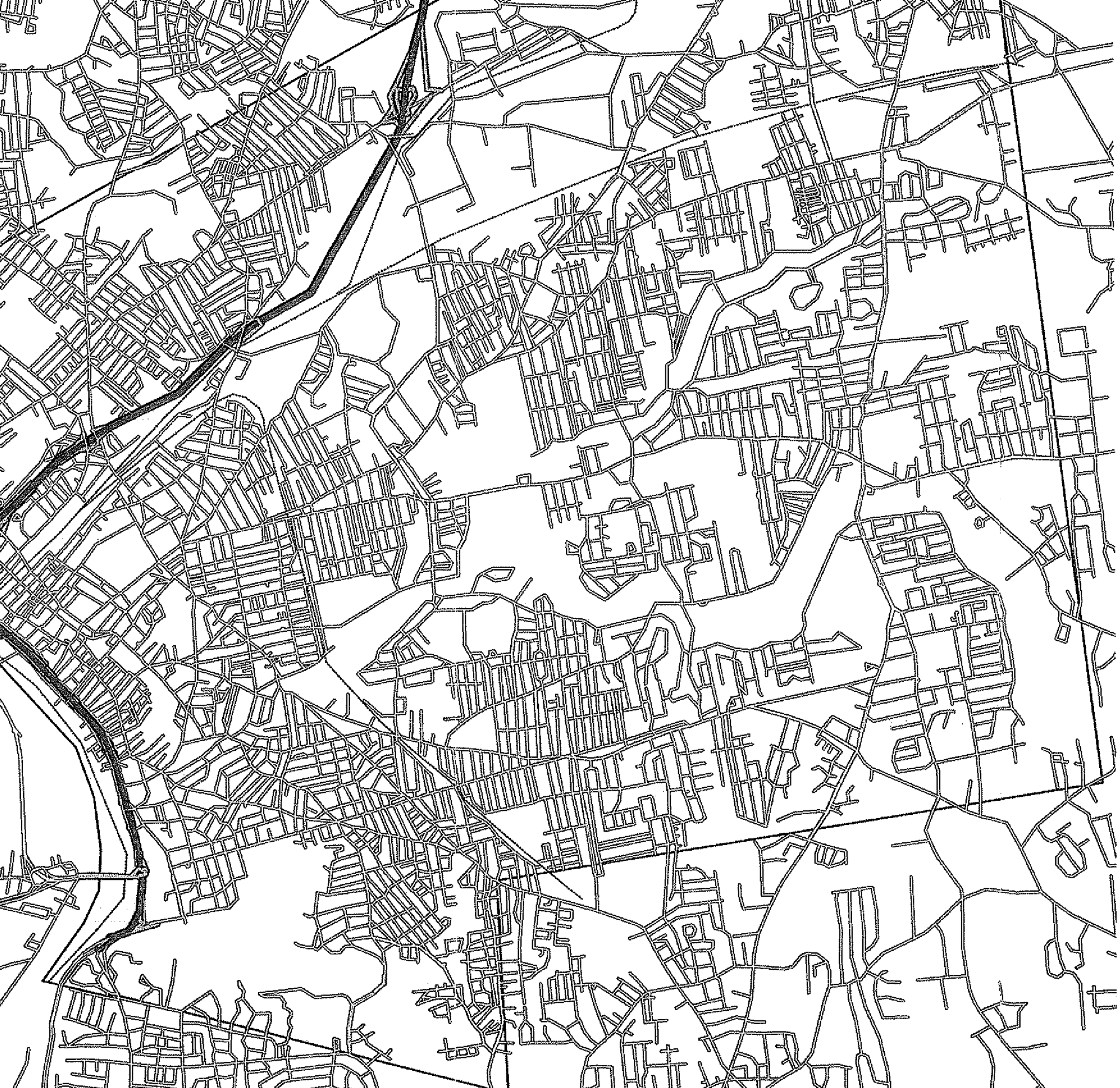
LNC	0-05	465	Walkers		66.4%	LNC Prox		295	235	79.7%	27.0%	39	13.2%	13.6%	21	7.1
			Riders		16.4%	RE18		73	50	68.5%	15.8%	15	20.5%	6.2%	8	11.0
					17.1%	RE20		76	42	55.3%	2.6%	34	44.7%	18.0%	0	0.0
			Enrollment	**New zoning**			95.5%	**444**	**327**	**73.6%**	**21.0%**	**88**	**19.8%**	**7.0%**	**29**	**6.5**
				Existing			88.4%	411	257	62.5%	10.5%	123	29.9%	2.7%	31	7.5
LYN	0-05	310	Walkers		79.7%	LYN Prox		240	82	34.2%	18.5%	89	37.1%	10.3%	69	28.8
			Riders		16.6%	RE38		50	42	84.0%	31.3%	8	16.0%	10.8%	0	0.0
					3.7%	RE51		11	4	36.4%	16.3%	5	45.5%	18.7%	2	18.2
			Enrollment	**New zoning**			97.1%	**301**	**128**	**42.5%**	**10.2%**	**102**	**33.9%**	**7.1%**	**71**	**23.6**
				Existing			91.0%	282	133	47.2%	4.9%	79	28.0%	0.7%	70	24.8
POT	0-05	465	Walkers		100.0%	POT Prox		417	227	54.4%	1.7%	68	16.3%	10.5%	122	29.3
			Riders		0.0%	None		0	0			0			0	
			Enrollment	**New zoning**			89.7%	**417**	**227**	**54.4%**	**1.7%**	**68**	**16.3%**	**10.5%**	**122**	**29.3**
				Existing			94.8%	441	269	61.0%	8.9%	83	18.8%	8.5%	89	20.2
SUM	0-05	465	Walkers		100.0%	SUM Prox		452	180	39.8%	12.9%	123	27.2%	0.4%	149	33.0
			Riders		0.0%	None		0	0			0			0	
			Enrollment	**New zoning**			97.2%	**452**	**180**	**39.8%**	**12.9%**	**123**	**27.2%**	**0.4%**	**149**	**33.0**
				Existing			97.2%	452	170	37.6%	14.5%	110	24.3%	2.9%	172	38.1
TAL	0-05	310	Walkers		100.0%	TAL Prox		309	102	33.0%	19.7%	116	37.5%	10.8%	91	29.4
			Riders		0.0%	None		0	0			0			0	
			Enrollment	**New zoning**			99.7%	**309**	**102**	**33.0%**	**19.7%**	**116**	**37.5%**	**10.8%**	**91**	**29.4**
				Existing			97.7%	303	72	23.8%	28.3%	101	33.3%	6.1%	130	42.9

				Walkers	29.6%	WAL Prox		146	23	15.8%	36.9%	22	15.1%	11.7%	101	69.2
				Riders	10.5%	RE12		52	43	82.7%	30.0%	8	15.4%	11.4%	1	1.9
					12.6%	RE13		62	46	74.2%	21.5%	13	21.0%	5.8%	3	4.8
					11.9%	RE14		59	44	74.6%	21.9%	8	13.6%	13.2%	7	11.9
					11.9%	RE19		59	55	93.2%	40.5%	4	6.8%	20.0%	0	0.0
WAL	0-05	515			9.1%	RE29		45	9	20.0%	32.7%	33	73.3%	46.6%	3	6.7
					9.5%	RE30		47	4	8.5%	44.2%	42	89.4%	62.6%	1	2.1
					4.7%	RE52		23	5	21.7%	31.0%	14	60.9%	34.1%	4	17.4
					0.2%	RE61		1	0	0.0%	52.7%	0	0.0%	26.8%	1	100.0
			Enrollment	**New zoning**			95.9%	**494**	**229**	**46.4%**	**6.3%**	**144**	**29.1%**	**2.4%**	**121**	**24.5**
				Existing			84.3%	434	187	43.1%	9.0%	103	23.7%	3.5%	144	33.2
				Walkers	34.5%	WAR Prox		105	43	41.0%	11.7%	41	39.0%	12.3%	21	20.0
				Riders	18.8%	RE05		57	15	26.3%	26.4%	8	14.0%	12.7%	34	59.6
					16.8%	RE06		51	19	37.3%	15.4%	13	25.5%	1.3%	19	37.3
WAR	0-05	310			19.4%	RE09		59	21	35.6%	17.1%	19	32.2%	5.4%	19	32.2
					10.5%	RE36		32	23	71.9%	19.2%	9	28.1%	1.4%	0	0.0
			Enrollment	**New zoning**			98.1%	**304**	**121**	**39.8%**	**12.9%**	**90**	**29.6%**	**2.8%**	**93**	**30.6**
				Existing			82.9%	257	94	36.6%	15.5%	84	32.7%	5.4%	79	30.7
				Walkers	100.0%	WAS Prox		314	144	45.9%	6.8%	71	22.6%	4.2%	99	31.5
				Riders	0.0%	None		0	0			0			0	
WAS	0-05	310	Enrollment	**New zoning**			101.3%	**314**	**144**	**45.9%**	**6.8%**	**71**	**22.6%**	**4.2%**	**99**	**31.5**
				Existing			96.8%	300	187	62.3%	10.3%	53	17.7%	9.6%	60	20.0
				Walkers	100.0%	WHT Prox		455	232	51.0%	1.7%	124	27.3%	0.5%	99	21.8
				Riders	0.0%	None		0	0			0			0	
WHT	0-05	465	Enrollment	**New zoning**			97.8%	**455**	**232**	**51.0%**	**1.7%**	**124**	**27.3%**	**0.5%**	**99**	**21.8**
				Existing			96.1%	447	259	57.9%	5.9%	101	22.6%	4.7%	87	19.5
				Walkers	76.7%	All Prox		9,214	4,763	51.7%	1.0%	2,344	25.4%	1.3%	2,107	22.9
				Riders	23.3%	All Sat		2,795	1,565	56.0%	3.3%	871	31.2%	4.4%	359	12.8
						All Magnets		634	269	42.4%	10.3%	143	22.6%	4.2%	222	35.0
ALL Elementary Schools		12,928	Enrollment	**New zoning**			92.9%	**12,009**	**6,328**	**52.7%**	**0.0%**	**3,215**	**26.8%**	**0.0%**	**2,466**	**20.5**
				Existing			91.8%	**12,130**	**6,317**	**52.1%**	**0.0%**	**3,308**	**27.3%**	**0.0%**	**2,505**	**20.7**

gfield, MA; Student Transportation Group
boundary creation plan; progress update for school Committee
Tom Yarsley; Guru Design, LLC
wick; Assistant Superintendent

DUG	06-08	950		Walkers	70.2%	DUG Prox		667	216	32.4%	19.8%	360	54.0%	26.7%	91	13.6
				Riders	29.8%	DUG Mag		283	227	80.2%	28.1%	0	0.0%	27.2%	56	19.8
			Enrollment	**New zoning**			100.0%	**950**	**443**	**46.6%**	**5.5%**	**360**	**37.9%**	**10.7%**	**147**	**15.5**
				Existing			88.4%	840	484	57.6%	5.1%	252	30.0%	2.9%	104	12.4
FPK	06-08	950		Walkers	99.4%	FPK Prox		1068	492	46.1%	6.1%	227	21.3%	6.0%	349	32.7
				Riders	0.6%	RM64		6	0	0.0%	52.2%	2	33.3%	6.1%	4	66.7
			Enrollment	**New zoning**			113.1%	**1074**	**492**	**45.8%**	**6.4%**	**229**	**21.3%**	**5.9%**	**353**	**32.9**
				Existing			95.6%	908	373	41.1%	11.5%	261	28.7%	1.6%	274	30.2
JFK	06-08	750		Walkers	52.5%	JFK Prox		443	205	46.3%	5.9%	121	27.3%	0.1%	117	26.4
				Riders	14.1%	JFK Sat1		119	62	52.1%	0.1%	56	47.1%	19.8%	1	0.8
					4.1%	JFK Sat2		35	16	45.7%	6.4%	5	14.3%	13.0%	14	40.0
					11.6%	JFK Sat3		98	35	35.7%	16.4%	25	25.5%	1.7%	38	38.8
					17.7%	JFK Sat4		149	51	34.2%	17.9%	56	37.6%	10.3%	42	28.2
			Enrollment	**New zoning**			112.5%	**844**	**369**	**43.7%**	**8.4%**	**263**	**31.2%**	**3.9%**	**212**	**25.1**
				Existing			94.5%	709	363	51.2%	1.3%	236	33.3%	6.1%	110	15.5
KIL	06-08	1150		Walkers	15.5%	KIL Prox		207	49	23.7%	28.5%	49	23.7%	3.6%	109	52.7
				Riders	4.8%	RA63		64	43	67.2%	15.0%	18	28.1%	0.9%	3	4.7
					79.4%	KIL Sat3		1063	538	50.6%	1.5%	314	29.5%	2.3%	211	19.8
					0.4%	KIL Sat4		5	0	0.0%	52.2%	1	20.0%	7.2%	4	80.0
			Enrollment	**New zoning**			116.4%	**1339**	**630**	**47.1%**	**5.1%**	**382**	**28.5%**	**1.3%**	**327**	**24.4**
				Existing			90.6%	1042	515	49.4%	3.1%	272	26.1%	1.0%	255	24.5
NUT	06-08	1250		Walkers	71.6%	NUT Prox		946	787	83.2%	31.0%	97	10.3%	17.0%	62	6.6
				Riders	28.4%	NUT TAG		375	75	20.0%	32.2%	150	40.0%	12.8%	150	40.0
			Enrollment	**New zoning**			105.7%	**1321**	**862**	**65.3%**	**13.1%**	**247**	**18.7%**	**8.5%**	**212**	**16.0**
				Existing			98.9%	1236	702	56.8%	4.3%	313	25.3%	1.8%	221	17.9
VAN	06-08	1100		Walkers	80.8%	VAN Prox		1008	572	56.7%	4.6%	270	26.8%	0.5%	166	16.5
				Riders	19.2%	VAN IB		240	75	31.3%	20.9%	66	27.5%	0.3%	99	41.3
			Enrollment	**New zoning**			113.5%	**1248**	**647**	**51.8%**	**0.3%**	**336**	**26.9%**	**0.3%**	**265**	**21.2**
				Existing			97.6%	1074	615	57.3%	4.7%	243	22.6%	4.5%	216	20.1
ALL Middle Schools	06-08	6,150		Walkers	73.8%	All Prox		4,339	2,321	53.5%	1.3%	1,124	25.9%	1.3%	894	20.6
				Riders	26.2%	All Sat		1,539	745	48.4%	3.8%	477	31.0%	3.8%	317	20.6
						All Programs		898	542	60.3%	8.2%	150	16.7%	10.5%	206	22.9
			Enrollment	**New zoning**			95.6%	**5,878**	**3,066**	**52.2%**	**0.0%**	**1,601**	**27.2%**	**0.0%**	**1,211**	**20.6**
				Existing			94.5%	**5,809**	**3,052**	**52.5%**	**0.0%**	**1,577**	**27.1%**	**0.0%**	**1,180**	**20.3**

field, MA; Student Transportation Group
oundary creation plan; progress update for School Committee
om Yarsley; Guru Design, LLC
wick; Assistant Superintendent

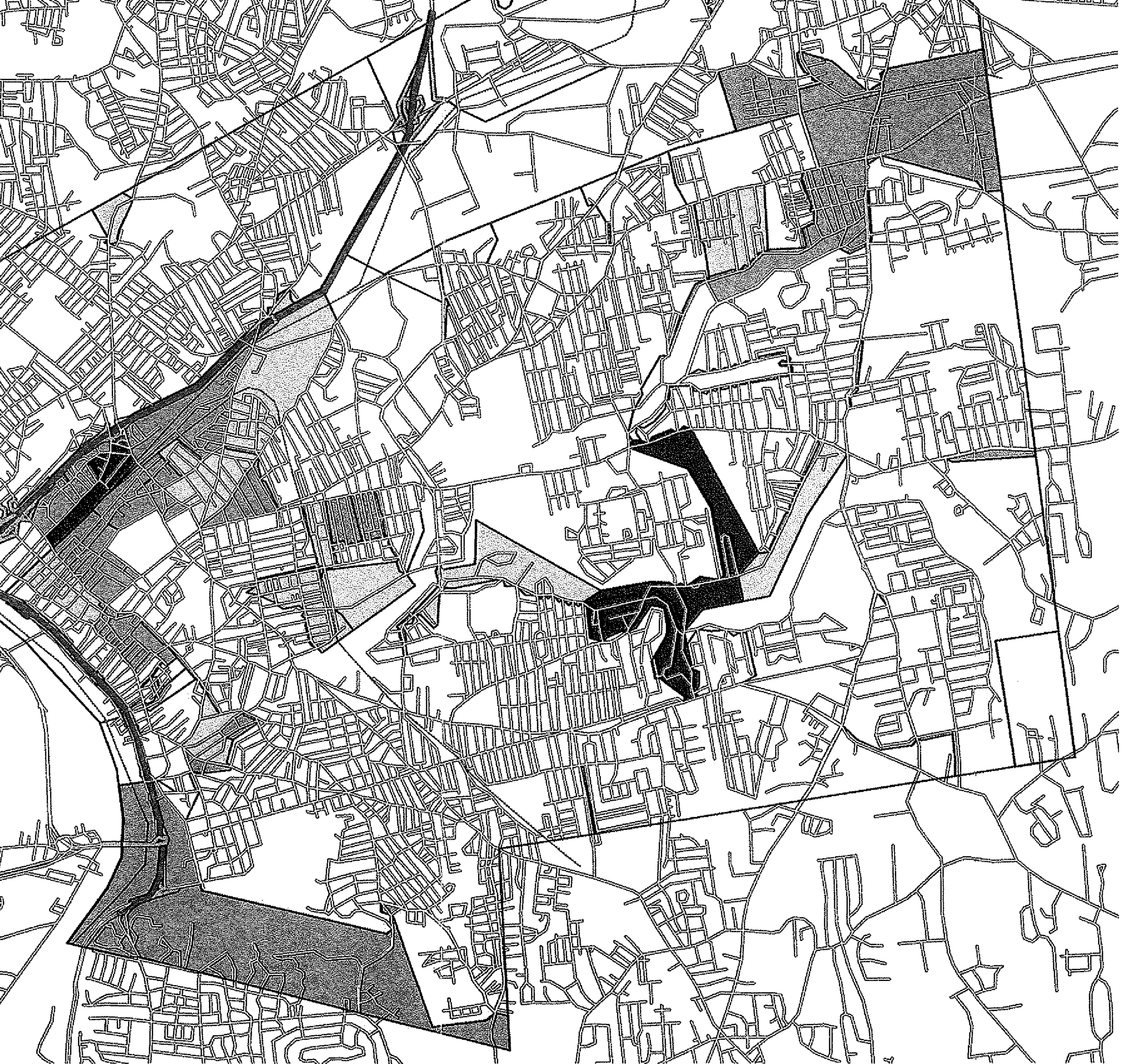


zoning constraints were inco
requirements for the new Pl

boundaries considered:

- Safe-path walking
  Transportation Ad
  1-1/2 mile limit ap
  schools
- School enrollment
  each school must
  every grade-applie
  within its boundari
- Ethnic balance pr
  populations – in s
  boundaries were
  enrollments of nea
  ethnic mix did not
  enrollment percen
- Pedestrian hazar
  drawn so as to lim
  instances in which
  cross certain high
- Maintenance of e
  boundary lines we
  included entire str
  breaks occurring
  than at arbitrary h

The areas that remain (s
red District boundary) be
creation of "Ridership Ar
page 35.



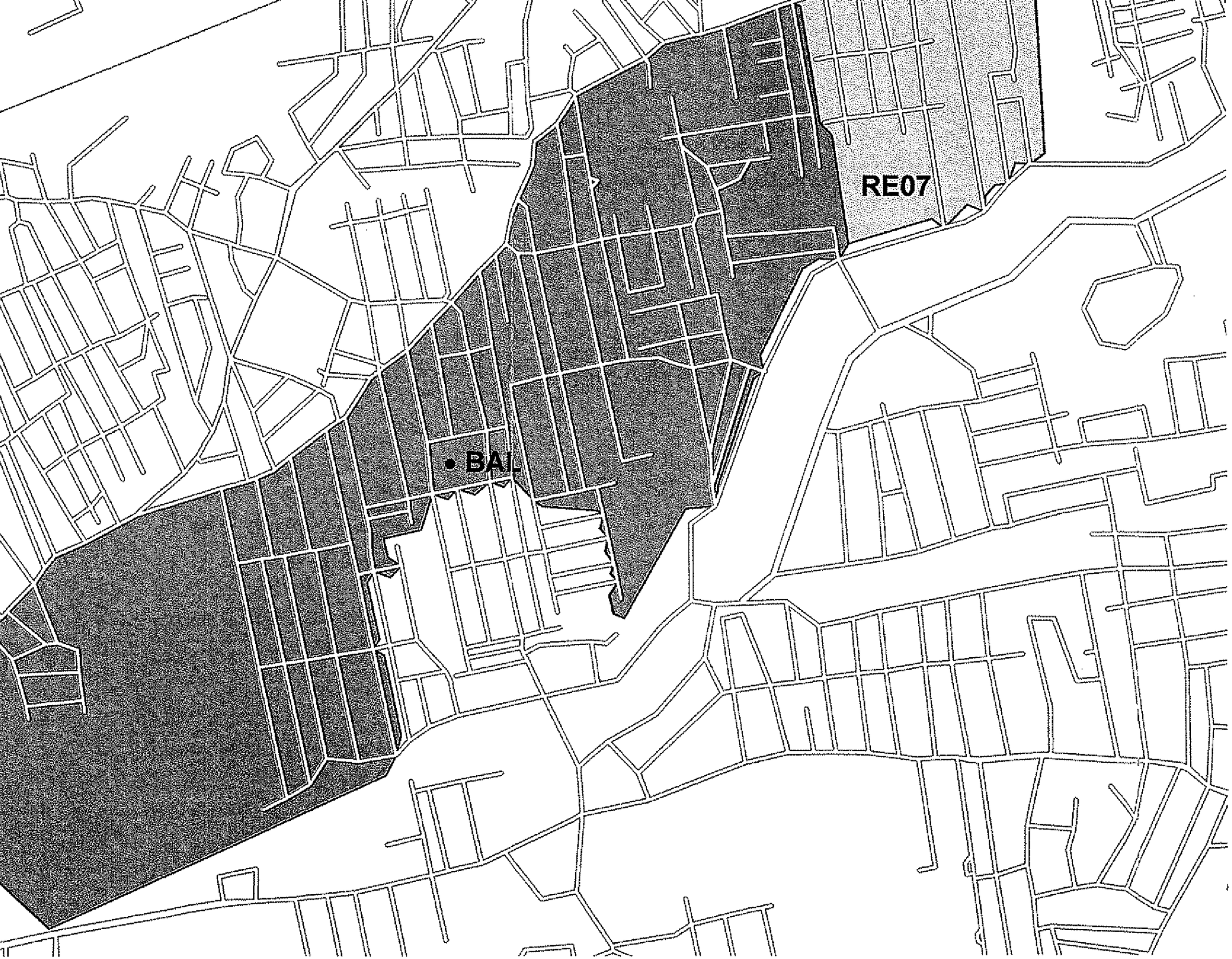
into "Ridership Areas,"
approximately 56 stude

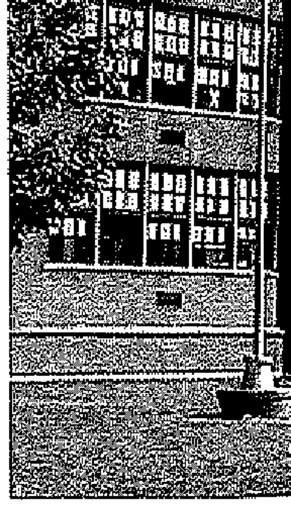
The ethnic profiles of th
school ridership areas
and then matched to th
schools whose capacit
entirely by students wh
proximate zones.

Wherever possible, co
assigned to the same s
"buckshot zoning" assi

Each school's enrollme
separate sheet in this
includes a map of the
adjacent and/or satellit
with that school. Addit
student body makeup,
proximate zone (walke
associated ridership ar

the Boundary Schools
for the Brookings K-8





School Enrollment Data

Ethnic Enrollment Data

sserted apacity	Count categories		% of Enrollment	Zones	Load Factor	PanEthnic Count	Hispanic			Black			White		Va
							Count	%	Variance	Count	%	Variance	Count	%	
310		Walkers	81.0%	BAL Prox		255	102	40.0%	12.7%	90	35.3%	8.5%	63	24.7%	
		Riders	19.0%	RE07		60	29	48.3%	4.4%	18	30.0%	3.2%	13	21.7%	
	Enrollment	**New zoning**			101.6%	**315**	**131**	**41.6%**	**11.1%**	**108**	**34.3%**	**7.5%**	**76**	**24.1%**	
		Existing			78.1%	242	95	39.3%	12.8%	88	36.4%	9.1%	59	24.4%	

School Enrollment Data

des ed	Asserted Capacity	Count categories		% of Enrollment	Zones	Load Factor	PanEthnic Count
			Walkers	100.0%	BDL Prox		582
-05	615		Riders	0.0%	None		0
		Enrollment	**New zoning**			94.6%	**582**
			Existing			100.7%	619

Ethnic Enrollment Data

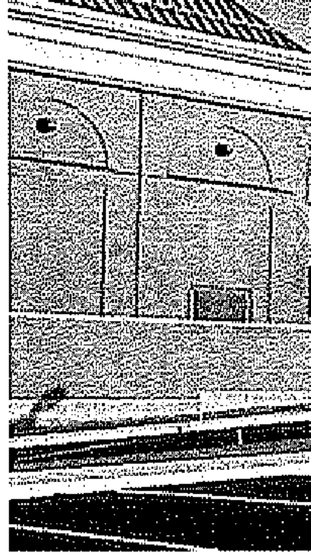
Hispanic			Black			White		Va
Count	%	Variance	Count	%	Variance	Count	%	
393	67.5%	14.8%	152	26.1%	0.7%	37	6.4%	
0			0			0		
393	**67.5%**	**14.8%**	**152**	**26.1%**	**0.7%**	**37**	**6.4%**	
366	59.1%	7.1%	188	30.4%	3.1%	65	10.5%	

School Enrollment Data

des ved	Asserted Capacity	Count categories		% of Enrollment	Zones	Load Factor	PanEthnic Count
-05	310		Walkers	71.9%	BEA Prox		223
			Riders	28.1%	BEA Mag		87
		Enrollment	**New zoning**			100.0%	**310**
			Existing			97.4%	302

Ethnic Enrollment Data

Hispanic			Black			White		Va
Count	%	Variance	Count	%	Variance	Count	%	
56	25.1%	27.6%	32	14.3%	12.4%	135	60.5%	
70			17			0		
126	**40.6%**	**12.0%**	**49**	**15.8%**	**11.0%**	**135**	**43.5%**	
103	34.1%	18.0%	89	29.5%	2.2%	110	36.4%	

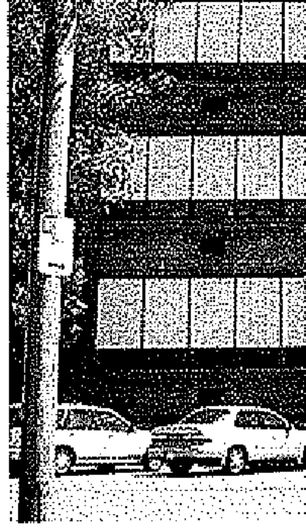


School Enrollment Data

des ved	Asserted Capacity	Count categories		% of Enrollment	Zones	Load Factor	PanEthnic Count
-05	450	Walkers		100.0%	BND Prox		420
		Riders		0.0%	None		0
		Enrollment	**New zoning**			93.3%	**420**
			Existing			103.1%	464

Ethnic Enrollment Data

Hispanic			Black			White		Va
Count	%	Variance	Count	%	Variance	Count	%	
328	78.1%	25.4%	58	13.8%	13.0%	34	8.1%	
0			0			0		
328	**78.1%**	**25.4%**	**58**	**13.8%**	**13.0%**	**34**	**8.1%**	
281	60.6%	8.5%	106	22.8%	4.4%	77	16.6%	

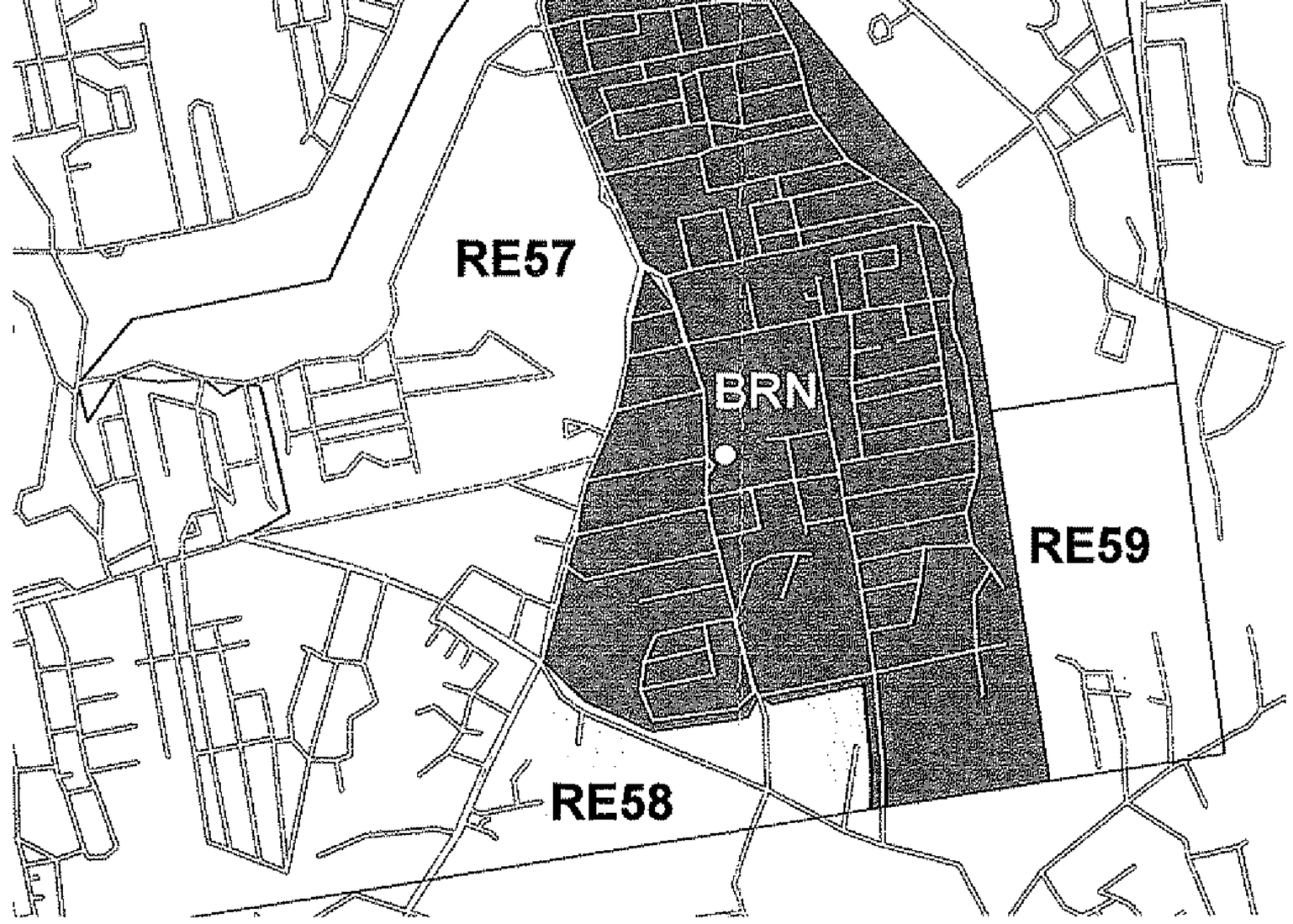


School Enrollment Data

Ethnic Enrollment Data

des ved	Asserted Capacity	Count categories		% of Enrollment	Zones	Load Factor	PanEthnic Count	Hispanic			Black			White		Va
								Count	%	Variance	Count	%	Variance	Count	%	
			Walkers	76.0%	BRK Prox		406	271	66.7%	14.1%	111	27.3%	0.6%	24	5.9%	
			Riders	24.0%	BRK Mag		128	10			31			87		
-08	535	Enrollment	**New zoning**			99.8%	**534**	**281**	**52.6%**	**0.1%**	**142**	**26.6%**	**0.2%**	**111**	**20.8%**	
			Existing			96.6%	517	295	57.1%	5.0%	169	32.7%	5.4%	53	10.3%	

l Mason Square satellites



View showing Proximate zone and
RE 57, RE 58, & RE 59

School Enrollment Data / Ethnic Enrollment Data

des ed	Asserted Capacity	Count categories		% of Enrollment	Zones	Load Factor	PanEthnic Count	Hispanic Count	Hispanic %	Hispanic Variance	Black Count	Black %	Black Variance	White Count	White %	Va
		Walkers		19.9%	BRN Prox		117	12	10.3%	42.4%	17	14.5%	12.2%	88	75.2%	
		Riders		7.5%	RE11		44	36	81.8%	29.1%	6	13.6%	13.1%	2	4.5%	
				10.4%	RE62		61	11	18.0%	34.7%	49	80.3%	53.6%	1	1.6%	
				9.5%	RE40		56	47	83.9%	31.2%	8	14.3%	12.5%	1	1.8%	
				10.4%	RE41		61	43	70.5%	17.8%	15	24.6%	2.2%	3	4.9%	
				9.7%	RE42		57	33	57.9%	5.2%	19	33.3%	6.6%	5	8.8%	
				9.5%	RE43		56	30	53.6%	0.9%	13	23.2%	3.6%	13	23.2%	
-05	595			8.3%	RE48		49	39	79.6%	26.9%	6	12.2%	14.5%	4	8.2%	
				7.5%	RE49		44	27	61.4%	8.7%	16	36.4%	9.6%	1	2.3%	
				4.3%	RE57		25	0	0.0%	52.7%	6	24.0%	2.8%	19	76.0%	
				1.4%	RE58		8	1	12.5%	40.2%	2	25.0%	1.8%	5	62.5%	
				0.5%	RE59		3	0	0.0%	52.7%	1	33.3%	6.6%	2	66.7%	
				1.2%	RE60		7	0	0.0%	52.7%	0	0.0%	26.8%	7	100.0%	
		Enrollment	**New zoning**			98.8%	**588**	**279**	**47.4%**	**5.2%**	**158**	**26.9%**	**0.1%**	**151**	**25.7%**	
			Existing			84.0%	500	206	41.2%	10.9%	141	28.2%	0.9%	153	30.6%	

Project Narrative

Project Narrative-Table 1 and 2 Information-LEA-Level Enrollment Data-Download tables from the application package available on the program's website and upload table information here.

Project Narrative

Project Narrative-Table 3 Information-Magnet Schools Enrollment Data-Download table from the application package available on the program's website and upload table information here.

Project Narrative

Project Narrative-Table 5 Information-Feeder School Enrollment Data-Download table from the application package available on the program's website and upload table information here.

Project Narrative

Project Narrative-Table 7 and 8 Information-LEA-Level (Converted) Enrollment Data-Download tables from the application package available on the program's website and upload table information here.

Attachment 1:
Title: **Tables 7 and 8 Springfield, MA** Pages: **2** Uploaded File: **Tables 7 and 8 Springfield.MA.pdf**

OMB- 1855-0011- Expiration 05/31/2010

Table 7: Springfield, MA Enrollment Data- Springfield Public Schools District Level (Districts that have converted to new categories)

Actual Enrollment (Current School Year—October 1, 2009)																Projected Enrollment (Year 1 of Project—Oct 1, 2010)															
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	**Total Students**	**Grade Level**	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	**Total Students**
6	2	0%	26	1.5%	377	21.2%	1110	62.4%	0	0.0%	207	11.6%	58	3.3%	1780	**6**	1	0.1%	43	2.3%	382	20.2%	1157	61.1%	0	0.0%	244	12.9%	68	3.6%	1895
7	1	0%	42	2.3%	375	20.9%	1088	60.5%	0	0.0%	230	12.8%	61	3.4%	1797	**7**	2	0.1%	26	1.5%	377	21.2%	1110	62.4%	0	0.0%	207	11.6%	58	3.3%	1780
8	0	0%	33	1.9%	351	20.5%	1023	59.8%	1	0.1%	236	13.8%	68	4.0%	1712	**8**	1	0.1%	42	2.3%	375	20.9%	1088	60.5%	0	0.0%	230	12.8%	61	3.4%	1797
9	1	0%	55	2.2%	616	24.3%	1471	58.0%	0	0.0%	300	11.8%	92	3.6%	2535	**9**	0	0.0%	33	1.9%	351	20.5%	1023	59.8%	1	0.1%	236	13.8%	68	4.0%	1712
10	4	0%	33	1.9%	450	26.2%	923	53.7%	0	0.0%	258	15.0%	50	2.9%	1718	**10**	1	0.0%	55	2.2%	616	24.3%	1471	58.0%	0	0.0%	300	11.8%	92	3.6%	2535
11	1	0%	39	2.6%	456	30.9%	692	46.9%	2	0.1%	236	16.0%	50	3.4%	1476	**11**	4	0.2%	33	1.9%	450	26.2%	923	53.7%	0	0.0%	258	15.0%	50	2.9%	1718
12	1	0%	38	2.9%	394	30.3%	594	45.6%	3	0.2%	227	17.4%	45	3.5%	1302	**12**	1	0.1%	39	2.6%	456	30.9%	692	46.9%	2	0.1%	236	16.0%	50	3.4%	1476
Total	10	0%	266	2.2%	3019	24.5%	6901	56.0%	6	0.0%	1694	13.8%	424	3.4%	12320	**Total**	10	0.1%	271	2.1%	3007	23.3%	7464	57.8%	3	0.0%	1711	13.3%	447	3.5%	12913

Table 8: Year of Implementation for Existing Magnet Schools included in the Project

School Name	First School Year as a Magnet School
High School of Science and Technology	2007
High School oSTEMM Middle Academy	2008

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☐ *Check here if all of the magnet schools included in the program are schools that are implementing a magnet program for the first time.*

Table 7 (Cont't): Enrollment Data-Springfield Public Schools District Level *(District that have converted to new categories)*

Projected Enrollment (Year 2 of Project—Oct 1, 2011)																Projected Enrollment (Year 3 of Project—Oct 1, 2012)															
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	**Total Students**	**Grade Level**	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	**Total Students**
6	0	0.0%	27	1.4%	405	20.9%	1070	55.2%	0	0.0%	292	15.1%	146	7.5%	1940	**6**	1	0.1%	60	3.2%	438	23.2%	898	47.5%	0	0.0%	380	20.1%	112	5.9%	1889
7	1	0.1%	43	2.3%	382	20.2%	1157	61.1%	0	0.0%	244	12.9%	68	3.6%	1895	**7**	0	0.0%	27	1.4%	405	20.9%	1070	55.2%	0	0.0%	292	15.1%	146	7.5%	1940
8	2	0.1%	26	1.5%	377	21.2%	1110	62.4%	0	0.0%	207	11.6%	58	3.3%	1780	**8**	1	0.1%	43	2.3%	382	20.2%	1157	61.1%	0	0.0%	244	12.9%	68	3.6%	1895
9	1	0.1%	42	2.3%	375	20.9%	1088	60.5%	0	0.0%	230	12.8%	61	3.4%	1797	**9**	2	0.1%	26	1.5%	377	21.2%	1110	62.4%	0	0.0%	207	11.6%	58	3.3%	1780
10	0	0.0%	33	1.9%	351	20.5%	1023	59.8%	1	0.1%	236	13.8%	68	4.0%	1712	**10**	1	0.1%	42	2.3%	375	20.9%	1088	60.5%	0	0.0%	230	12.8%	61	3.4%	1797
11	1	0.0%	55	2.2%	616	24.3%	1471	58.0%	0	0.0%	300	11.8%	92	3.6%	2535	**11**	0	0.0%	33	1.9%	351	20.5%	1023	59.8%	1	0.1%	236	13.8%	68	4.0%	1712
12	4	0.2%	33	1.9%	450	26.2%	923	53.7%	0	0.0%	258	15.0%	50	2.9%	1718	**12**	1	0.0%	55	2.2%	616	24.3%	1471	58.0%	0	0.0%	300	11.8%	92	3.6%	2535
Total	9	0.1%	259	1.9%	2956	22.1%	7842	58.6%	1	0.0%	1767	13.2%	543	4.1%	13377	**Total**	6	0.0%	286	2.1%	2944	21.7%	7817	57.7%	1	0.0%	1889	13.9%	605	4.5%	13548

Table 8 (Cont't): Year of Implementation for Existing Magnet Schools included in the Project

School Name	First School Year as a Magnet School

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Project Narrative

Project Narrative-Table 9 Information-Magnet Schools (Converted) Enrollment Data-Download table from the application package available on the program's website and upload table information here.

