I. APPLICATION ASSURANCES
(CFDA No. 84.416)

Legal Name of Applicant[1]: Middletown City School District	Applicant's NCES District ID[2]: 3619320
Applicant's Mailing Address: 223 Wisner Avenue, Middletown, NY 10940	
Employer Identification Number: 14-6001667	Organizational DUNS Number: 070960414
Race to the Top – District Contact Name: Dr. Kenneth Eastwood, Superintendent	Contact Position and Office: Dr. Kenneth Eastwood, Superintendent
Contact Telephone: (845) 326-1193	Contact E-mail Address: expectation4kids@gmail.com

Required applicant Signatures:

- To the best of my knowledge and belief, all of the information and data in this application are true and correct.
- I further certify that I have read the application, am fully committed to it, and will support its implementation.
- 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)

Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity (Printed Name): Dr. Kenneth Eastwood — Telephone: (845) 326-1193

Signature of Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity: — Date: 10/19/12

Local School Board President (Printed Name): Linda Knapp — Telephone: (845) 326-1196

Signature of Local School Board President: — Date: 10/18/12

President of the Local Teacher's Union or Association, if applicable (Printed Name): Sheila Esposito — Telephone: (845) 343-1517

Signature of the President of the Local Teacher's Union or Association: Sheila E Esposito — Date: 10/24/12

[1] Individual LEA, Lead LEA for the consortium, or eligible legal entity

[2] Consortium applicants must provide the NCES District ID for each LEA in the consortium, on a separate page and include in the Appendix. Applicants may obtain their NCES District ID at http://nces.ed.gov/ccd/districtsearch.

II. PROGRAM-SPECIFIC ASSURANCES FOR INDIVIDUAL LEA APPLICANTS

Individual LEA applicants must complete the forms in this part. For consortia applicants, the Lead LEA or representative of the eligible legal entity must complete the forms in Part VI.

ABSOLUTE PRIORITIES – INDIVIDUAL LEA APPLICANT

Absolute Priority 1

An applicant must address Absolute Priority 1 in its response to the selection criteria. Applicants do not write to Absolute Priority 1 separately.

Absolute Priorities 2 through 5

Applicants do not write to Absolute Priorities 2 through 5 separately. Instead, they complete this part by identifying the one (and only one) of Absolute Priorities 2 through 5 that applies. Please check one of the priorities below.

X **Absolute Priority 2: Non-Rural LEAs in Race to the Top States.** To meet this priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in non-rural LEAs in States that received awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition

_____ **Absolute Priority 3: Rural LEAs in Race to the Top States.** To meet this priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in rural LEAs (as defined in this notice) in States that received awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

_____ **Absolute Priority 4: Non-Rural LEAs in non-Race to the Top States.** To meet this priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in non-rural LEAs in States that did not receive awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

_____ **Absolute Priority 5: Rural LEAs in non-Race to the Top States.** To meet this priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in rural LEAs (as defined in this notice) in States that did not receive awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

NOTE: Race to the Top Phase 1, 2, and 3 States are: Arizona, Colorado, Delaware, Florida, Georgia, Hawaii, Illinois, Kentucky, Louisiana, Maryland, Massachusetts, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, Tennessee and the District of Columbia.

BUDGET REQUIREMENT – INDIVIDUAL LEA APPLICANT

By completing this part, the applicant assures that its Race to the Top – District budget request conforms to the established budget ranges for the competition.

The number of participating students is 7,134. The total Race to the Top – District grant funds requested is $ 19,995,588, which is within the following range: (Check the **one** range of participating students (all as defined in this notice) that applies)

_____ $5-10 million - 2 ,000-5,000 participating students

X $10-20 million - 5,001-10,000 participating students

_____ $20-30 million - 10,001-25,000 participating students

_____ $30-40 million - 25,001+ participating students

ELIGIBILITY REQUIREMENTS – INDIVIDUAL LEA APPLICANT

By checking the applicable statement(s) below, the applicant assures that:

X The applicant meets the definition of local educational agency (as defined in this notice).

X The applicant is from one of the 50 States, the District of Columbia, or the Commonwealth of Puerto Rico.

X This application is the only Race to the Top – District application to which the applicant has signed on.

X This application serves a minimum of 2,000 participating students (as defined in this notice).

X At least 40 percent of participating students (as defined in this notice) across all participating schools (as defined in this notice) are students from low-income families, based on eligibility for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act, or other poverty measures that LEAs use to make awards under section 1113(a) of the ESEA ***OR*** if the applicant has not identified all participating schools (as defined in this notice) at the time of application, the applicant assures that within 100 days of the grant award it will meet this standard.

X The applicant has demonstrated its commitment to the core educational assurance areas (as defined in this notice) and assures that --

(i) The LEA, at a minimum, will implement no later than the 2014-2015 school year—

(A) A teacher evaluation system (as defined in this notice);
(B) A principal evaluation system (as defined in this notice); and
(C) A superintendent evaluation (as defined in this notice);

(ii) The LEA is committed to preparing all students for college or career, as demonstrated by—(check one that applies)

X (A) Being located in a State that has adopted college- and career-ready standards (as defined in this notice); or

_____ (B) Measuring all student progress and performance against college- and career-ready graduation requirements (as defined in this notice);

(iii) The LEA has a robust data system that has, at a minimum—

(A) An individual teacher identifier with a teacher-student match; and
(B) The capability to provide timely data back to educators and their supervisors on student growth (as defined in this notice);

(iv) The LEA has the capability to receive or match student level preschool

through 12th grade and higher education data; and

(v) The LEA ensures that any disclosure of or access to personally identifiable information in students' education records complies with FERPA.

X The application is signed by the superintendent or CEO, local school board president, and local teacher union or association president (where applicable).

APPLICATION REQUIREMENTS – INDIVIDUAL LEA APPLICANTS

By checking the applicable statement(s) below, the applicant assures that the:

X State comment period was met. The LEA provided its State at least 10 business days to comment on the LEA's application and has submitted as part of its application package--

- The State's comments *OR* evidence that the State declined to comment
- The LEA's response (optional) to the State's comments

(The submitted comments, evidence, and responses are located in ~~Part~~ Appendix_____, from pages 317 and 323 to 318 of the proposal.)

X Mayor (or city or town administrator) comment period was met. The LEA provided its mayor or other comparable official at least 10 business days to comment on the LEA's application and has submitted as part of its application package—

- The mayor or city or town administrator's comments *OR*, if that individual declines to comment, evidence that the LEA offered such official 10 business days to comment
- The LEA's response (optional) to the mayor or city or town administrator comments

(The submitted comments, evidence, and responses are located in ~~Part~~ Appendix_____, from pages 319 and 341 to 320 of the proposal.)

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL FOR ALL RESPONSES TO SECTION V

Superintendent or CEO of the LEA (Printed Name): Dr. Kenneth Eastwood	
Signature of Superintendent or CEO of the LEA:	Date: 10/19/2012

III. OTHER ASSURANCES AND CERTIFICATIONS

Accountability, Transparency and Reporting Assurances

The Superintendent or CEO of the individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity, assures that:

- The LEA or consortium will comply with all of the accountability, transparency, and reporting requirements that apply to the Race to the Top – District program, including:
    - For each year of the program, the LEA or consortium will submit a report to the Secretary, at such time and in such manner and containing such information as the Secretary may require.

Other Assurances and Certifications

The Superintendent or CEO of the individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity, assures or certifies the following:

- The LEA or consortium will comply with all applicable assurances in OMB Standard Forms 424B (Assurances for Non-Construction Programs) and to the extent consistent with the application, OMB Standard Form 424D (Assurances for Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- With respect to the certification regarding lobbying in Department Form 80-0013, no 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 the making or renewal of Federal grants under this program; the applicant, and for consortia each LEA, will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 CFR Part 82, Appendix B); and the applicant will require the full certification, as set forth in 34 CFR Part 82, Appendix A, in the award documents for all subawards at all tiers.
- Any LEA receiving funding under this program will have on file with the State a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- Any LEA receiving funding under this program will have on file with the State (through either its Stabilization Fiscal Stabilization Fund application or another U.S. Department of Education Federal grant) a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.

- All entities receiving funds under this grant will comply with the Education Department General Administrative Regulations (EDGAR), including the following provisions as applicable: 34 CFR Part 74–Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 75–Direct Grant Programs; 34 CFR Part 77– Definitions that Apply to Department Regulations; 34 CFR Part 80– Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81– General Education Provisions Act–Enforcement; 34 CFR Part 82– New Restrictions on Lobbying; 34 CFR Part 84–Governmentwide Requirements for Drug-Free Workplace (Financial Assistance); 34 CFR Part 85–Governmentwide Debarment and Suspension (Nonprocurement).

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL FOR ALL ASSURANCES AND CERTIFICATIONS IN SECTION VII

Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity (Printed Name): Dr. Kenneth Eastwood, Superintendent	
Signature of Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity:	Date: 10/19/2012

ENLARGED CITY SCHOOL DISTRICT OF

Middletown

Race to the Top – District Grant Application October 2012

High expectations are meaningless without rich opportunities

A. VISION

(A)(1) Articulate a comprehensive and coherent reform vision

The extent to which the applicant has set forth a comprehensive and coherent reform vision that builds on its work in four core educational assurance areas and articulates a clear and credible approach to the goals of accelerating student achievement, deepening student learning, and increasing equity through personalized student support grounded in common and individual tasks that are based on student academic interests.

"High expectations are meaningless without rich opportunities." This is more than a tagline embossed on the letterhead of the Enlarged City School District of Middletown—it is part of an overall vision that has become embedded in the fabric of this small urban school district in Orange County, New York, approximately 65 miles northwest of New York City.

Prior to the 2004-05 school year, expectations were low and opportunities were few in the Middletown school district. Middletown was plagued with operational inefficiencies, poor student performance, a lack of leadership and no vision for improvement. Far too many of the district's 7,100 students were falling behind, unable to meet state standards on the New York State English language arts and mathematics assessments. Middletown's dropout and non-completion rates were well above the state's average and the district was ranked in the bottom 10 percent for student attendance statewide. There was no district-wide curriculum let alone any learning strategies targeted to meet the specific needs of underperforming and under-served student groups.

That has since changed. The highly successful turnaround of the Middletown school district—which employs approximately 1,000 staff, of which 572 are teachers—began with a change in leadership and a new vision for high expectations that offered much-needed support and resources to improve teacher effectiveness, and the introduction of innovative strategies to improve learning and student engagement. The strategies—by and large—reflect the four core educational assurance areas associated with Race to the Top: adopting standards and assessments to prepare students for college and careers; building data systems to improve instruction; developing great teachers and leaders; and offering interventions to turn around persistently low-achieving schools.

Middletown seeks Race to the Top District Competition funding in the amount of $19,995,588 to build upon and intensify the progress it has made in recent years. This funding will allow the school district to continue building a foundation in the four core educational assurance areas and further improve learning and teaching with an eye toward: accelerating student achievement, deepening student learning, and increasing equity through personalized student support. Note: implementation of the nine programs proposed under this grant will take place as the district also introduces (and funds) other programs that are integral to the RTT-D-funded projects' success. The list of programs funded by the grant are listed at the end of section (A)(1) on page 9.

Standards & Assessments: In July 2010, the New York State Board of Regents adopted new, rigorous Common Core State Standards (CCSS) that establish a consistent, clear understanding of what students are expected to learn in the core subject areas at each grade level. The new standards are designed to be robust and relevant to the real world, and reflect the knowledge and skills that young people need for success in college and careers, and beyond to compete in a global economy.

School districts in New York are expected to fully implement the new standards this current school year, 2012-13. In anticipation of this, during the past two years, Middletown's educators have invested much effort and countless hours aligning the district's K-12 curriculum with the state's new standards. In fact, Middletown gradually began phasing in aspects of the new standards in some classrooms last school year to help ensure a seamless transition.

The state's English language arts (ELA) and mathematics assessments have been aligned with the Common Core Standards, and students will be tested on the new standards beginning in spring 2013. In addition to the state assessments, Middletown will administer the state-approved local assessments—Northwest Evaluation Association (NWEA)-developed tests—to all grades 2-9 students three times per year to gauge proficiency. The NWEA tests, Measures of Academic Progress™ (MAP), complement the annual state tests in English language arts and math by providing an individually tailored, year-round assessment for all students. MAP tests are web-based and can be scored instantly, making it easier and faster for teachers to benchmark individual student proficiency level and measure academic growth throughout the school year.

Further, Middletown is increasingly using other technology-based assessments aligned with the Common Core Learning Standards to measure student growth and proficiency on a more frequent basis. The primary purpose of these online diagnostic tools is to identify the skills and concepts students understand and can apply versus those they are having difficulty mastering. In doing so, teachers can differentiate and individualize instruction for students based on learning styles and aptitudes.

To accelerate student achievement and increase equity through personalized student support, Middletown plans to increase its use of assessments while implementing RTT-District grant activities. Adaptive assessments, such as Skills Pointer, and cognitive readiness tools, such as Fast ForWord, are innovative web-based programs that adapt test questions matching difficulty level specific to a student's knowledge or ability in the core subjects of literacy and math. Through these online assessments educators receive immediate feedback, which allows them to quickly and easily pinpoint gaps in students' skill levels. These programs support individualized learning and use vertical mapping to reveal the prerequisite skills that students lack. Once teachers have this data, they can determine the appropriate resources and interventions for the specific needs of each individual learner. Another plus is that students enjoy using the programs (e.g., Skills Pointer and Fast ForWord) because they view it much like playing an online computer game.

Building data systems: The Middletown school district has long been a proponent of using data analysis to determine that the needs of all learners are being met. In Middletown, data is central to all decision-making at the individual, classroom, school and district levels. Data is used and analyzed in purposeful and timely ways to drive instruction and to identify and respond to student strengths and needs for whole classes, groups of students, and for individual students.

Students receive regular formative feedback about their learning in relation to standards. Teachers analyze and use data from classroom, district and state assessments to modify instruction, to group students based on skill strengths and needs, and to help students set goals for their own learning. Data-driven instruction has given teachers a much deeper understanding

of students' strengths and weaknesses related to subject matter, and based on data, teachers have been able to differentiate instruction for students of varied learning styles and abilities.

Principals have each teacher's data at their fingertips and engage in frequent conversations with individual teachers and groups of teachers about the data, what the data means, and what strategies will be most effective in improving results. Data "walls" are prominently displayed in public spaces in all school buildings so that positive findings can be celebrated and areas in need of improvement can be openly discussed through processes of collaborative problem-solving.

While implementing the RTT-D grant activities, Middletown also plans to build on its experience and success with data systems to create a stronger, multi-tiered approach to managing "big data" by combining instructional learning systems and assessment management resources. "Big data" is a term used to describe the exponential growth, availability and use of information. For innovative school districts such as Middletown, "big data" technologies will mean the ability to collect, manage and analyze student information—including detailed academic achievement information—to drive personalized instruction. This "data power" will be integral to the success of the proposed grant-funded programs. The district has worked with SAS, Inc.—the largest privately held statistical company in the world and a leader in business analytics software and services—to develop a new "predictive modeling" program that moves beyond growth modeling (measuring student progress over a relatively short period of time) to a more powerful modeling system that can help project achievement gaps in the future based on historical student performance. This model will change the instructional conversation from simply, "how much growth did the student have over the last 10 months," to the more important question, "where is the student predicted to be in relation to the identified instructional goal or mastery level within a specific standard?" Using the predictive modeling approach will allow the district to design appropriate interventions that assure each student is moving toward mastery of the Common Core State Standards and college and career readiness while encouraging teachers to push for proficiency with their students rather than growth alone. The proposed expansion of the Middletown's data system will move from broad goals tested annually to a real-time learning map in which skills are defined in small, clear and manageable increments and appropriate interventions and resources are evaluated, recommended and delivered on a continual basis.

Also simultaneous to introducing the RTT-D grant activities, Middletown plans to move to a more dynamic learning management system, such as Schoology, which offers a collaborative learning platform that allows schools to integrate online education, classroom management, and social networking through a user-friendly interface reminiscent of Facebook. The platform leverages the familiarity of popular social media tools to improve communication and collaboration inside and outside of the classroom by connecting students and parents to educators and learning resources anytime, anywhere in a safe, secure online environment.

The integration capability of a management system, such as Schoology, will provide a central technological location for all of the tools and resources used by students and teachers and will therefore increase the effective usage of all of the assessments and technologies deployed within Middletown schools. Further, Schoology can be accessed in multiple languages, including Spanish, and that will help increase engagement among Middletown's large Spanish-speaking parent population. Middletown believes this will help further close the gap for bilingual students as there is much research that shows parental involvement has a profoundly positive impact on student achievement.

Effective Teachers/Leaders: The Enlarged City School District of Middletown, as a matter of practice, recruits highly-qualified candidates for teaching and instructional leader positions. Special consideration is given to educators with certification and experience working with English Language Learners and special education students, and in subject areas where there are shortages, including secondary STEM (science, technology, engineering and math). Middletown regularly recruits its new teachers from colleges with strong elementary and secondary education programs that the district has pre-service agreements with. For subject areas where there are shortages, such as technology and math, the district will often directly recruit at colleges known to have strong programs in those areas. The district also traditionally advertises positions in four to five widely distributed newspapers in New York State and uses the statewide On-line Application System (OLAS).

Middletown's philosophy balances increased expectations with support for teachers. The purpose of the district's Mentor-Intern Program is to develop and retain highly qualified teachers. This two-year mentoring program pairs novice teachers with experienced, trained mentors who provide support through frequent and guided contact and offer advice in such areas as classroom management and communication with parents. The program helps ease the transition for new teachers, while fostering a collaborative professional community.

In addition, Middletown is one of very few districts outside of the state's largest five districts (New York City, Buffalo, Rochester, Syracuse, and Yonkers) to have its own Teacher Center, which provides professional development to meets the needs of staff and focuses on district-wide initiatives and technology integration as well. Having the Teacher Center located directly in the district has been invaluable, especially with recent changes to the state's Common Core Learning Standards, a new teacher evaluation system and constant advances in instructional technology.

Evaluation is also an important component of developing and retaining effective teachers and leaders because it provides a framework for professional practice and essential feedback for educators to hone their skills, allowing them to increase the level of engagement and overall student achievement. Middletown's Annual Professional Performance Review (APPR) plan—approved by the New York State Education Department on Aug. 24, 2012—is based on nationally-recognized education consultant Charlotte Danielson's Framework for Teaching, Revised Version of 2011 as the tool for teacher evaluations and the Val-Ed Framework for administrator evaluations.

Middletown proposes the following innovative initiatives through the RTT-D grant that are directed toward improving effective teachers:

- Developing teacher specialists in math and literacy who will work as team teachers across K-5 classrooms to differentiate and provide experiences that "deepen" learning.
- Implementing a simulation program for teachers that will allow the district to better recruit, prepare, and place teachers.

Additional information on these proposed initiatives is found in Section (C)(2): Teaching and Leading of this RTT-District Competition Grant application.

Turning around lowest-achieving schools: Eight years ago, each of the district's seven schools was identified as a "school in need of improvement" by the New York State Education Department because not enough Middletown students were meeting the learning standards on state English language arts and mathematics exams. Middletown's dropout rate was once as high as 29 percent, and its non-completion rate was 49 percent. Of the 236 graduates in the class of 2005, only 54 percent went on to four-year colleges or universities. The district was ranked in the bottom 10 percent for student attendance statewide. There was no district-wide curriculum, let alone any learning strategies targeted to meet the specific needs of underperforming and under-served student groups.

Meanwhile, Middletown schools experienced a shift in its student population with an influx of minority students and students living in poverty. The Hispanic/Latino enrollment grew from 38 percent in 2003-04 to 50 percent in 2011-12, while the number of White students declined from 34 percent to 21 percent in the same period. Also during this time, the district's population of students eligible to participate in the federal Free and Reduced School Lunch program—a key indicator of poverty in a community—increased from 59 percent to 73 percent.

Yet, rather than follow the same storyline as other small city school districts throughout the nation, Middletown is writing its own narrative. Since 2004-05, with new leadership and a fresh vision, the district has made remarkable strides in its quest to turn around its lowest-achieving schools despite such obstacles as dwindling fiscal resources and increasing numbers of economically disadvantaged students.

While graduation rates for many urban school districts have declined or remained flat, Middletown's graduation rates have increased 32 percent (from 51 percent to 83 percent) in the past several years. In 2004, 51 percent of the Middletown High School's seniors graduated compared to 83 percent in June 2010. In 2004, 66 percent of economically disadvantaged students graduated compared to 82 percent in 2011. A look at ethnic groups shows that 54

percent of Black/African-American students and 52 percent of Hispanic/Latino students graduated in 2005 compared to 82 percent an 76 percent, respectively, in 2011. It should also be noted that in 2010, the population showing the most remarkable gains in the graduation rate at 92 percent was Black/African-American females. This data is evidence that the school district's efforts have clearly had a significant impact on students with the greatest educational needs.

The district credits the following program initiatives and increased opportunities for helping close the achievement gap during the past eight years:

- Expanded English Language Learner (ELL) and transitional bilingual programs.
- Introduction in elementary classrooms of a daily 90-minute uninterrupted block for literacy instruction and a 60-minute block for mathematics.
- Creation of a fifth core subject, literacy, for grades 6-9 that doubles time on reading, writing, listening and comprehension.
- Offered Extended Day Institute for students in grades 1-8 and a Summer Institute for at-risk students in grades K-8.
- Extended instructional days for middle schools and added another instructional period at the high school (expanding from eight periods to nine periods).
- Added more fine arts, more vocal instruction, and a strings program for grades 3-8 that enrolls more than 430 students; and increased co-curricular opportunities, including additional athletic teams.
- Introduced pre-engineering courses in grades 7-12, through Project Lead the Way, a leading provider of rigorous and innovative Science, Technology, Engineering, and Mathematics (STEM) education programs used in middle and high schools across the United States.
- Expanded counseling programs with a full-time College and Career Center available to secondary students and to Middletown graduates.

A validation study by Interactive, Inc. undertaken in 2010 confirms the positive impact of these programs and provides more details about the strides Middletown has made in closing the achievement gap (the validation study is Reference 1 in the Appendix). The report articulates the

turnaround process through which the district has improved academic performance by raising expectations and providing expanded opportunities for students.

The school district recognizes that work remains to be done if it is to accomplish its goals and erase the remaining achievement gaps that affect the following groups:

- English Language Learners (ELLs)
- Students in poverty identified as eligible for free and reduced-priced lunch
- White females from homes of poverty

Also, across the student populations, the following issues need to be addressed:

- Few grades 3-8 students perform at level four on New York State assessments;
- Low levels of comprehension in literacy
- Most students are not prepared for algebra by grade 8

With funding from the RTT-D grant, Middletown will expand several programs that have demonstrated success in recent years and implement other initiatives that will further improve teaching and learning and better support college and career readiness through personalized learning environments. The district's high-quality plan includes:

- Introduce a two-year kindergarten program for students who are non-English speakers and/or who are significantly below kindergarten readiness standards.
- Develop elementary teachers as specialists in math and literacy and have those specialists team teach across grade-level classrooms.
- Implement promotional markers at grades 2, 5, and 8. Students who are not proficient in the core instructional areas at the end of those grades (markers) will move into a 12-month instructional program or "midpoint" class immediately that summer that is designed to improve their skills and help them progress to grade level.
- Pilot a system within one of the elementary and one of the middle schools that provides a personalized learning environment focused on demonstrated mastery versus seat time as the major factor of curricular/grade progression. Such a system will also allow for personalized student acceleration within an educational system that contains significant numbers, if not a majority, of at-risk students.

- Move to blended learning classroom instruction in grades K-8.
- Assure that all students will be college- and career-ready though preparation and access to high-quality, rigorous instruction at the secondary levels in core academic subjects that culminate in college-level course experiences consisting of in class, virtual and summer college campus programs.
- Implement a "1-to-1 personal device for learning" initiative in grades 8-12 using the (b)(4) (or other similar tablet) to create a seamless and dynamic educational experience for students that ensures they develop the skills and knowledge necessary to responsibly navigate the world of emerging technology.
- Design a teacher simulation program to introduce new and aspiring teachers to the profession.
- Grant management and evaluation.
- Expand "big data" technologies.

Additional information on these proposed initiatives is found in Section (B): Prior Record of Success and Conditions for Reform.

(A)(2) Applicant's approach to implementation
(a) A description of the process that the applicant used or will use to select schools to participate. The process must ensure that the participating schools collectively meet the competition's eligibility requirements;

Under this grant proposal, the Middletown school district will embark on an ambitious, high-quality plan to reform and transform education district wide from kindergarten through grade 12 at all seven of the district's schools. Simply put, Middletown's district and school leaders have studied school districts that had successful turnaround versus those that did not, and found the common denominator: districts that implemented system-wide change have a tendency toward greater success than those districts that enacted pieces incrementally at a building level or grade level.