Attachment 1:
Title: **Springfield MA Table 9** Pages: **8** Uploaded File: **Table 9 Springfield MA.pdf**

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Table 9: Enrollment Data-Central High School (Districts that have converted to new categories)

Actual Enrollment
(Current School Year—October 1, 2009)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
9	0	0.0%	33	4.6%	188	26.0%	337	46.5%	0	0.0%	129	17.8%	37	5.1%	724
10	2	0.4%	21	4.0%	132	25.2%	236	45.1%	0	0.0%	112	21.4%	20	3.8%	523
11	0	0.0%	21	4.7%	136	30.2%	172	38.2%	1	0.2%	101	22.4%	19	4.2%	450
12	1	0.3%	13	3.6%	100	27.9%	128	35.7%	0	0.0%	106	29.5%	11	3.1%	359
Total	3	0.1%	88	4.2%	556	26.8%	873	42.1%	1	0.0%	448	21.6%	87	4.2%	2072

Projected Enrollment
(Year 1 of Project—Oct 1, 2010)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
9	0	0.0%	33	4.5%	195	26.5%	353	48.0%	0	0.0%	118	16.0%	37	5.0%	736
10	0	0.0%	21	3.8%	140	25.3%	252	45.5%	0	0.0%	112	20.2%	29	5.2%	554
11	2	0.4%	22	4.8%	137	29.7%	178	38.6%	0	0.0%	102	22.1%	20	4.3%	461
12	0	0.0%	15	4.0%	108	29.1%	137	36.9%	1	0.3%	97	26.1%	13	3.5%	371
Total	2	0.1%	91	4.3%	580	27.3%	920	43.4%	1	0.0%	429	20.2%	99	4.7%	2122

Table 9 (Cont't): Enrollment Data-Central High School *(Districts that have converted to new catagories)*

Projected Enrollment
(Year 2 of Project—Oct 1, 2011)

Grade Level	American Indian / Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
9	0	0.0%	31	4.8%	168	25.8%	315	48.5%	0	0.0%	101	15.5%	35	5.4%	650
10	0	0.0%	31	5.1%	154	25.1%	291	47.5%	0	0.0%	107	17.5%	30	4.9%	613
11	0	0.0%	24	4.6%	137	26.5%	230	44.5%	0	0.0%	98	19.0%	28	5.4%	517
12	2	0.5%	21	5.5%	110	28.6%	148	38.4%	0	0.0%	89	23.1%	15	3.9%	385
Total	2	0.1%	107	4.9%	569	26.3%	984	45.5%	0	0.0%	395	18.2%	108	5.0%	2165

Projected Enrollment
(Year 3 of Project—Oct 1, 2012)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
9	0	0.0%	28	4.7%	156	26.0%	288	48.0%	0	0.0%	84	14.0%	44	7.3%	600
10	0	0.0%	28	4.5%	162	26.1%	294	47.4%	0	0.0%	94	15.2%	42	6.8%	620
11	0	0.0%	26	4.8%	140	25.6%	255	46.7%	0	0.0%	90	16.5%	35	6.4%	546
12	0	0.0%	20	4.8%	106	25.2%	189	44.9%	0	0.0%	86	20.4%	20	4.8%	421
Total	0	0.0%	102	4.7%	564	25.8%	1026	46.9%	0	0.0%	354	16.2%	141	6.4%	2187

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Table 9: Enrollment Data-High School of Science and Technology (Districts that have converted to new categories)

Actual Enrollment

(Current School Year—October 1, 2009)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
9	0	0.0%	7	1.3%	100	18.8%	367	69.0%	0	0.0%	43	8.1%	15	2.8%	532
10	0	0.0%	7	2.4%	69	23.9%	162	56.1%	0	0.0%	43	14.9%	8	2.8%	289
11	0	0.0%	5	2.3%	59	27.4%	113	52.6%	1	0.5%	31	14.4%	6	2.8%	215
12	0	0.0%	10	3.8%	83	31.9%	127	48.8%	0	0.0%	28	10.8%	12	4.6%	260
Total	0	0.0%	29	2.2%	311	24.0%	769	59.3%	1	0.1%	145	11.2%	41	3.2%	1296

Projected Enrollment

(Year 1 of Project—Oct 1, 2010)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
9	0	0.0%	9	1.7%	98	18.7%	343	65.5%	0	0.0%	55	10.5%	19	3.6%	524
10	0	0.0%	7	1.9%	84	23.2%	217	59.9%	0	0.0%	41	11.3%	13	3.6%	362
11	0	0.0%	7	2.5%	69	24.8%	151	54.3%	0	0.0%	43	15.5%	8	2.9%	278
12	0	0.0%	5	2.4%	59	28.2%	110	52.6%	0	0.0%	29	13.9%	6	2.9%	209
Total	0	0.0%	28	2.0%	310	22.6%	821	59.8%	0	0.0%	168	12.2%	46	3.4%	1373

Table 9 (Cont't): Enrollment Data-High School of Science and Technology *(Districts that have converted to new categories)*

Projected Enrollment (Year 2 of Project—Oct 1, 2011)																Projected Enrollment (Year 3 of Project—Oct 1, 2012)															
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	**Total Students**	**Grade Level**	American Indian / Alaskan Native (Number)	American Indian/Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	**Total Students**
9	0	0.0%	12	2.4%	95	19.2%	305	61.5%	0	0.0%	67	13.5%	17	3.4%	496	**9**	0	0.0%	14	3.2%	84	19.0%	266	60.0%	0	0.0%	64	14.4%	15	3.4%	443
10	0	0.0%	9	2.3%	88	22.4%	230	58.5%	0	0.0%	51	13.0%	15	3.8%	393	**10**	0	0.0%	10	2.5%	86	21.4%	232	57.9%	0	0.0%	60	15.0%	13	3.2%	401
11	0	0.0%	7	2.5%	72	25.6%	154	54.8%	0	0.0%	38	13.5%	10	3.6%	281	**11**	0	0.0%	8	2.7%	70	23.6%	163	54.9%	0	0.0%	44	14.8%	12	4.0%	297
12	0	0.0%	7	2.9%	63	25.8%	133	54.5%	0	0.0%	35	14.3%	6	2.5%	244	**12**	0	0.0%	7	2.7%	66	25.4%	138	53.1%	0	0.0%	42	16.2%	7	2.7%	260
Total	0	0.0%	35	2.5%	318	22.5%	822	58.1%	0	0.0%	191	13.5%	48	3.4%	1414	**Total**	0	0.0%	39	2.8%	306	21.8%	799	57.0%	0	0.0%	210	15.0%	47	3.4%	1401

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Table 9: Enrollment Data-STEMM Middle Academy (Districts that have converted to new categories)

Actual Enrollment

(Current School Year—October 1, 2009)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / laskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	**Total Students**
6	0	0.0%	1	1.2%	16	18.8%	52	61.2%	0	0.0%	12	14.1%	4	4.7%	85
7	0	0.0%	1	1.1%	27	30.3%	44	49.4%	0	0.0%	15	16.9%	2	2.2%	89
Total	0	0.0%	2	1.1%	43	24.7%	96	55.2%	0	0.0%	27	15.5%	6	3.4%	174

Projected Enrollment

(Year 1 of Project—Oct 1, 2010)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	**Total Students**
6	0	0.0%	2	2.2%	19	20.7%	54	58.7%	0	0.0%	12	13.0%	5	5.4%	92
7	0	0.0%	1	1.2%	16	18.8%	52	61.2%	0	0.0%	12	14.1%	4	4.7%	85
8	0	0.0%	1	1.1%	27	30.3%	44	49.4%	0	0.0%	15	16.9%	2	2.2%	89
Total	0	0.0%	4	1.5%	62	23.3%	150	56.4%	0	0.0%	39	14.7%	11	4.1%	266

Table 9 (Cont't): Enrollment Data-STEM Middle Academy *(Districts that have converted to new categories)*

Projected Enrollment
(Year 2 of Project—Oct 1, 2011)

Grade Level	American Indian / Alaskan Native (Number)	American Indian //Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
6	0	0.0%	4	3.5%	27	23.5%	61	53.0%	0	0.0%	17	14.8%	6	5.2%	115
7	0	0.0%	2	2.2%	19	20.7%	54	58.7%	0	0.0%	12	13.0%	5	5.4%	92
8	0	0.0%	1	1.2%	16	18.8%	52	61.2%	0	0.0%	12	14.1%	4	4.7%	85
Total	0	0.0%	7	2.4%	62	21.2%	167	57.2%	0	0.0%	41	14.0%	15	5.1%	292

Projected Enrollment
(Year 3 of Project—Oct 1, 2012)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
6	0	0.0%	6	5.2%	27	23.5%	62	53.9%	0	0.0%	14	12.2%	6	5.2%	115
7	0	0.0%	4	3.5%	27	23.5%	61	53.0%	0	0.0%	17	14.8%	6	5.2%	115
8	0	0.0%	2	2.2%	19	20.7%	54	58.7%	0	0.0%	12	13.0%	5	5.4%	92
Total	0	0.0%	12	3.7%	73	22.7%	177	55.0%	0	0.0%	43	13.4%	17	5.3%	322

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Table 9: Enrollment Data-Van Sickle Magnet School (Districts that have converted to new categories)

Actual Enrollment

(Current School Year—October 1, 2009)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
6	0	0.0%	4	1.4%	59	20.3%	185	63.6%	0	0.0%	30	10.3%	13	4.5%	291
7	0	0.0%	8	2.4%	67	19.9%	214	63.7%	0	0.0%	38	11.3%	9	2.7%	336
8	0	0.0%	3	1.0%	58	20.1%	186	64.6%	0	0.0%	33	11.5%	8	2.8%	288
Total	0	0.0%	15	1.6%	184	20.1%	585	63.9%	0	0.0%	101	11.0%	30	3.3%	915

Projected Enrollment

(Year 1 of Project—Oct 1, 2010)

Grade Level	American Indian / Alaskan Native (Number)	American Indian //Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
6	0	0.0%	4	1.4%	54	19.3%	173	61.8%	0	0.0%	39	13.9%	10	3.6%	280
7	0	0.0%	4	1.4%	59	20.3%	185	63.6%	0	0.0%	30	10.3%	13	4.5%	291
8	0	0.0%	8	2.4%	67	19.9%	214	63.7%	0	0.0%	38	11.3%	9	2.7%	336
Total	0	0.0%	16	1.8%	180	19.8%	572	63.1%	0	0.0%	107	11.8%	32	3.5%	907

Table 9 (Cont't): Enrollment Data-Van Sickle Middle School *(Districts that have converted to new categories)*

Projected Enrollment
(Year 2 of Project—Oct 1, 2011)

Grade Level	American Indian /Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
6	0	0.0%	10	3.4%	57	19.3%	175	59.1%	0	0.0%	45	15.2%	9	3.0%	296
7	0	0.0%	4	1.4%	54	19.3%	173	61.8%	0	0.0%	39	13.9%	10	3.6%	280
8	0	0.0%	4	1.4%	59	20.3%	185	63.6%	0	0.0%	30	10.3%	13	4.5%	291
Total	0	0.0%	18	2.1%	170	19.6%	533	61.5%	0	0.0%	114	13.1%	32	3.7%	867

Projected Enrollment
(Year 3 of Project—Oct 1, 2012)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
6	0	0.0%	18	5.5%	68	20.6%	185	56.1%	0	0.0%	41	12.4%	18	5.5%	330
7	0	0.0%	10	3.4%	57	19.2%	175	58.9%	0	0.0%	45	15.2%	10	3.4%	297
8	0	0.0%	4	1.4%	54	19.3%	173	61.8%	0	0.0%	39	13.9%	10	3.6%	280
Total	0	0.0%	32	3.5%	179	19.7%	533	58.8%	0	0.0%	125	13.8%	38	4.2%	907

Project Narrative

Project Narrative-Table 11 Information-Feeder-(Converted) Enrollment Data-Download table from the application package available on the program's website and upload table information here.

Attachment 1:
Title: **Springfield MA Table 11** Pages: **2** Uploaded File: **Table 11 Feeder Schools .pdf**

Table 11: Feeder School-(Converted)-Enrollment Data *(LEAs that HAVE converted to new race and ethnic categories)*
For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular grade level (for example, Elementary Feeder School "X" would send students to all of the elementary
(The enrollment data projections for Years 1, 2 and 3 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools in the project are successfully implemented.
Use additional sheets, if necessary.

Schools		Actual Enrollment as of October 1, 2009 (Current School Year)															Projected Enrollment as of October 1, 2010 (Year 1 of Project)														
FEEDER	MAGNET(S)	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African-American (Number)	Black/ African-American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African-American (Number)	Black or African-American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
Commerce HS	Central	2	0.1%	20	1.4%	401	29.1%	826	59.9%	1	0.1%	98	7.1%	32	2.3%	**1380**	0	0.0%	20	1.4%	410	29.4%	820	58.8%	0	0.0%	101	7.2%	43	3.1%	**1394**
Putnam HS	Central	2	0.1%	24	1.5%	443	27.1%	927	56.8%	1	0.1%	193	11.8%	42	2.6%	**1632**	1	0.1%	22	1.3%	445	27.1%	930	56.6%	0	0.0%	196	11.9%	50	3.0%	**1644**
HSST	Central	0	0.0%	29	2.2%	319	24.2%	784	59.4%	1	0.1%	146	11.1%	41	3.1%	**1320**	0	0.0%	28	2.0%	310	22.6%	821	59.8%	0	0.0%	168	12.2%	46	3.4%	**1373**
Central	HSST	3	0.1%	88	4.2%	561	27.1%	880	42.5%	1	0.0%	452	21.8%	87	4.2%	**2072**	2	0.1%	91	4.3%	580	27.3%	920	43.4%	1	0.0%	429	20.2%	99	4.7%	**2122**
Renaissance	HSST	0	0.0%	1	0.3%	93	25.8%	148	41.0%	0	0.0%	88	24.4%	25	7.0%	**360**	0	0.0%	8	2.1%	95	24.6%	168	43.5%	0	0.0%	86	22.3%	29	7.5%	**386**
Chestnut	STEMM	2	0.2%	15	1.4%	112	10.8%	801	77.2%	0	0.0%	87	8.4%	21	2.0%	**1038**	1	0.1%	12	1.1%	110	10.5%	800	76.4%	0	0.0%	88	8.4%	36	3.4%	**1047**
Kennedy	STEMM	0	0.0%	3	0.5%	197	30.8%	363	56.8%	0	0.0%	50	7.8%	26	4.1%	**639**	0	0.0%	2	0.3%	190	29.7%	370	57.9%	0	0.0%	50	7.8%	27	4.2%	**639**
VSMS	STEMM	0	0.0%	15	1.6%	184	20.1%	585	63.9%	0	0.0%	101	11.0%	30	3.3%	**915**	0	0.0%	16	1.8%	180	19.8%	572	63.1%	0	0.0%	107	11.8%	32	3.5%	**907**
Duggan	VSMS	0	0.0%	11	2.6%	138	32.1%	179	41.6%	0	0.0%	77	17.9%	25	5.8%	**430**	1	0.2%	9	2.0%	134	30.4%	193	43.8%	0	0.0%	79	17.9%	25	5.7%	**441**
Kiley	VSMS	0	0.0%	9	1.1%	164	19.5%	507	60.3%	0	0.0%	138	16.4%	23	2.7%	**841**	0	0.0%	4	0.5%	175	20.6%	500	58.9%	1	0.1%	140	16.5%	29	3.4%	**849**
Renaissance	VSMS	1	0.3%	1	0.3%	77	25.5%	119	39.4%	1	0.3%	80	26.5%	23	7.6%	**302**	0	0.0%	5	1.7%	75	24.9%	126	41.9%	0	0.0%	72	23.9%	23	7.6%	**301**
Totals		**10**	**0.1%**	**216**	**2.0%**	**2689**	**24.6%**	**6,119**	**56.0%**	**5**	**0.0%**	**1,510**	**13.8%**	**375**	**3.4%**	**10,929**	**5**	**0.0%**	**217**	**2.0%**	**2,704**	**24.4%**	**6,220**	**56.0%**	**2**	**0.0%**	**1,516**	**13.7%**	**439**	**4.0%**	**11,103**

Table #11 Enrollment Data -Feeder Schools

Schools		Projected Enrollment as of October 1, 2011 (Year 2 of Project)															Projected Enrollment as of October 1, 2012 (Year 3 of Project)														
FEEDER	MAGNET(S)	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African-American (Number)	Black or African-American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African-American (Number)	Black or African-American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
Commerce HS	Central	0	0.0%	22	1.6%	415	29.5%	822	58.5%	1	0.1%	101	7.2%	44	3.1%	**1405**	0	0.0%	17	1.2%	415	29.5%	822	58.5%	1	0.1%	102	7.3%	48	3.4%	**1405**
Putnam HS	Central	0	0.0%	18	1.1%	421	26.6%	904	57.0%	0	0.0%	190	12.0%	52	3.3%	**1585**	0	0.0%	18	1.1%	421	26.5%	901	56.8%	0	0.0%	190	12.0%	56	3.5%	**1586**
HSST	Central	0	0.0%	35	2.5%	318	22.5%	822	58.1%	0	0.0%	191	13.5%	48	3.4%	**1414**	0	0.0%	39	2.8%	306	21.8%	799	57.0%	0	0.0%	210	15.0%	47	3.4%	**1401**
Central	HSST	2	0.1%	107	4.9%	569	26.3%	984	45.5%	0	0.0%	395	18.2%	108	5.0%	**2165**	0	0.0%	102	4.7%	564	25.8%	1026	46.9%	0	0.0%	354	16.2%	141	6.4%	**2187**
Renaissance	HSST	1	0.3%	3	0.8%	114	29.2%	152	39.0%	0	0.0%	91	23.3%	29	7.4%	**390**	1	0.3%	4	1.0%	116	29.4%	156	39.6%	0	0.0%	91	23.1%	26	6.6%	**394**
Chestnut	STEMM	0	0.0%	14	1.3%	108	10.1%	816	76.1%	0	0.0%	92	8.6%	42	3.9%	**1072**	0	0.0%	9	0.8%	108	10.1%	816	76.3%	0	0.0%	92	8.6%	45	4.2%	**1070**
Kennedy	STEMM	0	0.0%	2	0.3%	186	29.4%	360	56.9%	0	0.0%	52	8.2%	33	5.2%	**633**	0	0.0%	2	0.3%	186	29.1%	360	56.3%	0	0.0%	54	8.5%	37	5.8%	**639**
VSMS	STEMM	0	0.0%	18	2.1%	170	19.6%	533	61.5%	0	0.0%	114	13.1%	32	3.7%	**867**	0	0.0%	32	3.5%	179	19.7%	533	58.8%	0	0.0%	125	13.8%	38	4.2%	**907**
Duggan	VSMS	0	0.0%	8	1.8%	142	31.8%	190	42.5%	1	0.2%	80	17.9%	26	5.8%	**447**	0	0.0%	6	1.3%	142	31.6%	194	43.1%	1	0.2%	81	18.0%	26	5.8%	**450**
Kiley	VSMS	0	0.0%	4	0.5%	164	19.2%	517	60.5%	0	0.0%	141	16.5%	28	3.3%	**854**	0	0.0%	4	0.5%	168	19.6%	500	58.5%	0	0.0%	142	16.6%	41	4.8%	**855**
Renaissance	VSMS	0	0.0%	3	1.0%	81	27.0%	124	41.3%	0	0.0%	70	23.3%	22	7.3%	**300**	0	0.0%	3	1.0%	78	26.0%	125	41.7%	0	0.0%	69	23.0%	25	8.3%	**300**
	Total	**3**	**0.0%**	**234**	**2.1%**	**2,688**	**24.1%**	**6,224**	**55.9%**	**2**	**0.0%**	**1,517**	**13.6%**	**464**	**4.2%**	**11,132**	**1**	**0.0%**	**236**	**2.1%**	**2,683**	**24.0%**	**6,232**	**55.7%**	**2**	**0.0%**	**1,510**	**13.5%**	**530**	**4.7%**	**11,194**

Project Narrative

Project Narrative-Table 13 Information-Selection of Students-Download table from the application package available on the program's website and upload table information here.

Attachment 1:
Title: **SPS MSAP Table 13** Pages: **2** Uploaded File: **MSAP Table 13 Selection of Students, Comp. Priority Preference 3.sps1.doc**

Table 13: Selection of Students-Competitive Preference 3

Instructions:

For each magnet school included in the project:

- Indicate whether or not academic examination is used as a factor in the selection of students for the magnet school and, if so, how it is used.
- Briefly describe how students are selected (e.g., weighted lottery, first come/first served, etc.). In the description, identify the criteria that are used, if any, in selecting students and indicate how each of those criteria is used in the process.
- If the same process and use of academic criteria applies to more than one of the magnet schools included in the project, in the "Magnet School(s)" identify all of the schools for which the student selection process applies.
- Use additional sheets or space, if necessary.
- Information on the student selection processes used by other magnet schools (i.e., magnet schools that are not included in the project) is not needed.

Magnet School(s): Central High School; Van Sickle Middle; HS of Science and Technology; STEM Middle Academy

Check the appropriate box:

☐ ☐ Academic examination is a criterion in the magnet school student selection process.

☒ Academic examination is not a criterion in the magnet school student selection process.

Describe the student selection process. Springfield Public Schools continues to operate under a Court Order of the Massachusestts Supreme Court. Nevertheless, students for magnet schools are selected through a blind computer lottery, on a space available basis. An early registration period held in the winter of the previous year allocates seats through this lottery. All other seats are filled through admission from waiting lists and subsequent randomized assignments. Recruitment efforts to attain desegregation goals is described in the Narrative.

Magnet School(s):

Check the appropriate box:

☐ ☐ Academic examination is a criterion in the magnet school student selection process.

☐ ☐ Academic examination is not a criterion in the magnet school student selection process.

Describe the student selection process.

Project Narrative

Project Narrative-Table 14 Information-Revised Magnet Schools-Download table from the application package available on the program's website and upload table information here.

Attachment 1:
Title: **SPS MSAP Table 14** Pages: **4** Uploaded File: **MSAP Table 14 New or Revised Mag School Projects, Comp. Priority Preference 4.sps1.doc**

Table 14: New or Revised Magnet School Projects-Competitive Preference 4

Instructions:

For each magnet school identified in Tables 1 – 11:

- Briefly describe the nature of the change that is being made to the magnet school program at that school (for example, expansion of program from within school program serving 50 students to whole school program serving 400 students; adding medical sciences within school to complement other within school programs and serve greater total number of students; upgrade thematic curriculum to maintain program attractiveness; replace existing magnet program, etc); and
- Explain the significance of the revision to the magnet school. Relevant information might include, for example, discussion of diminishing effectiveness of the existing program; what would be accomplished or achieved as a result of the revision to the magnet program; the expected benefits or effects that would result from implementation of the revision; the need, if appropriate, to expand from a within school program to a whole program; etc.
- If all of the schools participating in the project are new magnet schools, indicate "No Revised Magnet Schools Participating in the Project" in the first "Nature of Revision or Change to the Magnet School" box.
- Use additional sheets, if necessary.

Magnet School: STEM Middle Academy

Nature of Revision or Change to the Magnet School: STEM will add Expeditionary Learning Schools and Expand by 15% Additional Seating Capacity..

Explanation of How or Why the Revision is Significant:

STEM Middle Academy opened as a magnet school in the fall of 2008, with an entering class of 100 6th grade students. In 2009-10, another class of 100 6th graders was added, and in fall 2010 students will be enrolled in 6th-8th grades. With the assistance of MSAP funds, the STEM curriculum has begun to be implemented across the content areas. Test scores in the first year (2009) surpassed those of every middle school in the district in both ELA and Math. The STEM theme has remained highly popular with parents across the racial/ethnic spectrum, as evidenced by surveys administered to parents and focus groups held with students over the last two years. The school opened in 2008 with a wait list only exceeded in the district by another MSAP-funded school, Renaissance, and continues

to be heavily subscribed. Space in the STEMM facility (and across the district) is at a premium; in 2010-11, 8th graders will have their advanced science and engineering classes at the High School of Science and Technology, piloting the first ever 8th/9th Advanced STEM Academy in Springfield. The City recently bonded to expand capacity at the STEM Middle facility. This expansion will enable the district to meet the growing demand among Springfield families for STEM-oriented middle school opportunities—as it will permit the district to open up a minimum of 15 additional STEM middle school seats per grade (15%) over the course of this grant cycle, meeting the district's commitment to offer increased opportunities for students in lower performing schools to attend higher performing schools—*in doing so to meet Priority 4 of this competition*—and at the same time preparing more students to enter high school with the skills and support to take advantage of advanced level courses.

While successfully developing and implementing the STEM curriculum—with the assistance of extensive professional development and partnerships (e.g., Smith College School of Engineering; Worcester Polytechnic's Engineering is Elementary program, and the Paxton Patterson Engineering Lab)—the school has experienced more than minimal attrition in its first two years—enrollments, subscribed at 100 per grade level originally, now are down by October 1, 2009 census to 85 in the 6th grade and 89 in the 7th grade, a loss of 15% and 11%, respectively. STEMM's staff has engaged in extensive discussions about progress over the first two years, and recently agreed that the school is in need of a synthesizing, binding cultural piece—to address school climate issues and to give a sense of coherence to the STEM-mapped curricular work already under way. The entire staff met with representatives of Expeditionary Learning Schools and determined that the work of that school reform organization—with its emphasis on culture-building and authentic assessment-driven project planning *within the framework of rigorous interdisciplinary, content-based work*—would be an important next step for the school. Expeditionary Learning is a natural fit for a STEM middle school. The learning expeditions that are the hallmark of EL schools are often driven by big ideas from the world of science and engineering, and the inquiry that is the hallmark of STEM work forms the generic underpinning for EL pedagogy.

Equally significant, survey instruments returned by parents and students indicated that STEM (82.7%) and Expeditionary Learning (82%) were two of the leading programs of interest at the middle school level. Thus, both outside expressions *and* internal, informed practitioners at the school level have concluded that a melding of Expeditionary Learning pedagogy and professional development practices with the focused STEM-centered curriculum is the logical next step to ensure that STEM Middle Academy will continue not only to be attractive to Springfield families *but also will hold onto the students who enroll there*. Further, because STEMM is a "higher performing school," students from low performing schools will be targeted for attendance there. A coherent program that brings together STEMM administration and faculty to bind the STEM theme with a school-wide emphasis on culture and character in a theme-based standards-driven academic setting is especially important to address the academic needs of those incoming students. And—the culture building will be aimed at sustaining an *articulated* program coherence to promote a smooth transition for STEM Middle Academy students into the High School of Science and Technology (see section on HSST, ahead). The net result will be 1) expansion of available seats at STEM Middle; 2) increased opportunity for enrollment in high school level courses on-site at HSST; and 3) more coherence in the building of a positive and nurturing school culture for all members of the STEMM community.

Targeted recruitment will be focused on students at low performing schools to ensure that all students in SPS have the opportunity to benefit from the highly requested partnership between STEM and Expeditionary Learning. And those students will receive carefully scaffolded, differentiated instruction to ensure they are ready for more advanced STEM classes.

Magnet School: Springfield High School of Science and Technology ("Sci-Tech")

Nature of Revision or Change to the Magnet School: 21st Century Global Communications added to STEM Academy Model

Explanation of How or Why the Revision is Significant:

During the past two and a half years, Sci-Tech has restructured from a traditional four year high school into a magnet school with four "STEM 21" Academies (in Biomedical Science, Biotechnology and Forensics; Engineering; Informational/Film and Media Technology; and Finance). In that time, aided by significant Magnet program additions such as a Paxton Patterson Engineering Lab; delivery of instruction through the Project Lead the Way Biomedical Science program; development of a Film & Media Literacy curriculum; and formal partnering with the National Academy Foundation that has led to numerous opportunities for externships and school-to-work opportunities), Sci-Tech's academic performance has seen only modest increases. MCAS proficiency rates remain well under 50% at the school as a whole in both ELA and Math, indicating a clear need for more focused intervention in the school's instructional program. Additionally, while first choice selection of Sci-Tech has increased significantly, minority group isolation there has not been reduced relative to the district as a whole. Hispanic and African-American enrollment both continue to outpace district averages at the high school level, while white enrollment lags—11% at Sci-Tech as opposed to 15% at the 9-12 level district-wide. More significant, Sci-Tech has the highest enrollment in the district of English Language Learners (16.4% compared to 13.1% district-wide); students whose first language is not English (32.6% compared to 29.1% district-wide); and Special Education students (29% compared to 24% district-wide). Meeting the needs of these significant student groups—*in the context of the STEM 21 Academies*—is a critical continuing priority for Sci-Tech and for the district as a whole.

Thus, Sci-Tech is at an important crossroads. With the transformation to a STEM 21 Magnet School with small academies, it has begun to reverse the steep decline in academic performance. But more needs to be done in two complementary areas—1) *acceleration of the academic program on the high end* both to attract more non-minority students and to move more students into advanced classes leading to post-secondary enrollment; and 2) carefully calibrated *scaffolding*, particularly for minority students whose graduation rates continue to lag, and especially for Hispanic and ELL students who need to feel greater connection to their academic experience. In recent focus groups with graduating middle school students, it became evident that students are looking for ***both*** of these elements in a high school program, expressing an interest in Sci-Tech's STEM theme but also a strong interest in being prepared with study skills that are critical to success in higher level courses and eventually in college. This dual interest, and the internal data that confirms the views expressed by district 8th graders, gave rise to the proposed ***significant revision for Sci-Tech's magnet theme*—21st Century Global Communications**—as a school-wide overlay to the existing STEM Academies. The addition of this theme will spur increased interest from among those middle school students (especially those coming from STEM Middle Academy, a higher performing school) who are concerned about having the skills needed for success in college and the global marketplace, and at the same time will focus the school on the important scaffolding needs for students in the literacy area, especially at the 9th and 10th grades. Scaffolding must be accomplished with a 21st Century vision (rather than failed, outmoded "remediation" efforts), and with sensitivity to the cultural experiences of *all* of the school's diverse groups of learners. A 21st century approach to communication will be predicated on active learning, with extensive use of multi-media modalities to better engage students who feel disconnected from the curriculum, and to make manifest the commitment to advanced coursework for entering students. The revision will complement and augment the STEM 21 Academies theme, and is calculated to increase academic achievement among both advanced and more challenged learners.

Project Narrative

Project Narrative-Magnet Schools Assistance Program Assurances-Download form from the application package available on the program's website and upload form here.

Attachment 1:
Title: **Springfield (MA) Magnet Assurances** Pages: **1** Uploaded File: **SPSSignedAssurance.pdf**

VI. ASSURANCES AND CERTIFICATIONS

Magnet Schools Assistance Program Assurances

In accordance with section 5305(b)(2) of the ESEA, the applicant hereby assures and certifies that it will—

(A) use grant funds under this part for the purposes specified in section 5301(b);

(B) employ highly qualified teachers in the courses of instruction assisted under this part;

(C) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the hiring, promotion, or assignment of employees of the applicant or other personnel for whom the applicant has any administrative responsibility;

(D) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the assignment of students to schools, or to courses of instruction within the schools, of such applicant, except to carry out the approved plan;

(E) not engage in discrimination based on race, religion, color, national origin, sex, or disability in designing or operating extracurricular activities for students;

(F) carry out a high-quality education program that will encourage greater parental decision-making and involvement; and

(G) give students residing in the local attendance area of the proposed magnet school program equitable consideration for placement in the program, consistent with desegregation guidelines and the capacity of the applicant to accommodate the students.

* * * * * * * * * * * *

If the applicant has an approved desegregation plan—

The applicant hereby assures and certifies that it is implementing that desegregation plan as approved.

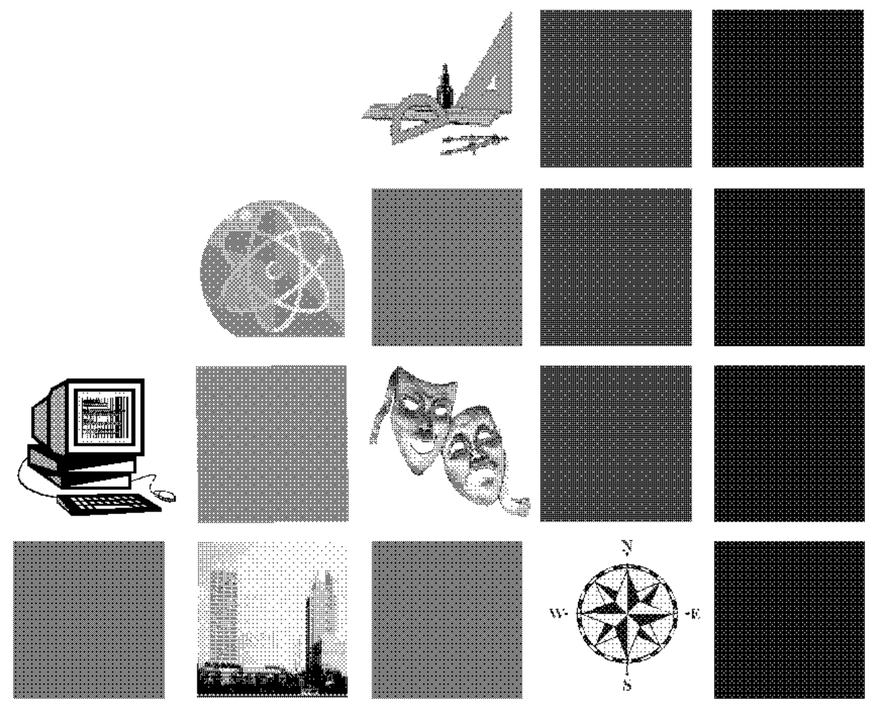
Signature of Authorized Representative

4/28/2010
Date

Project Narrative

Project Narrative-Resumes-Refer to: Instructions for Other Documents and Attachments

Attachment 1:
Title: **Springfield MA Resumes of Key Personnel** Pages: **40** Uploaded File: **Resumes 5.2,10.pdf**



Springfield Public Schools

MAGNET SCHOOLS

ASSISTANCE PROGRAM

Appendix A:

Résumés of Key Personnel

(b)(6)

ALAN J. INGRAM, Ed. D.

(b)(6)

(413) 787-7087 (w)

(b)(6)

EDUCATION AND ADMINISTRATIVE CERTIFICATION

Fellow, Broad Superintendents Academy, 2007
Doctor of Education, University of Oklahoma, 2005

- Dissertation Title: *No Child Left Behind: A Study of Policy, Planning and Program Implementation in an Urban District with High Poverty Schools*

Master of Arts, Webster University, 1993

- Thesis Title: *The Impact of Total Quality Management (TQM) in Improving Organizational Development*

Bachelor of Science, University of Maryland University College, 1991
Massachusetts Licensure: Superintendent Certification, 2009
Oklahoma Teaching Certificate: Superintendent Endorsement, 2006

PROFESSIONAL EXPERIENCE

Superintendent of Schools **2008 – Present**
Springfield, Massachusetts
Serves as the Chief Executive Officer (CEO) of the District in leading effective operations for 51 campuses, 26,000 students, and 4,700 employees along with an annual operating budget of $402 million; and is responsible for the general administration of all instructional, business services or other operations of the District.

- Engaged key stakeholders and more than 5,000 members of the community to develop and deploy the district's strategic plan to include: vision, mission, strategic priorities, key performance indicators, and theory of action for accelerated improvements.
- Implemented district-wide educational reforms with a focus on improved student achievement resulting in increased Composite Performance Index (CPI) scores for English Language Arts and Math and a decrease in the achievement gap.
- Led governance team in district-wide policy changes to accelerate student performance for Pupil Progression Plan, Student Attendance and Truancy, Grading Practices, and comprehensive Guidance and Counseling Services.

Chief Accountability Officer **2007 – 2008**
Oklahoma City Public Schools, OK
Directed senior staff on behalf of the superintendent to plan, organize, coordinate and monitor the district's overall organizational, managerial and accountability structures. Established and communicated program policies within which all other activities are carried out. Served as the superintendent's Chief of Staff to ensure the achievement of district-wide reforms and special projects.

- Passage of a $248.3 million bond campaign for facility, technology, transportation and safety enhancements – with a record 78% public support
- District successfully made Adequate Yearly Progress (AYP) for the first-time ever under the *No Child Left Behind Act* accountability framework;

Executive Director of Federal Programs **2003 – 2007**
Oklahoma City Public Schools, OK
Led delivery of educational support services for Oklahoma's second largest school district, serving more than 39,000 culturally diverse students and their parents, plus 2,500 certified teachers and administrators at over 80 campuses. Managed oversight for annual operating budgets in excess of $45 million and ensured fiscal accountability for expenditure of federal, state, and local resources.

- Coordinated development, implemented framework and monitored performance outcome measures for comprehensive district-wide improvement interventions, in support of *No Child Left Behind Act* implementation
- Achieved 58 percent reduction in the number of schools designated for improvement; a record high of 71 percent of district schools made Adequate Yearly Progress (AYP)

Acting Director of Title I **2002 – 2003**
Oklahoma City Public Schools, OK
Administered $15 million annual Title I Allocation for 68 school-wide and targeted assistance schools; collaborated with principals and central office staff to improve student achievement by aligning strategic objectives with resources; developed campus improvement planning processes; and expanded home-school connections.

Executive Administrator of GEAR UP **1999 – 2002**
Oklahoma City Public Schools, OK
Provided managerial leadership for this competitive grant program designed to increase college access for a cohort of over 5,200 students and their parents at 14 high school campuses. Managed $2.9 million annual budget and supervised a staff of 19.

- Increased district-wide college-going rates for cohort students from 42% to 54%
- Increased scholarships opportunities from $2.1 million to $8.6 million
- Reduced dropouts from 10.6% to 4.7%
- Developed key performance indicators to monitor program effectiveness and ensured success of early intervention reforms

Assistant Director, Magnet & Specialty Schools **1998 – 1999**
Oklahoma City Public Schools, OK
Supervised all recruitment and promotional activities for schools of choice programs involving 14 sites across the district. Communicated program offerings to families and other constituencies.

- Coordinated the development of new promotional marketing materials
- Exponentially increased school choice offerings for underserved families

Undergraduate Admissions Counselor **1996 – 1998**
Oklahoma City University, OK

Recruited and communicated university's academic programs to the general public, domestic and international students, parents, and educators for the state's largest independent university.

- Recruited over 250 new students, evaluated admissions applications, counseled students on admissions policies and the university's financial aid opportunities
- Coordinated on- and off-campus recruitment activities, tours, and special events planning in collaboration with faculty members, students, and other key staff

United States Air Force (Chief Master Sergeant, Retired) **1974 – 1996**

Over 22 years experience leading personnel in achieving organizational goals. Hired, trained, and supervised civilian and military employees. Directed distribution and control of support officer resources. Provided career development counseling to individual officers.

- Certified as an Air Force Professional Military Education (PME) Instructor with over 10 years of teaching experience as a classroom instructor; served in an instructional leadership role as Commandant of the Tinker Air Force Base Oklahoma Airman Leadership School and Pacific Air Force's Noncommissioned Officer Academy in Honolulu, Hawaii
- Collaborated in development of Air Force-wide standardized curriculum and facilitated strategic planning initiatives
- Trained and served as an Air Force recruiter, career advisor and personnel manager
- Presented briefings to senior officers and distinguished visitors
- Conducted comprehensive audits to measure effectiveness of personnel programs and services; prepared statistical and written reports of findings

OTHER PROFESSIONAL EXPERIENCE
Mentor, Urban Superintendents Program, Harvard Graduate School of Education, MA (2009)

Adjunct Professor, *School Personnel Administration and Legal Aspects of School Administration*, Advanced Professional Services, Education Administration, University of Central Oklahoma, Edmond, OK (2005-2007)

ALAN J. INGRAM, Ed. D.