Through personal experience in Middletown and previously in Oswego—both turnaround districts—the current superintendent, Dr. Kenneth Eastwood, has drawn the conclusion that the

most effective way to improve schools is to confront issues systemically, through a district-wide focus on priorities. In this case, Middletown's priority is to focus on what is taking place in the classroom between educators and students to close achievement gaps and ensure that every student graduates college and career ready. (See Dr. Eastwood's resume, Reference Item 2, in the Appendix.)

Through its own successful experience, Middletown understands that it is a system-wide focus and steady pursuit of improvement, rather than the desire for the single dramatic change—or silver bullet approach—that creates turnaround districts and assures that all students have access to highly qualified teachers, resources and opportunities for engagement that results in dramatic improvement of student achievement.

(b) A list of the schools that will participate in grant activities:

All seven of Middletown's schools will participate in the Race to the Top District Competition grant activities, including:

Truman Moon Primary Center (grades K-1)
53 Bedford Ave.
Middletown, NY 10940

Maple Hill Elementary School (grades 2-5)
491 County Route 78
Middletown, NY 10940

Monhagen Middle School (grades 6-8)
555 County Route 78
Middletown, NY 10940

Middletown High School (grades 9-12)
24 Gardner Avenue Ext.
Middletown, NY 10940

John W. Chorley Elementary (grades K-1)
50 Roosevelt Ave.
Middletown, N.Y. 10940

William A. Carter Elementary (grades 2-5)
435 East Main Street
Middletown, NY 10940

Twin Towers Middle School (grades 6-8)
112 Grand Avenue
Middletown, NY 10940

(c) The total number of participating students, participating students from low-income families, participating students who are high-need students, and participating educators. If participating schools have yet to be selected, the applicant may provide approximate numbers.

The 2012 Race to the Top District Competition program criteria invites applications from districts serving at least 2,000 students with 40 percent or more qualifying for free or reduced price lunch. With 73 percent of its students qualifying for free and reduced price lunch, the

Enlarged City School District of Middletown surpasses the criteria and plans to have all 7,000 students in its seven schools and all 572 teachers participate in this opportunity.

Participants	Number participating
Low-income students	5,113
High-needs students	7,148
Educators	572

(A)(3) LEA-wide reform & change

The extent to which the application includes a high-quality plan describing how the reform proposal will be scaled up and translated into meaningful reform to support district-wide change beyond the participating schools, and will help the applicant reach its outcome goals (e.g., the applicant's logic model or theory of change of how its plan will improve student learning outcomes for all students who would be served by the applicant).

The Middletown school district has specifically chosen to implement a cohesive and comprehensive plan to improve instruction and learning that will lead to increased academic proficiency throughout grades K-8 and prepare students in grades 9-12 with the skills and knowledge required to be college and career ready upon their graduation.

The high-quality plan will invest the resources necessary to implement initiatives that will result in meaningful reform and successful outcome goals for schools district-wide and will increase opportunities for students and staff. See the logic model below.

Middletown RTT-D Logic Model

With a Federal Race to the Top District Competition grant, the Enlarged City School District of Middletown (New York) will improve learning and teaching through the pesonalization of strategies, tools and supports for students and educators.

Inputs	Activities	Outputs	Short-Term/Long-Term Outcomes	Impact
Educators/School Leaders	Hire Grants Manager	Expand use of adaptive assessments	Graduation rates increase by approx. 10% over 4 years	More students will be college and career ready
Students	Hire Project Evaluator	Create 1-to-1 learning initiative	Number of students taking advanced classes increases	Teachers and school leaders will be more effective
Vendor partners	Finalize vendor contracts	Develop "midpoint" learning program for grades 2, 5, 8	College enrollment rate increases by approx. 15% over 4 years	Achievement gaps will continue to close in the district
Technology/Data Systems	Curriculum planning, ongoing trainings	Establish blended learning program K-12	Number of graduates needing remedial classes in college decreases	Personalized learning environments will exist across all grade levels, classrooms
Professional Development	Technology purchases	Pilot competency based classrooms at elementary and middle level grades	Proficiency levels increases to: 75% Grade 4 ELA 77% Grade 4 Math 74% Grade 8 ELA 75% Grade 8 Math	
Community partners	Quarterly meetings, Year-end assessments	Increased rigor in high school for college and career readiness		
Parents/Families/ Community		Instructional specialists (math and literacy) for team teaching K-5		
Equipment/Supplies		New and aspiring teacher online simulations (e-PD)		
		Two-year kindergarten program for ELL and other students identified as high needs		

(A)(4) LEA-wide goals for improved student outcomes (10 points)
The extent to which the applicant's vision is likely to result in improved student learning and performance and increased equity as demonstrated by ambitious yet achievable annual goals that are equal to or exceed State ESEA targets for the LEA(s), overall and by student subgroup (as defined in this notice), for each participating LEA in the following areas:
(a) Performance on summative assessments (proficiency status and growth).
(b) Decreasing achievement gaps.
(c) Graduation rates.
(d) College enrollment rates.

The vision of the Enlarged City School District of Middletown is focused on high expectations—that school leaders believe to be ambitious yet achievable—for all students to be college- and career-ready, and a commitment to providing the rich opportunities necessary to ensure that all students are successful in school and in life.

The district's vision also focuses on high expectations and rich opportunities for all staff, both instructional and non-instructional.

The Enlarged City School District of Middletown has set the following targets for improvement:

Grade 4 English language arts

- By the end of the grant period (2015-2016), 75% of all students performing at proficiency levels
- Increase in subpopulation achievement by the end of the grant cycle, with:
    - Black/African American students' profiency levels increasing from 43.09% in 2011-2012 to 65% in 2015-2016
    - Hispanic/Latino pupils' proficiency levels increasing from 38.69% in 2011-2012 to 66% in 2015-2016
    - Profiency levels for students with disabilities increasing from 13.33% in 2011-2012 to 33% in 2015-2016
    - English Language Learners' proficiency levels increasing from 2.9% in 2011-2012 to 35% in 2015-2016
    - Economically disadvantaged students' profiency levels increasing from 40.91% in 2011-2012 to 66% in 2015-2016

Grade 8 English language arts

- By the end of the grant period (2015-2016), 74% of all students performing at proficiency levels
- Increase in subpopulation achievement by the end of the grant cycle, with:
    - Black/African American students' profiency levels increasing from 35.97% in 2011-2012 to 66% in 2015-2016
    - Hispanic/Latino pupils' proficiency levels increasing from 37.45% in 2011-2012 to 66% in 2015-2016
    - Profiency levels for students with disabilities increasing from 7.14% in 2011-2012 to 33% in 2015-2016
    - English Language Learners' proficiency levels increasing from 4.17% in 2011-2012 to 31% in 2015-2016
    - Economically disadvantaged students' profiency levels increasing from 37.03% in 2011-2012 to 70% in 2015-2016

Grade 4 Math

- By the end of the grant period (2015-2016), 77% of all students performing at proficiency levels
- Increase in subpopulation achievement by the end of the grant cycle, with:
    - Black/African American students' profiency levels increasing from 52.03% in 2011-2012 to 74% in 2015-2016
    - Hispanic/Latino pupils' proficiency levels increasing from 51.66% in 2011-2012 to 74% in 2015-2016
    - Profiency levels for students with disabilities increasing from 22.03% in 2011-2012 to 44% in 2015-2016
    - English Language Learners' proficiency levels increasing from 27.54% in 2011-2012 to 50% in 2015-2016
    - Economically disadvantaged students' profiency levels increasing from 52.93% in 2011-2012 to 74% in 2015-2016

Grade 8 Math

- By the end of the grant period (2015-2016), 75% of all students performing at proficiency levels
- Increase in subpopulation achievement by the end of the grant cycle, with:
    - Black/African American students' profiency levels increasing from 40.30% in 2011-2012 to 75% in 2015-2016
    - Hispanic/Latino pupils' proficiency levels increasing from 41.54 in 2011-2012 to 68% in 2015-2016
    - Profiency levels for students with disabilities increasing from 18.84% in 2011-2012 to 40% in 2015-2016
    - English Language Learners' proficiency levels increasing from 22.22% in 2011-2012 to 42% in 2015-2016
    - Economically disadvantaged students' profiency levels increasing from 38.013% in 2011-2012 to 64% in 2015-2016

Graduation Rate

- A four-year cohort graduation rate of 89%

College Enrollment Goal

- An overall college enrollment goal of 81%

(A)(2) Applicant's Approach to Implementation

Actual numbers as of September 28, 2012			School Demographics								
			Raw Data Actual numbers						Percentages		
			A	B	C	D	E	F	G	H	I
LEA *(Column relevant for consortium applicants)*	**Participating School**	**Grades/Subjects included in Race to the Top - District Plan**	# of Participating Educators	# of Participating Students	# of Participating high-need students	# of Participating low-income students	Total # of low-income students in LEA or Consortium	Total # of Students in the School	% of Participating Students in the School (B/F)*100	% of Participating students from low-income families (D/B)*100	% of Total LEA or consortium low-income population (D/E)*100
Middletown School System	Chorley	K-1	54	709	709	496	5113	709	100%	70%	9%
	Truman Moon	K-1	36	503	503	339	5113	503	100%	67%	7%
	Maple Hill	2-5	111	1192	1192	946	5113	1192	100%	79%	19%
	William A. Carter	2-5	42	966	966	708	5113	966	100%	73%	14%
	Monhagen MS	6-8	26	789	789	595	5113	789	100%	75%	12%
	Twin Towers MS	6-8	34	844	844	619	5113	844	100%	73%	12%
	High School	9-12	73	2145	2145	1410	5113	2145	100%	66%	27%
TOTAL	**7**	K-12	376	7148	7148	5113	5113	7148	100%	72%	100%

(A)(4) LEA-wide goals for improved student outcomes

(A)(4)(a) Performance on summative assessments (proficiency status and growth)

These goals are taken directly from RTTT New York State LEA-submitted and approved documents. Original method to determine goals was to compare actual LEA baseline results in 2009-10 to New York State baseline results and project proficiency (Levels 3 and 4) until 2013-14. LEA goals at the end of 2013-14 either matched or exceeded state goals. This RTT district grant extends past 2013-14, so additional goals were set until 2016-17. The "all students" proficiency goal was extended to 80%. Then each sub-population was set as a percentage of the "all students" group based on the pre-determined goal in 2013-14 (i.e., grade 4 Blacks/African American goal in 2013-14 is 55. 55/65 = 85% * 80% = 68 for 2016-17.) Then final goals were set for 2016-17 with additional considerations taken into account as to the percentage of sub-population as a percentage of the total district enrollment with Hispanic/Latino being 27% and Black/ African American being 50%.

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11 Actual	SY 2011-12 Actual	SY 2012-13 Goal	SY 2013-14 Goal	SY 2014-15 Goal	SY 2015-16 Goal	SY 2016-17 (Post-Grant)
NYS ELA Gr. 4	OVERALL	36%	44.53%	61%	65%	70%	75%	80%
	Black/African American	31%	43.09%	49%	55%	60%	65%	70%
	Hispanic/Latino	33%	38.69%	44%	49%	57%	66%	75%
	Students with Disabilities	14%	13.33%	25%	29%	31%	33%	36%
	English Language Learners	6%	2.9%	27%	31%	33%	35%	38%
	Economically Disadvantaged	31%	40.91%	46%	51%	58%	66%	75%
NYS Math Gr. 4	OVERALL	42%	56.09%	65%	71%	74%	77%	80%

	Black/African American	35%	52.03%	57%	68%	71%	74%	77%
	Hispanic/Latino	39%	51.66%	57%	68%	71%	74%	77%
	Students with Disabilities	17%	22.03%	35%	40%	42%	44%	45%
	English Language Learners	19%	27.54%	40%	46%	48%	50%	52%
	Economically Disadvantaged	37%	52.93%	57%	68%	71%	74%	77%
NYS ELA Gr. 8	OVERALL	34%	41.38%	64%	67%	70%	74%	80%
	Black/African American	31%	35.97%	43%	50%	58%	66%	75%
	Hispanic/Latino	32%	37.45%	43%	49%	58%	66%	75%
	Students with Disabilities	5%	7.14%	26%	29%	31%	33%	35%
	English Language Learners	7%	4.17%	24%	28%	30%	31%	33%
	Economically Disadvantaged	29%	37.03%	59%	62%	66%	70%	75%
NYS Math Gr. 8	OVERALL	33%	42.45%	56%	67%	71%	75%	80%
	Black/African American	29%	40.30%	46%	52%	60%	68%	76%
	Hispanic/Latino	32%	41.54%	48%	54%	62%	71%	80%
	Students with Disabilities	12%	18.84%	31%	36%	38%	40%	43%
	English Language Learners	9%	22.22%	35%	38%	40%	42%	45%

	Economically Disadvantaged	30%	38.01%	43%	49%	56%	64%	75%

(A)(4)(b) Decreasing achievement gaps

The achievement gap identified was College and Career Ready (CCR) as defined by New York State as ELA Regents exam score of 75+ *and* a math Regents exam score of 80+. Overall 2016-17 CCR goal was set at 45% for all students. Actual results were used for 2010-11 and 2011-12 as published by New York State. The percentage difference from actual results 2011-12 to goal results 2016-17 was determined. Then the differential goal percentage was broken down as 33% for years 2012-13 and 2013-14 and 66% for 2014-15, 2015-16 and 2016-17. Each sub-population was determined as a percentage of the "all students" group based on 2011-12 actual results and the overall goal for all students as 45%. (i.e., Black/African American students 2011-12 16.1%/All students 22.8%= 71% *45% = 32% goal in 2016-17.) Then the difference from the baseline in 2012-13 to the final goal in 2016-17 was determined. Finally 33% of the difference was calculated and divided equally into the first two years, with the remaining percentage divided equally for the remaining years.

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11 Actual	SY 2011-12 Actual	SY 2012-13 Goal	SY 2013-14 Goal	SY 2014-15 Goal	SY 2015-16 Goal	SY 2016-17 (Post-Grant)
College and Career Ready ELA Regents exam 75+ *and* math Regents exam 80+ for grades 9-12	OVERALL	18.8%	22.8%	25%	30%	35%	40%	45%
	Black/African American	15.6%	16.1%	18%	21%	25%	28%	32%
	Hispanic/Latino	13.9%	16.5%	18%	21%	25%	28%	32%
	Students with Disabilities	1.3%	9.2%	10%	11%	14%	16%	18%
	English Language Learners	6.7%	0.5%	2%	3%	5%	8%	10%
	Economically Disadvantaged	15.1%	15.6%	17%	19%	23%	27%	31%

(A)(4)(c) Graduation rates Students graduating by June within four years after entering grade 9

The high school graduation rate is defined as students graduating with a Regents or Advanced Regents Diploma with Designation by June within four years after entering grade 9. Actual results were used for 2010-11 and 2011-12 based on New York State-published information. The 2016-17 graduation goal was set at 90% for all students and sub-populations with the exception of students with disabilities, which was set to meet the New York State standard of 80%. Then the difference from the baseline in 2012-13 to the final goal in 2016-17 was determined. Finally 33% of the difference was calculated and divided equally into the first two years, with the remaining percentage divided equally for the remaining years.

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11 Actual	SY 2011-12 Actual	SY 2012-13 Goal	SY 2013-14 Goal	SY 2014-15 Goal	SY 2015-16 Goal	SY 2016-17 (Post-Grant)
High school graduation rate	OVERALL	79%	78%	80%	83%	86%	89%	90%
	Black/African American	82%	77%	81%	83%	86%	89%	90%
	Hispanic/Latino	74%	77%	81%	83%	86%	89%	90%
	Students with Disabilities	65%	68%	71%	73%	75%	77%	80%
	Economically Disadvantaged	82%	81%	83%	85%	87%	89%	90%

(A)(4)(d) College enrollment (as defined in this notice) rates

Based on the college enrollment rate, actual results were used for 2010-11 from New York State's most recently published data at http://www.highered.nysed.gov/oris/Graduation_Rates.htm. The overall goal for 2016-17 was set at 85%. Similar to the calculation methodology of other charts, the difference from the baseline to the final goal was determined, then a 33% was calculated and divided equally into the first two years, with the remaining percentage divided equally for the remaining years.

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11 Actual	SY 2011-12 Goal	SY 2012-13 Goal	SY 2013-14 Goal	SY 2014-15 Goal	SY 2015-16 Goal	SY 2016-17 (Post-Grant)
College enrollment rate	OVERALL	66.2%	69%	72%	75%	78%	81%	85%
	Black/African American	66.4%	69%	72%	75%	78%	81%	85%
	Hispanic/Latino	59.3%	63%	67%	72%	77%	81%	85%
	Students with Disabilities	45.5%	47%	49%	51%	53%	55%	58%
	Economically Disadvantaged	66.2%	69%	72%	75%	78%	81%	85%

Middletown City School District RTT–D Grant Timeline			
The Next Chapter in a Successful Turnaround of a High Needs School District			
Goals: The Enlarged City School District of Middletown (New York) is a rare example of a successfully turned around small city school district with six years of documented improvements in academic achievement for all students at the elementary, middle and high school levels and increased graduation rates for all student groups. Adding to the significance of Middletown's success is that it came during a time when the district's poverty increased 18 percent, from 54 to 72 percent, and its minority population grew dramatically from 66 to 77 percent. While it is satisfying to have made such great strides, the district must keep moving forward and improving in order to meet the new academic challenges and standards that have been identified for students— and to ensure all students are college and career ready and are prepared to compete in the 21st century global economy. Middletown seeks a Race to the Top District Grant to continue making progress so that every student, regardless of economic circumstance, is given the opportunity to learn and succeed. With Race to the Top funding, the district will be able to put in the place the initiatives and programs outlined throughout this grant application and reflected in the timeline below.			
Timeline: Month/Year	**Activities**	**Responsible for task**	**Deliverables**
January – March 2013 • Recruit a Grants Manager	Immediately following the RTT-District Grant award announcement, the district will post for the position of Grants Manager to administer the RTT-District Grant. Solicit applications during the month of January 2013. Interviews conducted during February. Final selection will be made prior to the end of February to give the successful candidate time to notify their current employer and provide the required notification. The new grants manager will start on March 1, 2013.	Superintendent of Schools, Assistant Superintendent – Administration, Assistant Superintendent – Instruction	Work with the superintendent, administrators, school leaders, faculty and staff to plan and implement the RTT-D grant programs. Audit grant compliance and prepare and issue Middletown's annual RTT-D grants reports to share with U.S. Department of Education.

January – March 2013 • Recruit a Project Evaluator	Immediately following of the Grant award announcement, post for the position of Federal Grant Evaluator to evaluate the programs and initiatives related to the RTTT-District Grant. Solicit applications during the month of January with interviews conducted during February. Final selection will be made prior to the end of February with a projected start on March 1, 2013.	Superintendent of Schools, Assistant Superintendent – Administration, Assistant Superintendent – Instruction	The project evaluator will assess progress in meeting program goals by collecting quantitative and qualitative information to determine the impact of the activities and strategies, and whether these need to be modified or eliminated to improve the work. Conducts formative evaluation: Enable the participants to reflect on the progress of the event (e.g. training, meeting, seminar) while it is taking place (e.g. through reflective diaries, individual interviews, post-it notes stuck on a wall, etc.) Provide summative evaluation: Gather final evaluative information at the end of the project.
Blended Learning Classroom Environment Implementation Grades K-12			
January – February 2013 • Blended Learning Classroom Environment Implementation Grades K-12	Finalize negotiations, contract development and approval with Education Elements for a four-year implementation program to successfully transition K-12 classrooms to blended learning environments from January – February 2013.	Superintendent of Schools, Assistant Superintendent – Administration, Assistant Superintendent – Instruction, representatives from Education Elements	All teachers and school leaders will become familiar with instructional digital content and the blended learning instructional model. 100% of educators will become skilled in aspects of a blended

April – June 2013 • Blended Learning Classroom Environment Implementation Grades K-12	Design Phase begins • Planning and Systems review • Instruction model content & content selection • Content purchase Education Elements assigns Middletown a relationship manager who remains in close contact with school leaders and ensures that services are delivered efficiently and effectively. During the Blended Learning design phase, the relationship manager collaborates with school leaders and teachers on instructional model design and digital content selection.	Education Elements staff, Assistant Superintendent – Instruction, Middletown technology staff, Middletown faculty and school leaders	learning classroom, including instructional best practices and routines, HLMS usage, and lesson planning. All school leaders and educators who attend professional development, provided by Education Elements, will then be expected to train fellow teachers/leaders on how to use the product during school-site trainings. (Train-the-trainer model) All students become familiar with using new instructional tools like the Hybrid Learning Management System (HLMS). 100% of teachers will use digital content as an integrated part of instruction based on individual student progress. All teachers will make data-driven instructional decisions daily by providing access to academic data in a unified way. All parents will be given the opportunity to learn more about blended learning though
July – August 2013 • Blended Learning Classroom Environment Implementation Grades K-12	Implementation Phase/Launch • Content purchase completed • Systems integration and Launch preparation • Facilities, network and hardware preparation • Training preparation and delivery Educators receive extensive training on the Hybrid Learning Management System (HLMS), which is used (1) to access the	Education Elements staff, Assistant Superintendent – Instruction, Middletown technology staff, Middletown faculty and school leaders	

	digital content providers that teachers assign to students and (2) to monitor both individual student and overall classroom performance on digital content assignments. Education Elements employs a train-the-trainer (TTT) model of professional development, where representatives from a school (typically a teacher, an instructional coach, and /or an administrator) attend Education Elements-led professional development sessions. These representatives then train teachers to use the product during school-site professional development.		"trainings" offered at Back to School Nights. The district will create a short "how to" manual for parents that covers accessing and interpreting student data, and advice for discussing it with students and teachers. All parents will have the opportunity to access a computer lab in the school or the community where they can log-in to view student data, and receive technical assistance from an educator who is familiar with the system.
August – December 2013 • Blended Learning Classroom Environment Implementation Grades K-12	Launch/ Support Phase • Follow-up professional development, as needed • Ongoing technical support, troubleshooting Once the school year begins, Education Elements provides extensive support to educators. The relationship manager schedules a conference call with school leaders on a bi-weekly basis to ensure that all questions and concerns are addressed in a timely and	Education Elements staff, Assistant Superintendent – Instruction, Middletown technology staff, Middletown faculty and school leaders, students, parents	All teachers and all students will be asked formally and informally for feedback on their experiences with blended learning.

	effective manner, and also leads follow-up professional development training on the Hybrid Learning Management System (HLMS), centered on analysis of student performance data. The Client Services Team is available during the year to provide additional support, such as resolving educator log-in or usage issues that occur.		
Instructional Rigor in High School Courses			
January – March 2013 • Instructional Rigor in High School Courses	Finalize negotiations with (b)(4). to implement the (b)(4) a college and career readiness program that uses indicators (predictors) to determine students' levels of post-secondary preparedness by increasing the academic rigor of high school courses. Once contract development and approval with (b)(4) is set, work will begin to integrate the four-year "academic rigor" program into high school core academic courses with the direct intent to assure that students meet "College & Career Readiness" as defined by the NYS Department of Education.	Superintendent of Schools, Assistant Superintendent – Administration, Assistant Superintendent – Instruction, representatives from (b)(4)	All common core curriculum teachers will complete staff development required to implement the (b)(4) (b)(4) program. Middletown will infuse 12 classes (algebra 1 and 2, geometry, pre-calculus, biology, chemistry, physics, U.S. history and English 9, 10, 11 and 12) with (b)(4) materials and approaches, covering both core and more advanced subjects. All students will be tested mid-year to establish a benchmark of knowledge. Those who do not meet the standards at the mid-year will receive targeted
July-August 2013	(b)(4)	Core curriculum teachers and	

• Instructional Rigor in High School Courses	program will provide a 5-day professional development seminar for instructional leaders. Focus will be on increasing and teaching rigor, depth of knowledge and cognitive demand. At the same time, instructional resources and strategies will be discussed for instructional rigor with content area teachers. The (b)(4) program will also provide quarterly in-service training by subject area for on-going review and program implementation.	instructional leaders at the secondary level, (b)(4) staff developers	differentiated instruction and guided intervention within the classroom. End-of-the year testing will be administered to all 500 student participants (over the course of 4 years) in (b)(4) program courses to identify the mastery of knowledge. Twelve (12) high school educators will participate in professional development to teach the Syracuse University Project Advance (SUPA) courses. 20% of high school students will enroll in Syracuse University Project Advance program (SUPA) courses each of the four years of the RTT-D grant. 185 Middletown students over the 4-year grant period will participate in the SUPA on-campus summer program between their junior and senior years, allowing them to experience campus life and take additional college courses
Year 1 through Year 4: November 2013 – June 2016 • Instructional Rigor in High School Courses	• Quarterly in-service training days will support teacher and administrator development. • Quarterly meetings and follow-up with core academic area teachers annually for the life of the grant. • End of year course assessments that are aligned with the Common Core State Standards annually for the life of the grant.	Core curriculum teachers and instructional leaders at the secondary level, (b)(4) staff developers	
January – February 2013	Finalize negotiations with	Superintendent of Schools,	

• Instructional Rigor in High School Courses	Syracuse University's Project Advance (SUPA). Once contract development and approval with Syracuse University's Project Advance (SUPA) is in place, work will begin to implement a four-year program to provide college and high school campus and virtual college learning experiences to assure successful college and career readiness and transition for at-risk, minority and first generation students from homes of poverty.	Assistant Superintendent – Instruction, Assistant Superintendent – Administration, Syracuse University Project Advance Coordinator	will complement the in-district work. All Middletown graduates who participated in the SUPA program will be tracked voluntarily to determine if they are on track to graduate college in four years. 100% of students in grades 7-9 will have option to take SUPA's College Learning Strategies courses, a progressive series of classes that develop the skills and behaviors necessary for college success, including time management, note-taking, effective study habits, communications skills and stress management.
Year 1 through Year 4: July 2013 – June 2016 • Instructional Rigor in High School Courses	Teachers must spend an initial two weeks in Syracuse for training with college professors. Every summer thereafter, SUPA teachers will be required to attend weeklong seminars. Annual staff development for Middletown educators who will teach SUPA Courses will be July/August 2013, 2014, 2015 and 2016.	Middletown secondary teachers and instructional leaders, Syracuse University professors affiliated with the SUPA program	
Year 1 through Year 4: July 2013 – June 2016 • Instructional Rigor in High School Courses	July/August 2013, 2014, 2015, 2016 Annual college campus summer experiences for students.	Middletown High School students, Syracuse University professors affiliated with the SUPA program	
1-to-1 Mobile Learning Device Initiative			
January – March 2013	Enter into final negotiations,	Superintendent of Schools,	All new Education Technology

• 1-to-1 Mobile Learning Device for all students in grades 8-12	contract development and approval with a properly vetted Mobile Device manufacturer for four year deployment program of appropriate devices for students and teacher use to assure personalized learning with integration into blended and flipped classroom instructional methods and requirements.	Assistant Superintendent – Administration, Assistant Superintendent – Instruction, Mobile Device Company representative	Integration Coaches (3) will provide trainings and support for teachers in grades 8-12 to implement the 1-to-1 Mobile Learning initiative. All grade 8-12 students and teachers over the 4 years of the RTT-D grant will use Apple iPads (or similar tablet technology) as a main learning tool. Tablet technology will engage 100% of students of the "digital generation" who participate in the 1-to-1 Mobile Learning initiative. All grades 8-12 students will develop the skills and knowledge necessary to responsibly navigate the world of emerging technology. 100% of grades 8-12 students in the 1-to-1 Mobile Learning program (using personal computing devices) will have access to the entire curriculum and syllabus for each of their classes, curriculum materials in electronic format and
January – March 2013 • 1-to-1 Mobile Learning Device for all students in grades 8-12 • Recruit Mobile Device Technicians	Immediately following the grant award announcement, solicit applications for the position of Mobile Device Technician during the month of January. Interviews to be conducted in February. Final selection will be made prior to the end of February to give the successful candidate time to notify their current employer and provide the required notification. Mobile Device Technicians will start on March 1, 2013.	Superintendent of Schools, Assistant Superintendent – Administration, Assistant Superintendent – Instruction, Chief Technology Officer	
January – March 2013 • 1-to-1 Mobile Learning Device for all students in grades 8-12 • Recruit Education Technology Integration Coaches	Upon the grant award announcement, solicit applications for the position of Education Technology Integration Coach during the month of January, with interviews to be conducted in	Superintendent of Schools, Assistant Superintendent – Administration, Assistant Superintendent – Instruction, Chief Technology Officer	

	February. Final selection will be made prior to the end of February to give the successful candidate time to notify their current employer and provide the required notification. Education Technology Integration Coaches will start on March 1, 2013 in order to receive the requisite staff development and to begin appropriate curriculum development for student and staff in-service beginning July 2013.		homework assignments, as well as individual "status" reports showing course grades and progress toward college- and career-readiness. All students in the 1-to-1 program will be able to connect electronically with their peers to correspond, ask questions, provide help/feedback, as well as communicate with teachers and submit homework assignments. All grades 8-12 students and teachers will be formally and informally surveyed to share their experiences with the 1-to-1 Mobile Learning initiative.
March – July 2013 • 1-to-1 Mobile Learning Device for all students in grades 8-12	The Mobile Device manufacturer, district technology administration and technical support personnel will begin the planning and development of appropriate support structures to assure effective and efficient mobile device support. Full readiness and implementation anticipated for July 1, 2013.	Mobile Device Company representative, Middletown administration and technical support personnel, school leaders	
July 2013 • 1-to-1 Mobile Learning Device for all students in grades 8-12	Offer trainings and workshops for teachers and students on the integration of mobile devices in the classroom.	Education Technology Integration Coaches, Middletown faculty, technology staff, school leaders and students	
Transition of Elementary Teachers as Generalists to Specialists in Literacy, Math			
January – March 2013	Recruit an experienced	Superintendent of Schools,	All grades K-6 teachers will

• Transition of Elementary Teachers as Generalists to Specialists in Literacy and Mathematics	educational consulting group that has connections to a nationally recognized "Elementary Math Education" program, and has experience in providing in-service and mentoring for teachers in high-needs school districts with the successful pedagogy of understanding and applying math at the elementary grade levels (K-6) and a history of significant improvements in student performance on state and federal math assessments. It should be noted that the school district has an existing and successful partnership with two institutes of higher education that have prepared a number of the district's general education teachers to become literacy specialists.	Assistant Superintendent – Instruction, Assistant Superintendent – Administration, school leaders, department chairpersons	have the opportunity to pursue Certificates of Advanced Study (CAS) in either mathematics or literacy to become instructional specialists. All K-5 teachers who become instructional specialists will be asked to share their experiences with other teachers who are considering pursuing a CAS. 100% of grades K-5 students will be asked for feedback about their experiences with "team teaching" by instructional specialists in the elementary school. All parents of K-5 students will be surveyed for feedback on "team teaching" by instructional specialists in the elementary school.
Year 1 through Year 4: July 2013 – June 2017 • Transition of Elementary Teachers as Generalists to Specialists in Literacy and Mathematics	Professional development, summer curriculum writing and monthly support for teachers assigned to math teams for grades K-2.	Assistant Superintendent – Instruction, Elementary Math Education consultant, K-5 teachers, school leaders, department chairpersons, Teacher Center staff	
Year 1 through Year 4: July 2013 through June 2016 • Transition of	Professional development, summer curriculum writing and monthly support for teachers	Assistant Superintendent – Instruction, Elementary Math Education consultant, K-5	

Elementary Teachers as Generalists to Specialists in Literacy and Mathematics	assigned to math teams for grades 3-6.	teachers, school leaders, department chairpersons, Teacher Center staff	
Mastery of Standards vs. Seat Time for Promotion of Elementary Students			
Year 1 through Year 4: May – June 2013 May – June 2014 May – June 2015 May – June 2016 • Mastery of Standards vs. Seat Time for promotion of Elementary Students	Recruit two elementary teachers to teach two sections of this new program, Mastery of Standards vs. Seat Time for promotion of Elementary Students, which is designed to allow students to progress through the four core academic areas by virtue of mastering standards versus simply completing the amount of required seat time. The task will repeat in each of the four years of the grant during the same time frame.	Superintendent of Schools, Assistant Superintendent – Instruction, school leaders, department chairpersons	20 teachers in grades 3-6 will complete required staff development opportunities to pilot this new competency-based learning program. To measure proficiency, 100% student participants in the mastery standards classrooms will create portfolios; participate in team projects, etc., in addition to performance on standardized assessments. All student participants (approximately 40 per year) will have the opportunity to use Chrome Notebooks, which are a scalable and affordable way to put technology into the hands of more students and teachers and enhance learning in the classroom. All student and teacher participants will be asked for feedback about their experiences with the new
Year 1 through Year 4: May – June 2013 May – June 2014 May – June 2015 May – June 2016 • Mastery of Standards vs. Seat Time for promotion of Elementary Students	Summer staff development for the teachers in this program during each of the summer of the grant.	K-5 teachers, school leaders, department chairpersons, Assistant Superintendent – Instruction, Teacher Center staff	
Year 1 through Year 4: May – June 2013 May – June 2014 May – June 2015	Purchase and install two class sets of ChromeBook Notebook computers (30) for student individual use. This purchase is	Chief Technology Officer, technology support staff	

May – June 2016 • Mastery of Standards vs. Seat Time for promotion of Elementary Students	to be repeated each summer of the grant.		program "Mastery of Standards vs. Seat Time for Promotion."
Student Promotional Proficiency Requirements at Grades 2, 5 and 8			
Year 1 through Year 4: April 2013 April 2014 April 2015 April 2016 • Student Promotional Proficiency Requirements at Grades 2, 5, 8	Identify those teachers who will be teaching the "midpoint" classes at each of the promotional markers (grades 2, 5 and 8) during April of each year of the RTT-D grant.	Grades 2, 5 and 8 teachers, school leaders, Assistant Superintendent – Instruction	All students placed in "midpoint" classes will receive intensive, personalized literacy and mathematics instruction with concepts and skills that present difficulties for them. Teachers and students in the midpoint classrooms will be provided Chrome Notebooks for learning with the vast educational resources that are found on the web. All midpoint teachers will have quick access to educational apps and Internet resources to use with students and will share information with their peers about the apps that have demonstrated the most promise or success with students.
Year 1 through Year 4: July/August 2013 July/August 2014 July/August 2015 July/August 2016 • Student Promotional Proficiency Requirements at Grades 2, 5, 8	Summer planning and curriculum development for the educators who are selected to teach the "midpoint" classes during each year of the grant.	Grades 2, 5 and 8 teachers, Teacher Center staff, school leaders, Assistant Superintendent – Instruction	
Year 1 through Year 4: July 2013, July 2014, July 2015, July 2016 • Student Promotional Proficiency Requirements at Grades 2, 5, 8	Purchase class sets of ChromeBook Notebook computers for each of the "midpoint" classes as each additional section is added based on student performance/need.	Chief Technology Officer, technology support staff	

New and Aspiring Teacher Simulation			
January-March 2013 • New and Aspiring Teacher Simulation	Contract with a leading developer of immersive, web-enabled simulations to create interactive role-playing simulations that appropriately depict the "Year in the Life of a Highly Effective Teacher" and will, in addition to give a realistic understanding of what it is like to be a school teacher, also build a profile of the individual participating in the simulation relative to skills and knowledge needed to be successful in the classroom. Such profile will then be applicable to guide additional staff development, experience and or higher education.	Superintendent of Schools, Assistant Superintendent – Instruction, members of Annual Professional Performance Review (APPR) Committee, representatives from a leading developer of immersive, web-enabled simulations, Chief Technology Officer, school leaders, Teacher Center staff	District will document the development, testing and evaluation of "Year in the Life of a Highly Effective Classroom Teacher" simulation program. This electronic or virtual professional development will introduce all aspiring and new educators to the realities of classroom teaching. Through the simulation program, the district will build a profile of strengths and weakness with recommendations for individual professional development for 100% of participants. All new and aspiring teachers will be surveyed for their experiences with the online simulated training modules. Middletown district officials will also share information with all school leaders and teaching colleges across the state that are interested in the Year in the
April 2013 – April 2015 • New and Aspiring Teacher Simulation	Build the simulation and conduct appropriate testing with new and/or aspiring teachers.	Superintendent of Schools, Assistant Superintendent – Instruction, members of Annual Professional Performance Review (APPR) Committee, representatives from a leading developer of immersive, web-enabled simulations, Chief Technology Officer, school leaders, Teacher Center staff	
June 2014-June 2016 • New and Aspiring Teacher Simulation	Develop and provide e-PD (electronic professional development) online to	Superintendent of Schools, Assistant Superintendent – Instruction, representatives	

	individuals taking the simulation and looking for appropriate professional development based on the simulation profiling.	from a leading developer of immersive, web-enabled simulations, Chief Technology Officer, school leaders, Teacher Center staff	Life of a Highly Effective Classroom Teacher" program.
June 2015- June 2016 • New and Aspiring Teacher Simulation	Provide demonstration, presentation and availability of the simulation at educational forums and conferences.	Superintendent of Schools, Assistant Superintendent – Instruction, representatives from a leading developer of immersive, web-enabled simulations, Chief Technology Officer, school leaders, Teacher Center staff	
Two-Year (Extended) Kindergarten			
Year 1 through Year 4: • Two-Year (Extended) Kindergarten Program	Reassign primary teachers who will teach the Two-Year "Extended" Kindergarten Program following annual kindergarten screenings during of each year of the RTT-D grant.	Kindergarten teachers, school leaders, Assistant Superintendent – Instruction	All teachers (a total of 6 during the 4 years of the RTT-D grant) will complete required staff development opportunities to implement this new program. All English Language Learners and students who do not meet requisite benchmarks on the kindergarten readiness test will be enrolled in the new 2-year "extended" program. All teachers and parents will be surveyed for their experiences with the two-year kindergarten program.
Year 1 through Year 4: • Two-Year (Extended) Kindergarten Program	Summer planning and curriculum development for the educators who are selected to teach the two-year "extended" kindergarten program during each year of the grant.	Kindergarten teachers, school leaders, Assistant Superintendent – Instruction	

To determine the overall effectiveness of Middletown's RTT–D programs, evaluations will be completed at regular intervals throughout the four-year grant period. The district's project evaluator will closely analyze the specific goals and performance measures detailed in this grant application, including the following:

- Student proficiency levels on local and state assessments will increase at the pace necessary to prepare students for success in college and careers;
- Increases in graduation rates, especially for economically disadvantaged and high-needs students;
- The number of students opting to take more advanced classes in high school;
- The number of Middletown graduates needing remedial classes in college;
- The use of instructional technologies in the classroom will increase;
- Increased and more effective use of data systems to guide improvements in teaching and learning;
- Use of the district's parent portal system, with special focus on finding links between increased parental engagement and increased student achievement;
- Effectiveness ratings for teachers and principals as measured by the state's Annual Professional Performance Review (APPR) process will increase;
- The number of staff members taking advantage of training and development activities will increase;
- District retention rates for effective and highly effective teachers and principals will increase.

The programs and initiatives within the district's RTT-D grant will be documented and evaluated using complementary data collection techniques (classroom observations, interviews, web surveys, artifact review, etc.).

Principals, teachers, students and parents will complete pre- and post-online surveys to facilitate data collection and analysis from a variety of sources.

Site visits, observations, face-to-face and telephone interviews will also be conducted at various points throughout the duration of the evaluation. School-level data, including principal and teacher evaluation scores and student performance will also be collected.

Duration of the study and phases of evaluation: (Spring 2013 – Fall 2017)

- Phase I: Design refinements, data identification and data access
- Phase II: Implementation, baseline data collection from cohorts
- Phase III: Reporting of year one results
- Phase IV: Revision and implementation of year two evaluation procedures
- Phase V - IX: Reporting of subsequent results; revisions to evaluation plans and final, summary technical and public reports

B. PRIOR RECORD OF SUCCESS AND CONDITIONS FOR REFORM

(B)(1) Demonstrating a clear track record of success

The extent to which each LEA has demonstrated evidence of—

(1) A clear record of success in the past four years in advancing student learning and achievement and increasing equity in learning and teaching, including a description, charts or graphs, raw student data, and other evidence that demonstrates the applic*ant's ability to*—

(a) Improve student learning outcomes and close achievement gaps, including by raising student achievement, high school graduation rates, and college enrollment rates;

(b) Achieve ambitious and significant reforms in its persistently lowest-achieving schools or in its low-performing schools; and

(c) Make student performance data available to students, educators, and parents in ways that inform and improve participation, instruction, and services.

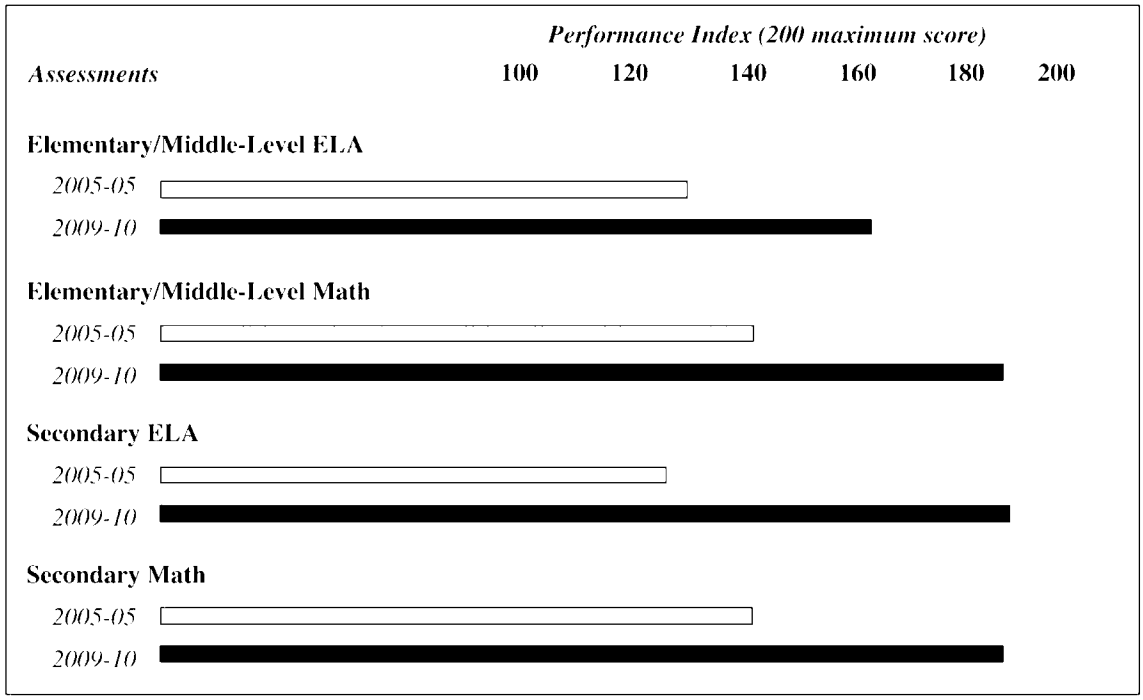
The Enlarged City School District of Middletown enrolls more than 7,100 students (6,900 in-district and approximately 200 out-of-district pupils) in seven schools and employs more than 1,000 teachers, administrators and staff. The Hispanic/Latino portion of the district's enrollment has grown from 38 percent in 2003-04 to 50 percent in 2011-2012, and the White portion of the enrollment has declined from 34 to 21 percent in the same period. Also within this same time period, the district's population of economically disadvantaged students increased from 59 to 73 percent.

Rather than following national trends that typically associate low-income family status with low student achievement, Middletown has improved academic achievement and graduation rates during the last several years. At the elementary, middle and secondary levels English language arts (ELA) and mathematics achievement scores have increased. Achievement on the elementary/middle ELA rose from a performance index score of 134 in 2005-2006 to 162 in 2009-2010. For elementary/middle school math, performance index scores jumped from 134 in 2005-2006 up to 176 in 2009-2010. The most dramatic leaps can be seen at the secondary level. In secondary ELA, improvement has gone from 131 on the performance index in 2005-06 up to 190 in 2009-2010. And in secondary math, performance index scores jumped from 142 in 2005-2006 up to 189 in 2009-2010. See the chart below for a visual reference. *Please note*: Middletown is detailing the performance index scores for time periods that allow an "apples to apples" comparison of student achievement. After the 2009-2010 state assessments were

administered, New York changed its minimum standards of proficiency ("cut scores") for grades 3-8 ELA and math, so using the last four years of data (2008-2012) would not provide an accurate picture of the district's achievement growth. See sections (B)(3) and (B)(5) below for more details on the change in "cut scores."

[*An explanatory note about performance index*: In New York State, performance index (PI) scores are calculated using the combined results of scores on state assessments. Students are placed in Level 1 (not meeting learning standards), Level 2 (partially meeting learning standards), Level 3 (meeting learning standards) or Level 4 (meeting learning standards with distinction) based on their exam scores. The performance index scores take into consideration overall student achievement at each of these levels, giving more weight to the number of students in Levels 3 and 4. So, schools with higher PI scores are achieving at higher levels; the maximum PI score is 200.]

MIDDLETOWN ACHIEVEMENT GROWTH AS SHOWN BY PERFORMANCE INDEX NUMBERS



Significant increase in high school graduation and college enrollment rates
Increased student achievement has also led to increased graduation rates. In 2004, 51 percent of students graduated from Middletown High School. By 2009, the graduation rate increased to 74 percent and increased again in 2011 to 75 percent. (*Note*: In New York, graduation accountability is measured to include August graduates. Middletown typically adds 5 to 8 percent more graduates between June and August. The district's highest graduation rate was 83 percent in 2010.)

In addition, college admission rates for the number of economically disadvantaged students has increased significantly during the same period—from 66 percent in 2004 to 79 percent in 2009 and 81 percent in 2012. Forty-nine percent attended two-year colleges and 27 percent attended four-year colleges in 2012.

Middletown's achievement gains across the board led to removal from New York State's "schools in need of improvement" lists. In the past, all of the district's seven schools were on this list and the district was not making adequate yearly progress (AYP) in many areas.

History of success with ambitious and significant reforms in low-performing schools
Middletown has a history of successfully carrying out federal programs (including grant-funded initiatives), as well as introducing bold new initiatives. Beginning in 2007, the district adopted the Safe Schools/Healthy Students (SS/HS) Initiative based on the premise that schools and communities working in partnership can achieve the goal of a safe and supportive environment for children and promote the healthy development of school-aged children. The initiative was funded through three federal agencies (the U.S. Department of Education, the Department of Health and Human Services and the U.S. Department of Justice) and included partnerships with several local agencies (police departments, parks and recreation departments, etc.). Among the many activities were: gang resistance education, life skills training, mental health services, peer mediation and conflict resolution training, substance abuse prevention, healthy families programs, mentoring, after-school activities and fitness programs. Results of the program include increases in: safety in the schools, the number of pupils receiving mental health services and the numbers of participants in organized recreational activities. (A summary report with more details

on the program's successful implementation is included as Reference 3 in the Appendix.) Middletown has continued the most effective portions of the SS/HS Initiative after the grant funding period, as district officials feel these programs are a vital part of further improving the district. After all, meeting students' academic needs is just one of the puzzle pieces; addressing social and emotional needs is another crucial part of providing personalized learning environments.

Since 2009, Middletown has been successfully carrying out the federally funded 21st Century Learning Centers (21st CCLC) initiative, which awards grant money exclusively for after-school programs that provide services to students attending high-poverty, low-performing schools. In Middletown, the overreaching goal was to provide students with opportunities for increased engagement, self-esteem, positive attitudes and health, which, in turn, provides the foundation for academic success. The initiative includes academic enrichment activities, character education programs, family literacy services, remedial education activities, tutoring and counseling. A systematic program evaluation conducted for the district's 21st CCLC programs showed substantial positive impacts. For example, the academic performance of students on the ELA and mathematics exams increased quite significantly for participants who attended programs for 30 days or more.

Examples of other ambitious and significant initiatives carried out in Middletown include:

- ***Dual Language Program:*** Instead of simply providing English language instruction to incoming English Language Learners (ELL), Middletown opted to expand on the idea and help prepare more students for the global marketplace. Under this program, ELL students are in a classroom with peers for whom English is the first language. Two teachers—one language teacher and one general teacher—team up to provide instruction. Students are taught completely in English one day and in Spanish the next day. During its three years in existence, the program has been extremely well-received by parents and participating students are performing at higher levels on standardized tests compared with peers not in the Dual Language Program.

- ***Adding co-curricular activities:*** In many districts across the country, co-curriculum clubs and athletic programs are being slashed due to reduced educational funding. Middletown has opted, instead, to expand its student activities, finding that these programs connect students with their schools. One success story, in particular, stands out: when the district started a "strings" program (stringed instruments), nearly 200 students joined the first year, with 73 percent falling into the economically disadvantaged subpopulation (similar to the overall district makeup). These students were not previously involved in any other clubs or activities and were not achieving at proficiency levels. After two years of participation in the strings program, the students turned around academically and were reaching proficiency levels on state exams. Similar trends have been noted with student participation in other co-curricular activities.

- ***Different approach to the district's Career Center:*** Use of Middletown's College and Career Center—by both students and parents—has increased exponentially over the last few years, thanks to creative hiring practices and other innovations that have resulted in more effective Center programming. While most school college and career centers are staffed with guidance counselors, Middletown hired former college recruiters, understanding that these professionals have first-hand knowledge of what students need in order to be successful in college and beyond. Additionally, the College and Career Center holds its own college fair—the only district in the area to do this. Students, including at-risk pupils, are able to interact with representatives from more than 100 colleges and universities without ever leaving the high school.