Adjunct Professor, *Supervision of Special Programs*, College of Education, Department of Educational Leadership and Policy Studies, University of Oklahoma, Norman, OK (2006)

Examiner, Oklahoma Quality Award Foundation, Oklahoma City, OK (2006)

Consultant, the School Improvement KnowledgeBase Technical Advisory Group, Indianapolis, IN (2004)

COMMUNITY AND PROFESSIONAL AFFILIATIONS

- American International College, Board of Trustees, Springfield, MA (2009)
- Springfield, MA United Way of Pioneer Valley Board of Directors (2009)
- Regional Board of Directors, National Conference for Community and Justice, Springfield, MA (2009
- Massachusetts Association of School Superintendents (2008)
- Oklahoma State Department of Education Time Reform Task Force (2007)
- Oklahoma State Regents for Higher Education GEAR UP Advisory Board (2007)
- Youth Leadership Exchange, Executive Board, Oklahoma City, OK (2005)
- Cooperative Council of Oklahoma School Administration (2005)
- Oklahoma Educators' Leadership Academy (2003)

PRESENTATIONS AND PUBLICATIONS

"Caught" Showing Strong Character Traits. *Republican,* pp. C7, May 10, 2009

Education for the 21st Century: What Skills Do Students Need? Western Massachusetts Education Forum, 2009

The 21st Century Superintendent, Massachusetts Superintendent Technology Leadership Conference, Norwood, MA, 2008

Curriculum developer and instructor for *Annual GEAR UP Capacity Building and Technical Assistance Workshop,* sponsored by the National Council for Community and Education Partnerships, and the U.S. Department of Education, 2003 – 2007

Education Services for Homeless. *The Oklahoman*, pp. 11A, April 14, 2006 Systems of Support for Title I: Requirements, Research and Results. National Title I Conference, Atlanta, GA, 2005

High-Yield Crops. National Council for Community and Education Partnerships, Annual GEAR UP Conference, Washington, DC, 2004

New Horizons for School Reform. U.S. Department of Education's Region VII Comprehensive Center 2004 School-wide Program Institute, St. Louis, MO

Perform or Pay. *Oklahoma Gazette,* pp. 11, August 21, 2003

Portfolio Partnerships: Aligning Grants to Promote Academic Achievement and to Showcase Student Success. National Council for Community and Education Partnerships, Annual GEAR UP Conference, Washington, DC, 2003

Pathways to Success. *The Oklahoma City Educational Television Consortium*, 2003

Leveraging Limited Resources to Enhance Partnership Collaborations, Oklahoma Association of Colleges for Teacher Education, University of Central Oklahoma, Edmond, OK, 2002

Enhancing Collaboration to Create a Spirit of Synergy. National Council for Community and Education Partnerships, Annual GEAR UP Conference, Washington, DC, 2002

Getting in Gear with OU GEAR UP, University of Oklahoma Center for Educational & Community Renewal Winter Institute Conference, Norman, OK, 2002

A Journey Toward Goal Attainment. *The Hickam Kukini,* Hawaii, pp. A9, December 1, 1995

JOSHUA P. BOGIN
87 Bellevue Ave. Springfield, MA 01108
Tel. (413) 827-9636 E-Mail: boginj@sps.springfield.ma.us

EDUCATION

Oberlin College, A.B., 1973. Major: History. Fulfilled requirements (including student teaching and NTE) for Ohio teaching certificate. Participated in Great Lakes Colleges Association Urban Studies Program in Philadelphia, Pa., 1970-71. Student Member, Admissions Committee, 1972-73.

Temple University School of Law, J.D., *cum laude*, 1976. Temple Law Quarterly, 1974-76 (Associate Editor, 1975-76).

Awards and Honors: J. Howard Reber Award for Excellence in Legal Writing, 1976.
Cited for Excellence in Appellate Advocacy, 1974.

New York University (School of Education), Completed all Requirements for Masters Degree in Educational Administration; Doctoral Candidate in Educational Administration (1991-95).

Massachusetts Certification, Director/Supervisor (All grades)

Completed Training in Mediation and Conflict Resolution with Mediators[2], New York, NY, 1992.

PROFESSIONAL EXPERIENCE

1996-Present SPRINGFIELD PUBLIC SCHOOLS, Springfield, MA
Director of Magnet Schools Programs

Responsibility for management of federal magnet schools grant. Developed, along with central office staff, principals and parents, distinct magnet themes intended to promote educational interest in minority concentrated schools, linking innovative methodologies with state Frameworks. Hire and supervise staff of teachers in collaboration with building principals. Full responsibility for budget planning, negotiation and monitoring. Plan professional development, facilitate regular meetings with staff, oversee project documentation and recruitment of parents (including publications and marketing, focus groups, school and living room open houses, etc.); develop network of business and community partners; produced three promotional videos on program and individual schools; facilitate Magnet Advisory Board. Have introduced Montessori, International Baccalaureate, Expeditionary Learning, Museum, and Reggio Emilia, themes to schools at all organizational levels in Springfield, in addition to programs featuring Environmental Studies, "City of the Future," Medical Science, Inquiry Science Across the Curriculum, and the Arts. Program has been responsible for introduction of technology and training of hundreds of teachers in uses of technology for instructional purposes. Served on cabinet of former Superintendent of Schools Dr. Peter Negroni (1996-98) and on leadership team for Interim Sup't Teresa Regina (2000-01). Work closely with evaluators (including sub-contractors at Brown Educational Alliance) in crafting teacher, administrator, parent and student surveys to assess program effectiveness. Successfully steered application of High School of Commerce for selection as an International Baccalaureate High School. District Liaison to the US Dep't of Education's Office for Civil Rights, 2002-03. Member of School Committee's Ad Hoc Committee to Review Student Assignment Process and District School Desegregation Plan (2000-01). Member, Hiring Committees for Principals of High School of Commerce (1998) and Brightwood Elementary School (1997). District liaison to Expeditionary Learning Schools Outward Bound organization. Wrote successful proposal leading to creation of Springfield Renaissance School—one of the first six "small school replication model" schools launched by the Gates Foundation and Expeditionary Learning Schools nationally. Wrote successful grants leading to partnerships in Arts-based education with Genesee Community Charter School (Rochester, NY); and Advanced/Gifted planning. Assisted Mass Insight in development of successful $13 million state grant from Exxon/Mobil to lift state-wide Advanced Placement initiative (Massachusetts Math & Science Initiative). Co-authored successful NEA Foundation grant awarded to only three districts nationally, promoting collaboration to close the achievement gap.

1995-96 HARVARD LAW SCHOOL, Cambridge, MA
Chief Editor/Research Coordinator, Mellon Foundation Project on School Reform & Law

Responsible for coordinating preliminary drafts, reviews and publication efforts of six chapters on school reform and law leading to publication of *Law & School Reform: Six Strategies For Promoting Educational Equity* (Heubert, ed., Yale U. Press (1999)). Book addresses issues of school finance reform, special education, new immigrant children, enforceable performance mandates, service integration and school desegregation. Tasks, in addition to substantive and stylistic editing, included identifying and hiring nationally prominent reviewers; providing synthesized reviews to authors; working by phone with authors and reviewers in attempting to effect goals of the project; working with principal project coordinators at Harvard Law School and the Harvard Graduate School of Education on development of book proposals and overall publication themes.

1995-96 COMMUNITY SCHOOL DISTRICT #25, New York, NY
School/Community Task Force Facilitator

Continued work of culturally diverse Junior High School 189 community-school task force, created while working with Equity Assistance Center (see below). Extensive work with Assistant Superintendent, Junior High School Principal and Assistant Principal, teachers, students and community representatives in building a working group of school community members. Coordinated monthly meetings; developed student volunteer projects (at nursing homes, library, elementary schools, community clean-ups, etc.); coordinated newsletter publication.

1990-95 METRO CENTER FOR URBAN EDUCATION, NEW YORK UNIVERSITY, New York, NY
Senior Associate

As sole lawyer with Metro Center's federal Title IV Equity Assistance Center, was responsible for providing technical assistance to and developing plans for school districts in New York, New Jersey, Puerto Rico and Virgin Islands; regional specialist in assisting school districts in magnet school plan development, implementation, evaluation and compliance efforts (producing 100% success in securing funding assistance for school districts assisted in the FY 95 grant competition); specialist in conflict resolution and conflict resolution training. State appointed Facilitator (1990-94) in sender/receiver desegregation dispute involving Englewood, Englewood Cliffs and Tenafly (NJ) school districts. Planned substantive themes of NYU's "Brown + 40: The Promise" national conference (1994). Chaired and sat on several panels during that conference and at numerous national and regional conferences and technical assistance workshops in the areas of school desegregation; magnet school planning and funding under the federal Magnet Schools Assistance Act; mediation and dispute resolution; and sexual harassment. Trained numerous groups of educators and social service providers in mediation and conflict resolution techniques. Coordinated and led assessment teams, and drafted comprehensive reports on inter-ethnic relations in Pemberton Township, NJ school district, and on relationship between school desegregation efforts and needs of limited English proficient students in Newburgh, NY school district. Member of Chancellor's Ad Hoc Committee on Equal Educational Opportunities, New York City Public Schools (1993-95).

1991-96 PACE UNIVERSITY, Graduate School of Educational Administration, New York, NY
Adjunct Professor of Educational Administration and the Law

1991-93 NEW YORK UNIVERSITY, School of Education, New York, NY
Adjunct Professor of Education Law

Taught graduate students in educational administration, covering issues of federal and state policy, with particular emphasis on the roles of the state, school administrators, school employees, parents and students, and how those roles drive and are driven by constitutional and other legal mandates. Resolution of disputes explored in the school context.

1977-87 U. S. DEPARTMENT OF JUSTICE, CIVIL RIGHTS DIVISION, Washington, DC
Senior Trial Attorney

Working in the Civil Rights Division's Education Section and General Litigation Section, handled active litigation throughout the country involving Titles IV, VI and VII of the Civil Rights Act of l964 and Title VIII of the Civil Rights Act of 1968 (the Fair Housing Act), covering the areas of school desegregation, employment discrimination and housing discrimination. Responsibilities encompassed all phases of federal civil rights practice, including major investigations, complex discovery, negotiations, trial work and motions practice. As lead trial counsel for the United States in the landmark case of *U.S., et al. v. Yonkers Board of Education, City of Yonkers and Yonkers Community Development Agency*, was responsible for case development and presentation of trial covering over one hundred witnesses and thousands of documentary exhibits, lasting over one hundred trial days. Prepared extensive written memoranda and trial briefs, and co-authored government's brief as appellee in the Second Circuit Court of Appeals. Participated in various phases of litigation, from monitoring to briefing to active participation and appellate work, in numerous other federal civil rights cases, in Alabama (Montgomery, Marengo County, Linden City, Pickens County, Dothan, Chambers County, Lanett City); Mississippi (state-wide Higher Education case, Vicksburg, Madison County); Texas (state-wide Higher Education case; Big Spring); Arizona (Pima County Community College); Florida (Marion County); Missour (LaDue);, Massachusetts (Seekonk); California (San Diego State U.);, Connecticut (Waterbury); and New York (real estate steering litigation).

Related Boards of Directors

Member, Massachusetts Board of Education's Racial Imbalance Advisory Council, 1997-2003 (Co-Chair, 2001-03). Council provides advice to the Board through the Commissioner about policy affecting school desegregation and racial imbalance, both generally and as applied to individual districts.

BAR MEMBERSHIPS

Pennsylvania Supreme Court, 1976 (presently inactive status)
District of Columbia Court of Appeals, 1979 (presently inactive status)
United States Supreme Court, 1980

KEY SPEECHES, PROFESSIONAL PRESENTATIONS

- Chair and Presenter, Panel on Practical Issues in Magnet School Implementation, Magnet Schools of America National Conference, Long Beach, CA (2003).
- Plenary Session Chair and Facilitator, "Brown + 40: The Promise" Conference, New York, NY (1994).
- Presenter, NY State Conference on Magnet Schools, Utica, NY ("Perspective and Conflict;" "Update on Desegregation Law")(1994).
- Presenter, Nat'l Conference of National Committee on School Desegregation, Kansas City, MO, (1992).

RELATED PUBLICATIONS

- "Of Promises and Visions: *Brown* as a Gift to American Democracy," 96 *Teachers College Record* (Number 4, Summer 1995, pp. 782-98).
- "Conquering Racial Fear In Yonkers," *Gannett Westchester Newspapers* (Op-Ed, Aug.27, 1988, p. A12).
- "Dream, Perchance to Build," (Featured Speech at New Rochelle High School Graduation (June 15, 1986)).
- "To Stand As One," Speech at Ceremony Commemorating the Twenty-fifth Anniversary of the New Rochelle School Desegregation Decision (June 1, 1986).
- "Liberty and Equality: An Awesome Trust," Address to New Rochelle Federation of United School Employees (New Rochelle City School District)(April 9, 1986).
- "Working Together: A Lesson In Cooperation," *Gannett Westchester Newspapers* (Op-Ed, Dec. 16, 1985)
- "*Milliken v. Bradley*, Roadblock or Guidepost?:New Standards for Multi–District School Desegregation," 48 *Temple Law Quarterly* 966–1012 (1975).

AWARDS AND HONORS

Yonkers (NY) Branch, NAACP, Special Honoree (50th Anniversary Dinner), 1989
New Rochelle (NY) High School Distinguished Alumnus Award, 1986
Department of Justice Special Commendation Award, 1985
Assistant Attorney General's Letter of Commendation, US Dep't of Justice, 1979
Department of Justice Outstanding Performance Rating, 1984

Ann M. Southworth

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Office Telephone: (413) 886-5060

Education

1969 College of Our Lady of the Elms
- B.A. in English, French & History
- Magna Cum Laude
- Delta Epsilon Sigma Honor Society

1967-68 University of Louvain – Studies Abroad
- French, History

1970 State University of New York at Stony Brook
- **M.A.** in English

1970-75 University of Massachusetts
- Post Graduate work in English and Educ.

1976 American International College
- Post Graduate work in English

1979 American International College
- **C.A.G.S.** in Educational Administration

1988 University of Massachusetts
- **Ed.D.** in Education-Leadership & Admin.

Work Experience

2006-present **Assistant Superintendent: Chief Academic Officer, Director Project LEAD, Magnet Schools,** Springfield, MA

2002-2005 **Assistant Superintendent for Project LEAD, Succession Planning, Elementary Schools,** Springfield, MA

1998–2002 **Assistant to the Superintendent for Vocational & Technical Education**
Springfield, MA

1994-1997 **Special Assistant to the Superintendent for Special Projects**
Springfield, MA Including Principal of Roger L. Putnam Vocational Technical High School and Superintendent's Cabinet

1993-1994 **Assistant Superintendent for Instruction & Professional Development**
Springfield, MA

1990-1993 **Maternity and Personal Leave of Absence**
To research and study Down Syndrome and Neuro-Development

1986-1990 **Assistant Superintendent for Instruction and Professional Development**
Springfield, MA

1984-1986 **Principal of Classical High School** – Springfield, MA

1978-1984 **Assistant Principal of Technical and Classical High Schools** – Spfld, MA

1978 **Assistant Director of Summer School** – Springfield, MA

1970-1978 **Teacher of English and French** – Springfield, MA
Classical High School
Van Sickle Junior High School
Ursuline Academy

Certifications

Superintendent/Assistant Superintendent (All)
Principal/Assistant Principal (5-12)
Teacher of English (5-12)
Teacher of French (5-12)
Teacher of History (5-12)
Superintendent/Director of Reg. Voc. School District
Asst. Superintendent/Director of Reg. Voc. School District
Director of a Vocational High School
Assistant Director of a Vocational High School
Director of Post-Secondary Technology Program
Asst. Director of Post-Secondary Technology Program
Director of a Vocational Program
Dir. of Occ. Ed. in a Comprehensive School System
Director of Adult Technology Program

Achievements

TRANSFORMATIONAL LEADER

- Designed and developed Springfield's Project LEAD which is recognized as best practice in the nation for identifying and developing principals in pursuit of high student achievement
- Developed District Based Principal/Assistant Principal Certification Program. The first in the state to receive approval and to be credited by UMASS for 21 graduate credits.
- Developed nationally recognized Master and Exemplary Principal program to mentor new principals.
- Developed a nationally recognized Leadership Institute for current and aspiring principals.
- Led Putnam Vocational Technical High School (VTHS) through a high velocity cultural change and turned the school into a high performance organization in '94 – '00; went from 25% dropout to 6 %, 40% college placement to 62%, 12% honor roll to 22%, 6% GPA of 3.0 or higher to 17%, 2% National Honor Society members to 8%.

STRATEGIC PLANNER

- Oversaw development, design and implementation of Expeditionary Learning School, Grade 6-12.
- Oversaw design and implementation of several Federal Magnet Grants totaling $18.3 million (10.1 million for the last round).
- Oversaw the successful implementation of the Striving Readers Grant (16.5 million).
- Developed a strategic, comprehensive Pupil Progression Plan and align comprehensive K-12 curriculum that prepares all students to graduate having mastered 21'st Century skills.
- Led development of a comprehensive Succession Plan for Springfield Public Schools which is a model for Massachusetts.
- Led team to develop the system plan Blueprint for Excellence in 1989.
- Developed Putnam Strategic Plan that lead to major turnaround at Putnam VTHS 1995.

ORGANIZATIONAL LEADER

- Participated on several successful negotiating teams for both teachers and administrators.
- Lead a successful joint labor management team which negotiated an evaluation tool for the Springfield Administrators' Association.
- Designed a comprehensive STEM program to provide a pathway from grades 6-12 in science, technology, engineering and math.
- Implemented district problem solving teams that have addressed such issues as elementary time on learning, promotional policy, systemic communication.
- Implemented Total Quality Management and problem solving teams in district and at Putnam; resulted in better transition placement for all students – elementary and middle to high school.
- Establish instructional and administrative leadership teams for four high schools and developed schools-within-a-school housing systems for 9th and 10th grade, mentorship programs, strategic plans, clustering and career programs.
- Negotiated successful conclusion of Putnam VTHS Joint Labor Management Team by developing an action plan to address Putnam's immediate accreditation problem in 1994.

INSTRUCTIONAL LEADER

- Developed Springfield Public Schools Learning Center – a complete on-line database of all K-12 curriculum that is aligned vertically and horizontally and which assures that all students will be taught all the Massachusetts academic standards by graduation.
- Oversaw the expansion of Cornerstone Literacy, Expeditionary Learning model International Baccalaureate Program and Montessori into several schools.
- Oversaw development of Classroom Visit Guides to monitor Instruction, Curriculum Instruction Guides, Academic Pacing Guides, Unit Plans, and Daily Lesson Plans for all elementary and secondary core subjects.

- Provided leadership and oversight for twenty schools including elementary, middle and high schools.
- Developed and Implemented new programs: Establish Professional Development Program in Springfield; Developed system programs in Gifted and Talented, Community Service Learning K-12, Health Curriculum K-12, Develop extended Professional Development program for Putnam VTHS.
- Developed programs (school-within-a-school) to meet needs of specific students at Putnam VTHS: The Putnam Prep School, The Challenge Program, The Academy, and The Putnam Company.
- Oversaw development of educational specifications and architectural plans for several schools.

COMMUNITY LEADER

- Developed complex and coherent K-12 instructional program for an urban system.
- Worked with several multi-cultural groups and diverse community advisory committees such as Health Curriculum Advisory Committee, Rebecca Johnson Site Development Advisory Committee.
- Supervised Bilingual, Chapter I, parental groups and high school PTA's.
- Directed and participated in school business community partnership: Partnership for Excellence, Springfield School Volunteers, Springfield Educational Partnership, and United Way – Community.
- Participated on community boards and organizations: College of Our Lady of the Elms, United Way of Pioneer Valley, Pioneer Valley Girl Scout Capital Campaign – CoChair, AIC, Springfield Library and Museums, Chestnut Knoll Retirement Community, Springfield Mentoring Partnership, Pioneer Valley Montessori School, Springfield Industrial Finance Authority, City of Service Committee.

FISCAL LEADER

- Helped develop and oversee several local, state and federal budgets for the Springfield School System 1986-89; 1993-94; 2002-2008 (grants totaling over 59 million dollars).
- Developed, wrote and oversaw several state, local and federal grants 1986-2008 including the Wallace Foundation Grant for Leadership (Project LEAD, $5.5 million), two Federal Magnet Grants (totaling $18.5 million), and the Cohesive Leadership Grant ($6 million).
- Applied for and received several grants totaling approximately four million dollars for one high school over a period of six years.
- Revamped archaic and inefficient purchasing and budgeting processes in a large vocational school by benchmarking best practices in business with American Saw and Mass Mutual.

NATIONALLY RECOGNIZED LEADER IN EDUCATION

- Attended Harvard Executive Leadership Institutes
- Presented at several national conferences:
    - Wallace Foundation Annual Leadership for Learning Grantee Meeting, St. Louis, MO (2006)
    - Succession Planning, Minority Recruitment: The Wallace Foundation 4th Annual Grantee Meeting on Education: Trailblazers in Leadership to Improve Student Achievement held in Eugene, Oregon (2003)
    - National Youth Forum in Washington, D.C., "Connecting Community Service Learning and School-to-Work" (1997)
    - U.S. Dept. of Ed. National Conf.: "Educating Career and Technical Ed. Teachers: Building a New Model", Washington, D.C. (2000)
- Named 2000 "Woman of the Year" by the Women's Partnership, Springfield Chamber of Commerce.
- Published author
    - Boston, Bruce O., Kinsley, Carol W., Southworth, Ann M. (Sept., 1999). "Service-learning: An Educational Strategy for Preventing School Violence," Denver, Co: Educational Commission of the States.
    - Southworth, Ann M. (fall, 1999). "Effects on School Violence." "Service Learning Benefits Our Schools," *State Education Leader*. Vol. 17, No. 3, pp. (Adapted from "Service Learning: An Educational Strategy for Preventing School Violence.")

Kathe Pikaard Harbour

(b)(6)

Education:

2003: **Masters of Education, Curriculum and Instructional Technology**
Framingham State College, Framingham, MA
1980: **Bachelors of Arts, Psychology**, University of Texas at El Paso
1973: Westtown Friends School, Westtown, PA

Certifications:

2009: Commonwealth of Massachusetts Certification as Assistant Superintendent/ Superintendent
2003: Assistant Principal/Principal Grades 5-9
1996: Commonwealth of Massachusetts Teaching Certification, Social Studies – Grades 5-9
1995: Youth and Family Mediation Counselor, Center for Human Development, Springfield, MA

Specialized Trainings:

- *Project LEAD Educational Administrator Certification Program*, Springfield Public Schools
- *Families First Parent Education Training:* Wheelock College, Cambridge, MA
- *Family and Youth Mediation Training:* Center for Human Development, Springfield, MA
- *Parent Mediation Training:* Springfield Public Schools and Center for Human Development
- *Family Support Program Academy:* United States Army Reserve Command, Nashua, NH
- *Computer Skills:* I am experienced working on both Mac and PC platforms and proficient in the use of Microsoft *Word*, *Publisher*, *Excel* and *PowerPoint*, Macromedia's *Dreamweaver* and *Fireworks* used for web design, Adobe *Photoshop*, and *Adobe Creative Suite* for Mac and PC

Employment History:

July 2005 – Present:
Manager of Magnet Program Development and Outreach – Springfield Public Schools

- Program Development Responsibilities include:
  - Work with school principals and district administrators to develop strategic plans that tie grant and school improvement goals;
  - Work with magnet school administrators and staff to monitor program implementation through developing theme-based, school-specific self-assessment protocols;
  - Supervise work of Magnet Resource Teachers in the areas of documenting progress towards meeting Magnet goals and objectives set forth in approved application;
  - Coordinate and lead monthly staff meetings of MSAP Resource Team;
  - Work collaboratively with consultants at each school to ensure alignment of district, Magnet and theme-specific curriculum and professional development;
  - Work directly with magnet schools and Department of Research and Accountability to obtain all information related to annual performance report.
- Outreach responsibilities and efforts include:
  - Supervise the development of individual school recruitment plans that align with district timelines and goals;
  - Develop print material for Magnet program and district schools (High School Choice Book, Student Handbook, etc.)
  - Work with Magnet program director and individual Magnet Schools to develop collaborations with community agencies and institutions of higher education;
  - Lead focus groups of staff, students and parents to garner information to support program implementation and ensuring alignment with school-specific parent and community goals;
  - Produce radio and TV commercials on Magnet program and individual schools;

- Coordinate annual Magnet Schools Fair and recruitment events throughout the city including school-based Open Houses and theme-based activities;
- Communicate with business community (e.g. local realtors, Chamber of Commerce, etc.) to provide written information and/or personal presentations;

- Additional duties and responsibilities include:
  - Work closely with Assistant Superintendent of Schools, Dr. Ann Southworth on projects, activities and events as requested;
  - Work closely with the Magnet director in all aspects of program management;
  - Work closely with district student assignment staff to develop student assignment policies and procedures for Magnet school admissions;
  - Serve on district committees and task forces, including Communications Task Force, Intervention Sub-Committee of Academic Director's Team, and EL Steering Committee;
  - Produce publications for the school system, e.g. Schools of Choice books that provide information on each of the public schools in our district.
  - Authored parent section of Student Code of Conduct handbook providing suggestions on ways parents can support district efforts to improve student academics, attitudes and behaviors.

January 1999 to July 2005:

Magnet Schools Assistance Program Recruiter – Springfield Public Schools

- Responsible for producing materials to inform public of the programs in our federally supported Magnet schools including:
  - Produce print media such as individual school brochures, newsletters, flyers and advertisements for local newspapers;
  - Preparation and presentation of materials to enhance community awareness of Magnet schools such as newspaper flyers, brochures distributed at Parent Information Center, etc;
  - Produce, edit and write program newsletter for distribution throughout the district;
  - Designed, produced and maintained Magnet program website;
  - Produced videos on Magnet program, Montessori and IB schools.
- Collaborated in writing of $10 million Magnet Schools Assistance Program grant for the 2004-07 school years with Magnet director. Responsibilities included:
  - Working collaboratively with district and schools to research and develop grant budget.
  - Authoring Parent Involvement Section, Management timeline, Budget and Resources, Commitment and Capacity sections.
  - Supported grant partners and collaborating institutions in developing partnership agreements.

September 1996 - August 2000:

Coordinator of Even Start Family Literacy Program – Springfield Public Schools

- Responsible for administration of all aspects of the Even Start Family Literacy Program, including:
  - Writing continuation grants for program years 1997/1998, 1998/1999 and 1999/2000;
  - Supervise school department staff employed to work with Even Start;
  - In charge of all aspects of yearly local, state and federal evaluations including coordinating quarterly meetings with program evaluator;
  - Coordinate professional development and program activities between adult education staff from the Springfield Library Association, early childhood staff, pre-school screening and evaluation team, and SPS staff, planning and chairing twice monthly staff meetings;
  - Designed and conducted twice-weekly parent education workshops for adult learners and worked with local consultants to support family development concerns;
  - Served as liaison with business office of SPS, Library finance department, state and federal oversight agencies on all fiscal issues related to the grant;
  - Established partnerships with community agencies to provide social service or work-related support for Even Start families;

March 1995 - August 2000:
Family Development Specialist – Springfield Public Schools
Responsible for

- Developing and producing inter-active family development workshops e.g., parenting skills, family mediation techniques, helping children achieve success in school, managing finances, helping with homework, etc.
- Trained parent volunteers to lead family workshops and serve as part-time support for the Parent Information Center during peak registration seasons.
- Additional responsibilities as below.

October 1991 – August 2000:
Community Outreach Worker/Parent Involvement Specialist -- Springfield Public Schools

- Served as the school department liaison for the Springfield Parent Advisory Network, a citywide organization sanctioned by the Springfield School Committee, and composed of elected representatives from each of the Parent Teacher Organizations (PTO's) in the city;
- Liaison between all school PTO's, citywide Parent Advisory Councils and School department;
- Developed and led workshops and seminars on parent involvement,
- Produced monthly newsletter for Parent Information Center that was distributed to all students in the public schools, as well as monthly parent involvement calendars and flyers for parent events.
- Authored parent involvement section of grade level curriculum guides for parents.
- Developed generic by-laws for school PTO use, as well as other materials to support executive board members of individual school PTOs;
- Provided support to SPS and Director of the Parent Information as requested.
- Coordinated all aspects of the annual Schools of Choice Fair from 1992 through 2002
- Organized teams of staff and parent volunteers to conduct registration at community sites throughout the city during the early registration period each year;

September 1990 – 1991: *Substitute Teacher:* Springfield Public Schools
April 1979 – January 1980: *Financial Officer:* Ft. Bliss Federal Credit Union, El Paso, Texas
April 1977 – March 1978: *Government Service Employee:* Heidelberg, Germany Accounting Auditor: Teacher Back Pay office.

Public Speaking Engagements:

April 2005:

- *From Soup to Nuts: Magnet Schools Implementation in the Real World.*
  Magnet Schools of America National Conference, Miami, FL

April 2003:

- *Future Leaders Panel: The Implications for Magnet Schools of the NCLB Act.*
  Magnet Schools of America National Conference, Long Beach, CA.
- *The Obstacles for Successful Implementation of Magnet School Programs.*
  Magnet Schools of America National Conference, Long Beach, CA.

Volunteer History:

- Family and Youth Mediation Counselor: Center for Human Development, 3/95 to 2000.
- Parent Connection Co-chairperson: SABIS International Charter School, 9/95 – 8/97.
- 405th Combat Support Hospital Family Support Group Chairperson, 9/95 - 9/97.
- 173rd Medical Group Family Support Group Chairperson, 12/90 – 9/91.
- Springfield Parent Advisory Network: Executive Board member, 9/90 – 10/91.
- Alice Beal Elementary School: PTO President and member of SCDM Team, 9/89 – 10/91.
- Well Baby Clinic Co-chairperson, William Beaumont Army Medical Center, 1/80 – 5/81.
- Alumni Representative: Westtown Friends School, 10/73 – 5/93.

Lydia E Martinez

(b)(6)

(b)(6)
(413) 787-7024 Business
(b)(6)
martinezl@sps.springfield.ma.us

Objective

To continue working in the field of Education in an administrative capacity

Experience

12/2009- Present, Springfield Public Schools, Springfield, MA

Chief Schools Officer Zone 3

- Senior Leadership Team
- Instructional Leadership Team
- Supervise 12 Secondary Schools and ensure district policy implementation
- Monitor student achievement and Interventions
- Professional Development
- National Institute for School Leaders- Participant
- Co-Director Secondary Pupil Progression Policy

4/2008- Springfield Public Schools, Springfield, MA

Senior Administrator for Leadership Continuum

- Senior Leadership Team
- Instructional Leadership Team
- Liaison to Department of Elementary and Secondary Education for Learning walks, District plan for School Interventions and ELL state initiative.
- Professional Development

8/2004- 4/2008 Chestnut Accelerated Middle School, Springfield, MA

Principal

- All administrative duties associated with running an urban middle school
- Teacher professional development
- Member of a variety of academic committees and community based organizations
- Adult Education program in the evenings
- Spanish GED program in the evenings

2/2003 – 7/2004 High School of Science and Technology, Springfield, MA

Assistant Principal

- School wide attendance including appeals
- School Improvement Committee
- Small Learning Communities
- Scheduling
- In House Suspension room and Civility room
- Teacher Evaluations
- Professional Development for Teachers

11/2002 – 2/2003 Forest Park Middle School, Springfield, MA

Principal - Internship through the LEAD program

- Student Discipline
- Student Attendance
- School Improvement Committee
- Professional Development for Teachers

10/1996– 11/ 2002 Forest Park Middle School, Springfield, MA

Teacher

- Foreign Language, Eighth Grade 1996 – 2002

Education

2005- Present University of Massachusetts Amherst, MA

- Ed. D, Educational Policy, Research and Administration

7/2007 – Present Harvard Excel Leadership Institute Boston, MA

2001 – 2004 Westfield State College Westfield, MA

- Certificate of Advanced Graduate Studies (CAGS), School Principal

1996-1999 Elms College Chicopee, MA

- MAT, Education and Spanish

1983–1986 Westfield State College Westfield, MA

- Bachelor of Science, Business Management

Community Service

2006 – Present Latino Breakfast Club/STCC Springfield, MA

- Hostos Scholarship Committee for Latino Students

6/2006-Present Community Foundation of Western MA Springfield, MA

- Scholarship Committee
- Grants Committee

9/2009–Present Springfield Public Schools Springfield, MA

- Student Mentor

References

Upon Request

DENISE L. PAGAN-VEGA, Ed.D.
Assistant to the Superintendent
Springfield Public Schools

EDUCATION

Doctor of Education	Dowling College Educational Administration Long Island, New York	2001
Masters of Science	City University of New York Urban Affairs New York, New York	1982
Bachelors of Science	William Paterson University Social Sciences Wayne, New Jersey	1978

PROFESSIONAL QUALIFICATIONS

- Developed and coordinated extensive education training programs at the university level.
- Served as liaison between government, social service and educational agencies.
- Developed extensive policy procedures, which resulted in programmatic changes.
- Provided extensive individual vocational counseling to undergraduate and graduate students.
- Excellent analytical, research marketing and writing skills.
- Fully bilingual in English and Spanish

EMPLOYMENT HISTORY

2006 to the present: Assistant to the Superintendent of Schools
Springfield Public Schools, Springfield, Massachusetts

- Design and implement a series of actions to integrate No Child Left Behind (NCLB) with Culture of Achievement goals and engage all stakeholder groups with implementation. Review and reorganize all data delivery systems to maximize use of data and improvements in targeted instruction. Develop a Latino/Hispanic community members' partnership with the Superintendent to improve communication necessary to ensure academic success for all of our students. Represent the Superintendent in meetings within the district and throughout the United States.

1997 to 2006: Assistant to the Undersecretary of Education
Office of the Undersecretary, Puerto Rico Department of Education

- Plan, organize, supervise, and coordinate the development of an assessment system that ensured the compliance of the Puerto Rico Department of Education with legislation approved by United States Department of Education (USED) and receipt of federal funding previously withheld. Responsible for submission of quarterly reports to the USED to ensure compliance of work under the conditions agreed to by the Puerto Rico Department of Education and the USED. Work closely and maintain effective communication with the Federal Department of Education, agencies, and offices. Work and follow-up on the recommendations that would result in the improvement of measurement of academic programs and of student's academic progress. Make recommendations for public policy implementation. Represent the Secretary and Undersecretary of Education of Puerto Rico in meetings within and outside of Puerto Rico. Serve as Acting Undersecretary of Education when necessary. Participated as a Peer Reviewer for the USED.

1993 to 1997: Planning Director, Educational Reform Institute, Puerto Rico Department of Education

- Collaborated in the implementation process of the community schools that ultimately resulted in all public schools becoming community schools. Conducted orientations to school directors, personnel and community at large regarding Act 18, for the Development of Community Schools. Designed, coordinated and followed-up on statistical information of students and school personnel for which has been the cornerstone in the development of a management information system.

1992 to 1993: Planner - Planning Office Municipality of Bayamón

- Responsible for the preparation and submission of proposals to obtain federal funds through the Department of Housing and Urban Development (HUD) to ensure compliance with the federal requirements. Obtained information on federal funds available. Prepared reports to submit to HUD to substantiate what the municipality had done to meet housing needs. Conducted research, analyzed data and made recommendations for the development of the infrastructure of the Municipality.

1990 to 1992: Assistant to the Governor's Special Aide in Infrastructure
La Fortaleza, San Juan, Puerto Rico

- Coordinated and followed-up with government agencies design, development and construction of infrastructure to ensure timely implementation of the plans. Analyzed program plan of the respective agencies involved in the infrastructure, and implemented plan of action according to the Governor's recommendations. Followed-up on the recommendations of the proposed and approved plans. Coordinated efforts to obtain permits for the realization of program goals. Collaborated in the solution of problems that affected the proposed goals.

1985 to 1989: Program Counselor, (4C's) Community Coordinated Childcare Development Council, San José, California

- Identified and researched available childcare resources in Santa Clara County that would assist clients in childcare decisions. Worked closely with public assistance clients, childcare agencies and intergovernmental organizations. Interfaced with computer/data-based resources in the identification of childcare locations to meet the needs of the clients. Conducted childcare orientation for GAIN clients.

1980 to 1981: Market Research Analyst, Airwick Industries, Teterboro, New Jersey

- Initiated and developed comprehensive market research projects to promote new and/or existing line of nationally known consumer products that would ultimately be put in the market. Analyzed and prepared extensive consumer target analysis to determine impact of product introduction to target areas. Worked with advertising agents, product managers and chemists in conducting studies on the measurement of consumer satisfaction of current nationally recognized consumer and future products. Arranged with national market research firms to screen consumers to test market products. Conducted consumer product user interviews and surveyed consumer satisfaction. Organized focus groups (5 to 10) to discuss satisfaction, product usage, pricing, etc. Upon specified product consumption, consumer satisfaction was measured as to product aesthetics, pricing, product improvement, etc. Test marketed current and store advertising strategies (i.e. television commercials, newspaper/magazine ads) with targeted focus groups and individual consumers.

1978 to 1980: Job Developer /Outreach Worker, Department of Human Resources, Paterson, New Jersey

- Established and coordinated educational / training skills that resulted in meeting students educational needs. Counseled students, families and community to facilitate information, which would enable them to continue their education and enhance their employability skills. Served as a labor representative to mediate labor/management grievances.

1975 to 1978: Coordinating Counselor, William Paterson University, Wayne, New Jersey

- Developed and initiated major research for the revision of policy/procedural changes to take place in academic and student services. Exercised professional counseling skills that identified the resource needs of the general collegiate student body.

Thaddeus S. Tokarz

(b)(6)

OBJECTIVE

To acquire the challenging position of Central High School's **Principal,** where my past achievements, experience, education, and strong work ethic will be fully utilized in a creative and productive manner.

EDUCATION

Certificate of Advanced Graduate Studies in Special Education
AMERICAN INTERNATIONAL COLLEGE
Springfield, Massachusetts (December, **2002**)

Masters of Education
AMERICAN INTERNATIONAL COLLEGE
Springfield, Massachusetts (December, **1997**)

Bachelor of Arts in American Studies and History
BRANDEIS UNIVERSITY
Waltham, Massachusetts (May, **1995)**

CERTIFICATIONS

Massachusetts Certification in **Principal/Assistant Principal (9-12)**	**Prof**
Massachusetts Certification in **Principal/Assistant Principal (5-9)**	Prov
Massachusetts Certification in **Principal/Assistant Principal (PreK-6)**	Prov
Massachusetts Certification in **Special Education Administration** (All Levels)	
Massachusetts Certification in **History** (5-12)	Prov/Adv
Massachusetts Certification in **Social Studies** (5-12)	Prov/Adv
Massachusetts Certification in **Special Education** (PreK-12)	Prov/Adv
Connecticut Certification in **Administration**	Provisional
Connecticut Certification in **Special Education**	Provisional

EXPERIENCE

Principal, Springfield Central High School
Springfield Massachusetts; Responsible for the safe and productive operation of Springfield Central high School.

2002-present

Assistant Principal, Springfield Central High School
Springfield, Massachusetts; Responsibilities Include: Educational Leader, Teacher Evaluations, Chairman of the N.E.A.S.C. Accreditation Committee, Teacher and Student Recruitment, 180-Day Teacher Program, New Teacher Mentor Program, Athletic Director, L.A.C.E.S. Program, AmeriCore Program, Assistant Program Director for Children with Special Needs, Code of Conduct Implementation, Final Exam Schedule, Assignment of Teacher Duties, Lego Maniacs Robotics Program, Data Analysis, Project L.E.A.D.

1999-2002

Special Education Teacher, Elias Brooking School
Springfield, Massachusetts; Responsible for developing and implementing Individual Education Plans for mainstreamed and self-contained special education students.
* Nominated for Springfield's *Teaching Excellence Award*
* Participant and contact person for Springfield's *MCAS after school program*

Related Experience 1999-present

Publisher: *Western Mass Sports Journal: The Magazine*
Board of Directors South End Community Center
Member of Griffin's Friends Charity Organization
Commissioner Our Lady of the Holy Cross Basketball Camp

Westfield State College, Assistant Varsity Basketball Coach
Ironman Triathlon Finisher, Lake Placid, NY, July 28, 2002
Boston Marathon Finisher Boston MA, April 19, 2004

REFERENCES Available upon request

Cheryl L. DeSpirt
P.O. Box 916
Agawam, Massachusetts, 01001
Phone: (413) 786-7316
Email:despirtc@sps.springfield.ma.us

SUMMARY

- Accomplished secondary level educator and administrator with 21 years experience with urban youth in public school and community settings.