More recently, Middletown has developed some bold new initiatives to add to its "improvement toolbox." The district applied for and received a waiver from the state's requirement that each public school have a principal. This year, the high school principal and special education director and assistant director positions were eliminated and deans were hired to address discipline/building management issues. The principals and special education personnel were then replaced with "instructional leaders" whose primary responsibility is to be in classrooms every day working with teachers to help them improve instructional practices. Middletown officials opted for this approach after carefully reviewing research that showed: (1) traditional principal

positions that include building management responsibilities leave little or no time to provide leadership in instructional areas and (2) regular, hands-on instructional guidance is one of the most impactful strategies leading to improvements in instruction, added personalized learning opportunities and increased academic achievement.

In another bold pilot program that started this school year, Middletown altered the structure of the school environment to improve academic achievement for elementary school students and to provide a foundation for successful team teaching at its elementary schools. In this initiative, teachers change classes rather than students. This alteration was made to address one of the main factors that seemed to affect team teaching, which is the underlying—and often unconscious—attitudes that teachers had toward their "own" students in comparison with the "non-homeroom" students. Even though the teachers were responsible for a large group of students in the team-teaching structure, they were unconsciously thinking of the students in their homeroom as "their kids." This sense of ownership seemed to affect instructional practices, leading, in some cases, to teachers being a little more committed to "their kids" versus the non-homeroom students. To date, the experiment is working very well, with higher levels of engagement from both the students and the teachers. The district will monitor student achievement levels throughout the year to determine the program's overall impact.

Middletown's continuing tradition of innovative programs serves to characterize the district's ability to identify factors that block success and think outside the box to eliminate those roadblocks. This ability—which has become part of the Middletown culture—is evidenced in the initiatives outlined above, in the new initiatives proposed in this RTT–D grant application and also by two recent studies conducted in the district.

The first—a validation study—was conducted by Interactive, Inc., a renowned program evaluation firm that has conducted studies in more than 200 schools and corporations. Entitled "The Successful Turnaround of a High Poverty-High Minority School District," the study reflected student and organizational performance through July 1, 2011. It concluded:

"The accomplishments of Middletown's administrators, teachers, students, and communities are a significant and encouraging departure from the otherwise unlikely prospect of turning around public schools. Middletown is a documented example of a turnaround school district."

During the 2011-2012 school year, Middletown invited ACT, Inc./National Center for Educational Achievement (NCEA) to conduct a "Core Practice Audit" in the district. The audit served to reinforce Middletown's track record of success, stating:

"The Enlarged City School District of Middletown has experienced a truly remarkable amount of change over the last six years, as district leaders have introduced powerful new initiatives designed to align teaching and learning across grade levels and subjects, and create a culture of data use. Leaders at ACT/NCEA commend the district leadership team for stepping back from this period of significant development to seek a review of those changes. It is rare to find leaders willing to expose themselves and their district practices to this type of new scrutiny. Audit leaders believe that this willingness is, in fact, one of the strongest indicators of a school system *on the path to great results for all students."*

The study's recommendations for future improvements, made in response to hard data and stakeholder interviews/feedback, have been incorporated into Middletown's proposed RTT–D grant programs. Copies of the audit and the validation study are contained in the Appendix as Reference Items 1 and 4, respectively.

Sharing student performance data with students, educators and parents

Middletown makes student data available to stakeholders in a variety of ways. All schools send out progress reports to families at the halfway point of each semester and report cards on a quarterly basis. Parents are encouraged to be in regular contact with teachers to not only follow their child's progress, but also to become more involved in their child's education as a general practice. In a new initiative started this school year, parents of high school students receive "high school tracker" reports, which are graphical representations of how far their child has progressed toward college- and career-readiness.

Educators in Middletown receive data regularly to help inform instruction and to provide a foundation for differentiated learning. For example, local and state assessment results give a broad look at student performance across the board, but also allow educators to break down data into subgroups to ensure high-needs students are making appropriate gains. The district's data team analyzes this broad-based data and presents it in an easy-to-understand manner, meaning teachers and instructional leaders are armed with information that will drive positive change in the classrooms.

Classroom-level assessments, which are administered more frequently than local and state assessments, provide an even more detailed look at student strengths and weaknesses. Possessing this knowledge (i.e., knowing which skills each student needs to work on) enables teachers to make adjustments in instruction immediately. This is also achieved with the use of computer-based adaptive assessments.

Perhaps the most visible sharing of Middletown student achievement growth is taking place right in the hallways of each school with "data walls." Data walls provide a visual snapshot of the performance of students in each school at a particular moment in time, rather than at the end of the year when learning is complete. The data walls contain one card representing each student in the school; to protect privacy, the students' ID numbers, rather than their names, are used. The cards are color-coded according to each student's background (Hispanic/Latino, White, etc.) and, if applicable, status as an English Language Learner, student with disability and/or economically disadvantaged. The top of each data wall shows categories of progression in achievement (for example: not making progress, making progress, proficient) and each student's card is physically moved according to his/her achievement level over time. These large and very visible representations of student achievement serve as conversation-starters and information generators. More importantly, they serve as motivators each time a student or educator walks past. The initiative has been so successful that many teachers are using data walls within the classrooms, as well.

With the RTT-D grant funding, Middletown will be able to significantly expand its capacity to share achievement information with stakeholders and motivate students and educators through the expansion of its technology-based student data and assessment systems.

(B)(2) Increasing transparency in LEA processes, practices and investments

The extent to which each LEA has demonstrated evidence of—

A high level of transparency in LEA processes, practices, and investments, including by making public, by school, actual school-level expenditures for regular K-12 instruction, instructional support, pupil support, and school administration. At a minimum, this information must include a description of the extent to which the applicant already makes available the following four categories of school-level expenditures from State and local funds:

(a) Actual personnel salaries at the school level for all school-level instructional and support *staff, based on the U.S. Census Bureau's classification used in the F*-33 survey of local government finances (information on the survey can be found at http://nces.ed.gov/ccd/f33agency.asp);

(b) Actual personnel salaries at the school level for instructional staff only;

(c) Actual personnel salaries at the school level for teachers only; and

(d) Actual non-personnel expenditures at the school level (if available).

The culture of the Enlarged City School District of Middletown is characterized by transparency and open communication with all stakeholder groups. This philosophy plays an especially important role in the disclosure of financial and budget-related information. The district shares details of personnel salaries for all school-level instructional staff, faculty and non-personnel expenditures—as well as for district and school-level administrators—in budget documents individually and/or within departmental budget salary line items. In addition, as required by New York State law, a separate document (salary disclosure notice) is prepared as part of the district's annual "plain language budget" that lists all salaries above $123,000 and the employees receiving those salaries. This disclosure notice must also include, as separate items, the salary, annualized cost of fringe benefits and any other in-kind or other compensation paid to the superintendent, each deputy, associate or assistant superintendent and anyone with "superintendent" in his/her title. This information is available in hard copy formats for members of the public to view and is also posted on the district website.

Finally, Middletown provides information for the website seethroughny.net (http://seethroughny.net/), which lists all district employees by name and their compensation. The site also includes copies of school administrators' contracts, as well as labor contracts for bargaining units. Links and summaries of the compensation packages and other information included on the seethroughny.net website are covered at least once per year in local and regional newspapers and other media outlets.

Continuing the history of transparency

Middletown's disclosure of financial information is complemented by the district's overall commitment to communicating with students, parents, staff, community members and other stakeholders. This commitment is especially apparent through the district's website, which includes detailed information about district and school-based initiatives, access to all board of education policies, agendas and meeting minutes, news articles, feature stories, as well as easy-to-access forms to file Freedom of Information Law (FOIL) requests. Additionally, all board of education meetings and district-produced news videos are broadcast on "Middie TV," Middletown's television station (accessible via the district website at http://middletownschools.logicalsolutions.tv/Video/. The district website also contains an extensive "Academics" section (http://www.middletowncityschools.org/Academics.aspx), which covers a variety of topic areas important to district stakeholders, including the Race to the Top initiatives, Common Core State Standards, GED programs, literacy programs, Contract for Excellence information, details on the district's English Language Learners (ELL) program and much more. Additionally, each of Middletown's seven schools offers online subscriptions to e-newsletters.

The district's high-tech communications toolbox also includes individual apps for (b)(4) (b)(4) phones and (b)(4) devices that can be downloaded and used to receive messages and news from Middletown schools.

(B)(3) State context for implementation

The extent to which each LEA has demonstrated evidence of—

Successful conditions and sufficient autonomy under State legal, statutory, and regulatory *requirements to implement the personalized learning environments described in the applicant's* proposal.

As one of the Race to the Top (RTT) states, New York qualified to receive Phase 2 RTT funding. The state has been proactive in ensuring conditions are opportune to promote successful implementation of RTT priorities, including those related to creating personalized learning environments and address the Four Assurances. This was accomplished through legal, statutory and regulatory means, as well as setting of priorities by New York's Board of Regents, the governing/supervisory organization overseeing education in the state. It's notable that the priorities set by the Board of Regents not only incorporate RTT priorities, but in many cases, go beyond when considering requirements for student achievement and college- and career-readiness. All of these requirements and regulations support the activities proposed in this application.

Legislation

In May 2010, the New York State Legislature passed legislation, supported by Governor Andrew Cuomo and the Board of Regents, which laid the foundation for broad-based education reform, including participation in RTT programming. The legislation: (1) established a new teacher and principal evaluation system that makes student achievement a substantial component in the way educators are assessed and supported, (2) raised the state's charter school cap from 200 to 460 and enhanced charter school accountability and transparency, (3) enabled school districts to enter into contracts with educational partnership organizations for the management of their persistently lowest-achieving schools and (4) appropriated $20.4 million in capital funds to the New York State Education Department (NYSED) to implement its longitudinal data system. More than 91 percent of New York's public school districts, including Middletown, submitted a Memorandum of Understanding confirming their support for, and their intent to participate fully in, the state's RTT plan. Please see Reference Item 5 in the Appendix to read a summary of the major components of New York's Race to the Top Phase 2 application.

Highlights of additional RTT-related initiatives in New York

In addition to passing legislation related to RTT in New York, the state's education leaders have enacted numerous other initiatives that will help ensure successful RTT implementation. Here are some highlights:

- In January 2010, the Regents endorsed participation in the federally funded 24-state Partnership for the Assessment of Readiness for College and Careers (PARCC); the state continues to maintain an active and involved role as one of PARCC's governing board members. PARCC members are working together to develop a common set of K-12 assessments in English and math anchored in what it takes to be ready for college and careers. These new K-12 assessments will build a pathway to college- and career-readiness by the end of high school, mark students' progress toward this goal from third grade up, and provide teachers with timely information to inform instruction and provide student support. PARCC assessments are scheduled to be operational in New York in the 2014-2015 school year.

- To better ensure college- and career-readiness, the Board of Regents in July 2010 adopted the Common Core Standards for English language arts (ELA) and mathematics, as well as the literacy standards in history/social studies, science and technical subjects. At the same time, the Board raised the "cut scores" on English language arts (ELA) and mathematics exams to more accurately reflect proficiency and to increase rigor (Reference Item 6 in the Appendix contains the NYSED press release outlining the rationale behind these large-scale changes.) The state continues to develop more rigorous assessments and tested Common Core-aligned math and reading items in the spring of 2012. In 2014, New York's state assessments for core high school subjects (Regents exams) will be fully aligned with Common Core Standards. New York is the first state in the national to be administering Common Core-aligned tests.

- The New York State Education Department (NYSED) created a Performance Management Office to oversee implementation of RTT programs and to provide guidance to school districts. The Performance Management Office staff is working

closely with NYSED's "Assurance Area" teams, each of which focuses on one of RTT's four core educational reform areas.

- Network teams have been created to directly support school districts. These three-person teams consist of experts in curriculum, data and instruction. Additionally, each of the state's Boards of Cooperative Educational Services (BOCES) formed network teams to work with as many as 25 school districts within their regions to deliver tools, resources, information and training surrounding educational reform. (BOCES are organizations that provide shared educational programs and services to school districts.)

- The Board of Regents has developed a comprehensive website (www.engageny.org) to provide information and direction on the Regents' reform agenda. The site is rich with useful information for teachers, principals, administrators and network teams; it includes lesson plans, professional development guides and short videos all dedicated to helping educators teach to the new standards.

- The NYSED is in the process of developing a statewide longitudinal data system to effectively manage, use and analyze education data to support instruction.

- The state created the School Innovation Fund, a competitive grant program for districts and partner organizations to work together to implement school improvement programs and models in low-achieving schools. This is among several new, large-scale initiatives in the state designed to turn around the lowest-achieving schools.

- New York designed and rolled out the Annual Professional Performance Review (APPR) program, an evaluation system for teachers and principals. This evaluation system uses multiple measures of success, including student achievement and classroom observations. During the 2010-2011 school year, the APPR process was required for all teachers of ELA or math in grades 4 through 8 and their respective building principals. Districts are required to expand the APPR process to include all teachers and principals by the 2012-

2013 school year. This includes approval from collective bargaining units on district-adopted plans and submission and approval of APPR plans by the NYSED.

Middletown is ahead of the curve in implementing RTT initiatives. For example, the district was one of the first in the state to submit and gain approval from the New York State Education Department for its APPR plan. Additionally, Middletown has already fully implemented Common Core Standards into its curriculum.

(B)(4) Stakeholder engagement and support

The extent to which each LEA has demonstrated evidence of—

Meaningful stakeholder engagement in the development of the proposal and meaningful stakeholder support for the proposal, including—

(a) A description of how students, families, teachers, and principals in participating schools were engaged in the development of the proposal and, as appropriate, how the proposal was revised based on their engagement and feedback, including—

(i) For LEAs with collective bargaining representation, evidence of direct engagement and support for the proposals from teachers in participating schools; or

(ii) For LEAs without collective bargaining representation, at a minimum, evidence that at least 70 percent of teachers from participating schools support the proposal; and

(b) Letters of support from such key stakeholders as parents and parent organizations, student organizations, early learning programs, tribes, the business community, civil rights organizations, advocacy groups, local civic and community-based organizations, and institutions of higher education.

The Enlarged City School District of Middletown values ongoing and sustained stakeholder engagement and support. When New York State's Race to the Top application and plans were approved at the federal level for funding, Middletown officials immediately began meeting with teachers, principals and parents to generate ideas for programs and initiatives that would not only meet the minimum standards proposed in the core assurance areas, but also surpass those standards. This effort included multiple meetings with all parent groups in the district and work sessions with teachers and support staff both in regular staff meetings and during additional time periods. And, through their participation in numerous district committees, during administrative meetings and special work sessions, Middletown's principals and other administrators engaged in the processes necessary to identify areas for improvement, as well as programming

suggestions. The district's board of education members brought yet another valuable perspective to the table, analyzing achievement data from both community and district perspectives before proposing new initiatives.

Many of the programs proposed in this grant application are the direct result of suggestions from these stakeholder groups. Middletown district officials further fine-tuned the proposed programs after review and suggestions from such nationally recognized education experts as Jane E. Pollock (president of Learning Horizon, Inc., college professor, author of *Improving Student Learning One Teacher at a Time* and Minding the Achievement Gap One Classroom at a Time and former classroom teacher and school administrator) and Dale Mann (managing director of education evaluation firm Interactive, Inc., author of *Making Change Happen* and *Policy Decision Making in Education*, former special analyst for education for President Lyndon Johnson and founding chair of the International Congress for School Effectiveness).

Once the proposed RTT–D grant programs were finalized and a draft of this application was written, the district's teachers, support staff, principals and other administrators, board of education members, as well as representatives from parent-teacher organizations, were asked to review the draft and provide feedback and suggestions, which were integrated into this proposal. As required by this grant RFP, the application was also sent to Middletown Mayor Joseph M. DeStefano and the New York State Education Department for review and comment. To garner additional feedback and suggestions, the district also sent a draft copy of the application to Town of Wallkill Supervisor Daniel Depew. Please see Reference Item 7 in the Appendix to view UPS receipts and an e-mail confirmation proving delivery of the proposal to the stakeholders outlined.

Middletown's RTT–D proposal has wide-ranging support from stakeholders, including parents, staff, community members, local business people, community-based organizations, etc. Letters of support were received from:

- New York State Commissioner of Education John B. King, Jr.
- Edward A. Diana, county executive for Orange County
- New York State Assemblyperson Aileen M. Gunther

- U.S. Congressman Maurice D. Hinchey
- Orange County Department of Health Commissioner Jean M. Hudson
- Christine Brinckerhoff, Middletown Recreation & Parks Department assistant superintendent
- Middletown Cares Coalition Coordinator Peg Kimple
- Orange County Community College President William Richards
- Todd Nelson, assistant director, New York State Public High School Athletic Association
- Middletown City School District Pre-K Partnership Program
- Jonathan Gomez, Middletown High School student
- Maternal-Infant Services Network of Orange, Sullivan & Ulster Counties Executive Director Caren Fairweather
- Enlarged City School District of Middletown Parent-Teacher Organizations (representative signatures from six PTO organizations)
- Class of 2011 graduates Manny Mosely and Web Pierre
- Syracuse University Project Advance (SUPA) Director Gerald S. Edmonds
- City of Middletown Mayor Joseph M. DeStefano

See Reference Item 8 in the Appendix to read these letters of support.

In addition, this application includes the required signatures from the Middletown Teachers' Association and the district's board of education, which documents support from these specific stakeholders.

(B)(5) Analysis of needs and gaps

The extent to which each LEA has demonstrated evidence of—

A high-*quality plan for an analysis of the applicant's current status in implementing* personalized learning environments and the logic behind the reform proposal contained within *the applicant's proposal, including identified nee*ds and gaps that the plan will address.

Within the past several years, The Enlarged City School District of Middletown has had the distinction of significantly increasing graduation rates, even with an increase in minority populations and an increase in the number of economically disadvantaged students. Despite these

significant gains and other successes outlined above in section (B)(1), the district is not satisfied with the command of knowledge that has been obtained and the on-going success of students upon graduation. Not enough of the students graduating high school and attending college are adequately prepared to successfully complete their post-secondary education.

Of the 414 students graduating in 2011, only 67 students obtained a Regents Diploma with Advanced Designation, one of New York's minimum standards for college- and career-readiness. In 2012, 63 of the 430 graduating students (14.65 percent) earned this distinction. In considering subgroups of Middletown's 2012 graduates, just 13 percent of the "advanced designation" diplomas went to Black/African Americans (who make up 26 percent of the total population), while 38 percent went to Hispanic/Latino students (50 percent of the population). In comparison, 33 percent of the diplomas with advanced designation went to White students, who comprise just 21 percent of the overall student population.

(*Note:* Regents exams are New York's high-level statewide exams in core high school subjects required to earn a Regents diploma. Students pursuing the Regents Diploma must complete 22 units of credit and pass five Regents exams—English, global history, U.S. History, algebra and one lab science—with a score of 65 or higher. Pupils earn the "advanced designation" by taking a more rigorous course of study, completing 22 units of credit and passing eight or nine Regents exams—English, global history, U.S. history, algebra, geometry, algebra II and trigonometry, living environment, one physical setting lab science and a language other the English—with a score of 65 or higher. Students with interests in technology, business, family and consumer science or other occupational tracks may earn five units of credit to replace the language other the English requirement, thereby reducing the number of required exams to eight.)

In another measure of college- and career-readiness, the state has found that students graduating with a score of at least 75 on the Regents English exam and a minimum score of 80 on one of the mathematics Regents exam are successful in first-year college courses. In 2011, 18.8 percent of Middletown graduates fell into this category; this compares with a statewide average of 34.7 percent. Middletown's percentage was 22.8 for 2012 graduates; statewide comparison data for 2012 has not yet been released (see chart below).

	JUNE OVERALL GRADUATION RATES			COLLEGE/CAREER-READY*		
	Middletown 2011	State 2011	Middletown 2012**	Middletown 2011	State 2011	Middletown 2012**
All Students	75.2%	74%	71.2%	18.8%	34.7%	22.8%
Black/African American	76.9%	58.4%	69.8%	15.6%	11.5%	16.1%
Hispanic/Latino	69.3%	58%	67.5%	13.9%	14.5%	16.5%
White	79.7%	85.1%	76.5%	26.4%	48.1%	32.7%
Students w/Disabilities	58%	44.6%	54%	1.3%	4.4%	0.8%
English Language Learners	NA	38.2%	NA	NA	6.5%	NA
Economically Disadvantaged	76%	64.5%	72%	15.1%	NA	15%

** Students graduating with at least a score of 75 on Regents English exam and 80 on a mathematics Regents exam, which correlates with success in first-year college course.*

*** New York State 2012 comparison numbers not yet released by the New York State Education Department.*

As such, many Middletown students attending college are required to take remedial learning classes. On average, 82 percent of all Middletown graduates currently require remedial coursework in English and 62 percent require remedial coursework in math as they begin their college careers.

Closing the gaps at all levels

The Enlarged City School District of Middletown is committed to counteracting this need for remedial coursework by expanding personalized learning opportunities, and, as a result, increasing readiness for college and the workplace. The district will achieve this by focusing on student needs at all grade levels, not just in the high school grades. Research shows—both in Middletown and on a national scale—that districts that attack educational challenges on a system-wide scale are more likely to have successful outcomes than districts that tackle challenges by taking a piecemeal approach. To that end, Middletown will continue its system-wide approach to helping students through the highly effective programs that fall under the federal Safe Schools/Healthy Students grant and the 21st-Century Community Learning Centers grant, as well as initiatives described in a validation study ("The Successful Turnaround of a High Poverty/High Minority School District" conducted by Interactive, Inc.) conducted in the district recently (see sections (A)(1) and (B)(1) of this application, as well as the validation study included as Reference 1 in the Appendix, for detailed information on these initiatives).

With the Race to the Top – District grant, Middletown will build on these successes to further expand its focus on the specific instructional activities and approaches taking place in every single classroom. This will include continued monitoring of proficiency gaps that exist at all grade levels and within such subgroups as English language learners and economically disadvantaged students (especially White females). Middletown will also address specific skill deficits that have been identified (literacy comprehension and mathematics preparation leading up to grade 8 algebra, for example), as well as offer more opportunities for students who score at Level 3 (meeting standards) on state assessments to advance to Level 4 (meeting standards with distinction).

These gaps became readily apparent in July 2010 when New York's Board of Regents raised the "cut scores" on grades 3-8 English Language Arts and mathematics exams to more accurately measure proficiency and college/career readiness, saying that the state's achievement bar was set too low. As expected, this change caused proficiency rates throughout the state—and in Middletown—to drop dramatically.

Based on the state's new cut scores, the Middletown's grades 3-8 performance index scores were as follows:

MIDDLETOWN PERFORMANCE INDEX NUMBERS AFTER CHANGE IN "CUT SCORES"

	Elementary/ Middle Level ELA		Elementary/ Middle Level Math	
	2010-11	2011-12	2010-11	2011-12
All Students	123	125	132	136
Black/African American	121	123	128	132
Hispanic/Latino	116	119	128	124
White	136	136	128	142
Students w/Disabilities	68	72	88	88
English Language Learners	88	63	106	103
Economically Disadvantaged	115	117	127	130

Middletown will use the updated performance index scores as a starting point to not only measure new levels of success, but to also pinpoint additional instructional areas, approaches and programs that need further attention and improvement.

The programs proposed in this RTT–D grant will address all the gaps, as the initiatives represent a comprehensive, district-wide approach. At the end of the grant period, the district expects to expand its current level of personalized learning environments to a rate of 100 percent. Only then can the district be assured that all of its students are prepared for success in their post-graduation lives.

C. PREPARING STUDENTS FOR COLLEGES AND CAREERS

Under RTT-D grant-funded initiatives, the Enlarged City School District of Middletown will prepare students for college and careers by taking a comprehensive, K-12 approach to improving teaching and learning in the district. The proposed activities—a combination of new programs and expansion of already successful initiatives—were all chosen based on their ability to promote personalized learning environments and their close alignment with the four Core Educational Assurance Areas.

The proposed initiatives include:

- Introducing a two-year kindergarten program for students who are not cognitively ready to move on to first grade or who are not reaching proficiency levels;
- Implementing promotional markers at grades 2, 5 and 8 and developing a "midpoint" learning program;
- Designing and implementing competency-based classrooms, where student advance based on demonstrated mastery of skills rather than seat time or age;
- Developing math and literacy teacher specialists within a K-5 team teaching structure;
- Implementing K-8 blended learning classrooms;
- Developing a 1-to-1 device program using iPads or similar tablets for grades 8-12;
- Expanding the College and Career Center's scope and services;

- Adding two high school learning academies to the four that already exist;
- Introducing high-quality, college-level programming (Syracuse University's Project Advance) at the high school;
- Integrating the (b)(4) program to increase rigor of high school courses;
- Introducing technical reading/writing classes for high school students in career/technical education programs;
- Expanding adaptive assessment initiatives at all grade levels;
- Developing a simulation program for new and developing teachers;
- Broadening the district's integrated student data/learning management systems ("big data"), including the introduction of new digital learning tools, increased data generation, predictive modeling and a parent portal.

Details of these initiatives are included throughout this RTT-D grant application.

(C)(1) Learning: *The extent to which an applicant has a high-quality plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready. The plan must include an approach to implementing instructional strategies for all participating students to pursue a rigorous course of study aligned to college- and career-ready standards and accelerate his or her learning through support of his or her needs. The quality of the plan will be assessed based on the extent to which the applicant proposes an approach that includes the following:*

Learning: An approach that engages and empowers all learners, in particular high-need students, in age-appropriate manner such that:

(a) With the support of parents and educators, all students—

(i) Understand that what they are learning is key to their success in accomplishing their goals;

(ii) Identify and pursue learning and development goals linked to college- and career-ready standards or college- and career-ready graduation requirements, understand how to structure their learning to achieve their goals, and measure progress toward those goals;

(iii) Are able to be involved in deep learning experiences in areas of academic interest;

(iv) Have access and exposure to diverse cultures, contexts and perspectives that motivate and deepen individual student learning; and

(v) Master critical academic content and develop skills and traits such as goal-setting, teamwork, perseverance, critical thinking, communication, creativity and problem-solving;

The significant growth in the number of Middletown students donning caps and gowns for commencement ceremonies is reflective of the growth in students' understanding about the importance of learning for lifelong success. In 2004, just 51 percent of Middletown students graduated. Over the last three years, however, an average of 80 percent made the journey across the stage to proudly accept a diploma. Similarly, there have been significant increases in the percentage of Middletown graduates going on to college—compared to 2005, the class of 2011 attendance at two-year colleges increased by 40 percent and the four-year college attendance rate increased by 30 percent.

A variety of initiatives account for Middletown's turnaround, including: an increased focus on addressing the needs of a culturally diverse student body through expanded bilingual and English Language Learner (ELL) programs; a summer institute for at-risk students in grades K-8; extended learning days for students in grades 1-8; and increased college-level classes for advanced students. The district has also increased co-curricular opportunities for students in fine arts and athletics, which has led to a substantial and measurable increase in overall engagement in school. For example, students enrolled in a new strings (music) program showed significant improvement in attendance and academic achievement on standardized exams; in fact, participating students identified as economically challenged scored 20 scale score points higher on the New York State ELA exams than non-participant students.

High School initiatives

The students moving through Middletown's educational landscape today and into the future will have even more opportunities to realize their growth potential and prepare for success in college and career as the district continues and enhances initiatives related to personalized learning through RTT–D funding. For instance, Middletown will expand its high school academy structure, meaning pupils will have more options for focusing their studies in specific career areas or exploring a variety of career options. The academies also mean pupils are making concrete connections between what they're learning in the classroom and what they'll be

experiencing in college and in future careers, as well as becoming involved in diverse and varied learning experiences that are related to their individual interests.

The current academy structure, which includes finance, engineering (based on Project Lead the Way programming), information technology and biomedicine "schools," will be expanded to include an academy of arts and a humanities academy next year (2013-2014) and academies for visual and performing arts within the next several years. The humanities academy will offer a cross-disciplinary approach to curriculum, as well as opportunities for undecided students to explore many different career possibilities. To further deepen the learning experiences, all of Middletown's academies will include connections with local businesses or organizations, including job shadowing, internships, as well as evaluations and assessments originating directly from the businesses/organizations.

Middletown is also committed to improving readiness skills for students who are likely to enter technical schools or careers after graduation. In the past, a general high school education would be sufficient for some types of jobs, but the 21st-century marketplace demands much more. Middletown is responding by designing high school literacy classes specifically geared toward developing the technical reading and writing skills needed in today's workforce, thus providing another avenue for motivating and deepening individual student learning.

Under the RTT-D grant, Middletown also will implement Syracuse University's Project Advance (SUPA) program at both the high school and middle school levels. At the high school level, qualified Middletown juniors and seniors in the SUPA program will enroll in college-level courses and earn college credit. Nearly 40 courses in 22 academic disciplines will be offered and participants will be expected to work with both college professors and their school-based teachers to identify their own learning style, develop learning strategies and then actively manage their own learning experiences. An on-campus summer program between the junior and senior years that allows Middletown students to experience campus life and take additional college courses will complement the in-district work. In the end, Middletown students will join the 93 percent of SUPA graduates who have been shown to receive a "B" average or better through four years of college.

All students in grades 7-9 will benefit by taking SUPA's College Learning Strategies courses, a progressive series of classes that develop the skills and behaviors necessary for college success. Time management, note-taking, effective study habits, communications skills and stress management are among the topics covered, all of which were developed with input from college freshmen. The Learning Strategies courses also include content that develops pupils' critical thinking and problem-solving skills.

The expanded scope and service of Middletown's College and Career Center will provide yet another vehicle to drive success. New workshops will be geared toward middle-level students so they can identify career possibilities earlier than they have in the past and learn to develop goal-setting strategies. Additional parent activities surrounding career and college options, the college selection process, financial aid and more will help parents and students better understand how their high school experiences play a significant role in college- and career-readiness.

(b) With the support of parents and educators, there is a strategy to ensure that each student has access to—

(i) A personalized sequence of instructional content and skill development designed to enable the student to achieve his or her individual learning goals and ensure he or she can graduate on time and college- and career-ready;

(ii) A variety of high-quality instructional approaches and environments;

(iii) High-quality content, including digital learning content (as defined in this notice) as appropriate, aligned with college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice).

As part of its turnaround process over the last few years, Middletown has developed a district-wide curriculum that is sequential and progressive, with students building upon content previously learned. This fully developed "scope and sequence" approach to curriculum design—which is available online to all district educators—is tied directly to Common Core Learning Standards, putting Middletown ahead of many other districts that are just beginning to align their courses to Common Core Standards.

Blended Learning classrooms

Middletown will build on this strong foundation with numerous new RTT-D-funded programs to ensure students benefit from a broad variety of high-quality instructional approaches and materials, as well as educational opportunities matched to individual learning styles and built sequentially on prior skills. For example, the proposed blended learning classrooms in grades K-8 will allow students to rotate through different types of instructional experiences. At one classroom station, pupils will work individually on digital platforms that automatically assess each student's knowledge and then present interactive, computer-based lessons that progressively build skills and knowledge; learning can't get more personalized than this! The blended learning classrooms will also have stations where small groups of learners are working directly with a teacher (which promotes opportunities for higher order thinking skills and differentiated mini-lessons) or in larger project-based groups (which helps students develop critical thinking and problem-solving skills).

1-to-1 Program

The types of digitally-based learning experiences incorporated into Middletown's blended classrooms will also become an integral part of the educational landscape in all grades, ensuring students of all abilities and backgrounds benefit from technologies that help personalize learning. To help students further understand—and deepen—the relevancy of their experiences in Middletown schools, the district will introduce a 1-to-1 initiative in grades 8-12 where students and teachers will use Apple iPads (or similar tablets) as one of the main learning tools; the devices help engage the digital generation by nurturing individual, self-initiated learning experiences.

The availability of the technology associated with the 1-to-1 program also will mean traditional classrooms can become "flipped classrooms." A flipped classroom is one in which the instruction has been flipped to become "homework" that students watch or listen to online outside of class. As a result, class time revolves around group projects, solving problems and other styles of active learning. In essence, the teacher moves from being a "sage on the stage" to a "guide on the side" who leads students to build the critical 21st-century skills they need to flourish during and after the formal education years.

A 1-to-1 program has the additional advantages of more easily extending the learning environment to include parents and siblings, as students will bring their personal learning devices home. This is particularly beneficial to economically disadvantaged pupils who may not have funds available to purchase high-tech equipment. English Language Learners will reap the benefits, too, as many educational apps will be available in multiple languages. In addition, all 1-to-1 students will benefit by having textbook and curriculum materials at their fingertips on personal electronic devices, with extra resources automatically "pushed" to these devices. The adaptive assessment technologies mean that these resources will be individualized according to student learning styles and preferences. All digital content will be aligned with Common Core Learning Standards.

Competency-based Classrooms

In addition to the "virtual" classroom experiences, personalized sequences of instructional content and skills development will also take place in Middletown's bricks and mortar classrooms. With the RTT-D grant funding, the district will pilot two competency-based classes (one at the elementary level and one at the middle school level). In these classes, students will progress based on their personal, demonstrated mastery of content versus advancing based on seat time. The competency-based approach has additional benefits in that student proficiency can be measured numerous ways (portfolios or team projects, for example), rather than depending primarily on standardized assessments. As with all of Middletown's instructional approaches, all content will be aligned with standards for college- and career-readiness; however, students will progress at their own pace—perhaps quicker in one subject area and slower in another.

Early Learning Opportunities and Promotional Markers

To promote early learning success, Middletown is proposing a two-year kindergarten program for students who are significantly below kindergarten readiness standards and also for non-English speakers. Adjusting instructional approaches for these students early in their educational experiences will provide a firmer foundation for success later on.

A similar philosophy comes into play with Middletown's "promotional markers" initiative. With this initiative, the district will use assessments to identify students in the grades 2, 5 and 8 (which are considered especially pivotal grades) who are performing dramatically below performance standards in core subjects. These students will be placed in "midpoint" classes rather than promoted to the next grade (thus eliminating social promotions), where they will receive intensive, personalized instruction in areas where they show deficits.

Increasing High School Rigor

As described previously, Middletown's academy structure (which allows students to focus their studies on areas of personal interest) and the SUPA program (which provides college-level experiences and credit), also will ensure pupils have personalized learning experiences that prepare them for success in both college and the workplace. The district's proposed (b)(4) (b)(4) program is another example of Middletown's high-quality instructional approaches. The (b)(4) Program is designed to increase the academic rigor of high school courses to help align curricula with Common Core Learning Standards and, in turn, better prepare students for college-level work and 21st-century careers. Middletown will infuse 12 classes (algebra 1 and 2, geometry, pre-calculus, biology, chemistry, physics, U.S. history and English 9, 10, 11 and 12) with (b)(4) materials and approaches, covering both core and more advanced subjects.

(iv) Ongoing and regular feedback, including at a minimum—

(A) Frequently updated individual student data that can be used to determine progress toward mastery of college- and career-ready standards, or college- and career-ready graduation requirements; and

(B) Personalized learning recommendations based on the student's current knowledge and skills, college- and career-ready graduation requirements, and available content, instructional approaches, and supports; and

The Enlarged City School District of Middletown will significantly increase its student data capabilities so all pupil information is interoperable. This means all data—from attendance, discipline, achievement on state and local assessments, demographic information, and extracurricular participation right down to grades on individual assignments—will be easily

accessible and will automatically populate all digitally-based instructional programs. Information will be "real-time" accurate. Consequently, adjustments can be made in instructional strategies for individual students immediately upon accessing data.

Middletown's "big data" initiative also includes the ability to develop predictive models for each student. This involves taking student scores and, based on historical models, predicting achievement levels for the following few years. In turn, the district can predict where achievement gaps will occur and "back map" instruction and interventions to prevent the gaps from happening.

In essence, the district will use data to move from achieving broad annual and multi-year goals to identifying short-term, clear and manageable goals for each student and providing the appropriate interventions and resources to achieve those goals.

Additionally, through the new parent portal Middletown plans to implement along with RTT-D-funded activities, the district will be able to "push out" (through texting, e-mails, etc.) detailed information to parents regarding their children. Parents will be able to receive as much or as little information as they would like. The type of information available will be vast, including test and assignment grades, homework that's due, report cards, progress reports, discipline reports and even period-by-period attendance. Perhaps one of the most useful pieces of data for both parents and students will be the expanded high school tracker reports, which graphically illustrate how far along a continuum a child is toward reaching college- and career-readiness standards.

Personalized learning recommendations also will come into play with Middletown's new assessment programs. For example, the computer-based (b)(4) program assesses younger students' cognitive "readiness" for learning. The program then provides individualized lessons that develop the memory, attention, sequencing and processing skills, which builds the foundation necessary for students to successfully advance to content that develops language- and reading-related skills. For pupils in grades 4-12, (b)(4) will provide continually evolving content to develop language and literacy skills; content increases in difficulty as students move through the program and show proficiency.

The proposed (b)(4) program works in a similar fashion for developing mathematics skills—i.e., assessing each student's knowledge and skills and then mapping out a computer-based instructional program that will help the pupil on the track toward proficiency. Both (b)(4) and (b)(4) are aligned with Common Core Learning Standards, thereby ensuring college- and career-readiness.

The 1-to-1 initiative for grades 8-12 (described above) further reflects Middletown's commitment to expanding its student-centered approaches to instruction. The district has found success in recent 1-to-1 pilot programs and looks forward to significantly increasing the number of students who will benefit under the RTT-D grant.

On broader scale, the expansion of parent and student programs originating from Middletown's College and Career Center also will lead to more personalized learning recommendations, as students will have more opportunities to explore career options that are related to their individual skills and interests.

(v) Accommodations and high-quality strategies for high-need students to help ensure that they are on track toward meeting college- and career-ready standards or college- and career-ready graduation requirements; and

As described earlier, Middletown's high-needs students have surpassed many achievement expectations over the last several years. For example, the graduation rate for economically disadvantaged students increased by a full 15 percentage points (66 to 81 percent) between 2004 and 2012 (even with a significant increase in the number of impoverished district families). Graduation rates for minority students show similar positive trends.

More than a dozen different languages are spoken in the homes of Middletown's students, leading to the district's ongoing commitment to addressing the needs of English Language Learners (ELLs)—especially literacy skills, which form the foundation for all learning experiences. The importance of literacy is reflected by a daily 90-minute uninterrupted block for reading and a 45-minute block for writing in Middletown's elementary classrooms. In grades 6-

9, students (including high-needs pupils) attend a 45-minute literacy course in addition to traditional English classes. Also, the district has implemented a dual language program at the elementary school. In this program, instruction is offered in Spanish and English on alternating days for both English speakers and Spanish speakers. Participants have quickly become fluent in both languages.

Under the proposed RTT-D programs, ELLs and their families will find even more supports to help increase college- and career-readiness, as many of the new technology-based learning activities will be accessible in multiple languages. Middletown's proposed two-year kindergarten program also will build on previous successes in helping high-needs students because the extra accommodations inherent in the initiative ensure pupils are ready to learn.

The promotional marker initiative (where students, including high-needs pupils, receive extra concentrated instruction in literacy and math) and adaptive assessments (where students progress through computer-based instructional programs based on their skill levels)—previously described in this application—also fall under programs that provide accommodations and high-quality strategies for students who are at high risk of educational failure. New math and literacy specialists in grades K-5 will mean all students (including at-risk pupils) will have focused instruction in core areas (see the "Teaching and Leading" section below for more information on this). In addition, the expansion of timely student achievement data will increase the opportunities for differentiated instruction that addresses individual student needs and learning styles.

(c) Mechanisms are in place to provide training and support to students that will ensure that they understand how to use the tools and resources provide to them to track and manage their learning.

Over the past several years, the Enlarged City School District of Middletown has undergone a $12 million technology enhancement program that ranks the district in the top 5 percent of technology-investing districts in the United States. Each classroom has a SmartBoard for interactive instruction and activities, and many teachers are using student responder systems for real-time formative assessment purposes. The district also has wireless Internet access in every

classroom and at least five computer workstations in every pre-K through grade 8 classroom. Together, these features provide a substantial infrastructure to support student learning.

With funding from the RTT-D grant, Middletown will provide additional supports by hiring three technology integration coaches and three mobile device technicians who will work with middle and high school students and staff as part of the 1-to-1 device initiative. These professionals will cover a broad variety of content—from such introductory topics as navigating on the tablets to more complex tasks, such as choosing apps that are Common Core-aligned and designing lessons for flipped and blended classrooms.

The vendors providing technology-based curriculum materials will conduct trainings to both students and staff at least once per year. These professional development opportunities will also cover a variety of topics, including use of the technology interface (the "dashboard") that will lead educators to student achievement data and ways to break down and analyze this data to provide differentiated learning opportunities for students, including those who are struggling and those who are advanced.

Initiatives that have non-technology components, such as the SUPA program, will also benefit from extra supports including summer trainings and partnerships with university professors for teachers. Students participating in the SUPA program will have summer learning opportunities, as well as regular contact with Syracuse University professors, as well.

(C)(2) Teaching and Leading

The Enlarged City School District of Middletown has defied the odds and turned around its low-achieving schools despite enduring challenges, such as demographic changes in student enrollment—including increasing numbers of children living in poverty and a growing non-English speaking population. Middletown enrolls 8 percent more African-American students, 24 percent more Hispanic students, and 26 percent fewer White students compared with New York statewide averages. At 73 percent, the district's poverty level is 23 percent higher than the state average and Middletown enrolls 4 percent more English Language Learner (ELL) students than the state as a whole. Despite the challenges inherent with a high-poverty student population—

and in the midst of unprecedented state-driven education reforms—Middletown has increased its student performance outcomes, and performed on par with or better than average statewide achievement scores in recent years.

Much of the success can be attributed to Middletown's teachers and leaders, who are intensely committed to educating all students—from high-needs to high-achieving students. For Middletown, greatly improved learning and teaching begins by setting high expectations and providing meaningful opportunities for students. This formula has resulted in dramatic gains in academic achievement and improved graduation rates during the last several years.

Similar to New York's successful Race to the Top plan, Middletown's RTT-D grant application focuses intensely on the instructional core—the quality of interaction between student and teacher—and will expand the essential tools and support necessary to elicit increases in student achievement and ensure the district's students graduate college- and career-ready, equipped with the knowledge and skills to successfully compete with their U.S. counterparts as well as their peers from around the world in this global economy.

To accomplish this, Middletown is committed to developing great teachers and school leaders across the board and providing the necessary resources and support for creating personalized learning environments for all students.

(C)(2)Teaching and Leading: *An approach to teaching and leading that helps educators to improve instruction and increase their capacity to support student progress toward meeting college- and career-ready standards or college- and career-ready graduation requirements by enabling the full implementation of personalized learning and teaching for all students such that:*

(a) All participating educators engage in training, and in professional teams or communities, that supports their individual and collective capacity to—

(i) Support the effective implementation of personalized learning environments and strategies that meet each student's academic needs and help ensure all students can graduate on time and college- and career-ready;

Middletown teachers currently have opportunities to regularly engage in professional teams or learning communities. Two such opportunities for peer collaboration include 30-minute common

planning time at the beginning or end of the school day, and day-long grade-level meetings each quarter during which discussion and work around such topics as Common Core Learning Standards, instructional strategies and instructional programs generally occur. District teachers and school leaders also have access to the Middletown Teacher Center, a professional development organization founded nearly 30 years ago, that provides educational support, programs and services developed through a continuous process involving needs assessment and evaluation methods. Middletown has a two-year mentor training program, as well, that offers one-to-one mentoring for teachers and operates in accordance with section 100.2 of the NYS Commissioner of Education's regulations. It is the only district in Orange County that provides full-time replacement teachers to allow for both the grade-level meetings each quarter and the weekly class visits that are part of the teacher-mentor program.

Engaging in these types of professional teams or learning community activities is important for establishing common understanding and expectations among the district's teachers. As Middletown moves more toward personalized learning environments and student-focused approaches to teaching and learning, it will become even more important for the district to provide staff development, resources and tools to be able to use collaborative, data-based strategies and 21st-century devices to deliver instruction and interventions personalized to the needs and goals of individual students.

Providing staff development, including outside workshops and turnkey training, will be a must as Middletown implements personalized learning environments that include the use of newer technology and web-based programs proposed in this grant application. Staff development related to each proposed activity is detailed below:

1-to-1 Initiative

The 1-to-1 concept has been successfully tested on a smaller scale in some of the district's elementary and middle school classes. To implement the newly proposed 1-to-1 initiative, in which teachers will interact with grades 8-12 students using (b)(4) (or similar tablet devices) for real-time instruction—on a much wider scale this time—will require an investment of time and effort on behalf of educators. The district plans to hire three education technology

integration coaches who will work on-site with teachers to integrate the (b)(4) and instruction. Middletown will also schedule intensive training with (b)(4) to familiarize teachers with the technology itself, and learn about the wide variety of education apps that are available—some free, some with minimal costs—that are popular and have proven to be effective in the classroom.

Learning Management System

Some degree of teacher training will be necessary to prepare educators for a new web-based learning management system—(b)(4) for example—that Middletown plans to implement next year. With its social media-like interface (b)(4)'s user-friendly software platform creates a dynamic educational experience for students and helps teachers manage the differentiation of instruction and the completion of assignments. This electronic system provides a variety of online learning activities and resources associated with lessons, and generates reports that immediately give teachers insight into what skills students have mastered and those they haven't, allowing teachers to better differentiate instruction for individual students or groups of students.

Middletown anticipates having to invest minimal time on staff development to get teachers up to speed using this new learning management system because the (b)(4) program is said to be remarkably intuitive and because social media on which this platform is based—think (b)(4)—is already a familiar entity to many of Middletown's tech-savvy teachers and school leaders. The district does expect to offer some professional training for teachers around Schoology's built-in lesson planner and for ideas about how best to use the program to communicate and share information with parents and students. It should be noted that in selecting a learning management system, the district will consider a platform, such as (b)(4), that integrates seamlessly with its other data management systems and that is accessible in multiple languages to help increase parental engagement among non-English speaking parents.

Blended Learning

To implement blended learning classrooms, which is essentially the convergence of online learning and face-to-face instruction, teachers and school leaders will work closely with an

education technology company, such as (b)(4) that advises schools and school systems across the country about the potential of blended learning. (b)(4) partners with schools to implement blended learning in their classrooms and provides a technology platform—the Hybrid Learning Management System (HLMS)—that makes it easy and effective for leaders, teachers and students to blend online learning in their schools.

(b)(4) educator technical support ensures that teachers are well-prepared to design and implement blended learning effectively. From the beginning of every engagement, a client is assigned a relationship manager who remains in close contact with school leaders and ensures that services are delivered efficiently and effectively. During the blended learning design phase, the relationship manager collaborates with school leaders and teachers on instructional model design and digital content selection.

Once the design phase is complete, (b)(4)' support focuses on blended learning implementation. Before the school year begins, educators receive extensive training on the HLMS. Educators use the HLMS (1) to access the digital content providers that teachers assign to students and (2) to monitor both individual student and overall classroom performance on digital content assignments. (b)(4) employs a train-the-trainer model of professional development, where representatives from a school (typically a teacher or an instructional leader) attend (b)(4)-led professional development sessions. These representatives then train teachers on how to use the product during school-site professional development, and are available during the year to provide additional support.

When the school year begins, (b)(4) provides extensive support to educators. The relationship manager schedules a conference call with school leaders on a bi-weekly basis to ensure that all questions and concerns are addressed in a timely and effective manner. He or she also leads follow-up professional development training on the HLMS centered on analysis of student performance data. In addition, the Client Services Team resolves any educator log-in or usage issues that arise throughout the year.

It should be noted that the three components described above—blended learning, the learning management system and the 1-to-1 initiative—integrate naturally creating an interconnected environment that promotes personalized learning in classrooms. The professional development around these initiatives will assure that teachers adapt content and instruction to meet students academic needs and interests and optimize instructional approaches for every student.

Middletown proposes the following additional strategies to create personalized learning environments in all classrooms, and for which staff development and trainings will be provided to teachers and school leaders:

Instructional Specialists

Middletown will develop instructional specialists in math and literacy who will work as team teachers across K-5 classrooms to differentiate and provide experiences that "deepen" learning. The district currently utilizes literacy specialists in its K-5 classrooms and proposes to build on the concept of "instructional specialists" at the elementary level by establishing a team teaching approach that uses specialist teachers in literacy and mathematics rather than traditional general education teachers. This will allow elementary educators, who generally are responsible for teaching all core subjects, to concentrate fully on either English/social studies curriculum or math/science curriculum. With funding from the RTT-D grant, the district will again offer teachers the opportunity to earn a Certificate of Advanced Study to become instructional specialists in:

- Literacy through an existing and successful partnership with two institutes of higher education—Lesley University and Mt. Saint Mary College—that are renowned for literacy education; or
- Mathematics through a new partnership with Towson University in Maryland and Dr. Honi J. Bamberger, a professor in the University's Department of Mathematics for whom improving teachers' ability to teach mathematics in under-achieving schools is a main interest. Dr. Bamberger is also the executive director of MathWorks: Promoting Excellence in Mathematics Education, which provides all of the consultants for the Maryland Model for School Readiness mathematics institutes, as well as the consultants

for ongoing professional development in the state of Alabama; Newark, NJ; Reading, PA; Alexandria, VA; and at The Summit School in Edgewater, MD.

Virtual training model for teachers

In an effort to prepare, recruit and place effective teachers, the Middletown school district is proposing to create with RTT-D funds Project e-PD (electronic professional development), a virtual reality web-enabled computer simulation program to support teacher effectiveness. The district will develop this new e-PD program, to be called a "Year in the Life of a Highly Effective Teacher," which will help increase student achievement in this high-needs district by better screening and preparing prospective new teachers and by providing critical professional development skills to current educators. The primary goal of Middletown's proposed e-PD program is to develop and refine a virtual simulation that will deploy authentic experiences to produce improvements in classroom instruction and support teacher effectiveness and student achievement.