EXPERIENCE

CITY OF SPRINGFIELD (MA) PUBLIC SCHOOLS
Van Sickle Middle School, 1170 Carew Street, Springfield, MA 01104

- **PRINCIPAL** 7/1/2000 – present

Administrative Accomplishments:

- Opened a newly renovated urban middle school facility with a student population of 1100, grades 6-8, in September of 2001.
- Maintained communication with building architects, school building commission and district level public school staff regarding all decisions relating to school renovation.
- Decided furniture and equipment expenditures and placement for new facility.
- Expended $750,000 in textbooks, supplies and materials for new facility.
- Developed and implemented a school instructional plan for new middle school program.
- Recruited and retained highly qualified staff of over 150 individuals, including administrative and student support team, classroom teachers, clerical and custodial personnel.
- Led faculty in team building and professional development activities to create a positive school climate ready to accept students.
- Developed school master schedule, including formulating teaching assignments for all faculty members and class schedules for all students.
- Created a literacy-based teaching and learning atmosphere in response to student achievement data.
- Endured new middle school's compliance with district and state level educational mandates.
- Brought school community through process of creating School-Centered Decision Making Team (school council), Parent-Teacher Organization, Student Council, etc.
- Maintained summative evaluations for all faculty members, formatively supervised and mentored faculty utilizing techniques from "*Research for Better Teaching,*" "*The Effective Teacher*," and "*Developmental Designs for Middle Schools.*"

Related Experiences:

- Master Principal Mentor, Wallace Reader's Digest Foundation Project LEAD, Springfield Public Schools,, 2004 – present.
- Member, Staff Allocation Committee, Springfield Public Schools, 2005-2006.
- Member, University of Pittsburgh Institute for Learning Principal Think Tank, 2003-2004.
- Member, Principal Advisory Committee, Wallace Reader's Digest Foundation Project LEAD grant, Springfield Public Schools, 2001 – present.
- Member, Springfield Public Schools Mathematics and Science District Plan Task Force, 2002.
- Member, Principal Evaluation Committee, Springfield Public Schools, 2001 – 2002.

- Instructor, "Curriculum Methods and Programs in Urban Education: Reflecting on Educational Practice through Research," *180 Days in Springfield* graduate course, University of Massachusetts Amherst EDUC 755, spring 2001, 2002.

CITY OF SPRINGFIELD (MA) PUBLIC SCHOOLS
Chestnut Accelerated Middle School, 355 Plainfield Street, Springfield, MA 01107

- **ASSISTANT PRINCIPAL**, Student Support Services, 8/98 – 4/01.
- **ACTING PRINCIPAL,** 1/98 – 8/98.
- **ASSISTANT PRINCIPAL**, 7/1/96 – 1/98.
- **ACTING ASSISTANT PRINCIPAL**, 11/94 – 6/30/95, 8/20/95 – 6/30/96.
- **SCIENCE DEPARTMENT CHAIRPERSON,** 9/91 – 10/94.
- **INTERIM GUIDANCE COUNSELOR,** 9/92 – 10/94.
- **SCIENCE LABORATORY SPECIALIST**, 9/92 – 10/94.
- **SCIENCE CLASSROOM TEACHER**, 1/88 – 6/92.

Administrative Accomplishments:

- Operated a 900 student urban middle school as the Acting Principal during the transition to a new physical plant.
- Co-created a transition plan to move a working middle school to a new physical plant, including developing protocols for furniture and equipment.
- Improved and maintained the school master-schedule.
- Coordinated standardized testing including administration of MCAS.
- Led faculty members in analysis and discussion of 1998 and 1999 MCAS results.
- Supervised a faculty and staff of over 100.
- Assisted the principal with school-based expenditures.
- Secured more than $100,000 Massachusetts Department of Education grants as part of a school-based grant writing team.
- Led a faculty in the Accelerated Schools philosophy of school reform.
- Assisted in the coordination of *180 Days in Springfield* partnership with Springfield Public Schools and University of Massachusetts Amherst as part of the professional development school committee.
- Presented *"Moving Toward the 21st Century: A Timeline for Change"* at the first annual Accelerated Schools Annual Conference, 1996.

Related Experiences:

- Member, "District Learning Team," Springfield Public Schools collaboration with University of Pittsburgh Institute for Learning 1999 – 2000.
- Research Liaison, 180 Days in Springfield project in its collaboration with National Council of Accreditation of Teacher Education (NCATE) to field test NCATE's Professional Development Schools Draft Standards, 1998 – 2000.
- Instructor, "Curriculum Methods and Programs in Urban Education: Reflecting on Educational Practice through Research" *!80 Days in Springfield* graduate course, University of Massachusetts Amherst EDUC755, spring 1999, 2000, 2001.
- Educational Consultant/Evaluator, "Learning Together Grant, Chestnut St. Middle School, Puerto Rican Cultural Center, Springfield Public Schools Parent Information Center, 1994, 1995.
- Chairperson, School Centered Decision Making Team (School Council), 11/94 – 6/95.
- Secretary, Parent Teacher Organization, 9/93 – 9/94, Chestnut St. Middle School.
- Coordinator, Chestnut St. Middle School Science Fair, 1991 – 1995.
- Member, Middle School Science Curriculum Revision Team, Springfield Public Schools, 1992 – 1993

- Core Training Group Educator, Mediation and Non-Violence Curriculum, Garvey Communications Associates, Dispute Resolution Services and City of Springfield, 1991.
- Mediation Trainer, Chestnut Middle School Teachers, 1992.
- Coordinator, Discipline Committee, Chestnut St. Middle School, 1991.
- Member, Edna McConnell-Clark Interdisciplinary Teaching Team, Chestnut St. Middle School, 1989-1992.

EDUCATION:

Awarded in 2001, **C.A.G.S., Teacher Education and Curriculum Studies**, University of Massachusetts Amherst.
1993-1995, C.A.G.S. program, Educational Administration, Westfield State College.

Awarded in 1992, **M.A., Counseling Psychology**, Westfield State College.

Awarded in 1987, **B.S., Biological Science, B.A., Psychology.** Westfield State College, Magna Cum Laude.

Certification: Commonwealth of Massachusetts #279669
School Principal – (Pre-K – 6) (5 – 9) (9 – 12)
Supervisor/Director (All)
Biology (5 -9) (9 – 12)
General Sciences (5 – 9) (9 – 12)

PROFESSIONAL SOCIETIES:

- Phi Delta Kappa, University of Massachusetts, Chapter 0153, inducted 1992
- Massachusetts elementary school principal Association
- Massachusetts secondary school administrators

OTHER WORK EXPERIENCE:

- **Site Director,** Massachusetts *Department of Education MCAS Summer Retest Program*, summer 2004, 2005, 2006.
- **Consultant/Trainer, Peer Leadership Program**, spring 1992 – 2001, *Department of Urban Education and Minority Affairs,* Westfield State College, Westfield, MA.
- **Lead Program Instructor,** summer 1990, 1991, 1993, 1994, *New North Citizen Council Summer Youth Employment and Training Program*, Springfield, MA.
- **Unit Teacher, Children's Psychiatry,** 6/89 - 9/89, *Baystate Medical Center*, Springfield, MA.

SPECIAL VOLUNTEER WORK:

- Translator, WGGB – TV 40, News Special *"From Here to El Salvador,"* 4/92.
- Pledge Center Coordinator, Western Massachusetts *"Jerry Lewis Labor Day Telethon"* for Muscular Dystrophy Association, 1989 - 1994.

REFERENCES:

Available upon request.

Springfield, MA 01119
(b)(6)

Andrea C. Lewis

Objective

Seeking a position in education leadership as a Principal at the middle or high school level. Looking for a supportive atmosphere that allows for growth, professional development and improvement toward school-wide academic achievement. An environment that welcomes community, as well as parental involvement is ideal.

Accreditations

Licensure: Massachusetts – Initial stage. Levels (5-9) (9-12) Principal/ Assistant Principal

Licensure: Massachusetts – Professional stage. Levels (5-9) (9-12) History

Education

Master of Education, Education Administration
[Class of 2001] American International College Springfield, MA

Bachelors of Arts, History
[Class of 1996] Westfield State College Westfield, MA

Professional Experience

Principal
[July 2008 – Present]
STEM Middle Academy, Springfield Public Schools
Springfield, MA

- Establishes and maintains a highly, interactive learning environment
- Designs and manages the processes conducive to learning
- Responsible for implementing all aspects of identified Magnet Program commitments
- Responsible for managing school personnel and facilities

Professional Experience

Interim Principal
[December 2007 – Present]
High School of Commerce, Springfield Public Schools,
Springfield, MA

- Reestablished and maintained a learning environment of high standards and academic rigor
- Designed policies and procedures that are conducive to a quality learning environment

- Maintained open communication between staff, students, parents and the community
- Worked collaboratively with district senior management, content area directors, building principals and in-house leadership
- Responsible for identifying Staff Professional Development activities
- Served as faculty Instructional Leader

Assistant Principal
[September 2005 – December 2007]
High School of Commerce, Springfield, MA

- Served as building test coordinator
- Provided a strong program of behavioral expectations and character development
- Explored, assessed and implemented educational concepts that enhance teaching and learning.
- Ensured a variety of strategies to be used to help students succeed.
- Participated in professional development activities to enhance personal leadership skills

Leadership for Educational Achievements in Districts
(Project LEAD – Cohort 1)
[Class of 2005] Springfield Public Schools, Springfield, MA

Full Time Teacher
[September 1998 – June 2005]
Springfield High School of Science and Technology
Springfield, MA

- Exposed students of various grades to History lessons for diverse learning abilities in the areas of World History, U.S. History, Latin American History and African American History.
- Proctored students taking the Massachusetts Comprehensive Assessments Systems.
- Maintained high levels of expectation for behavior and performance from all students.
- Acted as a team player in various roles such as acting assistant principal and committee member to achieve school accreditation.

Education Coordinator
[January 2004 – June 2005]
Dunbar Community Center, Springfield, MA

- Conducted needs analysis for children in after-school program.
- Recruited, interviewed and supervised tutors and peer instructors.
- Designed and implemented programs acquired through awarded grants.
- Prepared evaluations for children and staff members, monitoring behavior and job performance.

Instructor
(September 2004 – December 2005)
Springfield Technical Community College, Springfield, MA

- Created and administered an on-line course.
- Mastered use of computer program to teach and communicate with students and institution.
- Adapted various methods of evaluation of student achievement in the absence of personal contact.

References Provided upon request.

Awards received Nominated Who's Who Among America's Teachers 2004 and 2005

Westfield State College, Department of Education Award of Academic Achievement

Ira Brown

(b)(6)

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Education:

Candidate Doctor of Education, Nova Southeastern University, Fort Lauderdale, FL
Certificate of Advanced Graduate Study in Educational Administration and School Leadership, Bridgewater State College, Bridgewater, MA, January, 1996
Masters Education in Secondary School Administration, Providence College, Providence, RI, May, 1979
Masters of Arts in Teaching Biology, Rhode Island College, Providence, RI, May, 1975
Bachelor of Arts in Biology, Rhode Island College, Providence, RI, June, 1970

Professional Experience:

October 17, 2007-
Present: Principal, Springfield High School of Science & Technology, Springfield, MA

*Lead the supervision and instruction of 1278 students and 177 certified and non-certified staff
*Restructured school from a traditional four-year high school to four wall-to-wall STEM Academies based upon the guidelines of Federal Magnet Assistance Program Grant
*Established Professional Learning Communities
*Lead professional development activities for faculty and staff
*Assisted in the development of district wide credit recovery program
*Serve on district-wide principals' advisory committee to the assistant superintendent of schools
*Hire professional and non-professional staff

July 1, 2006-
June 30, 2007: School Business Administrator, Mashpee Public Schools, Mashpee, MA

* Manage, analyze and review appropriation budget, revolving accounts and grant funds
* Assist superintendent in budget preparation
* Supervise payroll and accounts payable functions
* Administer regular day and special education transportation
* Supervise facilities director, food service director and technology director
* Participate in impact bargaining with custodial union and support personnel
* Prepare End-of-Year DOE financial report
* Present monthly budget report to school committee
* Presented initial FY'08 budget to town officials

July 1, 1999-
June 30, 2006: Principal, Mashpee High School, Mashpee, MA

* Led the supervision and instruction of 1000 students and 125 professional and non-professional staff
* Led Mashpee High School to Initial Accreditation from NEASC

* Developed curriculum based upon student assessment results
* Reorganized the school into three distinct houses
* Established professional learning communities
* Initiated an alternative program for students in grades ten through twelve based upon computer assisted instruction
* Led professional development activities for faculty and staff
* Hired all professional and non-professional staff
* Participated in the creation and development of the Mashpee Public Schools Strategic Plan
* Demonstrated high visibility in the school community

August 1, 1996-
June 30, 1999: Principal, William E. Tolman Senior High School, Pawtucket, RI

* Led the supervision and instruction of 1200 students and 104 certified and non-certified staff
* Decreased the annual dropout rate from ten percent to 7.5 percent
* Led the development and implementation of Integrated Academic Teams for at-risk ninth grade students
* Led renovation efforts of main office and science labs
* Chaired a district-wide action planning team for the design of a new professional development model

October 3, 1994-
July 31, 1996: Assistant Principal, Davisville Middle School, North Kingstown, RI

September, 1971-
September, 1994: Science Teacher, Woonsocket, High School, Woonsocket, RI

Ancillary Experiences:

Visiting Team Chair for NEASC decennial evaluation of three different high schools 2004, 2005, and 2006

Fact finder for the Massachusetts Department of Education at Putnam Vocational Technical High School, Springfield, MA October, 2002

Science Department Chair, Woonsocket High School, Woonsocket, RI

Athletic Director, Woonsocket Education Department, Woonsocket, RI 1991-1994

Director, National Youth Sports Project, Boston College, Chestnut Hill, MA, Successfully wrote $50,000.00 federal grant for health education for children ages ten to sixteen to enroll in this summer program in1988 and 1989

Assistant Track Coach, Boston College, Chestnut Hill, MA 1986-1990

Head Men's Track and Cross Country Coach, Bryant College, Smithfield, RI 1985-1986

Dennis Vogel

(b)(6)

Education

Ed.D School Psychology	1990 University of Massachusetts, Amherst, MA. American Psychological Association (APA) approved program. Dissertation topic: A Predictive Model of Adolescent Pregnancy Risk: A Black-White Comparison
School Psychologist	1987 University of Massachusetts, Amherst, MA. ICC, NASDTEC, and NCATE approved program. National certification (NASP)
M.Ed. Counseling	1975 University of Massachusetts, Amherst, MA.
Special Education	1972 University of Southern California, Los Angeles, CA.
B.A. Psychology	1970 California State University at Long Beach, Long Beach, CA.

Employment Experience

Educational Leadership Consultant: Class Measures Group and Springfield Public Schools. June 2005 to present. Lead and wrote the five-year recertification visits and reports required by law for Charter Schools in both New York and Massachusetts. In Springfield, assisted administrators in the design and implementation of alternative school programs through mentoring and modeling effective leadership strategies.

School Designer for Expeditionary Learning Schools (EL). November 2005 to 2007. Responsible for supporting administrators and teachers in two Expeditionary Learning sites in developing the core EL principles.

Executive Officer of Intervention Services: Springfield Public Schools, Springfield, MA. October 2002 to March 2005. Responsible for the support and evaluation of principals in charge of under-performing schools (NCLB) and for coordinating technical assistance for Schools-In-Improvement (SII). Duties include reviewing with the principal and appropriate persons at SII; school improvement plans, benchmark data, grant applications, curriculum, instruction and professional development. Training and monitoring of the School Improvement Plan (SIP) process of all SII schools and designing district intervention resources to impact SII needs.

Director of Alternative/Collaborative Programs: Springfield Public Schools, Springfield, MA. July 1996 to October, 2002. Developed a 125 student single site alternative program into a six site 750 student alternative program with a national reputation. Duties include creating the capacity within the school system to educate students who have academic, behavioral, or legal difficulties. Developing community and school partnerships which positively impact both the student and the community have been particularly successful.

Supervisor of Guidance: Springfield Public Schools, Springfield, MA. December 1994 to July 1996. Responsible for the supervision of secondary guidance and adjustment counselors and for developing and implementing programs and strategies for out-of-mainstream students. Duties: conduct and/or oversee 30-day suspension hearings, conduct appeals of 30-day suspensions, develop and supervise programs for drop-out and incarcerated youth, organize and provide in-service training for guidance personnel.

Assistant Principal: Putnam Vocational Technical High School, Springfield, MA. September 1987 to December 1994. Responsible for the vocational and academic education of an urban 1600 student high school. Duties: recruitment and evaluation of faculty, director of guidance services, director of school discipline, coordinator of scheduling and developer of new programs and grant writer.

Teaching Assistant: University of Massachusetts, Amherst, Massachusetts. February 1989 to May 1989.Taught graduate classes in psychological assessment and statistics.

Director of Guidance Services: Putnam Vocational High School, Springfield, Massachusetts. September 1984 to September 1987. Developed and coordinated a comprehensive counseling and guidance program including personal, group, family, substance abuse, and suicide interventions.

Learning Center Coordinator: Springfield Public Schools, Springfield, Massachusetts. September 1977 to September 1984. Developed remediation programs for students with educational and emotional deficiencies (I.E.P's. 502.1-502.4). Student population included ADD, LD, EH, and Autism

Teacher of Special Education: Los Angeles City Schools, Los Angeles, California (3 years) and Springfield public Schools, Springfield, Massachusetts (5 years).December 1969 to September 1977. Taught the four core subjects to students labeled Educable Mentally Retarded.

Certifications

Special Education: MA DOE	56Q
Guidance Counselor: MA DOE	76Q
School Psychologist: MA DOE	75L
Superintendent/Director: MA DOE	AC1, 81T

Organization Affiliations

American Psychological Association
National Association of School Psychologists
Autism Society of America
ASCD

Presentations and Publications

"Springfield College Collaboration with Springfield public Schools and Neighboring Community", Peabody Journal of Education Special Edition, Spring 2000.

"Is it the Student's Fault? A Structural Model of Teacher-Student Aggression" poster session submission accepted for the Society for Research On Adolescence, April 2002.

"Service Teams as an Entry Point for Collaborations", presented as Harvard University School of Education, Boston, August 2001.

"Resilience in the Schools", presented at Smith College School of Social Work, Northampton, June 2001.

"Belief In and Use of a Questionable Technique, Facilitated Communication, For Children With Autism". Psychological Reports, 1994, 459-464.

"Where Have All the Violent Children Gone", presented at the American Psychoanalytic Association Conference, New York, December 17, 1999.

"Springfield College Collaboration with the Springfield Public Schools and Neighboring Community", developed a video entitled "Education, Disability and Juvenile Justice" for the National Center on Education, Disability and juvenile justice. March 6, 2003.

"The Springfield Model", presented to the Violence Prevention Conference, Orlando, 1996 and 1998.

"Black-White Differences in the Prediction of Adolescent Pregnancy Risk", submitted for publication to Family Planning Perspectives.

"Partnering To Impact Violence In the Schools", Massachusetts Juvenile Court Conference, 1997.

"Response To Violence", Spurwink Institute Conference, Boston, 1997.

"The Role of School Psychologists as Administrators," presented at the American Psychological Association, New York, August 1995

CURRICULUM VITAE

MICHAEL FAGGELLA-LUBY michael.faggella-luby@uconn.edu

EDUCATIONAL EXPERIENCE

Ph.D. University of Kansas, Lawrence. Major: Special Education, Minor: Reading, 2006
M.Ed. University of Notre Dame, with Honors, South Bend, IN. Major: Secondary Education, 2000
B.A. College of the Holy Cross, Worcester, MA. Major: English, 1998
Teaching Certificate: English (6-12), Florida #802085

PROFESSIONAL EXPERIENCE

2008- • Associate Research Scholar, Center on Postsecondary Education and Disability, University of Connecticut

2006- • Research Scientist, Center for Behavioral Education and Research, University of Connecticut

2006- • Assistant Professor, Department of Educational Psychology, University of Connecticut

2002- 2006 • Doctoral Fellow, Department of Special Education and Center for Research on Learning, University of Kansas

1998-2002 • Teacher (English & Chemistry) and Assistant Dean of Students: Bishop Kenny High School, Jacksonville, FL.

PROFESSIONAL PUBLICATIONS

Faggella-Luby, M. & Fritschmann, N. (in press). Cognitive learning strategy instruction: Improving adolescents' literacy skills. In A. Canter, L. Paige, & S. Shaw (Eds.) Helping children at home and school (Third Edition). Bethesda, MD: National Association of School Psychologists.

Simonsen, B., Shaw, S., **Faggella-Luby, M.**, Sugai, G., Coyne, M., Rhein, B., Madaus, J., & Alfano, M. (2010). A school-wide model for service delivery: Redefining special educators as interventionists. *Remedial and Special Education, 31,* 17-23.

Faggella-Luby, M., Flannery, K. B., & Simonsen, B. (2010) Using a school-wide model to foster successful transition to college: Providing comprehensive academic and behavioral supports to all learners. In S. Shaw, J. Madaus & L. Dukes (Eds.) *Preparing students with disabilities for college: A practical guide for transition.* Baltimore: Brookes Publishing Company.

Faggella-Luby, M., Ware, S., & Capozzoli, A. (2009). Adolescent Literacy—Reviewing adolescent literacy reports: Key components and critical questions. *Journal of Literacy Research, 41,* 453-475.

Scheuermann, A. M., Harris, M. L., **Faggella-Luby, M. N.,** Fritschmann, N. S., Graner, P. G., & Deshler, D. D. (2009). Closing the performance gap: Learning strategies instruction for adolescents with learning disabilities. In G. Sideridis & T. Citro (Eds.) *Classroom Strategies for Struggling Learners* (pp.49-78). Weston, MA: Learning Disabilities Worldwide.

Coyne, M. D., Zipoli Jr., R. P., Chard, D. J., **Faggella-Luby, M.,** Ruby, M., Santoro, L. E., & Baker, S. (2009). Direct instruction of comprehension: Instructional examples from intervention research on listening and reading comprehension. *Reading & Writing Quarterly, 25*(2), 221-245.

Coyne, M., Simonsen, B, & **Faggella-Luby, M**. (2008). Cooperating initiatives: Supporting behavioral and academic improvement through a systems approach. *Teaching Exceptional Children*, *40*(6), 54-59.

Faggella-Luby, M. (2008). We can do that. In L. Budzichowksi, Z. Budzichowski, T. DeSapio, K.C. Kenney, K. Steinlage (Eds.), *The spirit of ACE: Celebrating 15 years* (pp. 93-95). Notre Dame, IN: Alliance for Catholic Education Press.

Faggella-Luby, M., & Deshler, D. (2008). Reading comprehension in adolescents with LD: What we know; What we need to learn. *Learning Disabilities Research & Practice, 23*(2), 70-78.

Faggella-Luby, M. N., Schumaker, J. S., & Deshler, D. D. (2007). Embedded learning strategy instruction: Story-structure pedagogy in heterogeneous secondary literature classes. *Learning Disability Quarterly,30*(2), 131-147.

Graner, P.S., **Faggella-Luby, M. N.,** & Fritschmann, N. S. (2005). An overview of responsiveness to intervention: What practitioners ought to know. *Topics in Language Disorders, 25(2),* 93-105.

Shogren, K. A., **Faggella-Luby, M. N.,** Bae, S. J., & Wehmeyer, M. L. (2004). The effect of choice-making as an intervention for problem behavior: A meta-analysis. *Journal of Positive Behavior Interventions*, *6(4),* 228-237.

SELECTED PROFESSIONAL PRESENTATIONS

Faggella-Luby, M., Ware, S., & Capozzoli, A. (2010, April). *Adolescent literacy- reviewing adolescent literacy reports: Key components and critical questions.* Paper presented at the international conference of the Council for Exceptional Children (CEC), Nashville, TN.

Faggella-Luby, M. (2010, April). *Middle school RtI: Improving reading comprehension with tier 2 instruction.* Paper presented at the international conference of the Council for Exceptional Children (CEC), Nashville, TN.

Faggella-Luby, M. (2009, August). *SRBI for K-12 educators: Critical Components & Key Steps Forward.* Keynote address for Manchester Public Schools District Kickoff. Manchester, CT.

Faggella-Luby, M. (2009, July). *Discipline specific literacy: Improving comprehension in content area classes.* Paper presented at the SIM International Conference, Lawrence, KS.

Faggella-Luby, M. (2008, December). *Closing the literacy gap in middle and high schools: A research-based, school-wide approach.* Day-long workshop presented as part of the Connecticut State Education Resource Center (SERC) Literacy Initiative. Cromwell, CT.

Faggella-Luby, M. (2008, October). *Comprehension instruction: What does RtI look like in a middle school?* Paper presented at the Council for Learning Disabilities 30th International Conference. Kansas City, MO.

Cheever, G., Faggella-Luby, M., & Graner, P. G. (2008, May). *Teaching content to all: New ways of thinking about content, curriculum, and college teaching summer institute.* A weeklong professional development workshop for university faculty at the Center for Research on Learning, University of Kansas, Lawrence.

Faggella-Luby, M., & Wardwell, M. (2008, April). *Comprehension instruction after fourth grade: RtI in Middle School.* Paper presented at the international conference of the Council for Exceptional Children (CEC), Boston, MA.

Faggella-Luby, M., &O'Connor, C. (2008, April). *Improving literacy outcomes with planning and Unit Organizers in subject matter classes.* Invited paper presented as part of *The Content Literacy Continuum: A Framework for Implementing a Continuum of Literacy Supports in Secondary Schools* strand at the international conference of the Council for Exceptional Children (CEC), Boston, MA.

Faggella-Luby, M., & Simonsen, B. (2008, April). *Preparing special educators as interventionists for a school-wide service delivery model.* Poster session presented at the international conference of the Council for Exceptional Children (CEC), Boston, MA.

Faggella-Luby, M., & Coyne, M. (2008, January). *K-12 evidence-based literacy practices: Intersection of Research & Practice.* Invited paper presented for the Center on Behavioral Education and Research (CBER) Research Forum series, Storrs, CT.

Faggella-Luby, M. (2007, November). *Evidence-based practices in adolescent literacy: Translating research to practice.* Paper presented at the SIM Regional Conference, Mystic, CT.

Faggella-Luby, M. N. (2007) Preparing teachers to offer content area literacy instruction: Research-based practices. Invited paper presented for the New England and New York Comprehensive Centers Teacher Quality Collaboration Team (NYCC/ NECC) Webinar.

Faggella-Luby, M. N. (2007) *The embedded story structure routine: Teaching standards while improving literacy for all levels of learners in secondary language arts.* Paper presented at the Closing the Achievement Gap Conference, Storrs, CT.

Faggella-Luby, M. N. (2007, April) *Embedded learning strategy instruction: Story-structure pedagogy in heterogeneous secondary literature classes.* Annual Dissertation Award poster session at the International Conference of the Council for Exceptional Children, Louisville, KY.

Faggella-Luby, M. N. (2006, October) *Embedded learning strategies: Successful pedagogy in literature classes for diverse learners.* Paper presented as the recipient of the 2006 Outstanding Researcher Award at the 28th international conference of the Council for Learning Disabilities, McLean, VA.

Faggella-Luby, M. N. (2006, August) *Teaching content to all: New ways of thinking about content, curriculum, and college teaching summer institute.* A weeklong professional development workshop for university faculty, Blacksburg, Virginia.

Faggella-Luby, M. N. (2006, April) *Embedded learning strategies: Engineering successful pedagogy in literature classes for diverse learners.* Presented at the international conference of the Council for Exceptional Children, Salt Lake City, UT.

SELECTED LEADERSHIP POSITIONS. AWARDS & RECOGNITION

- Consulting Editor, *Learning Disability Quarterly*
- Reviewer, *Remedial and Special Education, Journal of Literacy Research; Journal of Curriculum and Instruction; Learning and Individual Differences, Journal of Advanced Academics; British Educational Research Journal.*
- Recipient, Neag School of Education Outstanding Early Career Scholar, University of Connecticut (2009).
- Recipient, Annual Dissertation Award, Division of Learning Disabilities, Council for Exceptional Children (2007)
- Recipient, Outstanding Researcher Award, Council for Learning Disabilities (2006)
- Member, Phi Kappa Phi Honor Society, University of Kansas (2005).

Deborah K. Teale Gendreau

(b)(6)

Springfield Public Schools
195 State Street
Springfield MA 01102
(413) 787-6605

I. CURRENT JOB DESCRIPTION:

Director of Technology - Springfield Public Schools: July 2006 to Present

Job Description: Develop and monitor curriculum, provide professional development and monitor instructional practices and develop analyze assessment data; assist teachers in the use of technology in support of curriculum, including national standards, the State frameworks, the Massachusetts Recommended PK- 12 Technology Standards and Springfield Public Schools Learning outcomes/ Scope and sequence; with principals develop a school technology plan and identify, organize and support the implementation of high quality Professional Development in technology integration based on observed needs TSAT results, and discussions with school staff; and develop and implement a Project Management Office including procedures and protocols

II. EDUCATION AND CERTIFICATIONS:

A: Bachelors Degree
Fields of study: Mathematics and Education
Date of Completion: June 1977

B: Masters Degree
Field of study: Curriculum and Instruction
Date of Completion: May 6,1986

C: Doctorate
Field of Study: Curriculum and Instruction
Date of Completion: December 5, 1997

D: Teaching Certifications held
Mathematics 5-8
Mathematics 9-12
Instructional Technology Specialist
Director/Supervisor

III WORKSHOPS

- Making Math Matter Conference, November 2000
- T3- Teachers Teaching with Technology, June 2001
- DaVinci Project 2001, August 2001
- STEM Education - Science and Mathematics Education Reform: Implications for Inclusive Pedagogy September 2001
- Superintendents Coalition: Leadership for Learning, March 2002
- Access 2000 –Level 2, May 2002
- SECME, July 2002
- School Improvement Plan Sessions, Dec 2002 – Aug 2004
- TESTWIZ, Dec 2002 – Aug 2004
- Professional Development Presenter Data Driven decision Making sessions, June 2005
- Teacher Evaluation that Works, Spring 2005
- Coaching I, August 2005
- Coaching II, August 2006

V: EMPLOYMENT:

A: Springfield Public Schools, Springfield, Massachusetts
March 1978- Present

i. Mathematics / Computer Language Teacher / Computer Lab Manager
Springfield Central High School, Jan 1990- Feb 1991

ii. Secondary Math &Technology Resource Teacher
Mathematics and Technology, Feb 1991- June 1997

iii. Mathematics Teacher
High School of Commerce, September 1997-January 1998

iv. Curriculum Implementation Advisor PALMS -Western Massachusetts
Hampshire Educational Collaborative, January 1998 - May 1998

v. National Science Foundation Supervisor
May 1998-Aug 2003

vi. School Support Specialist Supervisor
Aug 2003 to Feb 2005

vii. Acting Supervisor of Technology
Feb 2005 to July 2006

viii .Director of Technology
July 2006 to Present

VII: SPEAKING ENGAGEMENTS:

- The Western Massachusetts Writing Project- University of Massachusetts
  December 7, 1994, May 3, 1995: "Writing in Mathematics
- New England League of Middle School, Providence, RI, April 3, 1996: "Technology Enhanced, Interdisciplinary, Multicultural Curriculum Units at an Urban School"
- ALMS Teacher Leader Conference, Westfield, MA March 16, 1999: "Inquiry Based Learning an Urban Experience
- ATOMIC Cromwell-, CT March 22, 1999 " Crackers, Patterns, Function & Algebra"
- Project Leadership Institute, Washington, DC, May 2001:"Building Capacity to Address the Challenges of Systemic Reform"
- Enhancing Education Through Technology MA DOE Spring Conference 2005, Northampton, MA
- April 7, 2005 "Increasing Opportunities through Learning"
- Project LEAD, Meline Kasparian Professional Development Center, July 12, 2005
- "Administrators and Technology"
- Project LEAD Meline Kasparian Professional Development Center, July 20, 2005
- "Supporting Limited English Proficient or English Language Learners through Technology"
- NSBA T and L Denver, CO, October 26, 2005

- "SPS Online: Part II – Enabling the Homebound to Achieve"

- MASSCUE. Sturbridge, MA October 16, 2005
  "Administrators using Handhelds and HanDBase for data Collection"

- CoSN Arlington, VA March 3-5, 2006
  "Implementing a Culture of Achievement Through Technology Supported Data Driven Decision Making"

- Enhancing Education Through Technology MA DOE Spring Conference 2005
  "Distance Learning Projects"

- NSBA T and L^2 Dallas, TX November 8, 2006
  "Implementing a Culture of Achievement through Technology-Supported Sound Business Practices "

- MASSCUE, Sturbridge, MA November 15, 2006
  "Project Management Methodologies in Support of Student Achievement"

- MASSCUE, Sturbridge, MA November 2007

- CoSN, Washington DC Feb 28 – March 2, 2010
  "Data Analysis: How to Track Your Students' Performance and Growth Over Time"

- CoSN CTO Clinic Worcester, MA, April 26, 2010
  "Data Analysis: How to Track Your Students' Performance and Growth Over Time"

VIII: Articles and/or Published work and Committee work

- Administrative Uses of Handheld Computers, MASSCUE Spring 2006
  Donna Boivin & Deb Gendreau

- Technology Instruction Guides SPS schools 2006-07
  Deb Gendreau, Nadine Payne, Sheryl Stanton & Jaqueline Bedinelli

- Moving Toward Implementing the Dream: Instructional Technology Specialists in Springfield Public Schools On Cue (MASSCUE publication) Fall 2007. Dr Deborah Gendreau, District Instructional Technology Specialists and School-Based Instructional Technology Specialist

- ISTE member 08-09

- Served on COSN conference committee 2007 - 2010

- Served On HSST STEM 21 Advisory Board 2009-2010

Julie Anne Jaron (nee Dropkin)
(b)(6)

Education:

6/09- **Certificate of Advanced Graduate Studies (C.A.G.S.)** in Educational Administration , University of Massachusetts, Amherst, Massachusetts

8/07 - **Supervisor/Director License**

8/90 - 6/91 – **Masters Degree** in Music Education (M.M.E.)
Florida State University, Tallahassee, Florida

8/82 – 12/84 – **Bachelors Degree** in Music Education (B.M.E.)
Virginia Commonwealth University, Richmond, Virginia

9/80 – 5/82 – State University of New York at Potsdam
Crane School of Music, Potsdam, New York

9/76 – 6/80 – **High School Diploma**
Longmeadow High School, Longmeadow, Massachusetts

Employment:

8/07 – present – **Director of Visual & Performing Arts**
Springfield Public Schools 195 State Street Springfield, MA 01103 (413) 787- 7069

- Reports to the Assistant Superintendent of Curriculum, Instruction and Professional Development
- Prepares the curriculum materials for use by regular elementary grade teachers and by special visual and performing arts teachers in carrying out the arts instructional program at all grade levels
- Supervises the visual and performing arts teachers and helps principals in evaluating them
- Advises arts teachers in the selection and use of instructional materials
- Coordinates, in cooperation with teachers, instruction in the arts with other areas of the curriculum
- Arranges and carries out in-service workshops and demonstrates the teaching of arts disciplines
- Supervises all district-wide art exhibitions of student work and music festivals
- Serves as a consultant to staff members involved in extra-curricular arts activities
- Advises on the specifications for the purchase of arts related equipment and supplies
- Confers with art teachers on the condition of ceramic kilns, easels, and other such permanent property pertinent to the art program, and provides for the necessary repairs, maintenance, or replacement
- Assists in determining needs for additional arts teaching personnel, and in recruiting and screening such personnel
- Serves as a consultant in new-facility planning for arts instruction
- Maintains the necessary records for proper management
- Prepares and administers the program budget
- Provides leadership in the planning and execution of individual school concerts, recitals, and other performances
- Serves as a consultant in music to staff members involved in dramatic or dance activities with students
- Confers with music teachers on the condition of music equipment and sheet music, and provides for the necessary repairs and maintenance
- Schedules and administers the district-wide program of group and individual instruction
- Serves as a consultant to advisors of extra-curricular arts activities in the schools
- Maintains collaborative relationships with community and college arts organizations

9/06 – 12/06 – **Intern/Substitute Director of Visual & Performing Arts**
Springfield Public Schools,195 State Street, Springfield, MA 01103 (413) 787- 7069

- Portfolio documenting experience in all administrative standards available upon request

8/96 – 6/07 - **General Music Teacher**

Indian Orchard Elementary School, 95 Milton Street, Springfield, Massachusetts 01151-1799
(413) 787-7255

- Plans and implements music lessons for grades K – 5 following state and national standards
- Children's chorus director (100 voices)
- Is an active member of school and district-wide professional development activities
- Leads music professional development sessions
- Mentors new arts teachers
- Cooperating practitioner for UMASS student teachers
- Extends music curriculum offerings with the addition of original music compositions, often highlighting concepts from the general education curricula
- Audio-Visual department coordinator for the school
- Facilitator and assistant facilitator of the school Service Team for 2 years
- Contributing member of the Special Area team

8/91 – 6/96 – **General Music Teacher/Special Area Chairperson**

Highlands Elementary School, 800 West Donegan Avenue, Kissimmee, Florida 34741 (407) 847-2886

- Worked with Pre-K through 5th grade in multi-age classrooms with full inclusion of exceptional and ESOL students
- Coordinated all aspects of the music program including ORFF, folkdance, composition, and literature through music to supplement the music curriculum
- Directed children's choirs at both the school and county levels
- Served as a liaison between administration and Special Area staff
- Department Chairperson

8/87 – 6/90 – **Vocal Music Teacher/Performing Arts Chairperson**

Thomas Stone High School, Box 32 Highway 5, Waldorf, MD 20601(301) 645-2601

- Conducted daily rehearsals and various performances for five choirs of advancing skill levels
- Directed an award-winning Showtroupe choir. Additionally, I choreographed all programs with original routines
- Taught Survey of Music and Music Theory classes
- Coached the state award-winning flag squad
- Organized the first Thomas Stone High School Choral Boosters
- Served as liaison between administration and the Performing Arts Department
- Department Chairperson

9/84 – 6/87 – **Music, Pre-K, and Kindergarten Teacher**

Fairfax Academy of Early Learning, 820 South Carlin Springs Road, Arlington, VA 22204 (703) 671-5555

- Planned and presented music lessons for Pre-K through 5th grade
- Planned and provided classroom instruction for Pre-K and Kindergarten classes

12/84 – 6/85 – **Music/Kindergarten Teacher and Assistant Director**

Overbrook Child Care Center, 2605 Dumbarton Road, Richmond, VA (804) 355-3564

- Developed and taught music curriculum for children ages 2-8
- Planned activities and taught a Kindergarten class
- Worked in an administrative capacity with staff, students, and parents

Awards and Achievements:

2007	**Yale Distinguished Music Educator Award**
2004	**Project LEAD acceptance and participant**
2003	**Excellence in Teaching Award**
2003	**Step Up Springfield Songwriting Competition Winner**
1993/94	**Osceola County Teacher of the Year**
1993/94	**Highlands Elementary School Teacher of the Year**
1990/91	**Deans List (F.S.U.)**
1982	**Deans List (V.C.U.)**
1980	**National School Choral Award**

Compositions, published articles, and books:

2007	Encouraging Ownership (article in ACDA magazine)	compiled and edited
2006	" A Single Note" (song) c. 2006	music and lyrics
	The Wild Blue Yonder (book)	children's literature
2005-	"Our Solar System" (song) c. 2005	music and lyrics
	"Rockin' Around" (song) c. 2005	music and lyrics
	Watch for Falling Rocks (book)	children's literature
2004-	"Bigger Doesn't Always Mean Better" (song) c. 2004	music and lyrics
	The Once-Upon-a-Blue-Moon, Summer Stirring Jackalope (book) c. 2004	children's literature
2003-	"Step Up Springfield" (song) c. 2003	music and lyrics
	Happy Jack (book)	children's literature
2001-	"Ancient Civilizations" (musical) c. 2001	music and lyrics
2000-	"The Abolition Flyer" (musical) c. 2001	music and lyrics
1999-	Who Sings? (book)	children's literature
1998-	"Jack and the Beanstalk" (musical) c. 1998	music and lyrics
1996-	"The Three Pigs" (musical) c. 1996	music and lyrics
1994-	"My Favorite Store" (musical) c. 1995	musical score
	"Step Right Up to the Future" (musical) c.1994	music, lyrics, and co-wrote book
1993-	"Reach Your Goal" (musical) c. 1993	music, lyrics, and co-wrote book
1991-	"Highlands Elementary School Song" (song) c. 1991	music and lyrics

1976- present- composed over 200 songs (music and lyrics) in various styles. These compositions are written upon request, and used frequently to supplement the music and general classroom curricula.

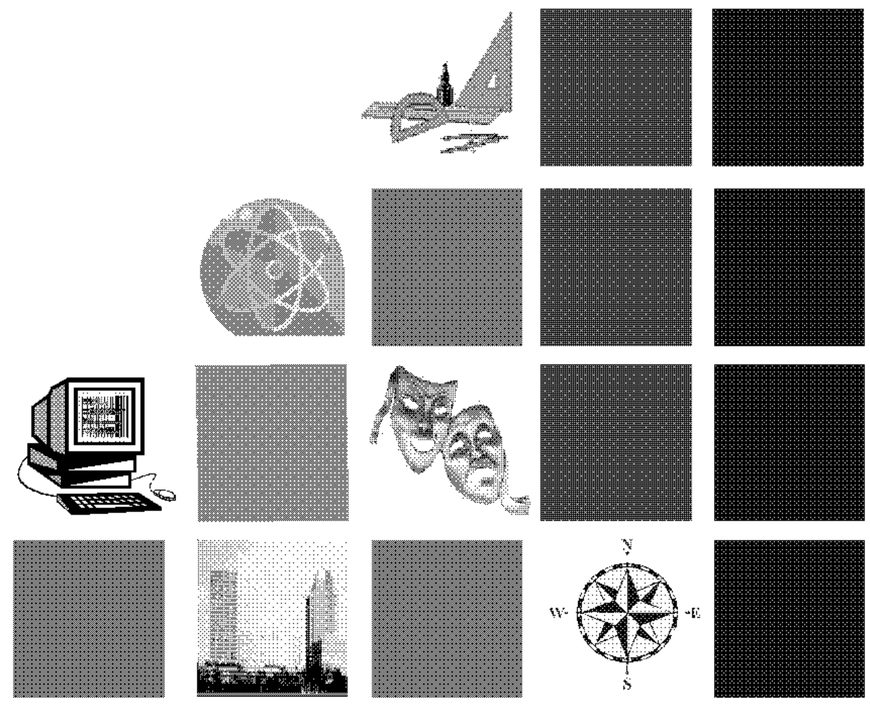
References and supportive news articles:

Available upon request

Project Narrative

Project Narrative-Letters of Support (Optional)

Attachment 1:
Title: **Springfield MA Letters of Support and Additional Appendices** Pages: **68** Uploaded File: **Appendices B-E Letters through Bibliography fin.pdf**



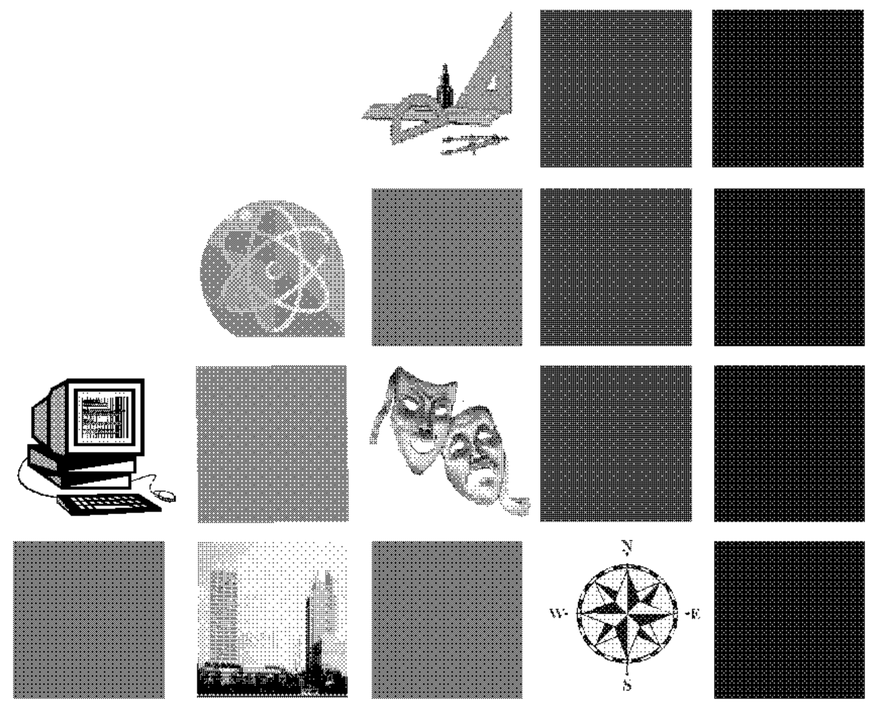
Springfield Public Schools

MAGNET SCHOOLS

ASSISTANCE PROGRAM

Appendices B - E:

B: Letters of Support
C: Rigorous Evaluation and Management Timeline
D: Magnet Plans and Forms
E: Bibliography



Springfield Public Schools

MAGNET SCHOOLS

ASSISTANCE PROGRAM

Appendix B:

Letters of Support

JOHN KERRY
MASSACHUSETTS

United States Senate

WASHINGTON, DC 20510–2102

COMMERCE, SCIENCE, AND TRANSPORTATION
FINANCE
FOREIGN RELATIONS
SMALL BUSINESS

One Bowdoin Square
10th Floor
Boston, MA 02114

James H. Shelton III
Assistant Deputy Secretary
Office of Innovation and Improvement
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Shelton,

I am writing in support of the grant application submitted by Springfield Public Schools (SPS) to the Office of Innovation and Improvement for the *Magnet Schools Assistance Program*, (CFDA#84-165A). If accepted, the SPS proposal will work to increase enrollment in advanced level courses by all students, especially targeting English language learners (ELLs) and minority students, who are traditionally underrepresented in these advanced classes.

This proposal aims to attract a diverse body of students to Springfield's four magnet schools: Springfield Central High School, Springfield High School of Science and Technology, Van Sickle Middle School, and STEM Middle Academy. SPS recognizes the necessity of a diverse and integrated educational environment, and with this proposal seeks to both increase school competitiveness while ensuring students coming from historically underserved populations are granted access to innovative and challenging educational opportunities.

If awarded, this grant will enhance SPS's efforts to raise the academic competitiveness of its schools and bridge the achievement gap for ELLs and minority populations. By adopting professional development and training for teachers, reaching out to parents and families, and utilizing new technologies and programs to teach students in a more interactive manner, SPS hopes to maximize a learning environment that is vibrant, interactive and comprehensive for all of its students. Additionally, SPS will partner with local colleges-- including American International College and Springfield Technical Community College— to enhance college preparatory programming. High school juniors and seniors will be given the opportunity to enroll in advanced level classes for college credits. Additionally, SPS plans to develop mentoring and academic coaching services for middle school and high school students.

Springfield Public Schools has demonstrated an unwavering commitment to preparing its students for rigorous academic assessment through the MCAS, and for the educational and occupational challenges that they will face in their future. With this proposal, they offer to extend this opportunity to even more students. I whole-heartedly support Springfield's efforts and ask that you give their proposal your upmost consideration.

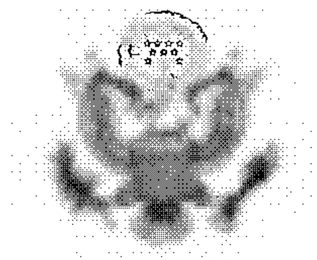
Sincerely,

John F. Kerry
United States Senator

JFK/cmc

RICHARD E. NEAL
SECOND DISTRICT, MASSACHUSETTS

AT-LARGE WHIP



COMMITTEE ON WAYS AND MEANS
CHAIRMAN,
SUBCOMMITTEE ON SELECT
REVENUE MEASURES
CHAIRMAN, FRIENDS OF IRELAND

Congress of the United States
House of Representatives
Washington, DC 20515

April 29, 2010

Dr. Alan J. Ingram
Superintendent of Schools
Springfield Public Schools
195 State Street
Springfield, MA 01103

Dear Dr. Ingram:

I am writing to express my support for Springfield Public Schools' proposal for funding under the Magnet Schools Assistance Program. I have long been a supporter of magnet schools and know that they have played an important role in sustaining quality of life for families in Springfield. This proposal, which includes important initiatives at four of our secondary schools (Central High School; High School of Science and Technology; Van Sickle Middle School and STEM Middle Academy), is testimony to the district's ongoing efforts to make schools relevant and meaningful for all of our constituents as we look forward to those constituents becoming our next generation's community leaders. By focusing on accelerating higher level work for *all Springfield students,* we create higher vistas for those already showing academic success but also for those who have not yet found the connections to give meaning to their lives in school. Our students could benefit greatly from this grant proposal and it is one that is surely needed to help enrich their academic environment.

One of the great strengths of the magnet schools program is that it provides opportunities for school leaders to be innovative. Breakthrough programs such as STEM, Expeditionary Learning, International Baccalaureate, Advanced Studies and the Arts, and 21st Century Global Communications promise to excite children and their families while at the same time addressing specific needs to strengthen our students achievement in the core academic areas. I am also impressed by the proposal's commitment to going the extra mile to engage families in their children's educational lives. It is truly an impressive coalition and one that I enthusiastically support.

I commend your staff on their efforts to bring this program to reality in Springfield. If I can be of further assistance in this important matter, please do not hesitate to contact me at my Washington, DC office.

Sincerely,

Richard E. Neal
House of Representatives

2208 RAYBURN HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
(202) 225-5601

300 STATE STREET
SUITE 200
SPRINGFIELD, MA 01105
(413) 785-0325

2 CONGRESS STREET
POST OFFICE BUILDING
MILFORD, MA 01757
(508) 634-8198

PRINTED ON RECYCLED PAPER

THE PUBLIC SCHOOLS of SPRINGFIELD, MASSACHUSETTS

The Springfield High School of Science and Technology
1250 State Street
Springfield, MA 01109

Tel: 413.750.2000 **Fax: 413.750.2047**

Principal
Mr. Ira Brown

Assistant Principals
Roland Brooks Hunter Short
Linda De Vries Lisa Tassone
Vincent Simpson
STEM Academy Director
Mary Kay Brown

April 30, 2010

Dr. Alan Ingram
Superintendent of Schools
Springfield Public Schools
195 State Street
Springfield, MA 01103

Dear Dr. Ingram:

On behalf of the Springfield High School of Science and Technology, I am writing this letter in support of the District's application for a Federal Magnet Assistance Program Grant. During the past three years, the High School of Science and Technology has had the opportunity to restructure from a traditional four year high school into a magnet school with four wall to wall academies based upon the themes of Science, Technology, Engineering, and Mathematics. During this time, we have been able to raise our MCAS English Language Arts Composite Performance Index from 64.7 in 2007 to 71.6 in 2008 and to hold steady at 70.2 in 2009. Further, on the 2009 testing 35% of the students achieved a proficient or advanced score in ELA and only 19% failed. These percentages represent the best percentages in these areas ever on the MCAS testing. The Composite Performance Index for the Math MCAS rose from 55.1 to 60.5 and 60.4 in this same time period. Additionally, on the 2009 MCAS Math Exam 29% of the students achieved an advanced or proficient score; the highest percentage ever in the history of this testing at Science and Technology.

While these scores represent progress, the results demonstrate the need for additional interventions at the High School of Science and Technology. Based upon the analysis of the MCAS data by the school's leadership team, the instructional leadership team, the department chairs, and the School Centered Decision Making Team, we realize many of our students lack the literacy skills necessary to achieve a proficient score on the MCAS test, as well as to become deeply immersed and engaged in STEM content. Past Stanford testing has demonstrated many of our students read at a sixth grade level. Further, this school houses a 17% English Language Learner population.

Therefore, the faculty groups named above, as well as, the school's Parent Teacher Organization have endorsed The Springfield High School of Science and Technology being a

partner in this Federal Assistance Magnet Grant to help to increase the literacy skills of our students. By utilizing 21st century literacy programs, engaging students in global communications activities, and increasing students abilities to deepen literacy in the language of STEM, more of our students will become proficient in ELA and mathematics, ready to compete for enrollment at four year colleges and for jobs in the STEM field. Equally important, our students' accelerated academic progress will lead to greater success in marketing our STEM program to a more diverse student body.

Very truly yours,

Ira Brown

Ira Brown
Principal

S.T.E.M.

(Science, Technology, Engineering and Mathematics)
Middle Academy

Springfield Public Schools
60 Alton Street
Springfield, MA 01109
413-787-6750

Dr. Alan Ingram
Mr. Tim Collins
c/o SPA
1000 Wilbraham Road
Springfield, MA 01109

April 29, 2010

Dear Dr. Ingram and Mr. Collins

Please accept this letter of support on behalf of the faculty, Instructional Leadership team and School Centered Decision Making team of STEM Middle Academy for the district's magnet grant proposal.

STEM Middle Academy was created to support the increased need of society for a generation of youth who are prepared with 21 st Century Skills prepared for the competitive global market.

Our staff is fully engaged in efforts to ramp up academic performance among all of our learners, and we are especially interested in the resources that could be lent by the magnet grant to provide guidance and move us forward in our efforts to bring forth greater involvement among our community of second language learners, and our Hispanic population.

Adding the Expeditionary Learning model to a newly created STEM school will help to enhance and provide differentiated learning experiences for the multiple needs of all learners. The work that is underway by staff members, of creating interdisciplinary units will be expanded by implementing Learning Expeditions while providing strong structures as a cohesive school unit through Active Pedagogy supports.

We are confident that STEM Middle Academy's participation in this grant cycle will provide the structures, supports and resources to secure the building blocks of quality education for years to come.

Sincerely,

Andrea Lewis

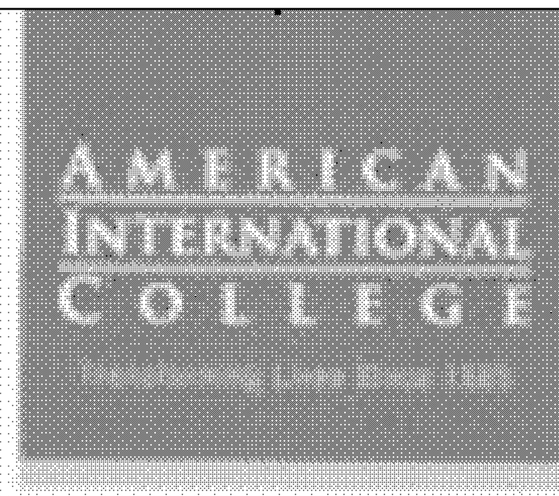
Andrea C. Lewis,
Principal

We the undersigned are in support of STEM Middle Academy's participation in the NEAF Grant submission:

Signature	Role
Tracy Sasanecki	Tracy Sasanecki, SEA Representative/ Instructional Leadership Team Member
Janice Kibbe	Janice Kibbe Instructional Leadership Team Member
[illegible]	Stephen Stroud Instructional Leadership Team Member/ SCDM Team Member
Caroline Tougas	Caroline Tougas Instructional Leadership Team Member/ SCDM Team Member
[illegible]	Migdalia Khatib SCDM Team Member
Alva Laster	Alva Laster, SCDM Team Member
Lauren Delfavero	Lauren Delfavero SCDM Team Member

Denise Griffith

Denise Griffith
SCDM Team member



To Whom It May Concern:

It is my pleasure to write this letter in support of a federal Magnet Schools Assistance Program grant that is being submitted proposing a partnership between the Springfield Public Schools and American International College. Specifically, the grant would focus on Advanced Studies and the Actual Springfield Central High School and 21st Century Communications focusing on communication interests and challenges for second language learners at the High School of Science and Technology.

For our part, American International College would work collaboratively with the Springfield Public Schools to provide mentors to learners at several levels at both Central and the High School of Science and Technology. Additionally, the College would work creative ways of providing high school students with the opportunity to take college level classes to enhance their learning and generate enthusiasm for continuing their education beyond high school, thereby increasing college going rates.

Such a partnership is consistent with the Mission and core values of American International College. The College is fully committed to lend resources to the greater Springfield area as demonstrated by a variety of community engagement initiatives. By partnering with the Springfield Public Schools in the manner described in the grant proposal, American International College would continue to live its Mission.

Please do not hesitate to contact me with any questions you may have regarding AIC's support of this grant. I can be reached by telephone at (413) 205-1201 or by e-mail at peter.miller@aic.edu.

Sincerely,

Peter J. Miller
Vice President for Advancement Services

Office of Advancement
1000 State Street, Springfield, Massachusetts 01109
p. 413.205.1201 fax 413.205.1212 www.aic.edu

Springfield Technical Community College

April 23, 2010

Dr. Alan J. Ingram
Superintendent of Schools
Springfield Public Schools
195 State St.
Springfield, MA 01102

Dear Dr. Ingram,

We support wholeheartedly the Springfield school district's federal Magnet Schools Assistance Program proposal, with its emphasis on developing student proficiencies in the fields of science, technology, engineering and mathematics (STEM). Springfield Technical Community College (STCC) has a joint history with the Springfield Public School System in providing the region with qualified graduates to address workforce needs, especially in the technology areas. With this proposal, we not only see the school district stepping forward as a leader in bringing the region forward, but we see opportunities to formalize our working partnership in support of the High School of Science and Technology and STEM Middle Academy.

This proposal addresses the need for a more knowledgeable and flexible technology education to meet the need for the 21" Century technology careers. Technology is changing at a faster rate then ever before creating exciting new career opportunities. The better prepared technology workforce with a diverse and in depth technology education will evolve as quickly as the technology it serves and remain current and engaged in new and existing career fields.

As Dean of the School of Engineering Technologies at STCC, I support this proposal to increase the diversity and depth of the technology programs available to the students of Springfield. Graduates with a deeper knowledge in the STEM areas will be better prepared to take advantage of the academic programs available to them at STCC and to the growing number of technology career opportunities in the greater Springfield area.

Sincerely,

Adrienne Y. Smith

Adrienne Y. Smith
Dean, School of Engineering Technologies
Springfield Technical Community College

UNIVERSITY OF MASSACHUSETTS
AMHERST

School of Education
137 Furcolo Hall
813 North Pleasant St.
Amherst, MA 01003-9269

Department of Teacher Education
and Curriculum Studies

Joshua P. Begin, Esq.
Director of Magnet Programs
Springfield Public Schools
195 State Street
Springfield, MA 01102

April 28, 2010

Dear Joshua Begin:

As Coordinator of the *TEACH 180 Days in Springfield* Pathway at the School of Education at the University of Massachusetts-Amherst, I am pleased to be a supportive partner to the Springfield Public Schools in the implementation of their proposed sweeping Magnet Schools Assistance Program initiative. The School of Education has a longstanding partnership with the Springfield Public Schools through a variety of initiatives, including the Secondary Teacher Education Program's *TEACH 180 Days in Springfield* pathway. Through this project alone, over 200 teachers now working in Springfield and elsewhere have learned the building blocks to prepare them for a lifetime of teaching.

With this magnet proposal, the School of Education will be working with the Springfield Public Schools to expand and deepen our existing partnerships, where our interns can work in environments specifically created to inspire and instruct aspiring and new teachers in both content and pedagogy enriched by the grant's exciting thematic focus areas. Thus, at Central High School, and ultimately at one or more of the others identified in this magnet proposal, we anticipate having University students assisting in classrooms, taking on teaching loads themselves (180 Days teachers), training high school students who may be looking to careers in education, and engaging in seminar style workshops and institutes, both with Springfield teachers and our faculty, to hone their craft. Furthermore, this partnership promises a significant opportunity to utilize University resources in helping teachers and students gain proficiency and fluency in technology focusing on the integration with curricula in the urban classroom.

As a faculty member of the Teacher Education and Curriculum Studies Department, I am excited about the implications of this partnership in terms of teacher preparation. Clearly, the 180 Days master's degree students teaching in Springfield classrooms will benefit directly from their exposure to the professional development opportunities provided through this partnership. In turn, hundreds of future students across the region stand to profit from their teachers' expertise. I believe this proposal offers Springfield and its supporting institutions in the region a major opportunity to revitalize the resource that is our urban student population so necessary for the long-term stability of all of our region's communities while at the same time, in the short term, expanding the vistas of Springfield's students, attracting families to Springfield, and increasing academic performance by instructional staff and students alike.

Sincerely,

Kathleen D. Gagne

Kathleen D. Gagne, Ed.D.

Coordinator, *TEACH 180 Days in Springfield*

Expeditionary Learning Schools
Outward Bound

May 1, 2010

Dr. Alan Ingram, Superintendent
Springfield Public Schools
195 State Street
Springfield, MA 01102

Dr. Ingram,

On behalf of Expeditionary Learning, I am writing this letter to express our full support for Springfield Public Schools' effort to secure a magnet schools program grant. Expeditionary Learning as a magnet theme is a strong match for Springfield, and we stand ready to offer all of the technical assistance and professional development necessary to support the highest level of implementation.

Over the past seven years, Expeditionary Learning has developed a strong partnership with Springfield Public Schools and has worked with the school system to support several magnet schools including Alice Beal, Mary Pennenger and Elias Brookings Elementary Schools and Springfield Renaissance School, a secondary school serving students in grades 6-12. We are enthusiastic about the prospect of bringing our organizational expertise in the area of middle school reform to a partnership with STEM Middle School.

Expeditionary Learning was founded upon the goal of creating schools where rigorous, standards-based curriculum and the highest levels of student achievement are the central aim and for over 17 years, this has been the core focus of our work. We will provide STEM Middle School with leadership and support in the following specific areas:

- *Powerful Curriculum through Learning Expeditions and Projects*: Challenging, interdisciplinary, real-world projects and in-depth studies act as the primary curriculum units in Expeditionary Learning schools. Learning Expeditions support critical literacy and address central academic standards of content, while promoting critical thinking, problem solving, character and citizenship.
- *Effective Instruction through Active Pedagogy*: In Expeditionary Learning schools, teachers use active pedagogy to help students become engaged and collaborative learners: to make connections, to find patterns, to see events from different perspectives, to experiment, to go beyond the information given, and to develop empathy and compassion for events, people, and subjects.
- *Positive School Culture and Character*: Expeditionary Learning builds consensus of shared values, traditions, and routines in order to create school culture characterized by a climate of physical and emotional safety, courtesy, respect, a

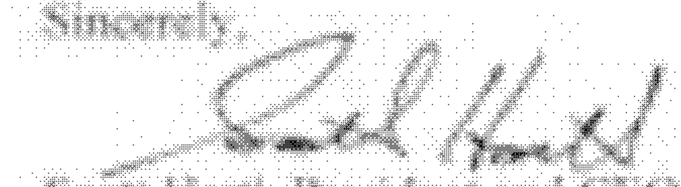
sense of adventure, an ethic of service and responsibility, and a commitment to high quality work.

- *Leadership and School Improvement*: Expeditionary Learning supports a notion of shared leadership in the building, and gives support to the building principal and his/her leadership team through direct coaching and support, off site institutes, and regular meetings with other EL school leaders to share best practices.
- *School Structures*: Expeditionary Learning schools in general use longer and more flexible instructional blocks, increased common planning time for teachers, and often standards-based grading and reporting systems. EL schools feature academic and school cultural structures that engage students and teachers in making their work public. For teachers this involves practices such as peer observation, lesson study and peer critique of plans, while for students this entails student-led conferences, exhibitions, presentations and community meetings.

Expeditionary Learning achieves success in these areas by providing schools with an extensive professional development program. Over a multi-year period, school faculties and administrators engage in a coherent, demanding, and highly regarded program of professional development that includes both off-site, residential institutes as well as on-site coaching. EL School Designers work with school leadership and teachers at the school in a range of formats: school leadership meetings, whole-faculty workshops, individual and team planning, in-class observations and demonstration lessons, and analysis of student achievement data.

We look forward to continuing our work with Springfield Public Schools toward their goal of expanding educational choices for families.

Sincerely,



Scott Hartl, President and CEO
Expeditionary Learning Schools
7 N. Pleasant St, Suite 3A
Amherst, MA 01002
413.253.7707

Monday, May 3rd, 2010

Alan J. Ingram, Ed.D.
Superintendent of Schools
Springfield Public Schools
195 State St.
Springfield, MA 01103

Dear Dr. Ingram,

It is with great enthusiasm that we endorse the Springfield Public Schools application for a Magnet Schools Assistance Program grant. We are especially excited to know that the district is planning on taking active steps to engage the local Latino community—from families to professionals and other businesses—to collaborate with school personnel in making visible, real and exciting the prospect of working in the STEM fields.

Growing the STEM pipeline within the Latino community is at the heart of the Latino STEM Alliance's mission and vision:

> **MISSION:** To create awareness of and enable access to STEM related programs and activities as a means of increasing the participation of underrepresented minorities and growing the pipeline of STEM educated professionals.
>
> **VISION:** The Latino STEM Alliance believes that an opportunity has developed in which the Latino community, as the fastest growing population in the United States, is uniquely positioned to help the country overcome the shortage of STEM professionals that threatens our national security and global innovative leadership, and in doing so enable its own economic prosperity. The Latino STEM Alliance strives to be a catalyst for this transformation. We contribute by leveraging our understanding of the Latino culture and our own experiences to inspire youth to believe in themselves, provide the mentorship and support they need to get engaged in STEM related activities, and by creating a platform for continuous personal and professional growth.

Through the High School of Science and Technology STEM 21 Advisory Board, we have learned of the interest the school has in building ties with local STEM professionals. The Latino STEM Alliance aims to facilitate those relationships and serve as a consistent bridge between the school, its corporate neighbors, and ultimately the Latino STEM workforce in the region. We look forward to a collaboration not only with

the High School of Science and Technology, but with the two middle schools on this proposal—STEM Middle Academy and Van Sickle Middle School—in our evolving efforts to create a K-12 STEM education pipeline. We anticipate activities involving professional development of administrators and teachers, such as the Materials World Module (MWM) training opportunity in June 2010 which we have facilitated for the district to participate in, as well as creation of job shadowing, internships and mentoring opportunities for students. We also look forward to working with school personnel at these three magnet schools in developing the multicultural awareness that is essential in order to understand what moves and motivates these students, reinforces their self-esteem, and places the students on a path of success.

It would also be prudent to mention that we are currently developing a proposal to have a STEM Club in every school in Springfield and Holyoke. It is our understanding that your organization is also in the initial planning stages for these STEM Clubs and we look forward to collaborating in developing a joint funding proposal were Latino STEM Alliance plays a key role in its execution. Once the logistics and funding requirements are defined, we will expand the program to include Worcester, Lowell, Lawrence, Boston and other areas where underrepresented minorities and/or low performing schools are prevalent given that the model can be extrapolated and scaled to meet the demand of the respective target districts. Furthermore, we will be creating a "STEM Communications Network" to exchange best practices among participating districts. Championing this knowledge transfer, functioning at the Team Leader for the local professionals supporting each STEM Club, as well as serving as the key liaison between faculty and Latino STEM Alliance will be a STEM Coordinator. We find great value in measuring the Return on Investment of our initiatives so this STEM Coordinator will also be responsible for evaluating the success of our efforts at each of our partner schools.

We look forward to moving this collaboration forward; and to the success of your magnet schools proposal.

Sincerely,

Reinier Moquete

Reinier Moquete
President, Latino STEM Alliance
(617) 835-4525 – RM@LatinoSTEM.org
www.LatinoSTEM.org

The Education Alliance at Brown University
222 Richmond Street, Suite 300
Providence, RI 02903-4226

Dr. Alan Ingram
Superintendent of Schools
Springfield Public Schools
195 State St.
Springfield, MA 01102

April 17. 2010

Dear Dr. Ingram:

I am writing in support of the Springfield Public Schools (SPS) proposal for a grant award under the federal Magnet Schools Assistance Program.

I applaud the district's plan to create an articulated vision for students seeking to become players in today's global marketplace, and tomorrow's work force through the opportunities provided at Central High School with its focus on Advanced Studies and the Arts, at the High School of Science and Technology where the STEM fields will be bolstered through attending to foreign language and 21st Century Communications in a Global Society, at STEM Middle Academy who will partner with Expeditionary Learning to expand the school's ability to provide advanced, in-depth learning in the areas of Science, Technology, Engineering and Math and at Van Sickle Middle School where the school will deepen it's work in the International Baccalaureate Middle Years Programme through technology-enriched research experiences that are essential components of being an engaged participant in today's increasingly international society.

Of keen interest to our organization is the innovative approach to building foundations, engaging and bringing second language learners to proficiency. The scaffolding contemplated in this grant application is a missing ingredient in many districts and one sorely needed to prepare ELL students to enroll in honors and AP courses as they progress through their secondary school careers. By combining research proven professional development strategies for instruction, such as Expeditionary Learning, International Baccalaureate and Advanced Placement, with cutting edge approaches to the Science, Technology, Engineering and Math fields, and overlaying that work with an emphasis on the Arts, your district is blazing trails in the movement to link effective and engaging systemic reform with the imperative of increased academic success among all groups of students in our urban areas' public schools.

The New England Equity Assistance Center has developed training modules that will support the cultural competency and diversity training detailed in your Magnet grant application. Among the trainings offered by NEACC that would be most salient would include Massachusetts Category Training, Cultural Competence Awareness Training, Differentiated Instruction for Culturally and Linguistically Diverse Learners and ELL Parents' Voice: Affirming Equity in Education. All of these professional development offerings are closely aligned with your far-sighted vision for building success for second language learners in Springfield.

We look forward to working with you, particularly in addressing the needs of your ELL students—who are represented in significant numbers at each of your project schools—and in ensuring that each of these schools is transformative not only in their instructional improvement across content areas, but in building a supportive culture for all students. This is the work of the Equity Assistance Center at Brown University, and we are eager to work with you to advance the goals set forth in this powerful magnet grant proposal.

Sincerely,

Maria Pacheco
Director, New England Equity Assistance Center

The Education Alliance at Brown University 401.274.9548 neeac.alliance.brown.edu

April 13, 2010

Dr. Allan Ingram
Superintendent of Schools
Springfield Public Schools
195 State St.
Springfield, MA 01102

Re: Your application for federal magnet grant funding

Dear Dr. Ingram:

Mass Insight Education and Research Institute is pleased to support the Springfield Public Schools grant application to the US Department of Education, under the Magnet Schools Assistance Program. The proposal—which links efforts to advance academic proficiency for ***all*** students through a set of educational innovations—builds on the imperatives that we at Mass Insight have been fostering and promoting for the past ten years.

As we enter into a new phase of expansion in The Great Schools Campaign, with the creation of a Pre-AP/AP skills development program and regional Math and Science Teacher Development Centers, we are especially excited by your determination to create an articulated strand for three sets of programs:

- The broad panoply of STEM-related programs housed in academies at the High School of Science and Technology—programs that offer high school students a window into the future and the skills that enable students to enter that future as full players—combined with the new STEM Middle School academy, designed to promote the excitement and academic discipline that will lead middle school graduates in Springfield to enter the advanced STEM programs at Sci-Tech;
- The initial work in the IB Middle Years Program at Van Sickle Middle School that will be deepened and enriched by a focus on global communication skills and social justice – a conversation that will engage learners across school programs and demographics; and
- The Advanced Studies work at Springfield Central High School that will focus on expanding the opportunities for second language learners to participate in honors and pre-AP course work.

As Director of Mass Insight's Great Schools Campaign, I am keenly aware of the need for our urban school districts to create engaging and effective middle school programs that are carefully articulated to high school programs. This proposal, with its emphasis on engaging under-represented student communities at Van Sickle and STEM middle schools, offers great promise to do just that.

We are looking forward to working collaboratively with Springfield district leadership to be part of this effort to bring new thinking to the strategies for advancing the academic success of our urban schools and the full engagement of our secondary school students and families.

Alison L. Fraser
Director, Great Schools Campaign
Mass Insight Education

Mass Insight Education, 18 Tremont Street, Suite 930, Boston, MA 02108
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Mass Insight Education and Research Institute is an independent 501(c) 3, nonprofit corporation

RESEARCH FOR BETTER TEACHING, INC.
One Acton Place
Acton, MA 01720-3951
978-263-9449
FAX 978-263-9959

Sandra G. Spooner, Ph.D.
Executive Director
e-mail: sspooner@rbteach.com

April 25, 2010

Dr. Alan J. Ingram
Superintendent of Schools
Springfield Public Schools
195 State Street
Springfield, MA 01103

Dear Dr. Ingram,

Should the Springfield Public Schools be selected as a recipient of a Magnet Schools Assistance Program Grant from the US Department of Education, Research for Better Teaching (RBT) of Acton, MA will work in partnership with faculty at the High School of Science and Technology to enhance the development of research-based teaching strategies appropriate to the academic content.

During the last decade, RBT has developed a very effective partnership with the Springfield Public Schools providing professional development support to teachers and administrators. Since 2002, James Warnock has received praise from district leaders and staff for the high quality programs and consulting he has provided. Professional development programs offered by RBT adhere to the results-based National Staff Development Council (NSDC) Standards for Staff Development, which have context, process and content standards for adult professional development to "improve the learning of all students."

Since 1979, RBT has trained over 100,000 teachers and administrators in the United States and abroad to use a common language and concept system based on the professional knowledge bases of teaching and leadership.

The mission of Research for Better Teaching is to build teacher, leader, and institutional capacity to sustain increased student learning and achievement. This means that teachers will communicate to all students that they can achieve at high levels; help students to develop positive academic identity; use multiple sources of data to make decisions about teaching; be reflective about their practice and provide expert instruction in every classroom.

At the same time, leaders will learn to cultivate, support, and sustain expert instruction by developing with teachers a shared common language and concept system about teaching and learning; create professional learning communities that engage in a continual study of teaching and learning; distribute leadership throughout the organization; develop structural

mechanisms and resources that foster organizational effectiveness, and ensure shared responsibility and accountability for student learning and achievement across the school.

RBT looks forward to the opportunity to collaborate with the Springfield Public Schools to help teachers create new pathways to success for students in the Springfield Public Schools and we are willing to do whatever we can to help with this valuable Magnet program opportunity.

Sincerely yours,

Dr. Sandra G. Spooner

Sandra G. Spooner, Ph.D.
Executive Director

SGS:pfk

MassMutual
FINANCIAL GROUP®

April 19, 2010

Dr. Alan J. Ingram
Superintendent
Springfield Public Schools
195 State Street
Springfield, MA 01103

Dear Dr. Ingram,

MassMutual is pleased to work with the Springfield Public Schools in developing and implementing a federally supported magnet schools program. MassMutual has been a steadfast supporter of the Springfield Public Schools for over 25 years, initiating such programs as the MassMutual Academic Achievement Program and the MassMutual Reading Achievers Program. Both of these initiatives have strived to increase the level of student academic achievement in Springfield schools by rewarding and recognizing youngsters for their academic excellence.

We are fully prepared to engage in an affiliation with the High School of Science and Technology, with whom we've collaborated for many years, to bring the resources and expertise of MassMutual forward to help the school district in its mission through this grant to ramp up our collective efforts to prepare Springfield schoolchildren to be leaders in the regional work force—a work force that needs to grow very specifically in the areas of biotechnology and biomedical science, finance, and information technology.

MassMutual is one of the nation's leading financial institutions, and as an immediate neighbor to Sci-Tech, we look forward to developing a working partnership with teachers and students in the Information Technology and Math and Finance Academies and support their expanded work in the area of 21st Century Global Communications by providing instructional and experiential opportunities to students and staff in our headquarter and affiliate sites.

This proposal represents a significant step forward by the Springfield Public Schools—a step in the community's direction, in the business community's direction, and in a direction that is clearly calculated to engage students in a meaningful and connected way to the work that lies ahead in the technological world of the twenty-first century. Our community needs such programs, and we stand ready to work shoulder to shoulder with the school district to move the possibilities for our future leaders forward.

Sincerely,

Nicholas A. Fyntrilakis
Director, Community Responsibility

Massachusetts Mutual Life Insurance Company and affiliates • Springfield, MA 01111-0001 • (413) 788-8411

April 30, 2010

Alan J. Ingram, Ed.D
Superintendent of Schools
Springfield Public Schools
195 State Street
Springfield, MA 01103

Dear Dr. Ingram:

The Regional Employment Board of Hampden County, Inc. (REB) is writing to support the proposal being submitted by the Springfield Public Schools for funding from the federal Magnet program.

The REB is currently working with the administration and staff in the STEM programs at the Springfield High School of Science and Technology, and has a significant interest in supporting the programming at the STEM Middle Academy as a feeder academic school to prepare students to transition to rigorous science and technology programs at the High School of Science and Technology.

Currently, the REB is working with the precision manufacturing companies led by the Western Massachusetts Chapter of the National Tooling and Machining Association (WMNTMA) , and faculty researchers from the Polymer Science and Engineering and Mechanical and Industrial Engineering Departments at the University of Massachusetts Amherst, and faculty from the Mechanical Engineering Department at Springfield Technical Community College to perform the following work:

1. Transfer new knowledge from UMA to SMEs through targeted research projects.
2. Develop educational components for SMEs and community colleges to integrate into new training programs.
3. Provide opportunities for high school students to visit UMass to observe STEM research and direct hands-on science and technology applications.

The Regional Employment Board of Hampden County is prepared to work collaboratively with the Springfield Public Schools in developing opportunities to connect students and teachers students involved in STEM magnat educational programming to the educational activities at UMass as well as Springfield Technical Community College. We are also committed to being a facilitator between regional employers and the Springfield Public Schools in implementing programs and activities in support of the educational programs conducted in selected Magnet schools.

We strongly endorse your application for continued support for Magnet programs in Springfield and are prepared to use our resources to support your activities.

Sincerely yours,
David M. Cruise

David M. Cruise
Director of Employer Services

Pioneer Valley Project >>><<< Proyecto del Valle Pionero
235 Eastern Avenue <> Springfield, MA 01109 <> (413) 827-0781 <> fax 827-0780

Alan J. Ingram, Ed. D
Superintendent
Springfield Public Schools
195 State Street
Springfield, MA 01103

April 29, 2010

Dear Dr. Ingram,

The Pioneer Valley Project (PVP) is in full support of Springfield's magnet grant proposal, as a community partner that works closely with Springfield Public Schools to expand parent involvement in schools and education. In keeping with this proposal, our organization is dedicated to expanding parent voices in school decision-making as a critical step towards improving education and ensuring that schools are responsive to diverse cultural communities.

PVP is a faith-based organizing project whose 26 member congregations and unions include thousands of families from Latino and other new immigrant communities. We have worked over the past five years to establish and expand a teacher home visit program that was first piloted at Duggan Middle School through their magnet grant. Based on the success of that effort, the school district has supported a larger pilot program in several schools. Home visits create positive relationships between teachers and parents as a foundation for working together for student success. This process has been shown to improve communication and attitudes on all sides, resulting in better student attendance, behavior and academic performance. Parent engagement can make the difference between students dropping out and succeeding in school, and PVP looks forward to working with the school department to expand this program in new magnet schools.

Cultural competence is also a key part of the home visit program, and PVP is at the early stages of working with schools to explore professional development workshops that enhance the cultural understanding of teachers. Cultural differences can be a serious barrier to good communication with families given that 82% of teachers are white, while Springfield has 85% students of color. Home visits provide an experiential way for teachers to learn about cultural differences as the basis for more formal cultural competence training.

This magnet grant would provide an opportunity for PVP to expand our work with home visits, cultural competence training, and parent organizing with Springfield schools. We would welcome the opportunity to work with the school department to increase family support for student learning, expand teacher understanding of cultural differences, and engage parents in school decisions so that schools are more responsive to student and family needs.

Sincerely,

Fred Rose

Fred Rose
Lead Organizer
Pioneer Valley Project

Morton M. Sternheim, Director
STEM Education Institute
Hasbrouck Lab
University of Massachusetts
Amherst, MA 01003

Voice (413)545-1908
Fax: (413)545-3697
mort@umasskl2.net
www.umasskl2.net

April 17, 2010

Dr. Alan Ingram, Superintendent
Springfield Public Schools
Springfield, MS

Dear Dr. Ingram:

I am delighted to write in support of the Springfield Public Schools' application for a magnet schools grant from the US Education Department. We are especially excited at the prospect of partnering with the two proposed STEM-oriented magnet schools in Springfield, one at the High School of Science and Technology and the new STEM Middle Academy.

Our anticipated partnership with the Magnet program in Springfield would entail both professional development opportunities for Springfield teachers as well as the development of after school activities that engage students in exciting, hands-on and authentic studies of science-based community challenges.