Adaptive and Cognitive Readiness Assessments

Middletown will offer professional development for teachers who want to learn more about the use of the adaptive and cognitive-readiness assessments in the classroom to increase students' knowledge, skills and proficiency. The district uses a variety of formative and summative assessments to measure student proficiency and educators have found assessments—such as (b)(4) for math and (b)(4) for literacy—to be a quick and easy way to pinpoint gaps in students' skill levels. The questions or problems presented in the online assessments adjust in difficulty based on students' answers. Teachers receive immediate feedback on individual students or the entire class and can then respond according to the needs of the whole class, specific groups of students, or individual students, which allows for personalized instruction. Consequently, the district will also continue to provide professional trainings through its Teacher Center and other educational organizations on how best to tailor instruction to meet a variety of academic needs.

Extended Kindergarten

Primary teachers within the district will participate in professional development activities, including summer planning and curriculum writing, to establish a two-year early proficiency intervention kindergarten based on the district's successful full-day prekindergarten program—a wildly successful program—for students who are non-English speakers and/or who are significantly below kindergarten readiness standards to provide intensive instruction and prepare them cognitively for the primary and upper elementary grades. Middletown will encourage collaborative opportunities for the prekindergarten and extended kindergarten teachers to share effective instructional and classroom management strategies to prepare for the implementation of the newer program.

Promotional Markers Program

To prepare grades 2, 5 and 8 teachers for the district's new midpoint classes, Middletown will provide professional development around instructional strategies to best motivate students to learn. The educators will also participate in professional development activities, including summer planning and curriculum writing.

This year, the district created what it calls a "midpoint" class for grade 8 students who have not met the proficiency benchmarks required for promotion to the ninth grade and success in high school. Middletown proposes to expand this program that identifies students who are not proficient in the core curriculum at the end of grades 2 and 5, and 8 (the promotional markers) and immediately move them into an intensive 12-month instructional program or "midpoint" class. Current grade 8 "midpoint" educators will collaborate with second- and fifth-grade teachers on the instructional strategies that work for improving the literacy and math skills students need to meet grade-level proficiency and share their experiences for addressing classroom management issues.

Competency-based Classrooms

The district plans to design and implement competency-based classrooms that enable students to advance based on demonstrated mastery of skills (as opposed to seat time or age). Teachers will be responsible for establishing this new classroom environment and preparing the opportunities

that facilitate student learning. Consequently, it is critical that all classroom teachers are prepared to provide their students with these opportunities.

Educators who will be pioneering competency-based learning classrooms will participate in staff development and professional trainings to develop resources (e.g., rubrics, content- and grade-specific models and exemplars) to support implementation of performance assessment at the school level. Professional development in effective performance assessment in the subject areas will also be required.

School leaders will also be given opportunities to develop and implement mechanisms (e.g., policies, procedures, guidelines, checklists, portfolio rubrics, block scheduling, student advisories, career academies) for structuring, monitoring, documenting, and evaluating students' learning experiences.

College Prep Courses to Increase Instructional Rigor

Middletown seeks to assure that all students will be college- and career-ready though preparation and access to high-quality, rigorous instruction at the secondary levels in core academic subjects that culminate in college level course experiences consisting of in class, virtual and summer college campus programs.

To inform the acceleration of student progress and measure readiness for college and careers, Middletown proposes to partner with (b)(4) and adopt the (b)(4) program to infuse academic rigor and intensity into the 12 core courses—Algebra 1 & 2, Geometry, Pre-Calculus, Biology, Chemistry, Physics, U.S. History, English 9, 10, 11 and 12—that are considered essential to preparing students for the rigors of college and successfully complete their post-secondary education. The implementation of the (b)(4) program will require a five-day intensive training seminar for classroom teachers in each content area (math, science, English, social studies), on-going training and resources will also be provided, and benchmarking testing at mid-year and end-of-year. The program will focus on fewer, clearer, and higher course standards that are essentials for college and career readiness, and providing on-

going, on-site professional development resources and training opportunities for teachers and school or instructional leaders.

The (b)(4) program will provide a five-day professional development seminar for instructional leaders. Focus will be on increasing and teaching rigor, depth of knowledge and cognitive demand. At the same time, instructional resources and strategies will be discussed for instructional rigor content area teachers. (b)(4) program will also provide quarterly in-service training by subject area for on-going review and program implementation.

Middletown also plans to introduce the Syracuse University Project Advance (SUPA) program next year, as part of the RTT-D grant, for grade 12 students who maintain a minimum average of 90 percent. Middletown educators selected to teach SUPA courses must possess at least a master's degree in their subject area and must spend an initial two weeks in Syracuse for training with college professors. Every summer thereafter, SUPA teachers will be required to attend week-long seminars. Twice a year, Syracuse professors will visit Middletown's classrooms to evaluate the instruction. The SUPA program consists of virtual (online) classes, as well as an authentic on-campus college experience for students during the summer. Through this acclaimed program, students can earn up to 26 college credits while still in high school.

(ii) Adapt content and instruction, providing opportunities for students to engage in common and individual tasks, in response to their academic needs, academic interests, and optimal learning approaches (e.g., discussion and collaborative work, project-based learning, videos, audio, manipulatives);

A clear illustration of Middletown's support of educators in their efforts to adapt content and instruction to meet student needs occurred three to four years ago, when the district sought to step up specialization around literacy. At the time, the district had too few educators who actually specialized in literacy instruction. To better address the needs of struggling readers and writers, Middletown offered its teachers the opportunity to return to school to pursue Certificates of Advanced Study (CAS) in literacy. Approximately 30 of the district's elementary teachers participated and earned (in most cases second) masters degrees. The majority of these educators continue to teach in the district as literacy specialists today.

Based on the success of that program, Middletown looks to build on the concept of "instructional specialists" at the elementary level by establishing a team teaching approach that uses specialist teachers in literacy and mathematics rather than traditional general education teachers. This will allow elementary educators, who generally are responsible for teaching all core subjects, to concentrate fully on either English/social studies curriculum or math/science curriculum.

With funding from the RTT-D grant, the district will again offer teachers the opportunity to earn a CAS in literacy, or mathematics, to become instructional specialists. Middletown, in fact, implemented team teaching in its elementary schools this year—but favors the instructional specialist approach because it will optimize learning for elementary students.

Middletown has also provided all its teachers much training in the use of data to effectively inform instruction. The district relies heavily on the data it collects and analyzes to identify and respond to student strengths and needs for whole classes, groups of students, and individual students. Once teachers have this data, they can determine the appropriate resources and interventions for the specific needs of each individual learner.

Middletown's K-8 teachers have found adaptive and cognitive readiness assessments, such as (b)(4) and (b)(4) to be successful resources to use with students of all ability levels since these innovative web-based programs adapt test questions matched to a student's knowledge or ability in the core subjects of literacy and math and also increase students' readiness to learn. Through these online tools, educators receive immediate feedback, which allows them to quickly and easily pinpoint gaps in students' skill levels. These programs support individualized learning and use vertical mapping to reveal the prerequisite skills that students lack. Another advantage is that students enjoy using adaptive assessments because of their similarity to playing online computer games.

While adaptive assessments and cognitive readiness tools help immediately identify strengths and weaknesses in student skill sets, Middletown has been working with an internationally renowned statistics company to develop a predictive modeling system to project out learning trends for students based on performance history. More progressive than a "growth" model,

predictive modeling will help personalize instruction for students not just today, but for their entire K-12 career.

Two early elementary programs represent Middletown educators' commitment to adapting content and instruction, as well as response to meet the academic needs of students, especially students with the highest needs—English language learners and economically disadvantaged students.

The district has doubled the number of bilingual and English-as-a-Second Language (ESL) teachers on staff to respond to the growing enrollment of English Language Learners and bilingual students. Middletown's dual language program—now in its third year—offers instruction in English and Spanish equally on alternating days. Also called the "two-way" program, the classroom has two teachers; one teaches in Spanish and the other in English. While students are evenly mixed English-speakers and Spanish-speakers, the goal is for both groups to become fluent in both languages. Learning to think and express themselves in two languages helps students develop higher-level thinking skills. The district plans to expand the program—currently offered in grades K-2—to elementary students through the fifth grade.

The district also plans to establish a two-year kindergarten program with funding from the RTT-D grant, to meet the needs of non-English speaking youngsters and other children who test significantly below kindergarten readiness standards. Middletown will model this new extended kindergarten on its successful extended prekindergarten program. An analysis of the district's data shows that children in Middletown's formalized all-day prekindergarten program have equal or better kindergarten readiness scores than their non-poverty and/or English speaking counterparts (prior to entering kindergarten) and often have better readiness scores than students who have attended private prekindergarten programs.

At the secondary level, Middletown plans to introduce technical reading/writing classes for high school students pursuing a career and technical education track. In addition, Middletown's expansion of its high school academies will help at-risk students achieve at higher levels, as

these clusters of courses will give them more opportunities to participate in educational programs that are well-aligned with their personal interests and highly relevant to their plans for the future. The new initiatives and expanded programming Middletown will offer under the RTT-D grant will further provide opportunities for students to engage in common tasks or problems in small- or large-group settings and work independently in response to their academic needs, academic interests, and optimal learning approaches, as shown in the chart below.

Program	Common tasks	Individual tasks
Adaptive assessments		√
Extended kindergarten	√	√
Dual language	√	√
SUPA		√
(b)(4)		√
1-to-1 learning initiative		√

(iii) Frequently measure student progress toward meeting college- and career-ready standards, or college- and career-ready graduation requirements and use data to inform both the acceleration of student progress and the improvement of the individual and collective practice of educators; and

To inform the acceleration of student progress and measure students' readiness for college and careers, Middletown proposes through RTT-D funding to partner with (b)(4) and adopt the (b)(4) (b)(4) program to infuse academic rigor and intensity into the 12 core courses—Algebra 1 & 2, Geometry, Pre-Calculus, Biology, Chemistry, Physics, U.S. History, English 9, 10, 11 and 12—that are considered essential to preparing students for the rigors of college and successfully complete their post-secondary education.

ACT has examined the gap between secondary and post-secondary education in the United States and focuses on successful research-based strategies for eliminating this gap so that all high school graduates learn the essential skills they need to be successful in college and work.

Through this project, Middletown will work with ACT to complete on-going testing over the next four years to ensure academic competence in all Common Core curriculum coursework. Mid-year testing will establish a benchmark of knowledge while the end-of-the year testing will identify the mastery of knowledge. Students who do not meet the standards at the mid-year will

receive targeted differentiated instruction and guided intervention within the classroom. The school will not wait until the end of the year to re-teach specific areas not meeting standards as identified at the mid-year mark. Successful completion of the end-of-year testing will demonstrate mastery knowledge of the particular subject area and indicate that the student is well-prepared for the next level of coursework.

With careful examination, teachers, school leaders, parents and students will be able to identify the level of success and be better prepared to target learning in a way that will enable each student the greatest potential for on-going success. Finally, course completion rates will enable the school district to measure annual progress.

Middletown also plans to introduce a Syracuse University Project Advance (SUPA) program next year, as part of the RTT-D grant, for grade 12 students who maintain a minimum average of 90 percent. The program will consist of virtual (online) classes as well as an authentic on-campus college experience during the summer—and the chance to earn 26 college credits while still in high school. Further, Syracuse University research has found that 98 percent of students who take and pass SUPA courses also successfully complete college in four years.

Middletown High School will also continue to offer a slate of Advanced Placement (AP) courses to students in grades 9-11. An initial goal of the district is to have approximately 20 percent of high school students enroll in SUPA and at least 60 percent of students participate in AP courses.

To begin preparing middle and early high school level students for college, the district will offer students in grades 7, 8, 9 or 10 the opportunity to enroll in SUPA's introductory course developed by Syracuse University for freshman called College Learning Strategies. This course helps students develop better study habits and learning strategies. High school students in grades 11 and 12 grade will have an opportunity to take a more formal and deeply integrated course for college credit from the university.

Through SUPA and AP courses and the (b)(4) program, Middletown's goal is to increase from the current 15 percent of students who are college- and career -ready to 35 to 40 percent by the end of the four-year RTT-D grant cycle.

Also, at the elementary and middle levels, student progress is measured frequently through formative and summative assessments, which determine if students are on target to meet proficiency benchmarks and be promoted to the next grade level. Results of these assessments serve as early warning signs for the district's educators to determine and apply the appropriate academic interventions necessary to accelerate progress.

Common local assessments can be powerful tools for preparing for statewide assessments and are a key element of Middletown's approach to improving student performance.

Common local assessments are typically used for the following purposes:

- To determine prior student learning and to make initial decisions related to level of instruction, grouping, and instructional strategies. These assessments are typically administered at the outset of the school year or unit of study.

- To provide information to students and educators during the teaching/ learning process and provide important information for differentiating instruction. These assessments are typically embedded in instruction and can be indistinguishable from it, such as when a graphic organizer, written piece, or strategy for solving a math problem are used as a basis for feedback to students about their learning.

- To show how well students have done and provide information both for student-level decision-making and for program evaluation. These are typically designed to be administered at the end of a unit, end of quarter or semester, or end of course.

Middletown schools frequently use the following assessments to measure student progress:

- (b)(4) tests for math and English language arts (grades K-9);

- Adaptive cognitive-readiness assessments—(b)(4) (throughout the school year);

- The Phonological Awareness Literacy Screening (PALS) provides a comprehensive assessment of young children's (PreK-2) knowledge of the important literacy fundamentals that are predictive of future reading success.

- Benchmark (K-5) for ELA, a standards-based, flexible, and easy-to-implement assessment system evaluates and tracks ELL student progress in listening, speaking, reading, and writing.

- (b)(4) Program provides a holistic, criterion-referenced measure of how well students (grades 2-9) understand the meaning of text.

- A literacy final for grade 8;

- Math quarterlies for grades K-12;

- ELA quarterlies for grades 3-12;

- Science, social studies and second language quarterlies for grades 9-12; and

- MyAccess online writing diagnostic tool used in grades 3-9 during the entire year.

All of these assessments will continue as part of the RTT-D grant activities.

(iv) Improve teachers' and principals' practice and effectiveness by using feedback provided by the LEA's teacher and principal evaluation systems (as defined in the notice), including frequent feedback on individual and collective effectiveness, as well as by providing recommendations, supports, and interventions as needed for improvement.

While Middletown's district leaders have embraced the use of data to inform instruction and technology to enhance learning, they also recognize that no amount of high-tech machinery or access to statistics will ever replace the factor that makes the biggest difference in the classroom: effective teachers.

School leaders have been cited as the second most important factor in student achievement—behind teacher quality—and must be a driving force behind recruiting and retaining highly effective teachers and setting clear priorities and expectations, including boosting student achievement across grades and increasing high school graduation rates and college readiness.

As a condition of New York State's Race to the Top award, the state was required to enact a law for annual teacher and principal evaluations. Evaluation is an important component of developing and retaining effective teachers and leaders because it provides a framework for professional practice and essential feedback for educators to hone their skills and practices to increase the level of engagement and overall student achievement.

As Middletown begins to implement the principles outlined in its APPR, teacher evaluations will take place on an annual basis and will include features highlighted in the Danielson Framework for Teaching. This evaluation process will provide constructive feedback to individual educators, provide a means to recognize outstanding service, enhance skills, provide direction for staff development practices, and unify teachers and administrators in their collective effort to educate students. For those teachers and school leaders found to be under-performing, additional supports will be provided to ensure all meet the standards within two years.

Year-Round Evaluation

As many other school districts do, Middletown for years has tried the traditional "principal as instructional leader" approach; but all too often school principals become mired in discipline and managerial responsibilities, and don't have adequate time to focus on the quality of instruction taking place in their classrooms.

As thoughtful as the district's APPR is, Middletown realizes it does not provide frequent enough feedback for teachers. That is why this school year, Middletown sought and received a special waiver from the New York State Education Department allowing the district to reconfigure the administrative structure for Middletown High School and the district's special education program. Through this bold new initiative, the district has, in effect, replaced traditional building principals with "instructional leaders" and deans. This new structure is designed to place the emphasis on instructional practices inside the classroom rather than management of the building.

This new model allows Middletown to better focus on the educational programs happening in the classroom by having full-time instructional leaders observing classrooms on a weekly basis—not twice a year—observing instruction and working directly with teachers to identify weaknesses and develop action plans to strengthen instructional strategies—while deans address student discipline and building management issues.

Another innovative approach the Middletown school district plans to provide for evaluating its teachers involves technology, specifically a virtual or simulated professional development program.

In an effort to prepare, recruit and place effective teachers, the Middletown school district is proposing Project e-PD (electronic professional development), a virtual reality web-enabled computer simulation program to support teacher effectiveness. The new e-PD program called a "Year in the Life of a Highly Effective Teacher," will help increase student achievement in this high-needs district by better screening and preparing prospective new teachers, and by providing critical professional development skills to current educators. The primary goal of Middletown's proposed e-PD program is to develop and refine a virtual simulation that will deploy authentic experiences that enhance teacher effectiveness and better support classroom instruction and student achievement. This should help more teachers be evaluated as "effective" or "highly effective" in their Annual Professional Performance Review.

(b) All participating educators have access to, and know how to use, tools, data, and resources to accelerate student progress toward meeting college- and career-ready graduation requirements. Those resources must include—

(i) Actionable information that helps educators identify optimal learning approaches that respond to individual student academic needs and interests;

The use of data to inform instruction has been a cornerstone of Middletown's turnaround. School leaders expect that data will be analyzed and used in purposeful and timely ways by teachers to drive instruction and to identify and respond to student strengths and needs for whole classes, groups of students, and individual students.

Teachers routinely analyze and use data from classroom, district, and state assessments to modify instruction, to group students based on skill strengths and needs, and to help students set goals for their own learning. Principals enable teachers to have data at their fingertips and engage in frequent conversations with individual teachers and groups of teachers about the data, what the data means, and what strategies will be most effective in improving results.

Instructional accountability teams, comprised of district-level leaders, school leaders, department chairs, and directors of special education and English language learning meet monthly in each school building to assess data and discuss instructional strategies (e.g., how to differentiate instruction) that can be used in the classroom to increase student learning and achievement.

School leaders then meet with teachers individually to review data specific to their classroom and discuss instructional successes as well as strategies (e.g., grouping students by ability) to help improve teaching and learning. During these meetings, conversations will focus on the top five performers in the classroom and possible ways to move them further, and analysis of the bottom five performers and approaches for getting them to grade level.

Increasingly, teachers are turning to adaptive assessments in the classroom to immediately determine what students have mastered or are having difficulty with on a given set of learning skills or knowledge. Assessments such as (b)(4) (mathematics) and (b)(4) (literacy) can then map out a whole set of instructional programs based on student answers to specific questions or problems. This enables teachers to develop "on-the-fly" lesson plans and resources for students to get them to grade level or the proficiency level desired.

(ii) High-quality learning resources (e.g., instructional content and assessments), including digital resources, as appropriate, that are aligned with college- and career-ready standards (as defined in the notice) or college- and career-ready graduation requirements (as defined in the notice), and the tools to create and share new resources; and

The changing landscape of the world's information to digital formats requires today's students—and educators, as well—to have different skill sets than what was required just a decade ago. Future graduates must be equipped not just with the three R's, but also with 21st-century skills: problem-solving, critical thinking, communication and technological literacy. Students will need to be able to quickly find, synthesize and communicate information and collaborate with coworkers—not just in their own office, but within a global community of colleagues and consumers.

Through the proposed 1-to-1 initiative, teachers in grades 8-12 will have a firm working knowledge of how to use (b)(4) (or similar portable devices) to engage 21st-century learners. Staff development around the 1-to-1 initiative will be very specific to ensure the (b)(4) will be used effectively and serve as a high-quality learning resource for students. It will prepare staff to use learning management systems such as Schoology, and blended learning environments through educational technology companies, such as (b)(4) to put their curriculum and resources online in a digital way and be prepared to receive responses and communications from students electronically through the same devices. Middletown will provide teachers in-service trainings and staff development opportunities both internally and externally that are designed to help develop resources and knowledge.

As a result, Middletown will ensure grades 8-12 students develop the skills and knowledge necessary to responsibly navigate this emerging modern world through the 1-to-1 (student to computing device) program using the (b)(4) (or other portable device) to create a seamless and dynamic educational experience for students.

The goals of the 1-to-1 pilot are to:

- Enhance and accelerate learning
- Leverage technology for individualizing instruction
- Promote collaboration, increasing student engagement

- Strengthen the 21st-century skills necessary for future student success.

The technology also increases access to digital curriculum, in place of traditional print textbooks and classroom equipment such as graphing calculators. The opportunity to use 1-to-1 devices gives students access to anywhere, anytime learning.

(c) All participating school leaders and school leadership teams have training, policies, tools, data, and resources that enable them to structure an effective learning environment that meets individual student academic needs and accelerates student progress through common and individual tasks toward meeting college- and career-ready standards or college- and career-ready graduation requirements. The training, policies, tools, data, and resources must include:

(i) Information, from such sources as the district's teacher evaluation system, that helps school leaders and school leadership teams assess, and take steps to improve, individual and collective educator effectiveness and school culture and climate, for the purpose of continuous school improvement; and

As a condition of New York State's Race to the Top award, the state was required to enact a law requiring annual teacher and principal evaluations. Evaluation is an important component of developing and retaining effective teachers and leaders because it provides a framework for professional practice and essential feedback for educators to hone their skills and practices to increase the level of engagement and overall student achievement. Middletown's Annual Professional Performance Review (APPR) plan—approved by the New York State Education Department on Aug. 24, 2012—is based on the Charlotte Danielson's Framework for Teaching, Revised Version of 2011 as the tool for teacher evaluations and the Val-Ed Framework for school leader evaluations.

The Danielson Framework for Teaching is a well-known model that defines the complex work of teaching by four main areas (or domains) of teaching responsibility and the components within those areas: 1) Planning and preparation; 2) Classroom environment; 3) Instruction; and 4) Professional responsibilities.

The Vanderbilt Assessment of Leadership in Education (VAL-Ed) is a researched-based evaluation tool that measures the effectiveness of school leaders by providing a detailed assessment of a principal's perceived performance. VAL-Ed focuses on learning-centered

leadership behaviors that influence teachers, staff, and most importantly, student achievement. VAL-Ed is also a 360° assessment, intended to be taken by not only the principal, but by teachers and the principal's supervisor, ensuring that the most helpful feedback is given to principals.

Middletown teachers and school leaders will be evaluated using a Composite Effectiveness Score, which is a score based on a 10-point scale that uses the following three subcomponents:

- 20 percent: Student growth on state assessments or a comparable measure of student growth using a Student Learning Objectives process for non-tested subjects (increased to 25 percent upon implementation of a value-added growth model);

- 20 percent: Other locally selected measures of student growth or achievement (decreased to 15 percent upon implementation of a value added growth model); and

- 60 percent: Other multiple measures of teacher/principal effectiveness, such as announced and unannounced classroom observations.

Middletown will also develop and implement improvement plans for teachers and principals rated ineffective or developing on an APPR.

As Middletown implements the principles outlined in its Annual Professional Performance Review (APPR), teacher evaluations will take place on an annual basis and will include features highlighted in the Danielson Framework for Teaching. This evaluation process will provide constructive feedback to individual educators, provide a means to recognize outstanding service, enhance skills, provide direction for staff development practices, and unify teachers and administrators in their collective effort to educate students. For those teachers (in the Danielson Model) and school leaders (in the ValEd Model) found to be under-performing, additional supports will be provided to ensure all meet the standards within two years.

(ii) Training, systems, and practices to continuously improve school progress toward the goals of increasing student performance and closing achievement gaps (as defined in this notice).

A recent validation study (2010) indicates that Middletown teachers and school leaders agree they are receiving ample training and resources to be successful. Eighty-three percent of teachers report there are enough professional development opportunities offered for them to successfully implement district initiatives. A majority of teachers also agree that they have enough technology resources (83 percent) and print materials to teach their students. Teachers also believe that the district's goals for student achievement are attainable.

Even so, Middletown schools must continue to invest in better preparing new teachers and instructional leaders for the challenges associated with a city school district, recruiting properly trained professionals, and then providing adequate professional development to all in an effort to optimize student achievement.

In an effort to prepare, recruit and place instructional leaders, Middletown schools are proposing the establishment of Project e-PD (electronic professional development), a virtual reality web-enabled computer simulation program to support teacher effectiveness. The district seeks to develop and refine a computer-based virtual reality simulation that will deploy authentic experiences to produce improvements in teacher effectiveness and student achievement.

Middletown proposes working with Interactive, Inc. to develop and implement this unique program based on a model of the contingencies, priorities, crises and decision consequences that make educating in Middletown (or any other high needs school district) a demanding, yet rewarding experience.

Simulations that focus on how instructional leader/teacher leadership teams can help improve teaching and learning in the critical areas of reading and math instruction in high-need classrooms will be created. Vignettes about scheduling barriers, resistance to or modification of teacher observations, and uncertainty about performance-based compensation will be built into the system. Teaching/learning vignettes that replicate, for example, math instruction in a fourth-grade classroom will also be created.

Simulations are useful instruction options because they are representations of reality and are repeatable, consistent, take less time and cost less to deliver and use than other instructional strategies. As a vehicle for the acquisition of knowledge and skills in an active exploratory learning environment, simulations maximize interaction by asking questions or requiring decisions to solve problems. This simulation program will allow participants to examine real situations in a safe environment under the leadership of successful veteran teachers and be able to hit the ground running when they begin the next step of the program. Through this immersion program, teachers will be fully prepared for the challenges and rewards associated with work at a high-needs school district like Middletown.

(d) The applicant has a high-quality plan for increasing the number of students who receive instruction from effective and highly effective teachers and principals (as defined in this notice), including in hard-to-staff schools, subjects (such as mathematics and science), and specialty areas (such as special education).

Middletown school district always seeks highly qualified candidates for teaching and school leader positions. Special consideration is given to those with certification and experience working with English language learners, special education students, and to fill shortage subject areas, including secondary Science, Technology, Engineering and Math (STEM). When district leaders are looking to recruit new teachers in shortage subject areas, they visit college campuses known for technology or mathematics, such as the State University of New York at Geneseo and State University of New York at Binghamton.

The proposed simulation program, Project e-PD, as explained in the preceding section, will monitor strengths and weaknesses of newer or non-tenured teachers, which will enable the district to make meaningful and appropriate placements and provide professional development based on personal characteristics and interests, thereby ensuring greater success and promoting greater retention.

Middletown also recognizes that classroom teaching is a complex activity that demands teachers who possess substantial thinking skills and a solid knowledge base. Knowledge of subject matter is a prerequisite for effective classroom instruction. That is why the district proposes in this RTT-D grant application a plan to replace general education teachers with instructional

specialists at the elementary level. The district believes strongly that this will improve the quality of instruction K-5, especially in the areas of math and literacy.

Middletown has been following the work of the Elementary Mathematics Specialist Project, a pilot program led by the University Maryland that is positioning elementary mathematics specialists or elementary mathematics coaches in schools and school districts across the nation in an effort to enhance student performance and achievement. Research findings to date indicate that overall, students in school with mathematics specialists for three years have scored significantly higher on Virginia's high-stakes, state standardized achievement test for mathematics as compared to students in control schools (grades 3, 4, and 5). This difference in achievement was not evident after the first year of placement of the specialists at any of these grades. To develop math specialists, Middletown has enlisted renowned professor of mathematics Dr. Honi Bamberger from Towson University in Maryland, to offer interested educators the opportunity to earn a math specialist certificate. Dr. Bamberger has a history of working with low-achieving, high needs schools to help improve student performance in math.

For literacy specialists, Middletown will again partner with Lesley University and Mt. Saint Mary College to offer interested educators the opportunity to earn a Specialist Teacher in Reading Certificate of Advanced Study (CAS). Lesley's CAS program offers thorough training in literacy strategies and approaches to meet the needs of diverse student learners. Students work with faculty on the cutting-edge of literacy research, pedagogy and policy, and focus on staff development as well as direct services to students across the grades.

D. LEA POLICY AND INFRASTRUCTURE

(D)(1) LEA practices, policies, rules

The applicant has practices, policies, and rules that facilitate personalized learning by—

(a) Organizing the LEA central office, or the consortium governance structure, to provide support and services to all participating schools;

In recent years, the Enlarged City School District of Middletown re-organized the central administration to parallel the instructional needs of the district. Currently, in addition to the superintendent and the assistant superintendent for instruction and business office operations,

there is an (1) assistant superintendent for instruction; (2) a chief technology officer; (3) a director of counseling program services; (4) a coordinator of literacy; (5) a coordinator of ESL/bilingual; and (6) a coordinator of special services. There are up-to-date, written and agreed job descriptions for all employee categories. School buildings have been re-configured by grade level.

Middletown sought and received a special waiver from New York State Education Department that, this year, has allowed the district to reconfigure the administrative structure for Middletown High School and the special education program, which will provide better support to the teaching staff. Through this bold new initiative, the district has, in effect, replaced traditional building principals with "instructional leaders" and deans. This new structure is designed to place the emphasis on instructional practices inside the classroom rather than management of the building, and will help suppor the goals of this RTT-D grant.

Middletown also will hire a full-time grants manager to work with administrators and teachers to ensure full implementation of all activities outlined in this application. Additionally, the manager will work closely with outside evaluators to ensure all proposed initiatives are operating at their full potential and results are aligned with goals.

(b) Providing school leadership teams in participating schools with sufficient flexibility and autonomy over factors such as school schedules and calendars, school personnel decisions and staffing models, roles and responsibilities for educators and non-educators, and school-level budgets;

The district has historically supported various school leadership teams, including School Improvement Teams (SIT). Each building has a SIT that is committed to enhancing achievement for all students. The role of SIT is to lead the development of a school improvement plan that addresses student achievement needs, to monitor the implementation of the plan, and to revise it as appropriate. Middletown has established standards for schools that serve as the basis for school improvement. The gap between the state standards and current student achievement on these assessments provides the direction for the school improvement goals and efforts. School improvement teams lead the improvement process by engaging the entire staff in analyzing the data and making good data-driven decisions to improve student achievement.

Other school leadership team opportunities in each of the Middletown schools include: Building Inquiry Teams, the Professional Development Plan (PDP) committee, the Annual Professional Performance Review (APPR) committee, the Teacher Center Policy Board, the Mentor/Intern Advisory Council, the Code of Conduct Committee and Building Level Safety teams.

All of these teams, in conjunction with Middletown's school leaders, have the flexibility and autonomy over school schedules and personnel decisions, and have input into managing their building's budget.

(c) Giving students the opportunity to progress and earn credit based on demonstrated mastery, not the amount of time spent on a topic;

Through the newly proposed 1-to-1 initiative students in grades 8-12 will have opportunities to progress and earn credit for assignments completed using the (b)(4) They will also be able demonstrate mastery in literacy and math as they complete assessments using the (b)(4) The 1-to-1 initiative for grades 8-12 will allow teachers to gather and share curriculum, resources and assignments online and receive responses and communications from students electronically through the same or similar devices allowing students to immediately demonstrate their mastery of subject material. It will also ensure students develop the skills and knowledge necessary to responsibly navigate the world of emerging technology.

Middletown' proposed new learning management system, such as (b)(4) will create a seamless and dynamic educational experience for students through a social media-like interface. Through this type of software platform, teachers can easily differentiate instruction for learners of all abilities, again allowing students to demonstrate mastery of knowledge and skills. (b)(4) provides a variety of online learning activities and resources relative to class lessons and generates reports that immediately give teachers insight into what skills have been mastered.

Middletown's planned blended learning classrooms will unite the best of computer-based and teacher-led instruction, allowing for differentiated instruction and more personalized learning. With the blended learning model, students can work on assignments and progress through online

learning modules at their own pace, demonstrating mastery of skills through end-of-module quizzes and tests.

(d) Giving students the opportunity to demonstrate mastery of standards at multiple times and in multiple comparable ways; and

Middletown relies heavily on the data it collects and analyzes to identify and respond to student strengths and needs for whole classes, groups of students, and individual students. Consequently, students have the chance to demonstrate mastery in multiple ways through multiple summative and formative assessments throughout the school year.

Middletown also plans to step up its use of adaptive and cognitive-readiness assessments, as part of the RTT-D grant, to immediately identify gaps in student skill sets and adapt content and instruction to ensure that students become proficient in literacy and math.

In addition to multiple yearly assessments designed to drive ongoing adaptive instruction and interventions throughout the curriculum and grades, Middletown will implement promotional markers at grades 2, 5 and 8. Students who are not proficient in the core instructional areas at the end of those grades (markers) rather than have them repeat the grade, which research shows is often counterproductive, will be placed into a separate 12-month instructional program or "midpoint" class designed specifically around building and reinforcing the concepts or state objectives (common core) to help them meet grade level proficiency. Students will be assessed frequently throughout the year to determine their mastery of skills.

(e) Providing learning resources and instructional practices that are adaptable and fully accessible to all students, including students with disabilities and English learners; and

Technology has been a great equalizer in education because it provides unparalleled accessibility to resources and instruction for all students regardless of disability or learning barrier. Middletown takes its technology seriously. The district's $12 million technology enhancement program ranks Middletown in the top 5 percent of technology-investing districts in the entire United States. Other features of instructional technology present in the district that ensure learning is accessible to all students include:

- Sound amplification in every classroom;

- Reliable wireless access in every classroom;
- Document cameras;
- Cisco digital IP phone system in every classroom (for parent communications);
- Five computer work stations for every classroom pre-K-to-8; and
- A 1:2:1 computing initiative in five classrooms with (b)(4) devices.

Middletown plans to introduce blended learning next school year, which also suits students of all abilities as well because it allows students to learn at their own pace. Again, web-based assessments such as (b)(4) and (b)(4) by nature, are also adaptable and accessible to all students.

(D)(2) LEA and school infrastructure

The LEA and school infrastructure supports personalized learning by—

(a) Ensuring that all participating students, parents, educators, and other stakeholders, regardless of income, have access to necessary content, tools, and other learning resources both in and out of school to support the implementation of the applicant's proposal;

The Enlarged City School District of Middletown is committed to using technology to support learning in its schools and district homes by building a community of learners that extends beyond school walls. The district has built ongoing community initiatives and partnerships to involve parents and other community members in its efforts to improve the schools. Middletown uses such technology as its website, video programming (channel 20) and a parent notification system, to communicate and involve parents in their children's education. The district hosts parent meetings, which include special Spanish (ELL/Bilingual population) and students with disabilities sessions to inform parents and increase their involvement. The new learning management system that will be implemented alongside the RTT-D grant-funded activities, will give parents immediate access to information about their child's education, such as grades, assignments, attendance and more through any electronic means the parent chooses.

(b) Ensuring that students, parents, educators, and other stakeholders (as appropriate and relevant to student learning) have appropriate levels of technical support, which may be provided through a range of strategies (e.g., peer support, online support, or local support);

Once its new learning management system and its blended learning software are in place, teachers will receive immediate training on how to access these systems and input information. Teachers will then serve as turnkey trainers and, as such, will be able to provide training for students and parents on accessing the student and parent portals to get and share information. The district will also post tutorials online and a FAQs page on the website for parents that provides instructions for logging into the learning management system through its parent portal feature. Additionally, the district will offer technical support for the 1-to-1 devices.

(c) Using information technology systems that allow parents and students to export their information in an open data format (as defined in this notice) and to use the data in other electronic learning systems (e.g., electronic tutors, tools that make recommendations for additional learning supports, or software that securely stores personal records); and

Currently, the district has a relatively passive approach to information sharing and communicating with parents regarding their children's education. Middletown relies primarily on its website, video programming on a local access cable channel and its opt-in, voluntary parent notification system. Middletown's new learning management system, once launched, will have the potential to provide parents with a wide variety of information, including their children's lesson plans, homework assignments, attendance, test scores and so much more. Parents will be able to select the information they want to receive and the method in which they want to receive it (cell phone, email, etc.).

(d) Ensuring that LEAs and schools use interoperable data systems (e.g., systems that include human resources data, student information data, budget data, and instructional improvement system data).

The schools will use interoperable data systems, once Middletown launches its new learning management system. Student data from CrossPointe, the district's current student information system through which the district manages such student data as attendance, discipline issues, class schedules, health records and more—will be used to populate the new learning management system. This will make it easy to for students, parents and teachers to communicate and share information.

(E) CONTINOUS IMPROVEMENT

(E)(1) Continuous improvement process

Middletown joins school districts across the nation and across the world in understanding the value and necessity of tracking student progress. However, tracking student achievement without also examining the programs that directly affect that achievement leaves half of the puzzle unfinished. Middletown has a history of closely and continually examining all the factors that influence student success and making the adjustments necessary to ensure growth. The district will not only continue this tradition with its RTT–D initiatives, but will have an opportunity to expand the review/correction process with the availability of new and improved data.

As part of the big picture, Middletown will track state and local assessment scores to determine if pupil growth is adequate. The district's data professionals, instructional leaders and teachers will team up at least monthly and sometimes more often to analyze this data and identify areas needing improvement. Taking this broad picture as a foundation, Middletown staff will then continually examine the specific school, grade-level, classroom and individual student achievement data to further hone in on classroom-based instructional approaches that are yielding success and those that aren't. Numerous elements of Middletown's RTT–D program allow this type of specific analysis and reporting. Here are just a few examples:

- **Adaptive assessments**, which can provide immediate feedback on student performance, thereby allowing teachers to differentiate instruction in real time. This feedback data will also be used to identify and analyze trends across classrooms and schools, meaning effective teaching and learning strategies can then be shared among colleagues throughout the district.

- **Promotional markers at grades 2, 5 and 8**, which will show over the course of the grant period whether there is an increase in the number of students meeting standards. If expected progress is not being made, Middletown will identify problem areas and make immediate adjustments and programming improvements as necessary.

- **More detailed analysis of graduation rates and types of diplomas earned**, which will allow the district to gauge whether more students are graduating and whether those students are college- and career-ready. This also will yield important information about the achievement levels for the district's high-needs students, thus ensuring the district can, again, make necessary programming adjustments as the RTT–D grant programs are implemented.

To provide a broader perspective on the impact of Middletown's RTT–D grant programs, the district will also work with nationally renowned evaluators from outside the district in its continuous improvement process. In the past, Middletown has found great value in using outside, independent evaluators to examine programs that are in process and to provide suggestions for improvement. In this case, the district will contract with at least three professionals—one to track the ongoing effectiveness of instructional programs and one to track the impacts of the "affective" programs, as well as one university-based professor to specifically study Middletown's instructional leader model, its ongoing impact and its potential to be replicated on a larger scale. These professionals will continually monitor the district's programs and provide frequent (at least monthly) progress reports.

In essence, each of the performance measures and goals outlined in this application will be tracked, analyzed and reported on regularly by internal and external entities—at least quarterly and, in most cases, more often. Middletown will consistently share this information with stakeholders, knowing that having information and data is useful. Sharing that information also substantially increases its power to yield positive change. To that end, Middletown will share details of its RTT–D program accomplishments, trends and improvement areas on the district website, during board of education meetings (which are televised), in district vision publications and through media outlets. Superintendent Dr. Kenneth Eastwood and district instructional leaders will meet with PTO groups and community-based organizations to report on the progress taking place in the district and any changes that will take place in educational programs to push student achievement even further. Stakeholders in these groups will be provided with opportunities to share their perspectives on the new initiatives and to offer suggestions for

improvements. Staff meetings for faculty and support staff will be focused more intensively on reviewing RTT–D programs, while also encouraging feedback and suggestions.

The district will also survey parents, staff and community members two to three times per year to gauge if there is interest in holding a series of public forums for the purpose of further sharing information about RTT–D programs, as well as gathering suggestions for improvement.

(E)(2) Ongoing communication and engagement

Middletown has historically encouraged stakeholder involvement in its educational programming, thus providing a foundation for staff, students, parents and community members to contribute to and support new—and often bold—reform initiatives. The district will sustain efforts to seek engagement and communication opportunities by continuing to work under Joyce Epstein's (2009) Framework of Six Types of School-Family-Community Engagement. This framework provides useful research-based guidance for the ways Middletown schools to successfully engage families with their children's learning, including designing effective forms of school-to-home and home-to-school communications and recruiting parent volunteers.

Studies show that when parents are actively involved in their children's learning, there is: (1) improvement in student attitudes and behaviors, (2) increased student attendance, (3) higher homework completion, (4) fewer special education placements, (5) higher grades and test scores, (6) decreased drop-out rates, (7) higher graduation rates and (8) greater enrollment in post-secondary education. Over the last several years, these research conclusions have been borne out in Middletown schools.

Specific opportunities for parent involvement in Middletown are vast and varied. Here is just a sampling of the many such activities taking place in the district that fall into Joyce Epstein's Framework—activities that will continue and, in some cases, expand:

- **Bring Your Kids to Kindergarten Day:** Parents are invited to spend the day with their kindergartner on the first day of school. After parental feedback last year, the activities expanded from a few hours to the entire school day. The event has become so popular

that grandparents and other family members often attend and, this year, every single incoming kindergartner had at least one family member in attendance.

- **College and Career Center:** In addition to working with students, staff members from the district's College and Career Center also focuses on parents. Activities are designed to help parents understand the college selection process, financial aid, student transitions and matching children with appropriate career options using interest inventories. More than 100 parents attend each of the Career Center programs offered throughout the school year. The district expects these numbers to grow as students become more involved in the college-level programs proposed in this RTT–D grant.

- **Strengthening Families Program:** This seven-week program for parents/caregivers and their pre-teen children (ages 10-14) to attend together. This supportive program is designed to help prevent substance abuse and other behavior problems, improve parenting skills and forge stronger family relationships.

- **Parent Information Nights:** These sessions encourage parents to find out more about specific educational programs in the district, including STEM (Science, Technology, Engineering and Math) programs and advanced learning opportunities. These informational sessions will become even more frequent as Middletown introduces the new RTT–D educational initiatives. For example, additional Parent Information Nights will cove blended learning programs in grades K-8 and the 1-to-1 mobile device initiative.

Middletown educators are currently—and will continue to be—an integral part of district-wide data teams, Annual Professional Performance Review (APPR) committees, the Professional Development Plan teams, the School Improvement Team, the Teacher Center Policy Board, the Mentor/Intern Advisory Board and Building-Level Safety Teams. Each school in the district also has active parent-teacher organizations (PTOs). Parents are involved, as well, in school committees, including the Code of Conduct Committee (which reviews policies annually), school improvement teams and the Teacher Center Policy Board Committee. The superintendent

of schools meets monthly with PTO/PTA representatives and regularly attends faculty and support staff meetings. The district website adds another level of communications, using its vast amount of information to engage stakeholders. School- and district-based events and informational activities further add to the engagement opportunities.

Expanding engagement and communications under the RTT-D grant

With the RTT–D grant, opportunities for communication and engagement in Middletown will grow substantially. The district's "big data" initiative will mean that minute details regarding student achievement will be collected and aggregated by classroom, school, subgroups, district-wide or by individual pupil. This results in immediate and actionable feedback for teachers and students, as well as improved opportunities for parent communications, including a new parent portal system. Middletown's new parent portal will allow parents to access detailed information about their children or opt to have data sent to them as e-mails or text messages. A wide range of information will be available, including daily and individual class attendance, homework and test grades, as well as progress toward college- and career-readiness. Parents will be able to choose the amount of information sent, as well as the frequency. Middletown educators feel that this ability to "push out" information directly to parents will significantly increase parents' involvement in their children's educational experiences.

Under the RTT–D grant-funded programs, Middletown students will also have expanded opportunities to stay informed about their achievement, as both teachers and parents will have more data available to share. For example, the data walls described earlier in this application can be expanded to be accessible in electronic formats. Participants in the 1:1 program (students using personal computing devices) will have access to the entire curriculum and syllabus for each of their classes, curriculum materials in electronic format and homework assignments, as well as individual "status" reports showing course grades and progress toward college- and career-readiness. In addition, students in the 1:1 program will be able to connect electronically with their peers to correspond, ask questions, provide help/feedback, as well as communicate with teachers and submit homework assignments.

(E)(3) Performance measures

For each measure, applicant must describe: (a) rationale for selecting the measure, (b) how the measure will provide rigorous, timely and formative information tailored to its proposed plan *and theory of action regarding the applicant's implementation success or areas o*f concern and (c) how it will review and improve the measure over time if it is insufficient to gauge implementation progress.

With funding available from the RTT–D grant, the Enlarged City School District of Middletown will accomplish the ambitious, yet achievable, performance measures outlined below. Please note that the district is using all of its students as the "participating" population under this grant. Therefore, these performance measures overlap with the goals for "all" students outlined in section (A)(4). This reflects Middletown's commitment to taking a district-wide approach to improving student achievement rather than relying on quick, silver bullet-type strategies that are unlikely to lead to real and long-standing reform. The district's performance measures were developed under the guidance of District Accountability Analyst Janet Ferreira, as well as from stakeholders.

Performance Measure 1 (Applicable Population: All)

Increase number and percentage of all students whose teacher of record and principal are rated as highly effective. See chart in section (E)(3) for specific growth measure numbers.

This performance measure was selected based on the fact that the most influential factors affecting student achievement are teachers and principals. With that being the case, Middletown will increase the number of highly effective teachers and principals in the district so students, in turn, are more able to reach proficiency and be college- and career-ready.

The teacher and principal evaluation system under Middletown's Annual Professional Performance Review (APPR) process sets extremely rigorous standards that must be met before staff are rated as highly effective. Teachers and principals are evaluated using numerous rubrics. Those attaining highly effective ratings will have the skills necessary to excel in carrying out the initiatives outlined in the district's RTT–D proposal, as well as guiding colleagues to do the same. (See sections (A)(1) and (C)(2) for more details on the district's evaluation plan.)

Performance Measure 2 (Applicable Population: All)

Increase number and percentage of all students whose teacher of record and principal are rated as effective. See chart in section (E)(3) for specific growth measure numbers.

Research shows that the quality of teachers and principals has the most impact on student performance. Therefore, Middletown is opting for a performance measure that helps ensure students are interacting with effective teachers and principals on a daily basis, thus leading to higher achievement levels and increased preparedness for colleges and careers.

Middletown's Annual Professional Performance Review (APPR) plan includes stringent and high-level standards that must be met in order for staff to receive "effective" ratings. Both principals and teachers are evaluated using numerous rubrics and goals. Those who earn effective ratings will have the skills necessary to carry out the proposed RTT–D programs and activities. (See sections (A)(1) and (C)(2) for more information on Middletown's APPR plan.)

Performance Measure 3 (Applicable Population: All)

Increase percentage of all students and students in subgroups (Black/African American, Hispanic/Latino, students with disabilities and economically disadvantaged) graduating within four years after entering grade 9. See chart in section (E)(3) for specific growth measure numbers.

Performance Measure 3 was chosen based on New York State's Race to the Top priorities, which pinpoint one of the indicators of college- and career-readiness as being the ability to graduate from high school within four years of beginning ninth grade. This performance measure is intricately tied in to Middletown's proposal because all of the RTT–D activities outlined in this grant are specifically geared toward ensuring pupils are college- and career-ready.

This measure will provide formative leading information tailored to Middletown's overall RTT–D plan because it directly measures how successful the district is in meeting its overall goal to provide students with all the supports (including personalized learning environments, data-

inspired instruction and effective teachers and principals) necessary to be college- and career-ready.

Performance Measure 4 (Applicable Population: K-3)

Increase percentage of all students and students in subgroups (Black/African American, Hispanic/Latino and economically disadvantaged) who are achieving proficiency levels on Northwest Evaluation Association (NWEA) math and ELA assessments. See chart in section (E)(3) for specific growth measure numbers.

Middletown is using the results of NWEA assessments as a performance measure because: (1) the tests are aligned with Common Core Learning Standards and therefore determine students' progress toward college- and career-readiness, (2) the data garnered from NWEA tests inform individual students' optimal learning paths; (3) norms-based tests, such as NWEA exams, are effective indicators of student proficiency; and (4) results on NWEA assessments are one of the accepted measures of student growth in New York's teacher and principal evaluation system.

This measure will provide rigorous and timely information to Middletown in that the district will have data to measure and track student achievement levels over time and make adjustments where necessary to support high-needs students and/or those pupils who are not reaching proficiency standards.

Performance Measure 5 (Applicable Population: K-3)

Increase percentage of all students in grades K-3 who are engaged in school activities. See chart in section (E)(3) for specific growth measure numbers.

The Enlarged City School District of Middletown chose Performance Measure 5 after careful review of data relating student achievement and participation in school activities. The data shows that students who participate in Middletown's clubs, music programs, athletics and other activities have higher rates of academic achievement. Similar research conducted nationally yields the same conclusions—i.e., there is a positive correlation between student behavioral, emotional and cognitive engagement and achievement-related outcomes.

Middletown's successful implementation of its RTT–D initiatives can only take place if students are engaged in the educational process; thus this performance measure is vital to the district's main area of concern. This concern centers on Absolute Priority 1—creating personalized learning environments that will accelerate student achievement, increase effectiveness of educators, decrease achievement gaps and ensure all students (including high-needs pupils) are college- and career-ready.

Performance Measure 6 (Applicable Population: 4-8)

Increase number and percentage of all students and students in subgroups (Black/African American, Hispanic/Latino and economically disadvantaged) who are on track to being college- and career-ready as indicated by reaching proficiency standards on grades 4 and 8 ELA and math assessments. See chart in section (E)(3) for specific growth measure numbers.

Middletown has selected Performance Measure 6 because grades 4 and 8 have historically been pivotal years for student achievement and for standardized assessments. Additionally, in New York State, the grades 4 and 8 exams are well-aligned to Common Core Standards and allow detailed data collection for all students, as well as for the subgroups of high-needs students who may need extra supports.

This measure will provide rigorous and timely information to Middletown because educators in the district will have data to measure and track student achievement levels over time and make adjustments where necessary to support high-needs students and/or those pupils who are not reaching proficiency standards.