The STEM Education Institute has a 20-year history of collaboration with the Springfield schools. Over 10 years ago we began offering two science courses each semester in Springfield for middle school science teachers who wanted to earn a Masters in Science Education to become certified if they were not already. More recently (2002-2006), we had an NSF funded GK12 STEM Connections program that placed 10 science graduate students in middle school classrooms, primarily in Springfield, who helped teachers to teach science using inquiry-based, hands-on strategies. Students conducted authentic environmental science research, and over 800 each year had the opportunity to present their results at a culminating conference at the University of Massachusetts.

STEM Ed currently supports a variety of offerings that can be adapted to the Magnet School program. Our *Science and Engineering Saturday Seminars*, is a series of hands-on workshops that blend content and pedagogy on topics of interest to teachers, such as nanotechnology, laboratory safety, the effects of ozone (Forest Watch), and discrepant events in chemistry. Teachers can sign up for professional development credits or for graduate credits. Another relevant program funded by the National Science Foundation Academies for Young Scientists connects children and their teachers with campus environmental science research groups. NSF is funding this project to learn whether such out of school science experiences will encourage children to study STEM subjects and consider STEM careers. The initial indications are that this very exciting experience for children and their teachers, may in fact achieve the desired increase in STEM interest. This program can serve as a model for a similar after school program in the Magnet Schools.

I look forward to working with you and the Magnet schools and am happy to support in any way your endeavors to expand the STEM presence in Springfield .

Very truly yours

Morton M. Sternheim
Director, STEM Education Institute

Springfield Museums
ART • HISTORY • SCIENCE • DR. SEUSS SCULPTURE GARDEN

April 18, 2010

Dr. Alan J. Ingram
Superintendent of Schools
Springfield Public Schools
195 State Street
Springfield, MA 01103

Dear Dr. Ingram,

As President and Executive Director of the Springfield Museums, I am excited to commit our full support to your proposal for funding under the Federal Magnet Schools Assistance Program. Your efforts to solicit federal support to build upon the innovative and challenging work of Springfield's public schools, particularly with the efforts to substantially increase student's participation in the arts at Central High School and Van Sickle Middle School will further the educational mission of the Springfield Museums.

The Springfield Museums (George Walter Vincent Smith Art Museum, Museum of Fine Arts, Springfield Science Museum, Connecticut Valley Historical Museum and the newly opened Museum of Springfield History) own comprehensive collections, which include European, American and Asian works of art, anthropological, natural science and physical science materials; and a wide range of historical documents and artifacts. In addition to objects-based exhibitions, the Museums' facilities include a Planatarium and a Live Animal Center that are reqularly utilized in our programs. Located on a central green known as the Quadrangle in downtown Springfield, the Museums are a unique educational resource for city students.

Recent collaborations with Springfield Public Schools, notably with Brookings Museum Magnet School and The Springfield Renaissance Expeditionary School have yielded important results. A prime example is the work undertaken by students in Renaissance's 11th grade who produced an important exhibit on the Civil Rights movement in Springfield in which they conducted interviews with members of the local community, produced artifacts of those days of unrest and civil awareness and helped to mount and docent the exhibition for the Museum of Springfield History's opening. It is the richness of such collaborations that we are eager to continue with both Central High and Van Sickle schools.

The Museum education staff and I stand at the ready to fully support your new Magnet schools, as all other schools and look forward to working with school administrators and teachers on the implementation of this dynamic and worthwile initiative. I urge the Federal Magnet Schools Assistance Program to fund this important project.

Sincerely,

Joseph Carvalho
President & Executive Director
Springfield Museums

220 State Street, Springfield, MA 01103 • 413-263-6800 • www.quadrangle.org

George Walter Vincent Smith Art Museum. Springfield Science Museum. Connecticut Valley Historical Museum· Springfield Museum of Fine Arts· Dr. Seuss National Memorial Sculpture Garden

Springfield Library & Museums Association· The Quadrangle

April 19, 2010

Dr. Alan J. Ingram, Superintendent of Schools
Springfield Public Schools
195 State St.
Springfield, MA

Dear Dr. Ingram:

It is with a sense of excitement and anticipation that I write this letter in support of the Springfield public schools' application for a magnet schools assistance grant. The Community Music School of Springfield (CMSS) has had a longstanding working relationship with several Springfield Public Schools, dating back to when we were based at the New North Community Elementary School (prior to its renaming as the German Gerena Community School) beginning in 1983, when we were first established. CMSS had all of its music studios, classrooms, recital space, and its entire administrative areas at New North. It served as a wonderful home for nearly 12 years.

In addition, over the past 24 years we have conducted master classes and instrumental sectionals at Springfield schools including Gerena, the High School of Science and Technology, Central High School, Renaissance Expeditionary Learning School, Chestnut Middle School, and Rebecca Johnson and Liberty Elementary Schools, among many others and have served on many committees that support the efforts to renew music and arts education within the City's public schools.

It is exciting to be included in this new Magnet Grant to provide support to both Central High school as they deepen their arts experiences and also with Van Sickle Middle School, the only middle school in the city to offer instrumental music. We genuinely appreciate the opportunity to bring rich music experiences to our youth and are eager to help you bring the arts alive with this most recent Magnet proposal.

Please feel free to call on me or my staff for any support we can provide to your schools and the children of Springfield.

Eric Bachrach
Executive Director

127 State Street, Springfield, MA 01103 · P 413.732.8428 · F 413.788.7270 · communitymusicschool.com

ENCHANTED CIRCLE THEATER
Integrating Arts and Education to Inspire Learning
4 Open Square Way, Studio 421 Holyoke, MA 01040

Dr. Alan J. Ingram,
Superintendent of Schools
Springfield Public Schools
195 State Street Springfield, MA 01102

Dear Dr. Ingram, April 3, 2010

I write to you in strong support of the Springfield Public School grant application to the Magnet School Assistance Program. Enchanted Circle Theater is a pioneer in the field of arts in education, and arts aligned curriculum. We have had the pleasure of working with many of your Springfield Public School teachers, and in several of your schools through the years, enriching core curriculum with performing arts programming. I am hopeful, that with the help of the Magnet School Assistance Program, we will be able to offer our nationally acclaimed creative education programs to more of your deserving students and teachers.

I have worked with SPS for many years, in schools such as Rebecca Johnson, Lincoln Elementary, Gerena Montessori, Zanetti Montessori and Renaissance 6-12 schools (to name a few) developing linkages between the arts and curriculum, specifically in the area of arts integration with science, history and language arts. At the request of the directors of Fine Arts and Social Studies I taught for the past eight summers during Springfield's district-wide professional development days on ways of infusing theater arts and social studies. The following list includes samples of professional productions, artist-in-residence programs, and professional development for teachers.

- *FROM PAGE TO STAGE: A Reader's Theater*, performed for grades 6-10;
- *LIVING HISTORY – Writing Historically Based Plays in the Classroom;*
- *YOUTH READER'S – A Reading Empowerment Program for Youth;*
- *ACTING OUT ACROSS THE CURRICULUM – Professional Development for Teachers.*

Our creative education programs develop important life skills — both academic and social — including cognitive development, enhanced verbal skills, reading skills, spatial reasoning, and language development. ECT has been collecting data on how truancy drops during our artist- in residence programs. How student's reading fluency and writing skills improve. Theater engages the whole person, and empowers self-efficacy, self-discipline, and self-esteem. This work would align perfectly with the programs envisioned for Central High School's theater arts courses as well as work in the Film and Media strand at the High School of Science and Technology and Van Sickle's focus on Communications around the world –can there be more powerful communication than that provided through the arts?

Theater is an exciting catalyst for life-long learning, and a powerful teaching tool. Our organization would be thrilled to support the Magnet program as it seeks to embrace this important method of communication that captures the minds and hearts of students.

Respectfully,

Priscilla Kane Hellweg
Executive/Artistic Director

"The arts teach people how to learn, by giving them the first step: the desire to learn."
From The Champions of Change, an article sponsored by the Department of Education (2000).

www.enchantedcircletheater.com

Drama Studio, Inc.
P.O. Box 80892
Springfield, MA 01138
413-739-1983
Fax: 413-746-3776
www.dramastudio.org
e-mail: steve@dramastudio.org

April 12, 2010

Dr. Alan Ingram
Superintendent of Schools
Springfield Public Schools
195 State St.
Springfield, MA 01108

Dear Dr. Ingram

We at the Drama Studio enthusiastically support your district's application for a federal magnet schools grant. The prospect of our Studio working in close collaboration with your magnet schools, not only in the provision of dramatic arts study opportunities for Springfield public students, but in the creation of Sci-Tech's Film Studies program is an opportunity for the entire community to move forward as a hub for creative dramatic work among pre-adolescents and high school students.

For the past twenty years, the Studio has offered a conservatory-style acting training program, offering a wide range of courses in acting and frequent opportunities for performance for 200+ students in the greater Springfield area. We have collaborated on a number of projects and this exciting grant proposal sets the stage, as it were, for a closer partnership between the Drama Studio and the Springfield schools.

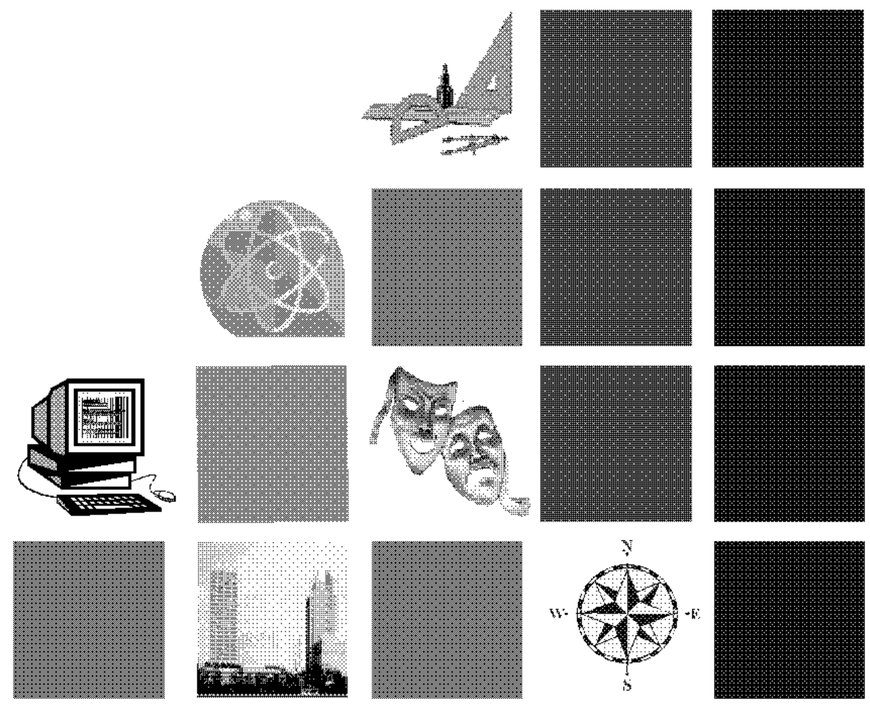
We are prepared to work as an instructional pivot in the dramatic arts that exposes students at Central and Sci-Tech to our studio approach and brings them and their teachers into the studio process. We are thrilled to be on board as a prospective partner to this magnet grant, and support your proposal wholeheartedly.

Sincerely,

Steve Hays, Director
Drama Studio, Inc.

Celebrating 20 Years of Enriching Lives!

The Drama Studio, Inc., founded in 1987 as a not-for-profit organization, is located at 41 Oakland Street (St. Barnabas Church) in Springfield, Massachusetts. Board of Directors: Daphne Hall, *President;* Michael Hassett, *Vice-President;* Nathan Olin, *Treasurer,* Carolyn Robbins Chipkin, *Cierk.* Members: Mujahid Aleem, Mary Frey, Robert McCarroll, Martha Moriarty



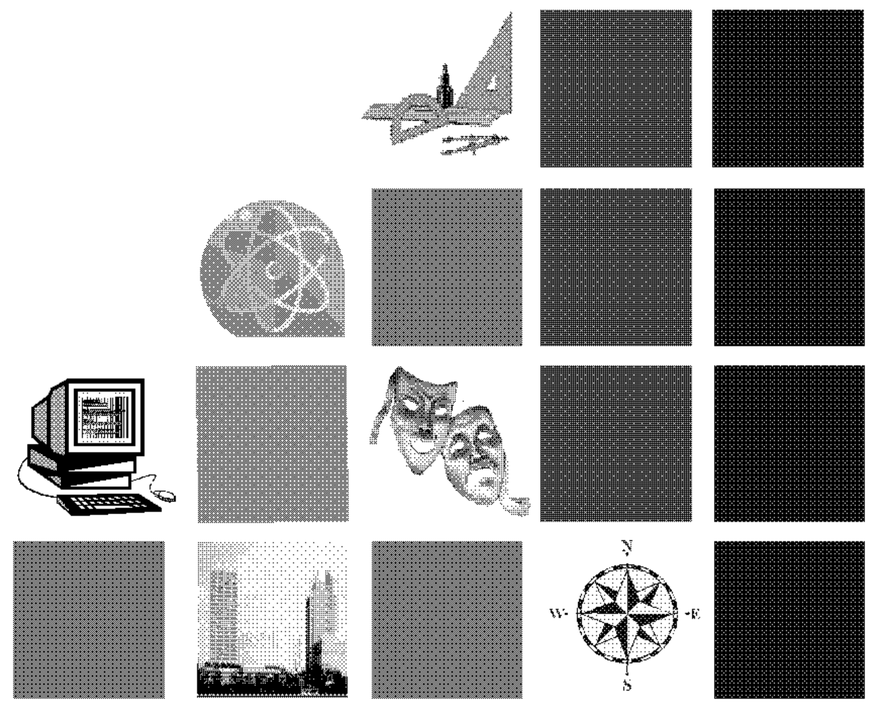
Springfield Public Schools

MAGNET SCHOOLS

ASSISTANCE PROGRAM

Appendix C:

Rigorous Evaluation Protocol Management Timeline



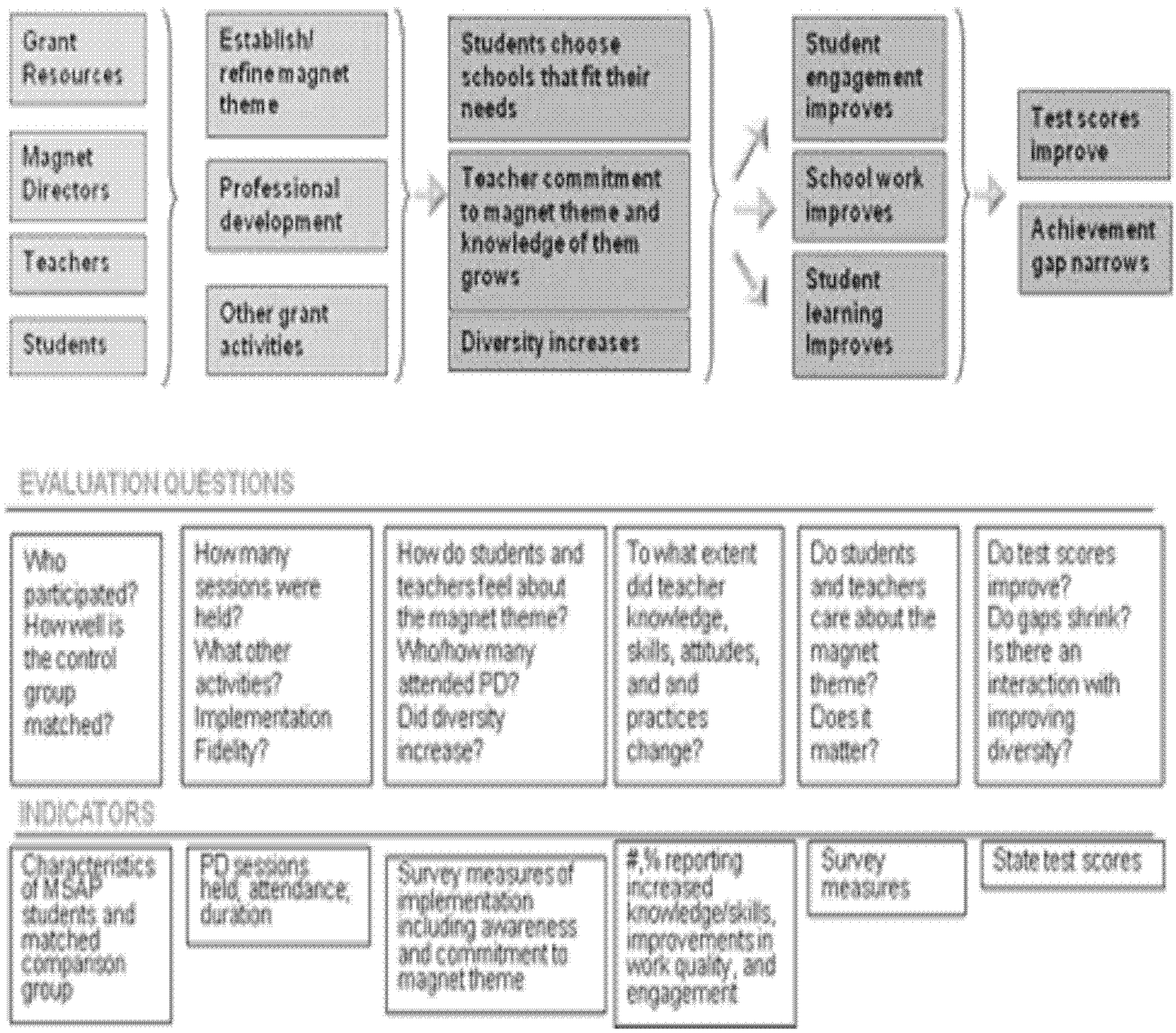
Springfield Public Schools

MAGNET SCHOOLS

ASSISTANCE PROGRAM

Rigorous Evaluation Protocol

A. EVALUATION LOGIC MODEL



B. DATA COLLECTION

Data	Data Collection Methods			
Collection/Assessment Instruments	**From whom?**	**By whom?**	**When?**	**Validity Information**
MSAP Survey	Teachers and students	AES, in concert with Magnet Director and CRESST	Spring 2011, 2012, 2013	Most survey items come from previously validated instruments; others will be validated as a part of this work.
Teacher Logs	Teachers	AES, in concert with Magnet Director and Teachers	Weekly during school year	Adapted from an instrument used by AES in the previous grant cycle
Implementation Measure	Teachers	Computed by CRESST as a factor based on indicators from instruments above	Computed at year's end, 2011, 2012, and 2013	Factor analysis initially performed by Dr. Silver; Strong predictive validity in09 analysis of turnaround schools by AES
State Standardized Tests in Mathematics and English Language Arts	Students: MSAP and comparison	The state and school-based test administrators	Spring, 2010-2013	See appendix for psychometric properties of state tests.

C. STATISTICAL ANALYSIS

The study is designed as a simple quasi-experiment, with a propensity-score matched comparison group. Impact will be assessed on primary (standardized test) and secondary (survey measures, other) outcomes with several iterations of the following OLS regression equation:

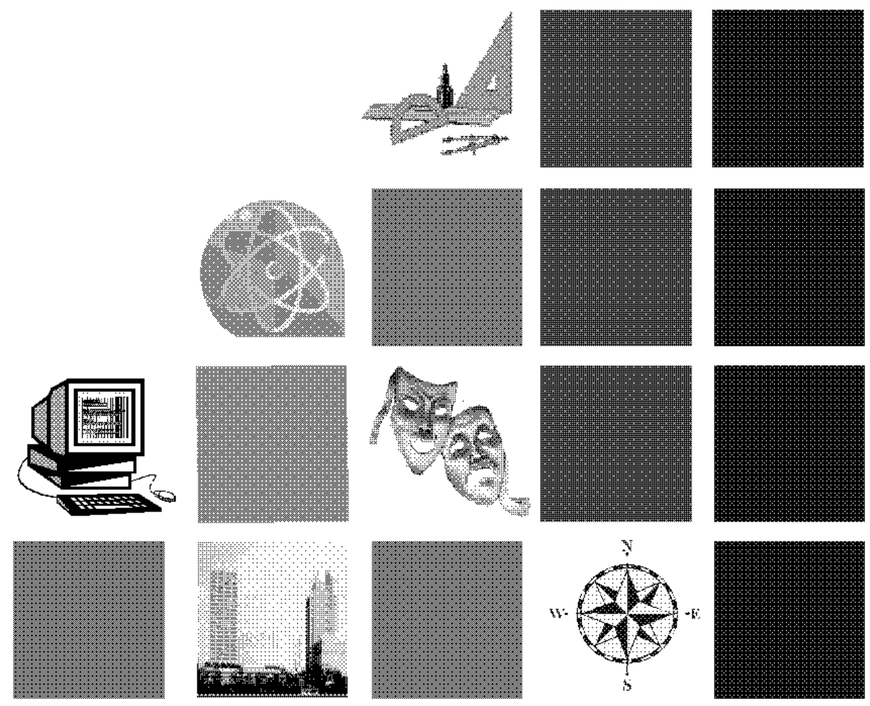
$$Y = \beta_0 + \beta_1 X_i + \beta_2 Z_i + e_i$$

(1) where Y is the dependent or outcome variable, β_0 is the intercept, Z_i is the dichotomous assignment variable (1 = treatment, 0 = control), β_1 is the pretest coefficient, β_2 is the estimated treatment effect, and e_i is the random error term. The treatment effect will be determined by statistically significant p values in the β_2 coefficients, with secondary tests corrected for multiple comparisons.

Period of Analysis	Statistical Tests	Variables
Longitudinal analysis of growth will be conducted each year following the release of state test results, using 2010 spring scores as the baseline.	Linear and non-linear OLS regression, with a dummy variable identifying treatment for each of the five outcomes described above. Multilevel models are not appropriate due to sample size considerations in the District, but they may be used for meta-analysis across multiple districts.	Dependent Variables: 1. Test Scores 2. Achievement Gaps 3. Engagement 4. Academic Expectations 5. Racial Attitudes Independent Variable: • Treatment Covariates: 1. Demographics, 2. Survey Measures, 3. Implementation

TREATMENT AND TREATMENT FIDELITY

Treatment	Comparison	Treatment Fidelity
All schools receiving grant funds receive professional development and funds for support of magnet theme	All non-magnet schools within the District; Propensity-score matching on school composition and student characteristics and baseline achievement	Log data on time spent on magnet theme, survey data on commitment to magnet theme, PD dosage, and progress towards MSAP diversity goals. Treatment fidelity data will be treated as an intermediate outcome and included as a covariate in treatment effects models.



Springfield Public Schools

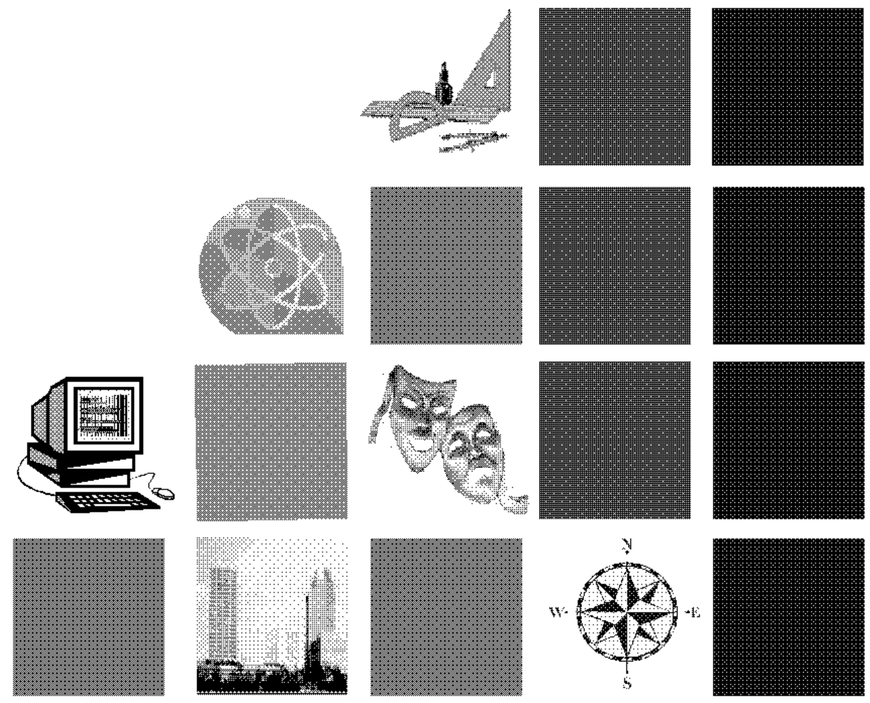
MAGNET SCHOOLS

ASSISTANCE PROGRAM

Magnet Program Management Timeline

Magnet Program Management Timeline		
Milestone	*Person(s) Responsible*	*Date*
2010-2011		
Interview and hire staff	Director and principals	Upon notification of award
Initiate recruitment/PR campaign	Director and Recruiter	Upon notification of award
Plan MRT staff orientation session	Director, Recruiter and Principals	Upon hiring of staff
Begin implementaiton in each school	Magnet Resource Teachers (MRT)	Upon hiring of staff
Begin curriculum/magnet alignment	Directors, Principals, MRT	Upon hiring of staff
Training for Magnet School Admin	Asst. Supt., Director, Evaluators	Upon notification of award
Magnet LeadershipTeam meetings	Asst. Sup., Director, Recruiter	Weekly beginning Sept.
MSAP Principal Advisory Mtg.	Asst. Sup., Dir. Principals. Recruiter	Quarterly starting Sept.
ELL Category Training	MRT, School Staff, EAC	October 2010
AP, IB, EL, STEM Training	Principals, MRT, school staff	October 2010 - June 2011
Powerful Learning Practice Online Seminar	MRT, school staff	October 2010-June 2011
Complete SIP with Magnet goals	School staff, SCDM, PTO	October 2010
Develop Family Engagement Plan	Director, principals, MRT, Recruiter	October 2010
Hold Partnership Meetings to plan PD	Asst. Sup't, Dir. Princ.MRT	November 2010
Home Visiting Project Training	School Staff, Pioneer Valley Project	Fall/winter 2010
Orientation Mtg. with Evaluators	Director, Recruiter, Principals, MRT	January 2011
Establish Magnet Advisory Board	Director, Recruiter, Principals	January 2011
Develop Rectuitment Plan for School	Director, principals, MRT, Recruiter	January 2011
On-site Evaluation Visit	Evaluators	January 2011
Recruitment Meetings/Fairs	Recruiter and schools	January - February 2011
"Road Shows" for HS recruitment	Recruiter,Central and HSST staff	January 2011
Cultural Comptency Institute	EAC at Brown U, School staff	January - June 2011
Data Institute	U. Conn, Dennis Vogel	January - March 2012
Develop MSAP Self-Assessments	Director, Recruiter and Evaluator	February 2008
Design Magnet Curriculum Guide	Director, principals,MRT, SCDM	Winter 2008/Spring 2011
Develop After School/Summer Programs	School Implementation Teams	March - April 2011
Administer Student/Staff/Parent Surveys	Evaluators	March - April 2011
On-site Evaluation Visit	Evaluators	March 2011
Teacher Recruitment Fair	Dir., Recruiter, Principals	April 2011
Complete Performance Report	Evaluator	May 2011
Sponsor Student Exhibit/Exposition	Magnet Program and School Staff	June 2011
Hold Follow Up Mtg. w/ Partners	Magnet Program and School Staff	June 2011
2011-2012		
Summer Training: AP, IB, EL, STEM	Director, principals, resource staff	June - August 2011
Sponsor Student Summer Programs	School based	June - August 2011
Curriculum Alignment Workshops	Principals, consultants, school staff	June - August 2011
College Internship/Mentor Training	Director, school staff, colleges	June - August 2011
MSAP MRT Summer Retreat	Dir, Recrtr, Prin, MRT, Acad. Dir.	August 2011
Magnet LEAD Meeting	Asst. Sup., Director, Princ. Recrtr.	Qarterly starting Sept.
Magnet Implementation Learning Walks	Asst. Supt, Dir., Rctr., Acad. Dir.	Quarterly beginning Sept.
Establish Magnet Leadership Teams	School staff	September 2011
ELL Category Training	MRT, School Staff, EAC	September 2011 - June '12
AP, IB, EL, STEM Training	Principals, MRT, school staff	September 2011 - June '12
Develop Rectuitment Plan for School	Director, principals, MRT, Recruiter	September 2011
Develop Family Engagement Plan	Director, principals, MRT, Recruiter	September 2011

School Open House - Parent Surveys	School based	September 2011
Home Visit Project - PD and implement	School staff	September 2011-June 2012
Powerful Learning Practice Online Seminar	MRT, school staff	October 2011-June 2012
Cultural Comptency Institute	EAC at Brown U, School staff	October 2011-June 2012
Data Institute	U. Conn, Dennis Vogel	October 2011-June 2012
Complete SIP with Magnet goals	School staff, SCDM, PTO	October 2011
Hold Partnership Meetings w/Univ.	Magnet Program and School Staff	October 2011
On-Site Evaluation Visits	Evaluators	Oct. 2011, Jan, May 2012
"Road Shows" for HS recruitment	Dir., Recruiter, Principals, MRT	November 2011
Recruitment Meetings/Fairs	Recruiter and School Staff	January - March 2012
"Road Shows" for MS recruitment	Dir., Recruiter, Principals, MRT	January 2012
Teacher Recruitment Fair	Director, principals, staff SCDM	February, April 2012
Administer Student/Staff/Parent Surveys	Evaluators	March - April 2012
Complete Performance Report	Evaluator	May 2012
Sponsor Student Exhibit/Exposition	Magnet Program and School Staff	June 2012
2012-2013		
AP, IB, EL, STEM Training for staff	Director, principals, resource staff	June - August 2012
Initiatite recruitment efforts	Recruiter	July 2012
Revise programs as necessary	Director, school staff	July - August 2012
Implement revised programs	Director, school staff	September 2012-June 2013
ELL Category Training	MRT, School Staff, EAC	September 2012-June 2013
AP, IB, EL, STEM Training	Principals, MRT, school staff	September 2012-June 2013
Develop Rectuitment Plan for School	Director, principals, MRT, Recruiter	September 2012
Develop Family Engagement Plan	Dir., Recruiter, Principals, MRT	September 2012
Home Visit Project PD and Implement	Teachers	September 2012-June 2013
Powerful Learning Practice Online Seminar	MRT, school staff	October 2012-June 2013
Revise and refine magnet curriculum	Director, school staff	By October 15, 2012
Continue Monthly Magnet Lead Mtgs	Ass't Superintendent, Director	Beginning October 2012
Revise SIP with Magnet goals if needed	School staff, SCDM, PTO	By October 15, 2012
Cultural Comptency Institute	EAC at Brown U, School staff	October 2012-June 2013
Data Institute	U. Conn, Dennis Vogel	October 2012-June 2013
Hold Recruitment Meetings/Fairs	Recruiter	Nov. 2012- March 2013
"Road Shows" for HS recruitment	Principals, recruiter, MRT	November 2012
Project Implementation Visits	Director and Evaluator	Oct. 2012, Jan, May 2013
"Road Shows" for MS recruitment	Principals, recruiter, MRT	February 2013
Teacher Recruitment Fair	Director, principals, staff, SCDM	February, April 2013
Complete Magnet Curriculum	Director, principals, staff SCDM	March 2013
Complete Performance Report	Evaluator	May 2013
Sponsor Magnet Teacher Share Fair	Magnet Program and School Staff	May - June 2013
Sponsor Student Exhibit/Exposition	Magnet Program and School Staff	May - June 2013



Springfield Public Schools

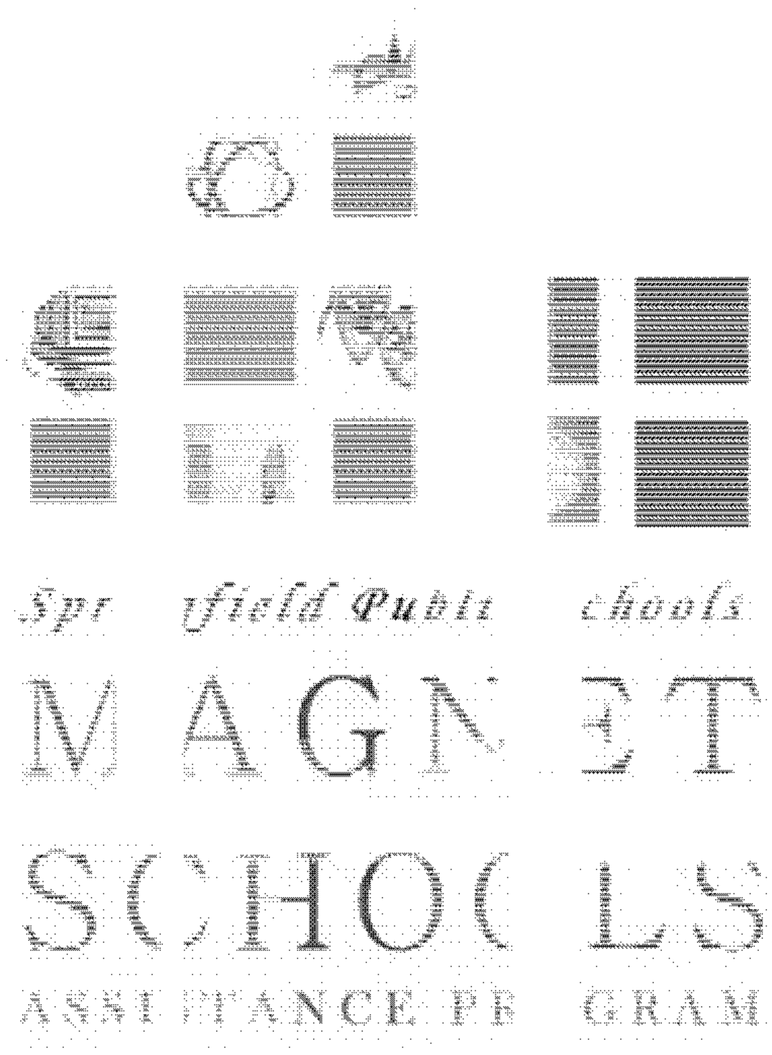
MAGNET SCHOOLS

ASSISTANCE PROGRAM

Appendix D:

Magnet Plans and Forms

- Strategic Plan
- Learning Walk Guide/Self Assessment
- Lesson Plan Rubric
- "LEO" Lesson Plan
- Justification Memorandum



Draft Strategic Plan

MSAP Strategic Plan
I: General Magnet Schools Assistance Program Obligations

I: Summary of General MSAP Grant Obligations	
Each MSAP-funded school will be transformed through district and school-based efforts into unique thematically-driven Magnet Schools that meet the Performance Objectives and fully reflect the vision articulated in the MSAP grant.	
II	Implementation of each school's Magnet theme shall lead to the ***enrollment of a more racially/ethnically diverse student body***, consistent with targets set forth in the MSAP grant.
III	Implementation of effectively aligned Magnet themes shall be articulated in SIPs and will assist each school in ***advancing academic achievement*** consistent with State and District mandates.
IV	Each school will develop a set of ***"Magnet Standards"*** that reflect theme-based proficiencies to be achieved by all students at the school.
V	Each Magnet school will ensure that internal ***school structures*** support the development of thematically-driven units and lessons aligned to standards and the capacity of teachers to deliver such lessons and units.
VI	District and school-based ***recruitment efforts*** will be driven by the desegregative purposes of the MSAP and by each school's unique Magnet theme.
VII	Each Magnet school shall initiate and support efforts to ***engage parents and families*** meaningfully in thematically-driven student work and activities.
VIII	All parts of the school shall ***manifest connections to that school's Magnet theme.***
IX	All district and school-based MSAP implementation will be conducted with the goal of supporting long-term transformation of each magnet school and providing structural, material and other supporst necessary to ensure each school's long-term ***capacity to continue as a viable magnet school beyond funding.***
X	Miscellaneous commitments to promote achievement of MSAP goals based on each school's unique theme, student achievement and enrollment and parent and community engagement goals.

SPS MSAP Strategic Plan
II. Student Enrollment

		II. Student Enrollment
Implementation of each school's Magnet theme shall lead to the enrollment of a more racially/ethnically diverse student body, consistent with targets set forth in the MSAP grant.		
1	By October 1 each year, minority group isolation will be reduced at HSST and VSMS and the percent of minority group students at Central and STEMM will increase.	
2	Central	By October 1, 2011 ***increase*** minority enrollment ***by*** ___***students*** (__% decrease to ___%) from 10/01/10.
		By October 1, 2012 ***increase*** minority enrollment ***by*** ___***students*** (__% decrease to ___%) from 10/01/11.
		By October 1, 2013 ***increase*** minority enrollment ***by*** ___***students*** (__% decrease to ___%) from 10/01/12.
	HSST	By October 1, 2011 decrease minority enrollment ***by*** ___***students*** (__% decrease to ___%) from 10/01/10.
		By October 1, 2012 decrease minority enrollment ***by*** ___***students*** (__% decrease to ___%) from 10/01/11.
		By October 1, 2013 decrease minority enrollment ***by*** ___***students*** (__% decrease to ___%) from 10/01/12.
	STEMM	By October 1, 2011 ***increase*** minority enrollment ***by*** ___***students*** (__% decrease to ___%) from 10/01/10.
		By October 1, 2012 ***increase*** minority enrollment ***by*** ___***students*** (__% decrease to ___%) from 10/01/11.
		By October 1, 2013 ***increase*** minority enrollment ***by*** ___***students*** (__% decrease to ___%) from 10/01/12.
	VSMS	By October 1, 2011 decrease minority enrollment ***by*** ___***students*** (__% decrease to ___%) from 10/01/10.
		By October 1, 2012 decrease minority enrollment ***by*** ___***students*** (__% decrease to ___%) from 10/01/11.
		By October 1, 2013 decrease minority enrollment ***by*** ___***students*** (__% decrease to ___%) from 10/01/12.
3	By October 1 each year, the proportion of minority students in the ***applicant pool*** for each minority group isolated magnet school will be less than the proportion of minority students enrolled in the school by at least 10 percentage points.	
4	For each project year, the numbers of students in the ***applicant pools*** will be at least 10% greater than the total number of seats available.	
5	By October 1 each year, no feeder school will become minority group isolated.	
6	By October 1 each year, the minority:white ratio of every magnet school class, including enrichment and advanced classes, will not deviate from the minority:white ratio of its grade by more than 15%.	
7	By October 1 each year, minority students from the two low-performing magnet/feeder schools and from SINI feeder schools will be in attendance at Central and STEMM, *increasing* minority group enrollment by two % per year.	

SPS MSAP Strategic Plan
III: Student Achievement

	III. Student Achievement
Implementation of effectively aligned Magnet themes shall be articulated in SIPs and will assist each school in advancing academic achievement consistent with State and District mandates.	
1	For each school, the proportion of students scoring at or above the Proficient Level will increase by at least 10% for the total population and each defined subgroups by the end of
2	By Year 2, the percentage of minority students enrolled in honors, Pre-AP or AP courses at each Magnet school will increase by 15%.
3	By Year 3, all magnet schools will have made gains towards or achieved AYP for their total population and for each defined subgroup.
4	By the end of the project, as a result of the implementation of theme-specific curriculum, 75% of students at each school will develop mastery of that curriculum ("Magnet Standards"), as determined by methods such as alternative performance measures including portfolios, teacher checklists, etc.
5	By the end of the project the number of students at Central and HSST taking the PSAT, SAT and ACT will have increased by 15%.
6	By the end of the project the number of students at Central and HSST achieving a score of 3 or higher on AP exams will have increased by 15%.
7	By the end of the project the number of students at Central and HSST enrolled in college-level courses during their junior and senior years will increase by 10%.
8	By the end of the project the number of students at Central and HSST matriculating to a two or four year college/university will have increased by 15%.

SPS MSAP Strategic Plan
IV. Magnet Standards

IV. Development of Magnet Standards	
Each school shall develop a set of "Magnet Standards" that reflect theme-based proficiencies to be achieved by all students at the school.	
1	Each Magnet school will identify learning proficiencies specifically related to each school's unique magnet theme. Magnet standards will reflect and be integrated with state curriculum standards, but will be designed to demonstrate the uniqueness of each school's specific theme.
2	Magnet Resource Teachers/Specialists will write and assist other teachers in developing and writing Magnet Standards that delineate what students will know and be able to demonstrate by the end of each grade level.
3	Each schools' specific PD plan (part of the SIP) will address the development and implementation of Magnet standards.
4	Magnet Standards will be peer-reviewed using a Critical Friends protocol to ensure they meet the Magnet program's expectations for high-quality student learning goals.
4	Magnet Standards will be written in student-friendly language and posted in classrooms.
5	Magnet Standards will become the centerpiece of recruitment materials that will clearly demonstrate to potential students and the community the ways in which each Magnet school offers unique programs or activities that go beyond those available in other city schools.
6	Magnet Standards for parent and community engagement will be developed to support Magnet goals for increasing the involvement of families and building sustainability beyond funding.

SPS MSAP Strategic Plan
V. School Structures

	V: School Structures
Each Magnet school will ensure that internal school structures support the development of thematically-driven units and lessons aligned to standards and the capacity of teachers to deliver such lessons and units.	
1	Each Magnet school will develop and implement magnet theme lessons and units to enhance classroom instruction across all content areas.
2	MRT willwork collaboratively with classroom teachers to facilitate and support the development and implementation of magnet theme lessons and units.
3	Each school will ensure that opportunitites are created for teachers to develop and collaborate in the implementation of lessons and units that are specifically tied to each school's magnet theme.
4	District Content-based Resource Teachers will work with Magnet schools to support the integration of the Magnet theme with State and local standards, curriculum, and assessments. All MRT will be trained in the alignment process.
5	MRT will work with classroom teachers,ILS's and support staff to familiarize them with these curricula and facilitate the process of integrating the theme to the aligned
6	Classroom teachers will use lessons and units developed to promote each school's magnet theme, and evidence of that use will be present through visual representations of student work as well as through responses to survey instruments designed to measure implementation of the project at the classroom level.
7	MRT will provide support for teachers on ways to integrate the theme across content areas; information on resources and materials to support infusing the theme into daily classroom lessons and activities; and PD for staff, utilizing resources provided by the
8	A team consisting of the principal, MRT's and ILS's will meet weekly with grade level teams to plan and coordinate classroom activities and lessons.
9	Training from the MRT, district specialists, university specialists, consultants, and the New England Equity Assistance Center, will enable teachers to incorporate theme-relatedand ELL teaching strategies into the core instruction.
10	By the end of year 3 specialized theme-related curriculum units, aligned with state standards and goals specified in each schools' SIP will have been developed at each project site by teachers, project staff and curriculum specialist consultants.
11	MRT will: 1) assist in developing and writing of magnet theme curricula; 2) help teachers develop Magnet Standards and assist with Curriculum Alignment; 3) work with teachers to infuse the theme across content areas; 4) model lessons and work with students up to 20% of their time; 5) coordinate project planning; 5) work to increase family involvement; and 6) develop and execute a recruitment plan coordinated with the district's recruitment
12	Magnet Resource Team at each school will play a prominent role, working with the principal and the School Improvement Team in developing short-term, mid-range and long-term PD plans.

SPS MSAP Strategic Plan
V. School Structures

13	A major vehicle for PD will be grade- level team Meetings where teachers learn to develop and align curricula; teach heterogeneous classes; infuse magnet theme materials into aligned units and lessons; and work with MRT in an integrated manner.
14	Opportunities for collaborative professional development will be provided during the school day through the grant's provision of Classroom support personnel.
15	The Chief Academic Officer will facilitate regular meetings of the Magnet Principals, Project Director and other Magnet staff that will provide a forum for sharing best practices and brainstorming ways to overcome obstacles.
16	At the conclusion of the three year project, specialized equipment and supplies necessary to continue ttheme-specific curriculum at each Magnet school with lesson plans aligned to Frameworks and to the specific magnet-purchased materials will be in place.

SPS MSAP Strategic Plan
VI. MSAP Recruitment

	VI. Recruitment
District and school-based recruitment efforts shall be driven by the desegregative purposes of the MSAP and by each school's unique Magnet theme.	
1	The magnet schools will utilize the PIC, school-based Parent Centers, Magnet School fairs, school-based exhibitions, open houses at each magnet school, and other public information venues to disseminate information about their school.
2	Parents and students selecting magnet schools should have a strong sense of what will be expected and what they will accomplish in the magnet program that is beyond the basic district or state standards.
3	Recruitment plans will be developed for each school in conjunction with the Program Recruiter and Project Director that include yearly enrollment targets.
4	Parents will help recruit by hosting small group discussions, attending Open Houses, being on SCDM and Magnet Leadership Teams.
5	The district and each school will develop a recruitment plan with specific targets. This plan will focus on SINI schools and under-represented racial/ethnic popula
6	The district and each school will maintain and have available to review numerical and percentage statistics of enrollment of minority/white students for each grade.
7	Student enrollment targets will be shared with staff of the Parent Information Center to ensure districti-wide understanding of the targets to help support obtaining Magnet program goals and objectives.
8	The Magnet Program Recruiter will develop brochures, newsletters, ads, flyers and other print material to increase awareness of the magnet schools to be distributed throughout the community.
9	The Magnet Program Recruiter will develop active website and updated articles that highlight school and classroom activities.
10	The Magnet Program Recruiter will produce marketing video for presentation on cable TV and distribution to the public.
11	The Magnet Program Recruiter will provide opportunities to share information with the public at events e.g. school Open Houses, Magnet Fair, community events, etc.
12	The Magnet Program Recruiter will arrange for PIC staff to tour Magnet schools to familiarize them with the themes, how they are manifested in school teaching and environment to help parents make informed choices for their chileren.
13	The Magnet Project Director and Recruiter will convene MSAP Advisory Board to support district's attempts to build capacity to sustain the program beyond funding and help ensure implementation of high-quality programs.
14	The Magnet office will sponsor series of events for public, including city and state officials and business leaders to increase awareness and help w/continuation
15	Each Magnet school will work to bring community members into the school as mentors and classroom volunteers.
16	Each Magnet school will work to build capacity through partnerships with businesses and local institutions of higher education.
17	The magnet schools program will utilize the PIC, Magnet Schools fairs, school-based exhibitions and open houses at each magnet school to disseminate information about the magnet schools program and to recruit students from underrepresented populations.

SPS MSAP Strategic Plan
VII. Family Involvement

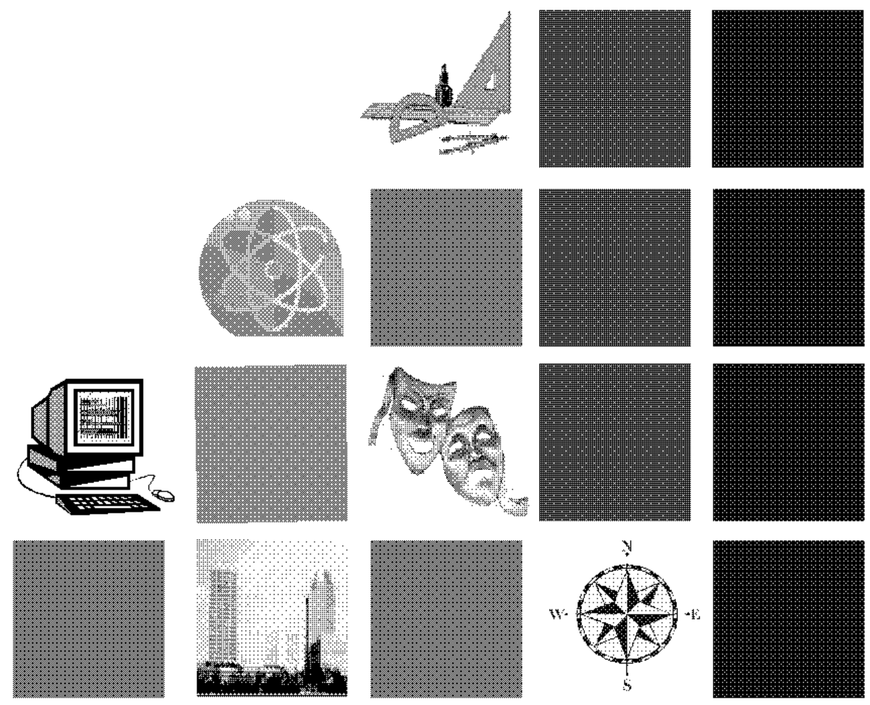
	VII Increased Family Involvement
Each Magnet school shall initiate and support efforts to engage parents and families meaningfully in thematically-driven student work and activities.	
1	The Magnet office will hire a bi-lingual Family Engagement and Support Specialist to coordinate extensive family engagement activities for all four project schools in collaboration with each school's PTO and the district's Parent and Community Engagement (PACE) office.
2	In each year of the project, each Magnet school will submit to the Magnet office a Parent Engagement Plan outlining strategies and specific activities for involving parents and families in theme-related Magnet school work.
3	Each Magnet school will participate in the "Home Visiting Project" in which classroom teachers in pairs will visit the families of 10 students in his/her classroom. These visits are non-evaluative and are designed to build bridges between home and school and provide opportunities to share and learn from each other to support student academic and social growth.
4	MRT and school staff will conduct regular workshops for parents to assist them in working with their children at home in support of the magnet school program, e.g., Family Porfolios, Family Math, Family Science, Family Stories, etc.
5	The project director, recruiter and all project staff at the school will work closely with the PTO to conduct meetings at each magnet school to orient parents to the specialized magnet program at each school for parents to support the program.
6	Project and district PACE staff will work with each school's PTO and SCDM Team to fully involve parents in specialized magnet classroom activities, fairs, performances, extended day and summer activities, trips, etc. with a particular emphasis on involving traditionally under-represented minority families.
7	The Magnet director and/or recruiter will work collaboratively with the Family Engagement Specialst and PACE office to conduct workshops for parents related to the magnet programs, workshops on the School Choice provisions under Title 1, workshops to familiarize parents with their options for continued education through high school and beyond etc.
8	By the end of years 2 and 3 there will be a significant increase from the previous year in the numbers of parents who participate in specific school activities that relate to the education of their children.
9	The district will establish a Magnet Schools Advisory Board where parents play an important role in making decisions related to magnet schools.
10	Bi-annual focus group meetings with parents at each Magnet school will help determine the direction of continued family engagement success, goals and activities.

SPS MSAP Strategic Plan
VIII: Manifesting the Theme

	VIII. Manifesting the Theme
All parts of the school shall manifest connections to that school's Magnet theme.	
1	Each magnet school will convene a "Building Transformation Team" whose responsibility will include "making the Magnet theme visible" in all parts of the school, including hallways, lobbies, outside areas, classrooms and other public spaces (cafeteria, gym, auditorium, etc.).
2	Thematic visibility will deomonstrate connections to curriculum and standards, as well as high expectations for quality student work.
3	Classroom teachers will use lessons and units developed to promote each school's magnet theme, and evidence of that use will be present through visual representaitons and posted exemplars of high-quality student work.
4	Multi-Media presentations (PowerPoint, photo slideshows, video, etc) that highlight each school's theme will be viewed in the lobby of each school on a flatscreen purchased for this purpose.
5	Public displays, exhibitions and presentations highlighting each school's magnet theme will be offered at least twice per year.

SPS MSAP Strategic Plan
IX. Capacity Building

	IX. Capacity Building
All district and school-based MSAP implementation shall be conducted with the goal of supporting long-term transformation of each magnet school and providing structural, material and other support necessary to ensure each school's long-term capacity to continue as a viable Magnet school.	
1	School schedules and structures will build in time for staff to collaborate in the design of theme-based, interdisciplinary lessons and projects, thereby expanding the knowledge base of each magnet school's teaching staff in methods and strategies that will continue to enhance instructional practice beyond this funding cycle.
2	Each Magnet school will convene a PD team, made up of ILS's, district curriculum resource specialists, MRT's and classroom teachers that will be responsible for infusing the work of the Magnet program at the building and district levels and aligning that work with district initiatives.
3	District staff will assist each magnet school in developing a long-term PD Plan that will ensure the continued implementation of the school's magnet theme beyond the funding period. This long-term plan shall be adopted for implementation no later than the end of project year 2.
4	Each magnet school will establish connections and formal partnerships with businesses and local colleges and universities that focus on magnet theme-related activities that will help each school to continue their Magnet program work beyond funding.
5	At the conclusion of the three year project, specialized equipment and supplies necessary to continue the magnet school theme-specific curriculum at each school will be in place, with lesson plans aligned to Frameworks and to the specific magnet-purchased materials.
6	The Magnet Office will work with each school to seek funds to enhance the program during the three-year period and to assist the district in assuming the costs of the program when MSAP funds are no longer available.



Springfield Public Schools

MAGNET SCHOOLS

ASSISTANCE PROGRAM

Sample Learning Walk/Self Assessment Guide

Magnet Self-Assessment Protocol: Schoolwide Implementation

Implemtation Walk Date:_____
Participants:_____

Rating Scale: 1 = Not at all - 5 = To a great extent; D/K = Don't Know; N/A = Not Applicable
Assessment Methods: Obs = Observable Evidence; Doc = Documentary Evidence; Int = Interview

School Environment	**Assessment:**	**1**	**2**	**3**	**4**	**5**	**D/K**	**N/A**
Magnet theme evident outside school:	Obs							
Magnet theme evident upon entering building:	Obs							
Magnet work evident in hallway displays:	Obs							
Magnet work displayed reflects high quality work:	Obs							
Magnet Theme Integration		**1**	**2**	**3**	**4**	**5**	**D/K**	**N/A**
Magnet theme reflected in SIP:	Doc, Int							
Magnet work aligned with district curriculum and assessments:	Doc							
Magnet Leadership Team in place and meeting regularly:	Int							
Magnet Leadership Team actively involved in theme development:	Int							
Faculty articulate knowledge and understanding of Magnet theme:	Int							
Schedules provide time in school day for Magnet projects/activities:	Doc, Int							
Schedules provide time for Grade/Team planning with MRT:	Doc							
Magnet theme evidenced in extra-curricular activities:	Obs, Doc, Int							
Magnet theme prominent in new parent activities:	Obs, Doc, Int							
Evidence of implementation of magnet integration strategies:	Obs, Doc, Int							
Professional Development		**1**	**2**	**3**	**4**	**5**	**D/K**	**N/A**
PD plan has been developed to incorporate Magnet program:	Doc, Int							
Professional Development Plan is in place:	Doc, Int							
Professional Development Plan reflects Magnet PD:	Doc, Int							
Extended day schedule provides time for Magnet specific PD:	Doc							
Schedules provide time for co-teaching with MRT:	Doc							
Evidence of implementing Magnet integration PD:	Obs							
Family/Parent Involvement		**1**	**2**	**3**	**4**	**5**	**D/K**	**N/A**
Family involvement goals included in SIP:	Doc, Int							
Family activities highlight Magnet theme:	Doc, Int							
Parent Involvement activities include Magnet theme:	Doc							
MRTs involved in planning of parent activityevents and calendar:	Doc, Int							
Parents actively engaged in classrooms as volunteers:	Obs, Doc, Int							
Family involvement activities relate to student achievement:	Doc, Int							

kph 4/30/10

Magnet Implementation Self-Assessment: Classroom Observation

Teacher Name:_____ Grade: _____ Room: _____ Period: _____

Observation Date:_____ Lesson Plan Available? Yes: _____ No: _____

Integration with Magnet Theme in: (check all that apply) ELA: _____ Math: _____ Science: _____ Soc.Stu: _____

Art: _____ Music: _____ Drama: _____ Health: _____

Foreign Language: _____ Technology: _____ Other: _____

Rating Scale: 1 = Not at all - 5 = To a great extent; D/K = Don't Know; N/A = Not Applicable

Assessment Methods: Obs = Observable Evidence; Doc = Documentary Evidence; Int = Interview

Learning Environment	**Assessment**	**1**	**2**	**3**	**4**	**5**	**D/K**	**N/A**
Evidence of Magnet theme in classroom work and displays:	Obs							
Classroom environment conducive to group/project work:	Obs							
Classroom agendas reflecting Magnet theme integration:	Obs							
Materials and resources to support Magnet work evident:	Obs, Int							
Students are grouped heterogeneously:	Obs							
Teacher Activities		**1**	**2**	**3**	**4**	**5**	**D/K**	**N/A**
Teacher engaged in teaching/integrating Magnet theme:	Obs							
Evidence of MRT collaboration in lesson planning and design:	Doc							
Lessons reflect integration of Magnet theme:	Doc							
Assessments for Magnet work included in lesson planning:	Doc							
Interdisciplinary lessons and units in evidence:	Doc							
Magnet lessons are aligned with curriculum:	Doc							
Classroom activities include family involvement component:	Int							
Evidence of implementation of magnet PD integration strategies:	Obs, Int							
Student Activities		**1**	**2**	**3**	**4**	**5**	**D/K**	**N/A**
Student work exhibited in classroom reflects Magnet theme:	Obs							
Students are able to articulate Magnet theme:	Int							
Assessments include those appropriate for Magnet work:	Doc							
Magnet Standards are evidenced in student work:	Obs, Doc							

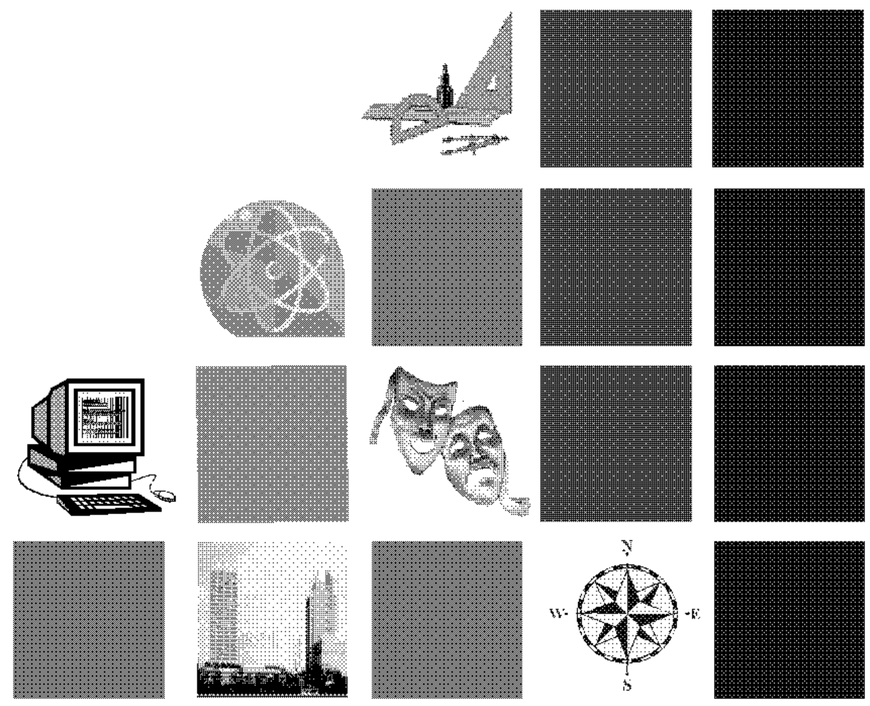
kph 4/30/10

Magnet School Self-Assessment

Implementation Walk Date:_____
Participants:_____

Rating Scale: 1 = Not at all - 5 = To a great extent; D/K = Don't Know; N/A = Not Applicable Events; Stn=Magnet Standards

	Measure	1	2	3	4	5	D/K	N/A
Magnet themes visible in hallways, in classrooms and outside the building.								
Lesson plans reflect Magnet theme at all grade levels;								
Lesson plans reflect differentiated lesson plans and activities designed to meet the needs of students working in heterogeneous groups								
Structure of school day allows for in-depth exploration and planning for theme-based activities.								
Sequenced PD provided in Magnet theme areas through use of consultants, MRT, university partners, etc.								
MRT meet regularly with individual teachers and grade level teams to plan integrated, interdisciplinary lessons and activities aligned to state frameworks.								
Magnet theme activities available to all students during and after school								
Materials and resources available to all classroom teachers to support implementation of the theme.								
Ongoing activities during school day and after school provided by partner agencies, artists-in-residence and other consultants								
All staff are provided training integrating core content subject areas with Magnet themes during workshops and extended day training.								
Students demonstrate specific theme-related proficiencies determined byMagnet LeadershipTeam..								
School outreach activities, events and environment supports the recruitment of a diverse population.								
Two-way parent outreach program, includies structured activities and opportunities for parent direction.								



Springfield Public Schools

MAGNET SCHOOLS

ASSISTANCE PROGRAM

Sample Lesson Plan Rubric

Name of Lesson:	**Subject Area:**	**Grade:**
Teacher:	**Academy:**	**Room:**

Target Grade/ Subject: Identify and describe the targeted student population(s) and relevance of the lesson for this population.

10 points	**8 - 9 points**	**6 – 7 points**	**0 – 5 points**
Lesson includes a full paragraph with detailed description of the student's strengths, abilities and areas of growth that this lesson will address.	The unique attributes of your target population are very clear and the appropriateness of the lesson (for this group) is obvious.	Description of target population is general and appropriateness of the lesson (for this group) is clear.	Description of target population is vague and/or, appropriateness of the lesson is not convincing.

Score: **Comments:**

Student Learning Objective(s) List the targeted Massachusetts Frameworks and describe the specific behavior that the students will perform, the conditions under which it will be performed, and the criteria for assessing mastery.

20 points	**18 – 19 points**	**14 - 17 points**	**0 – 13 points**
MA Frameworks are specified and expectations for student performance and criteria for assessing mastery are evident.	Behavior, criteria, and conditions are clearly communicated and clearly and concisely written (no unnecessary word).	Two of the three (behavior, criteria, and/or conditions) are apparent.	Learning goals, criteria, and/or conditions are unclear or missing.

Score: **Comments:**

Materials: Include all materials and explanations of why they are needed for lesson. Materials should be specific to the unit and tied to student outcomes

10 points	**8 - 9 points**	**6 – 7 points**	**0 – 5 points**
Detailed explanation of materials and relevance to the lesson is clearly delineated and there is an obvious connection to student learning goals and outcomes.	Materials needed are provided and explained.	All materials are included but how they are to be used or relevance to lesson is unclear.	Materials are not all included and/or are poorly described, and/or do not appear relevant to the lesson.

Score: **Comments:**

Lesson Description: Describe the lesson clearly so that it can be implemented in your absence. Include sequence and length of individual components if appropriate.

20 points	18 – 19 points	14 - 17 points	0 – 13 points
Lesson is clearly organized and includes step-by-step procedures for others to follow. Lesson is written using active voice, direct address as if spoken directly to the instructor	Description is sufficiently clear to enable a third party to try the lesson out. Description is clear yet economically written.	Description is fairly clear. It may be a bit wordy and/or repetitive.	Description is unclear and difficult to follow.

Score: **Comments:**

Assessment and Evaluation of Lesson: Describe the assessment measure for whether the objective(s) were met.

20 points	18 – 19 points	14 - 17 points	0 – 13 points
Lesson assessment is clearly articulated and appropriate to measure lesson objectives and includes evidence of differentiated expectations.	The assessment clearly matches lesson objective and description, includes specific measures and expectations.	The assessment is aligned with lesson objectives and description but lacking objective assessment criteria/descriptions	The assessment is inconsistent with the lesson objective and description.

Technology Integration: Describe how technology is used to support instructional activities of the lesson

20 points	18 – 19 points	14 - 17 points	0 – 13 points
Technology is fully integrated into the lesson and supports student learning objectives in meaningful ways.	Technology supports the instructional objective in a meaningful way. The technology enhances and facilitates outcomes not directly measured.	Technology supports the lesson but may "get in the way" somewhat, e.g., when students need to "learn" to use the software as a separate endeavor.	Technology appears to be the focus of the lesson and intrudes into or becomes the activity itself, e.g., teaching how to use a spreadsheet.

Score: **Comments:**

Student Engagement and Motivation: the lesson/activity is designed to engage and motivate students

10 points	8 - 9 points	6 – 7 points	0 – 5 points
The lesson includes imaginative, thoughtful, and creative activities that will engage students, provide intrinsic motivation and are appropriate to meeting lesson objectives.	Lesson/activity is interesting and engaging for the target population, provides incentives for students to explore and motivation to want to do it again.	Activity different from students' normal classroom activities. Students are motivated to try the activity.	The activity is dry and boring.

Score: **Comments:**

Overall Comments and Suggestions:

Lesson Plan Peer Review Process

Purpose and Process: To develop and implement high quality units and lessons, time is set-aside for teachers to review units and lessons in an atmosphere that supports critical friends in developing high quality lessons.

The following set of criteria guide the peer review process. The criteria serve a dual purpose: 1) in the same way that teachers give students criteria for performance at the outset of an activity, teachers need criteria to guide their work; and 2) the criteria are key to the learning experience review process. The criteria provide the reviewer with a focus on commenting on the lesson or unit and providing positive and constructive feedback. The Lesson Rubric and Review Reporting Form is used to record comments to be shared with the teacher. These comments should be designed to help strengthen classroom practice.

Peer Review Criteria

1. **Relation to Learning Standards**
   Does this learning experience clearly link to performance indicators for the specified standards? Does it require students to understand and use ideas, perspectives, tools and/or methods that are central to the learning standards?

2. **Construction of Knowledge**
   Does this learning experience require students to construct knowledge, i.e. work out genuine understanding of what they are taught? Do they have to discover information? Do they have to organize, synthesize, interpret, explain, or evaluate information?

3. **Challenge**
   Is the learning experience appropriately challenging to students?

4. **Engagement**
   Does the learning experience, as presented, seem likely to engage students and press them toward learning?

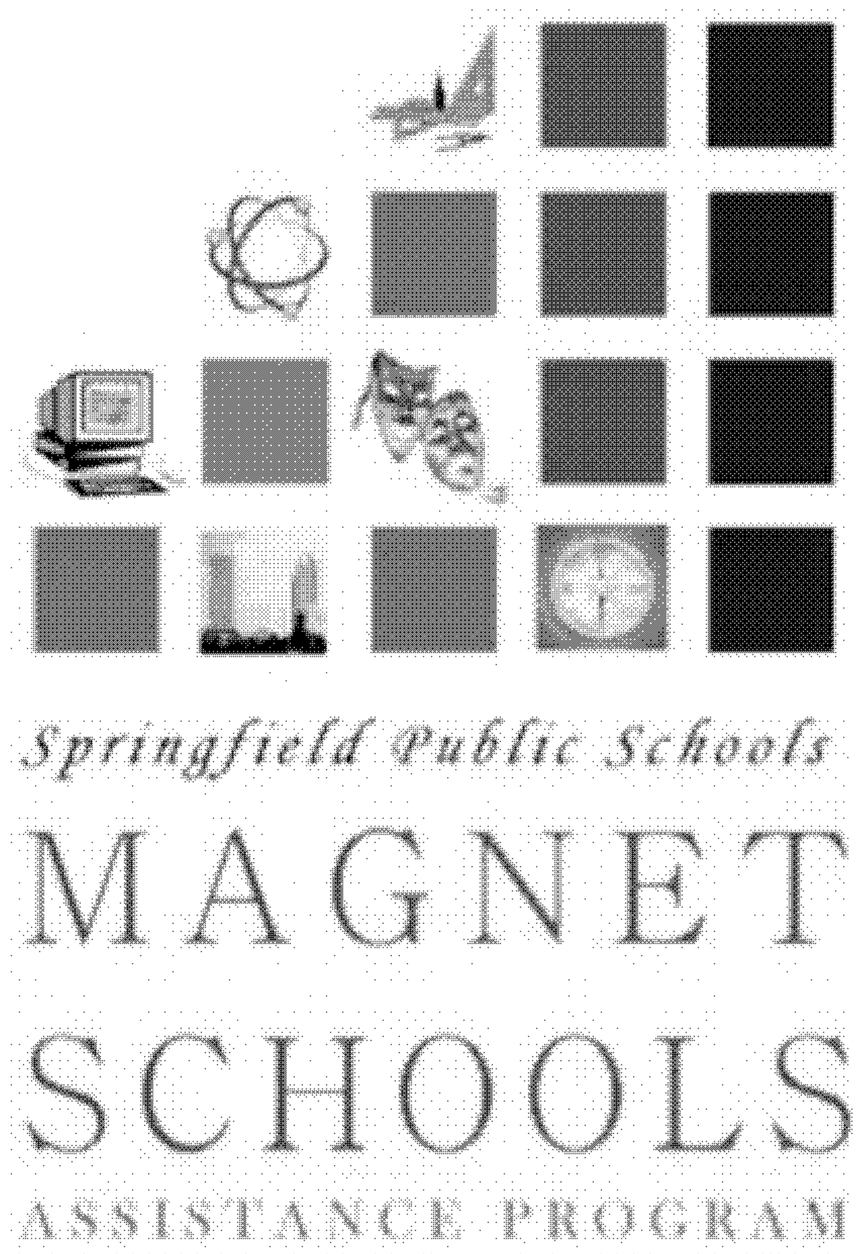
5. **Assessment Plan**
   Does the experience incorporate elements of good assessment: clear criteria to guide work, feedback on work in progress, and reflection on work completed?

6. **Adaptability**
   Is the learning experience adaptable to other classrooms and other students? Or does it require a very narrowly drawn population of students and/or undue expense or extraordinary circumstances?

7. **Technology Integration**
   Does technology, when used, assist students to achieve the learning standard(s) addressed in the assessment plan?

8. **Value Beyond School**
   Does this experience focus on a problem/situation connected to the world beyond school?

9. **Presentation**
   Is the learning experience clearly written and fully developed so that other teachers have a real understanding of what is happening in the classroom and can related to it?



SPS Magnet Program

Sample LEO Lesson

Investigation: Life in Colonial America

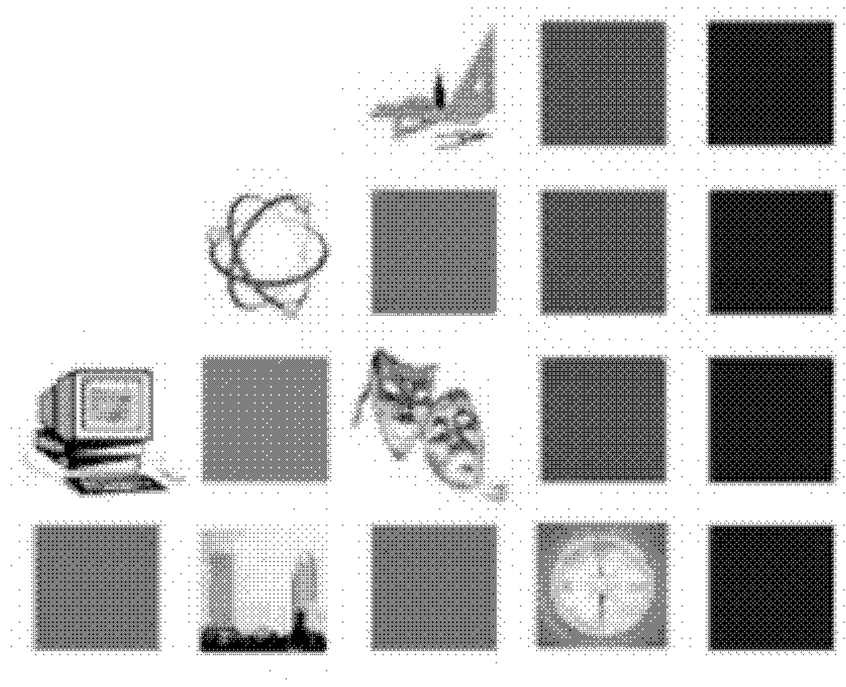
Brainstorm and Select Learning Experiences for this Investigation

In-Depth Study
Populations groups/individual, export/import-triangular trade ,slavery, occupations, daily life, geography- physical, education, religion, famous people, government

Content & Concepts of the Discipline(s)
report writing, map drawing/reading, research, summaries and descriptions, vocabulary, media and technology,

What projects and other learning experiences will you use to teach the content of this investigation?

Learning Experiences	**Significant Content, Concept and Skill Outcomes**	**Resources:** *Text, Data Sets, Fieldwork, museum trunks, Experts, Supporting Service, Primary Source Documents*
Immersion into the Investigation		
Artifacts	**Content/Concept Outcomes:** I can distinguish between primary and secondary sources I can collect information from primary sources	Connecticut River Valley Historic Society, Old Deerfield (online catalog)
Projects leading to a product or performance		
Research leading towards oral presentation	**Content/Concept Outcomes:** Gain an understanding of life in Colonial times, the development of colonial governments and institutions and their impact on the formation of the federal government **Skill Outcomes:** I can explain the impact of the settlement groups in the colonies I can identify 5 major leaders responsible for the founding of a colony I can explain the impact of settlers on indigenous populations I can explain the economic impact of slaves on the success of the colonies I can describe the development of colonial governments I can describe triangular trade I know major imports and exports of the colonies. I can identify the 3 major colonial regions. I can compare the regions climate, population and economies	Leveled text, websites, history textbook, primary sources
Ongoing Fieldwork or Service: Repeated visitation to a site for ongoing data collection		
Old Deerfield		
Ongoing Literacy Practices: Book Clubs, Series of Socratic Seminars, Anchor Texts, Reading Comprehension Strategy Study, Writing Trait Study		
Expert Groups	**Content/Concept Outcomes:** Concept groups will support the research for the different topics selected for presentation **Skill Outcomes:** Working with group Thorough body of research collected by the group	Leveled text, primary sources, history Text
Other Ongoing Learning Experiences: Ongoing Science Labs, Simulations, data set analysis		



Springfield Public Schools

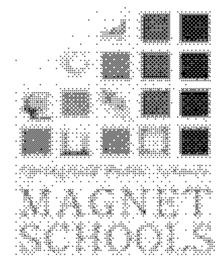
MAGNET SCHOOLS

ASSISTANCE PROGRAM

SPS Magnet Program

Justification Memorandum Template

Magnet Schools Assistance Program



Date:
Requisition #:
MSAP Component(s):
Budget Line:
Amount:

From:
Vendor:
Address:

Phone:

Resource / Activity: What is it?

If personnel, describe what they do?

If activity, describe who is involved and what they do.

If supplies or equipment, how is it used?

How does this resource or activity strengthen the Magnet Schools Program component listed above to meet MSAP goals and objectives?

Magnet Schools Assistance Program 2008-2009

Date: May 8, 2009

From: Katie Harbour

District Req #: 10006256

Vendor: Clear Channel Radio (Megan Berry-Nolan)
1331 Main Street
Springfield, MA 01103
Ph: (413) 781-1011, Fax (413) 858-1958

MSAP Component(s): Recruitment

Resource / Activity: What is it?

Advertising for student recruitment.

If personnel, describe what they do?

If activity, describe who is involved and what they do.

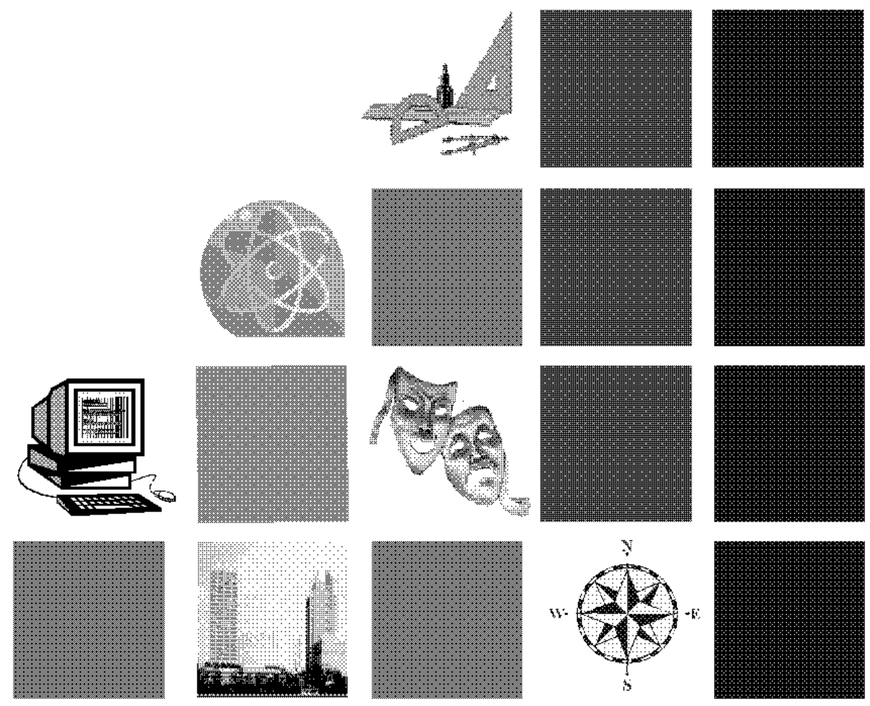
If supplies or equipment, how is it used?

To increase public awareness of our Magnet schools, a multi-tiered advertising campaign has been developed to reach families through a variety of media, including newspaper ads, radio commercials on several local channels that reach as far as Vermont and New York, TV commercials running on Comcast cable channels such as MTV, Lifetime, Discovery Channel, The Weather Station, ESPN, TLC, CNN, etc.

Clear Channel is the parent company of 4 local radio stations: WHYN MIX 93.1, WHYN AM 560, WPKX KIX 97.9 and WRNX 100.9.

How does this resource or activity strengthen the Magnet Schools Program component listed above to meet MSAP goals and objectives?

In order to attract a diverse student population to our Magnet schools the community must first be made aware of our programs. Clear Channel Radio sponsors 4 stations that reach over 135,000 people each day from throughout Western Massachusetts and Northern Connecticut. Radio advertising allows us to reach families who may not live in the Greater Springfield area but who may be thinking of making a change of location, or who may simply be looking for a more well-matched educational environment for their children. The Clear Channel family of stations target demographics match the ranges and ages of adults and students we seek to draw to our magnet programs and will provide us with a broad spectrum of advertising opportunities across these four stations.



Springfield Public Schools

MAGNET SCHOOLS

ASSISTANCE PROGRAM

Appendix E:

Bibliography

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Bibliography

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Project Narrative

Project Narrative-Joint Application Information (if necessary)-Refer to: Instructions for Other Documents and Attachments

Budget Narrative

Project Narrative-Budget Narrative

Attachment 1:
Title: **Springfield Budget & Budget Narrative** Pages: **24** Uploaded File: **Springfield MA Budget and Narrative.pdf**

Springfield Public Schools
195 State Street
Springfield, MA 01102

Magnet Program Budget and Narrative

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Magnet Program Budget

2010-2013

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Magnet Office District Budget 2010-2013					
	YEAR 1	YEAR 2	YEAR 3	TOTALS	EXPLANATION
STAFF SALARIES					
Magnet Project Director	99,306	102,285	105,354	306,945	Includes 3% increase per year
Magnet Project Recruiter	78,917	81,285	83,723	243,925	Includes 3% increase per year
Magnet Project Secretary	42,500	43,775	45,088	131,363	Includes 3% increase per year
Family Engagement Support Specialist	42,500	43,775	45,088	131,363	Includes 3% increase per year
.5 Data Specialist	24,000	24,720	25,462	74,182	Includes 3% increase per year
Sub-Total for Staff	**287,223**	**295,840**	**304,715**	**887,778**	
FRINGE BENEFITS					
Fringe for 4.5 FTE staff members	45,000	47,250	49,613	141,863	Includes 5% increase per year
Sub-Total Fringes	**45,000**	**47,250**	**49,613**	**141,863**	
CONTRACTUAL					
Evaluation of MSAP Program	80,000	82,400	84,872	247,272	Site visits, surveys, produce APR
CRESST Rigorous Evaluation	65,000	65,000	65,000	195,000	Data analysis, survey administration, etc.
Advertisement on Cable and Network TV	50,000	50,000	50,000	150,000	$25k for 3 network stations, $25k cable
Radio Advertisements - NPR and Local AM	50,000	50,000	50,000	150,000	$20k for 8 public and local radio stations
Misc. Marketing Contracts	25,000	25,000	25,000	75,000	$25k billboards on 91, $25k movie ads
Sub-Total for Contractual	**270,000**	**272,400**	**274,872**	**817,272**	
TRAVEL					
MSA Directors and Legislative Conf in DC	3,000	3,000	3,000	9,000	
MSA National Conf for Director and Recruiter	3,000	3,000	3,000	9,000	
EL National/Regional Conferences	2,000	2,000	2,000	6,000	
Misc. out of state travel	2,000	2,000	2,000	6,000	School visits, local/regional conferences
Sub-Total for Travel	**10,000**	**10,000**	**10,000**	**30,000**	
EQUIPMENT					
	0	0	0	0	
Sub-Total for Equipment	**0**	**0**	**0**	0	
SUPPLIES					
2 Laptop computers @1900 ea.	3,800	0	0	3,800	Laptops for Magnet office staff
Color laser printer/scanners	1,200	0	0	1,200	
Office supplies	5,000	5,000	5,000	15,000	Binders, ink, copy paper, etc.
Sub-Total for Supplies	**10,000**	**5,000**	**5,000**	**20,000**	

OTHER					
Recruitment					
Newspaper Advertising	5,000	5,000	5,000	15,000	Ads and flyers in local and regional papers
Misc. Advertising	2,500	2,500	2,500	7,500	Civic center banners, posters etc.
Printing for Newsletters and Brochures	5,000	5,000	5,000	15,000	Annual "Magnet Schools of Choice" book
Mailings/Postage	500	500	500	1,500	
	0	0	0	0	
Sub-Total for Other	**13,000**	**13,000**	**13,000**	**39,000**	
TOTALS	**635,223**	**643,490**	**657,199**	**1,935,912**	

Central High School Budget 2010-2013					
	YEAR 1	YEAR 2	YEAR 3	TOTALS	EXPLANATION
STAFF SALARIES					
Advanced Studies Magnet Resource Teacher	56,000	57,680	59,410	173,090	includes 3% increase per year
Visual and Performing Arts Magnet Resource Teacher	56,000	57,680	59,410	173,090	includes 3% increase per year
.33 Computer Networking Technician	14,000	14,420	14,853	43,273	
Sub-Total Salary	**126,000**	**129,780**	**133,673**	**346,181**	
FRINGE BENEFITS					
Fringe and Health for 3.33 FTE	28,000	29,400	30,870	88,270	includes 5% increase per year
Sub-Total Fringe	**28,000**	**29,400**	**30,870**	**88,270**	
CONTRACTUAL					
Artists in Residence	50,000	50,000	30,000	130,000	(Teatro Vida, CMSS, ECT etc)
Springfield Artists Series	9,000	11,000	13,000	33,000	
Research for Better Teaching Consultants	10,000	10,000	10,000	30,000	
College Board, AP/ Pre-AP Consultants	15,000	15,000	15,000	45,000	
Data Institute Trainers	10,000	10,000	10,000	30,000	U. Connecticut
ELL Category Training Consultants	10,000	10,000	10,000	30,000	
Cultural CompetencyTrainers	25,000	25,000	25,000	75,000	NE EAC; Latino STEM Alliance
Sub-Total for Contractual	**129,000**	**131,000**	**113,000**	**373,000**	
TRAVEL					
Travel to AP Training Sites	12,000	12,000	12,000	36,000	10 Staff @ $1,200 each for hotel, meals etc.
Content, ELL, Arts Regional Conferences/workshops	7,200	7,200	7,200	21,600	12 Staff travel to content trainings @ $600
Travel to visit other Arts/Advanced Studies schools	7,200	7,200	2,400	16,800	12 Staff @ $600
Sub-Total for Travel	**26,400**	**26,400**	**21,600**	**74,400**	
EQUIPMENT					
Mobile Laptop Carts @ 28,000 ea	112,000	112,000	112,000	336,000	4 carts of 16 computers ea. per yr.
Sub-Total for Equipment	**112,000**	**112,000**	**112,000**	**336,000**	
SUPPLIES					
Visual and Performing Arts Materials					
Stage Lighting	15,000	40,000	20,000	75,000	Lighting, sound system for productions
Digital Piano Lab	0	0	30,000	30,000	
Musical Instrument Repair and Replacements	5,000	5,000	10,000	20,000	
Visual Arts materials	20,000	20,000	20,000	60,000	Canvasses, acrylic paints, brushes, etc.
Materials for stage productions	25,000	20,000	25,000	70,000	Scripts, costumes, musical scores, sets
Materials for Costume Closet	20,000	20,000	20,000	60,000	
Advanced Ceramics and Sculpture equipment	15,000	7,500	40,000	62,500	Kiln, pottery wheel, clay, glazes etc.

Fly system for stage	0	5,500	35,000	40,500	Scenery hoisting system
Advanced photography and printing supplies	10,000	10,000	7,500	27,500	Digital cameras, developing & printing
Technology resources for arts labs	25,000	25,000	25,000	75,000	Computers,, printers, software
English Language Arts					
Non-fiction texts	25,000	10,000	10,000	45,000	
ELA resource materials for ELL/LEP students	25,000	15,000	10,000	50,000	
AP course materials and consumables	10,000	10,000	10,000	30,000	
Materials for ELA Research and Resource Lab	35,000	20,000	25,000	80,000	Computers, texts, reference materials
English Language Learning					
Reading & Criticial Thinking Skills software license	15,000	0	0	15,000	
Non-fiction texts for ELLand LEP library	20,000	10,000	10,000	40,000	
Materials for ELL Research and Resource Lab	35,000	20,000	25,000	80,000	Computers, texts, reference materials
Foreign Language					
Non-fiction texts for second language learners	10,000	10,000	10,000	30,000	
AP Foreign Language course materials and resources	10,000	10,000	10,000	30,000	
Mobile foreign language listening/speaking center	10,000	7,500	7,500	25,000	
Cultural awareness and celebrations resources	5,000	5,000	5,000	15,000	
Materials for For. Lang. Research and Resource Lab	35,000	10,000	5,000	50,000	Computers, texts, reference materials
Guidance					
SAT Prep software	2,500	2,500	2,500	7,500	
Career and college readiness materials	10,000	7,500	10,000	27,500	
Cultural Diversity resources	2,500	2,500	2,500	7,500	
Family Resource Center materials	7,500	7,500	7,500	22,500	Family E-portfolio equip. and materials
Health and Physical Education					
Heart rate monitors	5,000	0	0	5,000	
Misc. health materials and consumables	10,000	5,000	10,000	25,000	
Mathematics					
College prep math software program	1,000	1,500	1,500	4,000	
Graphing calculators and hand-held computers	20,000	0	15,000	35,000	
Classroom materials,texts and consumables	10,000	10,000	15,000	35,000	
Math materials and consumables for ELL/LEP	10,000	10,000	10,000	30,000	
Materials for Math Research and Resource Lab	15,000	30,000	15,000	60,000	
Science					
Physics lab equipment	25,000	15,000	10,000	50,000	
Advanced science classes materials and supplies	15,000	15,000	25,000	55,000	
Science classes resource materials for ELL/LEP	10,000	10,000	10,000	30,000	
AP Science Resource Texts and consumables	10,000	10,000	10,000	30,000	
Materials for Science Research and Resource Lab	15,000	35,000	15,000	65,000	Computers, texts, reference materials

Social Studies					
Classroom materials and texts	25,000	15,000	10,000	50,000	Maps and Globes for each classroom, texts
College prep /AP History courses software	5,000	5,000	5,000	15,000	
Social studies resource materials for ELL/LEP	10,000	10,000	10,000	30,000	
AP History/Law/Debate Lab class materials	7,500	6,500	5,000	19,000	Mock Courtroom, podium, technology
Materials for Soc. Stu. Research and Resource Lab	25,000	20,000	20,000	65,000	Computers, texts, reference materials
Technology					
Laptop computers and printers for MRT	7,500	0	0	7,500	
Flatscreen TV for marketing and recruitment	0	5,000	0	5,000	
Video production equipment for TV Studio	40,000	20,000	13,000	73,000	Studio cameras, lighting, editing
Computers for video production/editing	30,000	15,000	15,000	60,000	
Software for video production	7,500	7,500	5,000	20,000	
Digital cameras and camcorders and tripods	10,000	15,000	15,000	40,000	
Smart Boards for classrooms	30,000	30,000	30,000	90,000	$5k each (18 total)
Document cameras for classrooms	20,000	15,000	15,000	50,000	
Large format, color printers for student products	4,000	4,000	0	8,000	
Servers for student electronic portfolio storage	0	8,000	0	8,000	$4k each
Miscellaneous Departments					
Library Reference Materials	10,000	10,000	10,000	30,000	
Miscellaneous Supplies	15,000	15,000	20,000	50,000	Supplies for student work, classrooms
Computers and printers for library	4,000	4,000	0	8,000	
Sub-Total for Supplies	**789,000**	**647,000**	**692,000**	**2,128,000**	
OTHER					
Data Analysis Training Institute	28,800	28,800	28,800	86,400	30 teachers x 30 hrs @32 per hour
RBT Training	24,000	24,000	24,000	72,000	25 teachers x 30 hrs @32 per hour
NEEAC Category Training for ELL Instruction	24,000	24,000	24,000	72,000	25 teachers x 30 hrs @32 per hour
Advanced Studies, AP/Pre-AP Training	25,600	25,600	25,600	76,800	20 teachers x 40 hrs @32 per hour
Theme Implementation and Integration Teams	28,800	28,800	28,800	86,400	30 teachers x 30 hrs @32 per hour
Home Visit Project	25,600	25,600	25,600	76,800	20 teachers x 40 hrs @32 per hour
AP Training and Consultants	25,600	25,600	25,600	76,800	20 teachers x 40 hrs @32 per hour
Powerful Learning Practice Fees	14,000	14,000	14,000	42,000	10 teachers @ $1,400 each
Recruitment:News, Radio and TV ads	10,000	12,500	12,500	35,000	
Thematic Display Materials and Services	10,000	10,000	10,000	30,000	
Mailings/Postage	1,500	2,133	2,204	5,837	
Printing of Student Products	2,824	2,500	2,500	7,824	
Field Trip Admissions	1,500	1,500	1,500	4,500	
Sub-Total for Other	**222,224**	**225,033**	**225,104**	**672,361**	
TOTALS:	**1,432,624**	**1,300,613**	**1,328,247**	**4,018,212**	

High School of Science and Technology MSAP Budget 2010-2013

	YEAR 1	YEAR 2	YEAR 3	TOTALS	EXPLANATION
STAFF SALARIES					
STEM 21 Curriculum Specialist	56,000	57,680	59,410	173,090	Includes 3% increase per year
21st Century Communications MRT	56,000	57,680	59,410	173,090	Includes 3% increase per year
.33 Computer Networking Technician	14,000	14,420	14,853	43,273	Includes 3% increase per year
Sub-Total Salary	**126,000**	**129,780**	**133,673**	**389,453**	
FRINGE BENEFITS					
Fringe and Health for 2.33 FTE	28,000	29,400	30,870	88,270	Includes 5% increase per year
Sub-Total Fringe	**28,000**	**29,400**	**30,870**	**30,870**	
CONTRACTUAL					
Data Institute Trainers	15,000	15,000	15,000	45,000	U. of Connecticut
Category Training and Cultural CompetencyTrainers	10,000	10,000	10,000	30,000	Brown Univ Equity Assist. Cntr
College Board, AP/Pre-AP Consultants	25,000	25,000	25,000	75,000	
Research for Better Teaching Consultants	25,000	10,000	10,000	45,000	RBT for 25 teachers
Content Enhancement Routine Trainers	10,000	10,000	10,000	30,000	U. of Connecticut
Sub-Total for Contractual	**85,000**	**85,000**	**70,000**	**225,000**	
TRAVEL					
NAF National Conference	5,000	5,000	7,500	17,500	
PLTW and Paxton Patterson Trainings	7,000	7,000	2,500	16,500	
Travel to engineering competitions	3,200	3,600	4,000	10,800	
Miscellaneous Travel	5,000	5,000	5,000	15,000	Staff travel to regional trainings
Sub-Total for Travel	**20,200**	**20,600**	**19,000**	**59,800**	
EQUIPMENT					
Mobile Laptop Carts @ $28k each	0	112,000	112,000	224,000	4 carts of 16 laptops each in yrs 2 & 3
Sub-Total for Equipment	**0**	**112,000**	**112,000**	**224,000**	
SUPPLIES					
English Language Learning					
Reading & Criticial Thinking Skills software license	5,000	0	0	5,000	
Non-fiction texts for ELL/LEP library	15,000	10,000	10,000	35,000	

Foreign Language					
AP Foreign Language course materials and resources	10,000	10,000	10,000	30,000	
Mobile foreign language listening/speaking center	10,000	7,500	7,500	25,000	
Cultural awareness and celebrations resources	5,000	5,000	5,000	15,000	
Materials for For. Lang. Research and Resource Lab	15,000	8,500	10,000	33,500	Computers, texts, reference materials
Guidance					
SAT Prep software	2,500	2,500	2,500	7,500	
Career and college readiness materials	3,000	5,000	10,000	18,000	Study guides, software
Cultural Diversity resources	2,500	2,500	2,500	7,500	
Family Resource Center materials	7,500	7,500	7,500	22,500	Family E-portfolio equip. and materials
Miscellaneous Supplies	15,000	15,000	15,000	45,000	Classroom, student products, etc.
Sub-Total for Supplies	**90,500**	**73,500**	**80,000**	**244,000**	
OTHER					
Theme Integration and ImplementationTeams	24,000	24,000	24,000	72,000	25 teachers x 30 hrs @32 per hour
Category Training for ELL Instruction	24,000	24,000	24,000	72,000	25 teachers x 30 hrs @32 per hour
Home Visit Project	25,600	25,600	25,600	76,800	20 teachers x 40 hrs @32 per hour
Paxton-Patterson Engineering Training	7,680	7,680	7,680	23,040	6 teachers x 40 hrs @ 32 per hour
PLTW Biomedical Science Training	7,680	7,680	7,680	23,040	6 teachers x 40 hrs @ 32 per hour
College Board, AP/PreAP Training	7,680	7,680	7,680	23,040	12 teachers x 20 hrs. @ 32 per hour
Data Institute Training	24,000	24,000	24,000	72,000	25 teachers x 30 hrs @32 per hour
Cultural Competency Institute Training	24,000	24,000	24,000	72,000	25 teachers x 30 hrs @32 per hour
Powerful Learning Practice	14,000	14,000	14,000	42,000	$1,400 ea x 10 teachers
Recruitment:News, Radio and TV ads	10,000	12,500	12,500	35,000	
Thematic Display Materials and Services	10,000	10,000	10,000	30,000	
Mailings/Postage	1,113	1,537	1,512	4,162	
Printing of Student Products	2,000	2,500	2,500	7,000	
Field Trip Admissions	1,500	1,500	1,500	4,500	
NAF and PLTW fees	8,000	8,000	8,000	24,000	
Sub-Total for Other	**191,253**	**194,677**	**194,652**	**580,582**	
TOTALS	**540,953**	**644,957**	**640,195**	**1,753,705**	

STEM Middle Academy MSAP Budget 2010-2013

	YEAR 1	YEAR 2	YEAR 3	TOTALS	EXPLANATION
STAFF SALARY					
EL Magnet Resource Teacher	56,000	57,680	59,410	173,090	Includes 3% increase per year
STEM Magnet Resource Teacher	56,000	57,680	59,410	173,090	Includes 3% increase per year
Sub-Total Salary	**112,000**	**115,360**	**118,821**	**346,181**	
FRINGE BENEFITS					
Fringe and Health for 2.0 FTE	24,000	25,200	26,460	75,660	Includes 5% increase per year
Sub-Total Fringe	**24,000**	**25,200**	**26,460**	**75,660**	
CONTRACTUAL					
Expeditionary Learning 60 day On Site Contract	90,000	90,000	90,000	270,000	
Data Institute Trainers	10,000	10,000	10,000	30,000	Dr. Dennis Vogel, U.Conn
ELL Category Training Consultants	10,000	10,000	10,000	30,000	
Cultural Competency and Diversity Trainers	10,000	10,000	10,000	30,000	NE EAC; Latino STEM Alliance
Sub-Total for Contractual	**120,000**	**120,000**	**120,000**	**360,000**	
TRAVEL					
Travel to EL National and Regional Conferences	7,200	7,200	7,200	21,600	
Travel to STEM-related conferences	7,200	7,200	7,200	21,600	
Misc. Travel to Robotics Competitions etc.	600	600	600	1,800	
Sub-Total for Travel	**15,000**	**15,000**	**15,000**	**43,200**	
EQUIPMENT					
	0	0	0	0	
Sub Total Equipment:	**0**	**0**	**0**	**0**	
SUPPLIES					
English Language Learning					
Reading & Criticial Thinking Skills software license	5,000	0	0	5,000	
Materials for ELL Research and Resource Lab	7,500	5,000	5,000	17,500	Computers, texts, reference materials
Foreign Language					
Non-fiction texts for second language learners	5,000	5,000	5,000	15,000	
Cultural awareness and celebrations resources	5,000	5,000	5,000	15,000	
Guidance					
Cultural Diversity resources	5,000	2,500	2,500	10,000	
Family Resource Center materials	5,000	2,500	2,500	10,000	Family E-portfolio equip. and materials
Miscellaneous Supplies					
Learning Expedition supplies	10,000	10,000	20,000	40,000	Supplies for creating student products
Publication Center Materials	10,000	10,000	7,000	27,000	Comb binder, laminater, cover stock etc.
Sub Total Supplies:	**52,500**	**40,000**	**47,000**	**139,500**	

OTHER					
Theme Integration and Implementation Teams	19,200	19,200	19,200	57,600	15 teachers x 40 hrs @32 per hour
Designing Learning Expeditions Summer Institute	19,200	19,200	19,200	57,600	15 teachers x 40 hrs @32 per hour
Cultural Competency and Diversity Training	9,600	9,600	9,600	28,800	15 teachers x 20 hrs @32 per hour
Category Training for ELL Instruction	9,600	9,600	9,600	28,800	15 1teachers x 20 hrs @32 per hour
Home Visit Project	12,800	12,800	12,800	38,400	10 teachers x 40 hrs @32 per hour
Using Data to Drive Instruction Institute	9,600	9,600	9,600	28,800	15 teachers x 20 hrs @32 per hour
Powerful Learning Practice	7,000	7,000	7,000	21,000	5 teachers x $1,400 each
Recruitment:News, Radio and TV ads	10,000	12,500	12,500	35,000	
Thematic Display Materials and Services	10,000	10,000	10,000	30,000	
Mailings/Postage	1,500	1,500	1,500	4,500	
Printing of Student Products	2,500	2,500	2,500	7,500	
Field Trip Admissions	1,500	1,500	1,500	4,500	
	0	0	0	0	
Sub-Total for Other	**112,500**	**115,000**	**115,000**	**342,500**	
Totals	**436,000**	**430,560**	**442,281**	**1,307,041**	

Van Sickle Middle School MSAP Budget 2010-2013

	YEAR 1	YEAR 2	YEAR 3	TOTALS	EXPLANATION
STAFF SALARIES					
21st Century Global Communications Resource Sp.	56,000	57,680	59,410	173,090	Includes 3% increase per year
IB Curriculum and Methods Resource Specialist	56,000	57,680	59,410	173,090	Includes 3% increase per year
.33 Computer Networking Technician	14,000	14,420	14,853	43,273	
Sub-Total Salary	**126,000**	**129,780**	**133,673**	**346,181**	
FRINGE BENEFITS					
Fringe and Health for 2.33 FTE	28,000	29,400	30,870	88,270	Includes 5% increase per year
Sub-Total Fringe	**28,000**	**29,400**	**30,870**	**88,270**	
CONTRACTUAL					
IB Consultants	20,000	20,000	20,000	60,000	IBNA curriculum development consultants
Artists in Residence	15,000	15,000	15,000	45,000	Drama studio, Community Music School
Data Institute Trainers	10,000	10,000	10,000	30,000	Dr. Dennis Vogel
ELL Category Training Consultants	10,000	10,000	10,000	30,000	NE EAC
Cultural CompetencyTrainers	25,000	25,000	25,000	75,000	NE EAC: STEM Latino Alliance
Content Enhancement Training	12,000	10,000	0	22,000	U. Conn, Dr. Fagella-Luby
Sub-Total for Contractual	**92,000**	**90,000**	**80,000**	**262,000**	
TRAVEL					
Travel to IB Conferences and Regional Trainings	12,000	12,000	12,000	36,000	$1,200 per teacher x 10 teachers
ELL Category Training Workshops	1,500	1,500	1,500	4,500	
Staff visits to IB schools and meetings	5,000	5,000	5,000	15,000	
Sub-Total for Travel	**18,500**	**18,500**	**18,500**	**55,500**	
EQUIPMENT					
Mobile laptop carts @ 28k each	112,000	112,000	112,000	336,000	4 carts of 16 laptops per year
Smart Boards @ $5k each	30,000	30,000	30,000	90,000	6 boards per year w/ installation
Sub-Total for Equipment	**142,000**	**142,000**	**142,000**	**426,000**	
SUPPLIES					
English Language Learning					
Reading & Criticial Thinking Skills software license	15,000	0	0	15,000	
Non-fiction texts for ELLand LEP library	15,000	10,000	10,000	35,000	
Materials for ELL Research and Resource Lab	25,000	20,000	20,000	65,000	Computers, texts, reference materials
Foreign Language					
Non-fiction texts for second language learners	10,000	10,000	10,000	30,000	
Cultural awareness and celebrations resources	5,000	5,000	5,000	15,000	
Maps and globes for Social Studies classrooms	0	0	10,000	10,000	

Technology					
Laptop computers and printers for MRT	6,000	0	0	6,000	
Flatscreen TV for marketing and recruitment	0	5,000	0	5,000	
Smart Boards for classrooms	30,000	30,000	30,000	90,000	$5k each (18 total)
E-Instruction hand-held clickers	12,000	15,000	0	27,000	Electronic student hand-held input
Document cameras for classrooms	20,000	40,000	20,000	55,000	One per math class
Large format, color printers for student products	0	4,000	4,000	12,000	
Server for E-Portfolios	6,000	0	0	6,000	
Miscellaneous Departments					
Library Materials	10,000	15,000	15,000	40,000	ELL/ESOL Materials
Global Studies/IB Research and Resource Lab	25,000	10,000	5,000	40,000	Computers, texts, reference materials
Cultural Diversity resources	2,500	2,500	2,500	7,500	
Student production center	15,000	20,000	20,000	55,000	Laminator, binding machine, paper etc.
LEGO Robotics	10,000	15,000	15,000	40,000	Robotics, solar cars, space exploration
TiNspire Hand-held Computers	0	27,000	27,000	54,000	For math applications ($180. each)
Family Resource Center materials	5,000	7,500	2,500	22,500	E-portfolio equip. take-home backpacks, etc.
Sub-Total for Supplies	**211,500**	**236,000**	**196,000**	**630,000**	
OTHER					
Theme Integration and Implementation Teams	57,600	57,600	57,600	172,800	25 teachers x 30 hrs @32 per hour
Home Visit Project	25,600	25,600	25,600	76,800	20 teachers x 40 hrs @32 per hour
Category Training for ELL Instruction	24,000	24,000	24,000	72,000	25 teachers x 30 hrs @32 per hour
Cultural Competency Institute Training	24,000	24,000	24,000	72,000	25 teachers x 30 hrs @32 per hour
Using Data to Drive Instruction Institute	24,000	24,000	24,000	72,000	25 teachers x 30 hrs @32 per hour
After School Programs	16,000	16,000	16,000	48,000	10 teachers x 50 hrs @32 per hour
IBNA fees and materials	15,000	15,000	15,000	45,000	$9k IBNA fees, $6k resource materials
Recruitment:News, Radio and TV ads	10,000	12,500	12,500	35,000	
Thematic Display Materials and Services	10,000	10,000	10,000	30,000	
Mailings/Postage	1,500	1,500	1,334	4,334	
Printing of Student Products	2,500	2,500	2,500	7,500	
Field Trip Admissions	1,500	1,500	1,500	4,500	
Miscellaneous supplies	15,000	10,000	6,500	31,500	Ink, card stock for student products, etc.
Sub-Total for Other	**226,700**	**224,200**	**220,534**	**671,434**	
TOTALS	**844,700**	**869,880**	**821,577**	**2,479,385**	

Budget Totals Per School 2010 - 2013

DISTRICT	Year 1	Year 2	Year 3	Category Total
Personnel	287,223	295,840	304,715	887,778
Fringe	45,000	47,250	49,613	141,863
Travel	10,000	10,000	10,000	30,000
Equipment	0	0	0	0
Supplies	10,000	5,000	5,000	20,000
Contractual	270,000	272,400	274,872	817,272
Other	13,000	13,000	13,000	39,000
TOTAL	**635,223**	**643,490**	**657,199**	**1,935,912**
Central HS	**Year 1**	**Year 2**	**Year 3**	**Category Total**
Personnel	126,000	129,780	133,673	389,453
Fringe	28,000	29,400	30,870	88,270
Travel	26,400	26,400	21,600	74,400
Equipment	112,000	112,000	112,000	336,000
Supplies	789,000	647,000	692,000	2,128,000
Contractual	129,000	131,000	113,000	373,000
Other	222,224	225,033	225,104	672,361
TOTAL	**1,432,624**	**1,300,613**	**1,328,247**	**4,061,484**
HSST	**Year 1**	**Year 2**	**Year 3**	**Category Total**
Personnel	126,000	129,780	133,673	389,453
Fringe	28,000	29,400	30,870	88,270
Travel	20,200	20,600	19,000	59,800
Equipment	0	112,000	112,000	224,000
Supplies	90,500	73,500	80,000	244,000
Contractual	85,000	85,000	70,000	240,000
Other	191,253	194,677	194,652	580,582
TOTAL	**540,953**	**644,957**	**640,195**	**1,826,105**
STEMM	**Year 1**	**Year 2**	**Year 3**	**Category Total**
Personnel	112,000	115,360	118,821	346,181
Fringe	24,000	25,200	26,460	75,660
Travel	15,000	15,000	15,000	45,000
Equipment	0	0	0	0
Supplies	52,500	40,000	47,000	139,500
Contractual	120,000	120,000	120,000	360,000
Other	112,500	115,000	115,000	342,500
TOTAL	**436,000**	**430,560**	**442,281**	**1,308,841**
Van Sickle Middle	**Year 1**	**Year 2**	**Year 3**	**Category Total**
Personnel	126,000	129,780	133,673	389,453
Fringe	28,000	29,400	30,870	88,270
Travel	18,500	18,500	18,500	55,500
Equipment	142,000	142,000	142,000	426,000
Supplies	211,500	236,000	196,000	643,500
Contractual	92,000	90,000	80,000	262,000
Other	226,700	224,200	220,534	671,434
TOTAL	**844,700**	**869,880**	**821,577**	**2,536,157**
Total	**3,889,500**	**3,889,500**	**3,889,500**	**11,668,500**

3 Year Totals Per School Per Category 2010 - 2013

	District	Central HS	HSST	STEMM	Van Sickle	Total
Personnel	887,778	389,453	389,453	346,181	389,453	**2,402,319**
Fringe	141,863	88,270	88,270	75,660	88,270	**482,333**
Travel	30,000	74,400	59,800	45,000	55,500	**264,700**
Equipment	0	336,000	224,000	0	426,000	**986,000**
Supplies	20,000	2,128,000	244,000	139,500	643,500	**3,175,000**
Contractual	817,272	373,000	240,000	360,000	262,000	**2,052,272**
Other	39,000	672,361	580,582	342,500	671,434	**2,305,877**
Direct Cost	**1,935,912**	**4,061,484**	**1,826,105**	**1,308,841**	**2,536,157**	**11,668,500**
Total	**1,935,912**	**4,061,484**	**1,826,105**	**1,308,841**	**2,536,157**	**11,668,500**

Category Totals Per Year 2010-2013

YEAR 1 (2010-2011)								
	Personnel	Fringe	Travel	Equipment	Supplies	Contractual	Other	Direct Total
District	287,223	45,000	10,000	0	10,000	270,000	13,000	**635,223**
Central HS	126,000	28,000	26,400	112,000	789,000	129,000	222,224	**1,432,624**
HSST	126,000	28,000	20,200	0	90,500	85,000	191,253	**540,953**
STEMM	112,000	24,000	15,000	0	52,500	120,000	112,500	**436,000**
Van Sickle	126,000	28,000	18,500	142,000	211,500	92,000	226,700	**844,700**
Total	**777,223**	**153,000**	**90,100**	**254,000**	**1,153,500**	**696,000**	**765,677**	**3,889,500**

YEAR 2 (2011-2012)								
	Personnel	Fringe	Travel	Equipment	Supplies	Contractual	Other	Direct Total
District	295,840	47,250	10,000	0	5,000	272,400	13,000	**643,490**
Central HS	129,780	29,400	26,400	112,000	647,000	131,000	225,033	**1,300,613**
HSST	129,780	29,400	20,600	112,000	73,500	85,000	194,677	**644,957**
STEMM	115,360	25,200	15,000	0	40,000	120,000	115,000	**430,560**
Van Sickle	129,780	29,400	18,500	142,000	236,000	90,000	224,200	**869,880**
Total	**800,540**	**160,650**	**90,500**	**366,000**	**1,001,500**	**698,400**	**771,910**	**3,889,500**

YEAR 3 (2012-2013)								
	Personnel	Fringe	Travel	Equipment	Supplies	Contractual	Other	Direct Total
District	304,715	49,613	10,000	0	5,000	274,872	13,000	**657,199**
Central HS	133,673	30,870	21,600	112,000	692,000	113,000	225,104	**1,328,247**
HSST	133,673	30,870	19,000	112,000	80,000	70,000	194,652	**640,195**
STEMM	118,821	26,460	15,000	0	47,000	120,000	115,000	**442,281**
Van Sickle	133,673	30,870	18,500	142,000	196,000	80,000	220,534	**821,577**
Total	**824,556**	**168,683**	**84,100**	**366,000**	**1,020,000**	**657,872**	**768,290**	**3,889,500**
								11,668,500

Project Totals
2010 - 2013

	YEAR 1	YEAR 2	YEAR 3	TOTAL
District	635,223	643,490	657,199	1,935,912
Central HS	1,432,624	1,300,613	1,328,247	4,061,484
HSST	540,953	644,957	640,195	1,826,105
STEMM	436,000	430,560	442,281	1,308,841
Van Sickle Middle	844,700	869,880	821,577	2,536,157
Year 3 Totals	3,889,500	3,889,500	3,889,500	11,668,500

Springfield Public Schools
195 State Street
Springfield, MA 01102

Budget Narrative

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Budget Narrative

This proposal is an ambitious, thorough, broad and well-researched proposal for achieving results in the targeted student and teacher populations. An effort of this scale and depth requires adequate resources to support personnel (both faculty and project staff) and professional development, the most significant line items in our proposal as reflected in our budget. We have allocated significant but appropriate funds to support those areas that will best enable us to meet our MSAP objectives and build capacity. All schools will begin implementation in year 1 of funding. No funds have been classified as "planning" expenses. The following is a brief narrative description of the detailed, 3-year budget that follows.

1) Personnel:

- The Project Director will be responsible for coordinating all proposed project activities.
- The Magnet Recruiter will be responsible for marketing, publicity and recruiting students to enroll in the proposed magnet schools.
- One full-time Family Engagement and Support Specialist will coordinate the Home Visiting Project for all project schools and build bridges between home and school.
- A half-time data analyst will collect, analyze, and report out on data collected in each magnet school to monitor program effectiveness.
- A full-time secretary will support the Project Director and the Magnet Recruiter relative to clerical projects and related administrative duties.
- Magnet teacher resource specialists at each magnet school (8 in total) will provide specialized instruction to students and serve as resource teachers to classroom teachers.
- A technology/networking specialist is requested to install, monitor and maintain the advanced technology at Central HS, Van Sickle and HS of Science and Technology.

Personnel:	FTE	Salary	Total
Project Director (1): Joshua P. Bogin, Esq.	1.0	$99,306	$99,306
Magnet Recruiter (1): Kathe P. Harbour, M.Ed	1.0	$78,917	$78,917
Family Engagement Support Specialist (1)	1.0	$42,500	$42,500
Magnet Data Analyst (1)	.5	$48,000	$24,000
Magnet Program Secretary (1)	1.0	$42,500	$42,500
Technology/Networking Specialist (1)	1.0	$40,000	$40,000
Magnet Resource Teachers (8)	8.0	$56,000	$448,000
Totals:	**13.5**		**$775,223**

2) Fringe Benefits:

Fringe benefits are a contractual obligation and include retirement benefits and workman's compensation, are calculated as 11% of each staff member's salary. Health insurance costs are computed based on an average figure provided by the SPS business office, estimated at $ 12,000 per person for an annual total of **$153,000** for 13.5 FTE staff.

3) Travel:

Funds are requested to enable the Project Director and other magnet staff to attend magnet, IB, EL and other theme-related training and conferences. Funds have also been requested for classroom teachers to visit other sites, with similar theme-related programs. Travel expenses are based on recent travel conducted within the district for similar trips that include airfare, mileage reimbursed at .30 per mile, $30.50 per diem for meals, hotel rooms when applicable and conference or registration fees. Travel expenses are for both in- and out-of state.

Travel:	# Trips	# Staff	$ per Trip	Total
MSA, EL, IB Conferences for Director and Recruiter	5	2	$1,000	$10,000
Central: 3 day AP Training	1	15	$1,200	$18,000
Content/ELL/Arts Workshops & Trainings	1	20	$600	$12,000
HSST: NAF, PLTW and Paxton-Patterson Trainings	1	10	$1,200	$12,000
Robotics Competitions etc.	2	4	$400	$3,200
STEMM: EL & STEM National / Regional Conferences	1	12	$1,200	$14,400
VSMS: IBNA Conferences	1	10	$1,200	$12,400
Site seminars and school visits	2	5	$500	$5,000
Misc. In- and Out-of-State Travel for all schools				$3,500
Totals:				**$90,100**

4) Equipment:

Equipment is defined as tangible, non-expendable property having a useful life of more than one year and an acquisition cost of $5,000 or more per item. Equipment is requested in this proposal to upgrade technology resources that are critical tools in every major academic area that will *supplement, not supplant* the equipment provided from General Funds for each school. An itemized list of equipment requested by each magnet school is attached to the line item budget. Prices of equipment listed in the line item budget are based on recent purchases made by SPS for the same or similar items. No equipment has been requested for STEM Middle Academy.

Equipment:	Description:	Cost	Total
Central: Dell mobile laptop carts	4 mobile laptop carts per year	$28,000	$112,000
HSST: Dell mobile laptop carts	4 mobile laptop carts in years 2 and 3	$28,000	$112,000
VSMS: Dell mobile Laptop Carts	4 mobile laptop carts per year	$28,000	$112,000
Smartboards	6 Smart Boards w/installation per year	$5,000	$30,000
Total:			**$254,000**

5) Supplies:

All supplies requested under this project are directly tied to implementation of each school's unique Magnet theme. Supplies to support each school's ELL program, such as non-fiction texts, listening stations, research and resource lab supplies (including updated technology), etc. have been requested for each school to provide necessary academic scaffolding for students to access honors, pre-AP or AP courses at the high school level. Materials to support learning expeditions and exhibitions of student work have been requested to supplement provisions obtained through SPS General funds. Equipment, materials and resources to support enhanced arts activities at Central and Van Sickle have been requested to augment each school's arts programs and offerings. Please see line-item budget for more detailed information on requested materials and supplies. Some of the major categories for each school include:

Supplies:	Description:	Cost:
District: Technology	Laptop computers for 2 staff @ $1,900	$3,800
General supplies	Ink, binders, scanners, printers etc.	$6,200
Central: Arts materials	Drama, music, visual and graphic arts	$160,000
Content specific materials	ELL, AP materials, research/resource labs,	$509,000
Technology	Video equip; printers, software, etc.	$150,000
HSST: 21st Century Communications	ELL, foreign language materials etc.	$60,000
Guidance/Family Involvement	AP, SAT prep, materials	$27,500
Miscellaneous supplies	Ink, portfolio supplies, etc.	$10,000
STEMM: Expeditionary Learning	Expedition primary source texts, supplies	$30,000
ELL	Non-fiction texts, research lab, etc.	$22,500
Guidance/Family Involvement	Cultural competency/diversity materials	$10,000
VSMS: 21st Century Communications	Document cameras, scanners, TV studio etc	$74,000
Content specific materials	IB, ELL materials, TiNspire hand-helds,	$130,000
Guidance/Family Involvement	Family resource center materials	$7,500
Total:		**$1,153,500**

6) Contractual:

A significant amount has been requested to provide professional development for all staff members in the proposed Magnet schools. Funds have been requested for consultants to train teachers and assist in curriculum development and to assist project staff in implementing the specialized theme at each magnet school. Funds are also requested for an evaluation contractor to conduct an independent evaluation of the project, (as well as an independent Rigorous Evaluation) and for advertising and marketing. The City of Springfield requires contracts for services or goods in excess of $5,000 for any vendor.

Contractual	Description	Cost Yr.
District: American Education Solutions	Evaluation Services	$80,000
U. of California	Quasi-experimental design evaluation	$65,000
Advertising Contracts	Radio, TV, Print ads in excess of $25,000	$125,000
Central: Artists in Residence	Enchanted Circle Theater, Drama Studio	$50,000
Advanced Studies	College Board, AP/Pre-AP	$25,000
Miscellaneous Training	Category Training, Data Institute, RBT etc.	$54,000
HSST: Research for Better Teaching	RBT training for 25 teachers	$25,000
Advanced Studies	College Board, AP/Pre-AP	$25,000
Miscellaneous Training	Category Training, Data Institute, CERT	$55,000
STEMM: Expeditionary Learning	Full contract for 60 days of on-site training	$90,000
Miscellaneous Training	Category Training, Data Institute, etc.	$30,000
VSMS: IBNA	Training consultants	$20,000
Artists in Residence	Drama Studio, CMSS, Enchanted Circle etc	$15,000
Miscellaneous Training	Category Training, Data Institute, CERT	$57,000
Total:		**$696,000**

7) Construction: No funds have been requested for Construction.

8) Other:

Funds have been requested for teachers to develop curriculum and to be trained after regular school hours. Teachers will be recompensed at the teacher's union negotiated hourly rate. This training will equip teachers with the knowledge and skill sets that will inform teaching practice beyond the scope of this project and help build sustainability from the outset. For students to continue their studies at collaborative institutions, funds have been requested for admission fees to these organizations. Additional costs include copying, postage, advertising, etc. Costs are estimates based on recent purchases within SPS for the same or similar materials or services.

Other:	Description:	Cost Yr.
District: Marketing and Advertising	Publications, advertising, etc.	$8,000
Miscellaneous	Supplies, postage, copying, theme displays	$5,000
Central: Recruitment	Publications, advertising, fees	$24,000
Teacher training expenses	Workshop hourly rate reimbursements	$182,400
Miscellaneous	Supplies, postage, copying, theme displays	$15,824
HSST: Recruitment	Publications, advertising, etc.	$10,000
Teacher training expenses	Workshop hourly rate reimbursements	$144,640
Fees	NAF and PLTW, PLP association fees	$22,000
Miscellaneous	Supplies, postage, copying, theme displays	$14,613
STEMM: Recruitment	Publications, advertising, etc.	$10,000
Teacher training expenses	Workshop hourly rate reimbursements	$80,000
Fees	Powerful Learning Practice (PLP)	$7,000
Miscellaneous	Supplies, postage, copying, theme displays	$15,500
VSMS: Recruitment	Publications, advertising, etc.	$10,000
Fees	IBNA, field trip admissions etc.	$15,000
Teacher training expenses	Workshop hourly rate reimbursements	$171,200
Miscellaneous	Supplies, postage, copying, theme displays	$30,500
Total:		**$765,677**

9) Total Direct Costs for 2010-2013:

The following table represents the total expenses requested for duration of this three-year project by school and category:

	District	Central	HSST	STEMM	Van Sickle	Total
Personnel	887,778	389,453	389,453	346,181	389,453	2,402,319
Fringe	141,863	88,270	88,270	75,660	88,270	482,333
Travel	30,000	74,400	59,800	45,000	55,500	264,700
Equipment	0	336,000	224,000	0	426,000	986,000
Supplies	20,000	2,128,000	244,000	139,500	643,500	3,175,000
Contractual	817,272	373,000	240,000	360,000	262,000	2,052,272
Other	39,000	672,361	580,582	342,500	671,434	2,305,877
Total	**1,935,912**	**4,015,461**	**1,821,850**	**1,423,865**	**2,487,856**	**11,668,500**

10) Indirect Costs:

The Springfield Public Schools does not have an indirect cost agreement.

11) Training Stipends:

Compensation to teachers for work related to the grant conducted after regular school hours has been included in the "Other" section.

12) Total Costs:

Total costs associated with this project for all 3 years of the project are $11,684,944. The yearly breakdown per school is as follows:

	YEAR 1	YEAR 2	YEAR 3	TOTAL
District	635,223	643,490	657,199	1,935,912
Central HS	1,432,624	1,300,613	1,328,247	4,061,484
HSST	540,953	644,957	640,195	1,826,105
STEMM	436,000	430,560	442,281	1,308,841
Van Sickle	844,700	869,880	821,577	2,536,157
Yearly Totals	**3,889,500**	**3,889,500**	**3,889,500**	**11,668,500**