Performance Measure 7 (Applicable Population: 4-8)

Increase number and percentage of all students and students in subgroups (Black/African American, Hispanic/Latino and economically disadvantaged) whose performance on end-of-the-year grade 4 math assessment reaches proficiency goals and increase in number and percentage of all students and students in subgroups (Black/African American, Hispanic and economically

disadvantaged) whose performance on end-of-the-year grade 8 ELA assessment reaches proficiency goals. See chart in section (E)(3) for specific growth measure numbers.

Middletown is opting for Performance Measure 7 because grades 4 and 8 are important years for student achievement and for standardized assessments. The district is using end-of-the-year tests to measure achievement growth over the school year and to ensure all students (including subgroups) are adequately prepared to move to the next grade.

This measure will provide rigorous and timely information to Middletown because educators in the district will have data to identify students who are meeting proficiency standards for their respective grade levels and students who are not meeting the standards. With this knowledge, educators can add extra supports to high-needs students and/or those pupils who are not reaching proficiency standards. Students who are achieving above proficiency levels can be provided with extra challenges. Such approaches are inherently characteristic of personalized learning environments.

Performance Measure 8 (Applicable Population: 4-8)

Increase percentage of all students and students in subgroups in grades 4-8 (Black/African American, Hispanic/Latino and economically disadvantaged) who are engaged in school activities. See chart in section (E)(3) for specific growth measure numbers.

Performance Measure 8 was chosen after careful review of data that illustrates a positive correlation between students' connection with school and their academic achievement. As mentioned above, Middletown pupils who participate in athletics, music programs, clubs and other activities score better on state and local assessments, are more likely to complete homework and have better attendance patterns. Research conducted on a national basis shows the same results.

Middletown's successful implementation of the initiatives proposed under the RTT–D grant umbrella can only take place if students are engaged in the educational process; thus this performance measure is vital to the district's main area of concern. This concern centers on

Absolute Priority 1—creating personalized learning environments that will accelerate student achievement, increase effectiveness of educators, decrease achievement gaps and ensure all students (including high-needs pupils) are adequately prepare for success in college and career experiences.

Performance Measure 9 (Applicable Population: 9-12)

Increase number and percentage of all students who complete and submit the Free Application for Federal Student Aid (FAFSA) form. See chart in section (E)(3) for specific growth measure numbers.

Performance Measure 9 is extremely important for Middletown students, as the vast majority of pupils are economically disadvantaged. For most, the only way to afford college—even a community college—will be to receive financial aid. Consequently, completing and submitting the FAFSA form will be the first step toward attending college.

By measuring the number of students completing and submitting FAFSA forms, Middletown will garner the timely and formative leading information necessary to help determine if its goal of increasing college attendance has overcome one of its first hurdles—economically disadvantaged students' ability to pay tuition.

Performance Measure 10 (Applicable Population: 9-12)

Increase number and percentage of all students and students in subgroups (Black/African American, Hispanic/Latino, students with disabilities and economically disadvantaged) who are on track to college- and career-readiness as indicated by achieving a score of 75 or greater on the English Regents exam and 80 or greater on a Regents math exam. See chart in section (E)(3) for specific growth measure numbers.

The district chose Performance Measure 10 because New York's Regents exams are rigorous and aligned with Common Core Learning Standards. Students who earn a score of 75 or greater on the English Regents exam and 80 or greater on one of the state's Regents mathematics exams have the skills and knowledge to be successful after high school, as these achievements are

indicators of college- and career-readiness according to the New York State Department of Education. Refer to section (B)(5) for more details on the state's Regents tests.

This performance measure is tailored to Middletown's proposed theory of action and areas of concern in that it is directly related to measuring students' college- and career-readiness, which, in turn, is one of the main focal points of Race to the Top initiatives in New York and throughout the United States.

Performance Measure 11 (Applicable Population: 9-12)
Increase number and percentage of all students who are on track to career readiness as indicating by earning a Regent Diploma with Advanced Designation by June within four years of entering grade 9. See chart in section (E)(3) for specific growth measure numbers.

Performance Measure 11 is well-suited to Middletown because earning New York's Regents Diploma with Advanced Designation is one of the minimum standards in the state linked to college- and career-readiness. Students who earn the advanced designation have taken a more rigorous course of student than their peers, passing eight or nine Regents exams with a score of 65 or above, rather than passing five of these rigorous exams.

As with Performance Measure 10, this measure is also tailored to Middletown's proposed theory of action and areas of concern because it is directly related to measuring students' college- and career-readiness, which, in turn, is one of the main goals of Race to the Top initiatives.

Performance Measure 12 (Applicable Population: 9-12)
Decrease percentage of all students and students in subgroups (Black/African American, Hispanic/Latino and students with disabilities) who do not continue enrollment in high school with a goal of earning a Regents Diploma or Regents Diploma with Advanced Designation. See chart in section (E)(3) for specific growth measure numbers.

In Performance Measure 12, Middletown is seeking to significantly reduce the number of students dropping out of school by the end of the grant period and beyond. This measure was

chosen because the district recognizes that the skills and knowledge students gain in order to graduate will prepare them for success after high school, whether they go to college or seek employment.

Performance Measure 13 (Applicable Population: 9-12)

Increase percentage of all students and students in subgroups (Black/African American and Hispanic/Latino) who are engaged in school activities. See chart in section (E)(3) for specific growth measure numbers.

Performance Measure 13 is an important goal for Middletown students because student achievement increases with participation in school activities, such as clubs, music programs and sports, agreeing with research that shows there is a positive correlation between student behavioral, emotional and cognitive engagement and achievement-related outcomes.

Middletown's successful implementation of RTT–D grant programs and initiatives is only possible if students are engaged in the educational process; thus this performance measure is vital to the district's main area of concern. This concern centers on Absolute Priority 1—creating personalized learning environments that will accelerate student achievement, increase effectiveness of educators, decrease achievement gaps and ensure all students (including high-needs pupils) are college- and career-ready.

Reviewing and improving measures over time

Middletown takes seriously its responsibility to monitor and review not only its progress toward meeting goals, but also the tools and data used to measure that progress. To that end, the district will continually review all the performance measures described above to ensure they are yielding appropriate and useful information regarding student achievement and readiness for college and careers. Middletown will also contract with outside evaluators to monitor the performance measures outlined in this RTT–D application. The measures will be reviewed at least quarterly and, in most cases, more often. If district officials find that the performance measures are inadequate to measure progress toward goals, they will immediately draw together district data

experts, teachers, instructional leaders and, if necessary, outside educational consultants, to develop improved performance measures.

(E)(3) Performance Measures – Required for all applicants

Performance Measure 1 (All Applicants – a)	Applicable Population: All students K-12
a) The number and percentage of participating students, by subgroup whose teacher of record and principal are a highly effective teacher and a highly effective principal. Methodology: actual data for 2011-12 was pulled from New York State growth measure reports and other published state documents for student proficiency at Level 4 – Highly Effective. The overall goal of 25% was determined for 2016-17 for all students. Similar to the calculation methodology of other charts, the difference from the baseline to the final goal was determined, then a 33% was calculated and divided equally into the first two years, with the remaining percentage divided equally for the remaining years. Highly effective baseline determination was based on New York State-provided growth data for teachers and principals based on the HEDI scale, as well as the state definition of highly effective for student performance, which equates to a Level 4 on either the New York State ELA or math end-of-year exam. [H=Highly Effective; E=Effective; D=Developing; I=Ineffective] Each teacher in grades 4-8 who taught ELA or math was "assigned" a HEDI. For example, there were 0 principals who scored as highly effective. The overall goal for 2016-17 is for 25% of all students to have a highly effective teacher and principal.	

		Baseline 2011-12 Actual			Target														
					SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Subgroup	Highly Effective Teacher or Principal	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (A/B)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (D/E)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (G/H)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (J/K)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (M/N)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (P/Q)*100
All students	Teacher	260	5193	5%	416	5200	8%	578	5250	11%	848	5300	16%	1123	5350	21%	1350	5400	25%
	Principal	0	5193	0%	416	5200	8%	578	5250	11%	848	5300	16%	1123	5350	21%	1350	5400	25%

Performance Measure 2 (All Applicants – b)	**Applicable Population**: All students K-12
The number and percentage of participating students, by subgroup whose teacher of record and principal are an effective teacher and an effective principal. Methodology: actual data for 2011-12 was pulled from New York State growth measure reports and other published state documents for student proficiency at Level 3 – Effective. The overall goal of 95% was determined for 2016-17 for all students. Similar to the calculation methodology of other charts, the difference from the baseline to the final goal was determined, then a 33% was calculated and divided equally into the first two years, with the remaining percentage divided equally for the remaining years. Effective baseline determination was based on New York State-provided growth data for teachers and principals based on the HEDI scale, as well as the state definition of effective for student performance, which equates to a Level 3 or Level 4 on either the New York State ELA or math end-of-year exam. The overall goal for 2016-17 is for 95% of all students to have a highly effective teacher and principal.	

		Baseline 2011-12 Actual			**Target**														
					SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Subgroup	**Effective Teacher or Principal**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (A/B)*100**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (D/E)*100**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (G/H)*100**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (J/K)*100**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (M/N)*100**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (P/Q)*100**
All students	Teacher	934	5193	18%	1621	5200	31%	2310	5250	44%	3233	5300	61%	4173	5350	78%	5130	5400	95%
	Principal	934	5193	18%	1621	5200	31%	2310	5250	44%	3233	5300	61%	4173	5350	78%	5130	5400	95%

Performance Measure 3 Methodology: actual data was used for 2011-12 based on New York State-published reports. An overall goal was set at 90% for all students and subpopulations with the exception of students with disabilities. Their goal is set to match the state standard of 80%. Similar to the calculation methodology of other charts, the difference from the baseline to the final goal was determined, then a 33% was calculated and divided equally into the first two years, with the remaining percentage divided equally for the remaining years.	**Applicable Population**	**Subgroup**	**Baseline** ***2011-12 Actual***	**Target**				
				SY 2012-13	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17 (Post-Grant)**
High School Graduation within four years after entering grade 9.	K-12	All participating students	78%	80%	83%	86%	89%	90%
		Black/African American	77%	81%	83%	86%	89%	90%
		Hispanic/Latino	77%	81%	83%	86%	89%	90%
		Students with Disabilities	68%	71%	73%	75%	77%	80%
		Economically Disadvantaged	81%	83%	85%	87%	89%	90%

(E)(3) Performance Measures – Required for applicants with participating students in grades PreK-3

Performance Measure 4 (Grades K-3 – a) Methodology: Northwest Evaluation Association (NWEA) exams are New York State-approved normed test under the Annual Professional Performance Review (APPR). District has used MAPS for Math since 2005-06. NWEA ELA will be used for the first time in 2012-13. The baseline actual data for 2011-12 was from normed test Degrees of Reading Power (DRP). The overall goal for 2016-17 was set at 95%. Similar to the calculation methodology of other charts, the difference from the baseline to the final goal was determined, then a 33% was calculated and divided equally into the first two years, with the remaining percentage divided equally for the remaining years.	**Applicable Population**	**Subgroup**	**Baseline 2011-12 Actual**	**Target**				
				SY 2012-13	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17 (Post-Grant)**
NWEA MAPS for Math	K-3	All students	40%	49%	58%	80%	82%	95%

Performance Measure 4 (Grades K-3 – a) Methodology: Northwest Evaluation Association (NWEA) exams are New York State-approved normed test under the Annual Professional Performance Review (APPR). District has used MAPS for Math since 2005-06. NWEA ELA will be used for the first time in 2012-13. The baseline actual data for 2011-12 was from normed test Degrees of Reading Power (DRP). The overall goal for 2016-17 was set at 95%. Similar to the calculation methodology of other charts, the difference from the baseline to the final goal was determined, then a 33% was calculated and divided equally into the first two years, with the remaining percentage divided equally for the remaining years.	**Applicable Population**	**Subgroup**	**Baseline 2011-12 Actual**	**Target**				
				SY 2012-13	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17 (Post-Grant)**
		Black/African American	35%	45%	55%	68%	81%	95%
		Hispanic/Latino	34%	44%	54%	68%	81%	95%
		Economically Disadvantaged	34%	44%	54%	68%	81%	95%
NWEA ELA began Sept 2012. (Baseline data for 2011-12 is normed test Degrees of Reading Power Grade 2.)	K-3	All students	45%	53%	61%	72%	83%	95%
		Black/African American	46%	53%	61%	72%	83%	95%
		Hispanic/Latino	35%	45%	55%	68%	81%	95%
		Economically Disadvantaged	37%	46%	55%	68%	81%	95%

(E)(3) Performance Measures – Required for applicants with participating students in grades PreK-3

Performance Measure 5 (Grades K-3 –b) Methodology: the performance measure identified for grades K-3 is student engagement in a school activity, such as athletics or music, combined with more effective instruction tied directly to Common Core Standards with increased resources and teacher feedback for higher student proficiency. Actual results for music were used for 2011-12. The overall goal for 2016-17 was set at 95. Similar to the calculation methodology of other charts, the difference from the baseline to the final goal was determined, then a 33% was calculated and dived equally into the first two years, with the remaining percentage was divided equally for the remaining years.	**Applicable Population**	**Subgroup**	**Baseline 2011-12 Actual**	**Target**				
				SY 2012-13	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17 (Post-Grant)**
Engagement in a school activity as defined as athletics or music combined with more effective instruction tied directly to Common Core Standards with increased resources and teacher feedback for higher student proficiency.	K-3	All students	9%	23%	37%	56%	75%	95%

(E)(3) Performance Measures – Required for applicants with participating students in grades 4-8

Performance Measure 6 (Grades 4-8 – a)	**Applicable Population:** Grades 4-8
The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator. Methodology: performance measure identified is grade 4 ELA and grade 8 math with subpopulation performance measures for success defined by New York State Levels 3 and 4 on state's end-of-year state tests. Additionally, a 27% Black/African American and a 50% Hispanic/Latino population was used to project estimates based on total projected "all student" population. A 75% economically disadvantaged percentage was used for grades 4-8. Goals set years were pulled from A4 performance assessment chart. Similar to the calculation methodology of other charts, the difference from the baseline to the final goal was determined, then a 33% was calculated and divided equally into the first two years, with the remaining percentage divided equally for the remaining years.	

	Baseline 2011-12 Actual			**Target**														
				SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (A/B)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (D/E)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (G/H)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (J/K)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (M/N)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (P/Q)*100**
All participating students ELA gr 4	220	501	44%	335	550	61%	390	600	65%	455	650	70%	525	700	75%	600	750	80%
ELA Black/African American	51	118	43%	73	149	49%	89	162	55%	110	175	63%	134	189	71%	161	202	80%
ELA Hispanic/Latino	104	266	39%	121	275	44%	147	300	49%	182	325	56%	220	350	63%	262	375	70%
ELA Economically Disadvantaged	161	392	41%	290	412	46%	229	450	51%	282	487	58%	346	525	66%	417	563	74%

Performance Measure 6 (Grades 4-8 – a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator. Methodology: performance measure identified is grade 4 ELA and grade 8 math with subpopulation performance measures for success defined by New York State Levels 3 and 4 on state's end-of-year state tests. Additionally, a 27% Black/African American and a 50% Hispanic/Latino population was used to project estimates based on total projected "all student" population. A 75% economically disadvantaged percentage was used for grades 4-8. Goals set years were pulled from A4 performance assessment chart. Similar to the calculation methodology of other charts, the difference from the baseline to the final goal was determined, then a 33% was calculated and divided equally into the first two years, with the remaining percentage divided equally for the remaining years.	**Applicable Population:** Grades 4-8

	Baseline 2011-12 Actual			**Target**														
				SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (A/B)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (D/E)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (G/H)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (J/K)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (M/N)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (P/Q)*100**
ELA English Language Learners	12	93	13%	19	103	18%	27	113	24%	41	123	33%	56	133	42%	72	143	50%
All participating students Math gr 8	208	494	42%	308	550	56%	402	600	67%	461	650	71%	525	700	75%	600	750	80%
Math Black/African American	50	124	40%	68	149	46%	84	162	52%	105	175	60%	129	189	68%	154	202	76%
Math Hispanic/Latino	101	247	41%	132	275	48%	165	300	55%	192	325	59%	220	350	63%	248	375	80%
Math English Language Learners	16	48	33%	22	58	37%	29	68	42%	38	78	48%	48	88	54%	60	100	60%

Performance Measure 6 (Grades 4-8 – a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator. Methodology: performance measure identified is grade 4 ELA and grade 8 math with subpopulation performance measures for success defined by New York State Levels 3 and 4 on state's end-of-year state tests. Additionally, a 27% Black/African American and a 50% Hispanic/Latino population was used to project estimates based on total projected "all student" population. A 75% economically disadvantaged percentage was used for grades 4-8. Goals set years were pulled from A4 performance assessment chart. Similar to the calculation methodology of other charts, the difference from the baseline to the final goal was determined, then a 33% was calculated and divided equally into the first two years, with the remaining percentage divided equally for the remaining years.	**Applicable Population:** Grades 4-8

	Baseline 2011-12 Actual			**Target**														
				SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (A/B)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (D/E)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (G/H)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (J/K)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (M/N)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (P/Q)*100**
Math Economically Disadvantaged	130	341	38%	177	412	43%	220	450	49%	273	487	56%	336	525	64%	422	563	75%

Performance Measure 7 (Grades 4-8 –b) Methodology: performance measure identified is grade 4 math and grade 8 ELA. Additionally, a 27% Black/African American and a 50% Hispanic population was used to project estimates based on total projected all student population. A 75% economically disadvantaged percentage was used for grades 4-8.Goals set years were pulled from section (A)(4) performance assessment chart. Similar to the calculation methodology of other charts, the difference from the baseline to the final goal was determined, then a 33% was calculated and divided equally into the first two years, with the remaining percentage divided equally for the remaining years.	**Applicable Population**	**Subgroup**	**Baseline** ***2011-12 Actual***	**Target**				
				SY 2012-13	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17 (Post-Grant)**
NYS Math End-of-year Assessment	Grade 4	All participating students	56%	65%	71%	74%	77%	80%

Performance Measure 7 (Grades 4-8 –b) Methodology: performance measure identified is grade 4 math and grade 8 ELA. Additionally, a 27% Black/African American and a 50% Hispanic population was used to project estimates based on total projected all student population. A 75% economically disadvantaged percentage was used for grades 4-8.Goals set years were pulled from section (A)(4) performance assessment chart. Similar to the calculation methodology of other charts, the difference from the baseline to the final goal was determined, then a 33% was calculated and divided equally into the first two years, with the remaining percentage divided equally for the remaining years.	**Applicable Population**	**Subgroup**	**Baseline** ***2011-12 Actual***	**Target**				
				SY 2012-13	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17 (Post-Grant)**
		Black/African American	52%	57%	68%	71%	74%	77%
		Hispanic/Latino	52%	57%	68%	71%	74%	77%
		Economically Disadvantaged	53%	57%	68%	71%	74%	77%
NYS ELA End-of-year Assessment	Grade 8	All participating students	41%	64%	67%	70%	74%	80%
		Black/African American	36%	43%	50%	60%	70%	75%
		Hispanic/Latino	37%	43%	49%	58%	66%	75%
		Economically Disadvantaged	37%	59%	62%	66%	70%	75%

Performance Measure 8 (Grades 4-8 – c) Methodology: the performance measure identified for grades 4-8 is student engagement in a school activity, such as athletics or music, combined with more effective instruction tied directly to Common Core Standards with increased resources and teacher feedback for higher student proficiency. Actual results for music were used for 2011-12. The overall goal for 2016-17 was set at 95. Similar to the calculation methodology in other charts, the difference from the baseline to the final goal was determined, then a 33% was calculated and dived equally into the first two years, with the remaining percentage was divided equally for the remaining years.	**Applicable Population**	**Subgroup**	**Baseline** ***2011-12 Actual***	**Target**				
				SY 2012-13	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17 (Post-Grant)**
Engagement in a school activity as defined as athletics or music combined with more effective instruction tied directly to Common Core Standards with increased resources and teacher feedback for higher student proficiency.	Grades 4-8	All participating students	22%	34%	46%	62%	78%	95%
		Black/African American	6%	21%	35^	56%	76%	95%
		Hispanic/Latino	9%	23%	37%	56%	74%	95%
		Economically Disadvantaged	13%	26%	39%	58%	77%	95%

(E)(3) Performance Measures – Required for applicants with participating students in grades 9-12

Performance Measure 9 (Grades 9-12 – a)	**Applicable Population:** Grades 9-12
The number and percentage of participating students who complete and submit the Free Application for Federal Student Aid (FAFSA) form. Methodology: the overall goal for 2016-17 was determined to be 95%. Similar to the calculation methodology of other charts, the difference from the baseline to the final goal was determined, then a 33% was calculated and divided equally into the first two years, with the remaining percentage divided equally for the remaining years. Using an estimated total graduate cohort size of 550, the district expects 85% to graduate within four years after entering grade 9 with 80% of those graduates to enroll in either a two- or four-year college. Overall goal in 2016-17 is for 95% of college applicants to use the FAFSA form.	

	Baseline 2011-12 Actual			**Target**														
				SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (A/B)*100**	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (D/E)*100**	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (G/H)*100**	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (J/K)*100**	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (M/N)*100**	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (P/Q)*100**
All participating students	297	330	90%	309	340	91%	322	350	92%	335	360	93%	348	370	94%	361	380	95%

Performance Measure 10 (Grades 9-12 – b) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator. Methodology: This chart ties into the goals from the charts in section (A)(4). The overall 2016-17 goal for all students was matched at 45% with the sub-populations matched per the previous graphs. Additionally, a 27% Black/African American and a 50% Hispanic/Latino population was used to project estimates based on total projected "all student" population. A 65% economically disadvantaged percentage was used for grades 9-12. Similar to the calculation methodology of other charts, the difference from the baseline to the final goal was determined, then a 33% was calculated and divided equally into the first two years, with the remaining percentage was divided equally for the remaining years.	**Applicable Population:** Grades 9-12

	Baseline 2011-12 Actual			**Target**														
				SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup with measure of ELA Regent score of 75 or greater and Math Regent score of 80 or better. Related to charts in section (A)(4)	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (A/B)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (D/E)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (G/H)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (J/K)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (M/N)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (P/Q)*100**
All participating students	90	393	22.8%	110	440	25%	137	456	30%	165	473	35%	195	489	40%	223	495	45%
Black/African American	17	105	16.1%	21	118	18%	26	123	21%	32	128	25%	37	132	28%	43	134	32%
Hispanic/Latino	28	168	16.5%	40	220	18%	48	228	21%	59	237	25%	68	244	28%	79	248	32%
Students with Disabilities	4	44	9.2%	6	64	10%	7	66	11%	9	68	14%	11	70	16%	13	72	18%
Economically Disadvantaged	35	226	15.6%	48	286	17%	56	297	19%	71	307	23%	86	318	27%	100	322	31%

Performance Measure 11 (Grades 9-12 – c) Methodology: The performance measure used here is the number/percentage of Regents Diplomas with Advanced Distinction. In New York, the Regents diploma with advanced distinction requires the minimum number of 22 credits and a grade of 65 or greater on the Regents exams, but instead of the five Regents tests for a "regular" Regent Diploma, the Advanced Regent diploma requires seven Regents tests. An additional two tests in math: geometry and algebra/trigonometry, and one additional test in science beside the Living Environment Regents exam. The graduation goal was used from the chart in section (A)(4) to determine the total number of participants. Then an overall goal for 2016-17 was set at 40%. Similar to the calculation methodology of other charts, the difference from the baseline to the final goal was determined, then a 33% was calculated and divided equally into the first two years, with the remaining percentage was divided equally for the remaining years.	**Applicable Population:** Grades 9-12

	Baseline 2011-12 Actual			**Target**														
				SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Regents Diplomas with Advanced Designation by June within four years of entering grade 9	**# Participating Students on track**	**Total # of Participating Students**	**% on track (A/B)*100**	**# Participating Students on track**	**Total # of Participating Students**	**% on track (D/E)*100**	**# Participating Students on track**	**Total # of Participating Students**	**% on track (G/H)*100**	**# Participating Students on track**	**Total # of Participating Students**	**% on track (J/K)*100**	**# Participating Students on track**	**Total # of Participating Students**	**% on track (M/N)*100**	**# Participating Students on track**	**Total # of Participating Students**	**% on track (P/Q)*100**
All participating students	63	393	16%	88	440	20%	109	456	24%	137	473	29%	166	489	34%	200	495	40%

Performance Measure 12 (Grades 9-12 – d) Methodology: The performance measure used is the dropout rate. This is defined as any student who leaves high school without enrolling in another school system with the goal to obtain a Regent or Regents with Advanced Designation diploma within four years of entering grade 9. Since the 2016-17 graduation goal is 95%, the district's dropout goal for 2016-17 is 1%. This allows for 2% of the students with disabilities to earn an Individualized Educational Plan diploma, as well as 2% of students to graduate within 5 years of entering grade 9.	**Applicable Population**	**Subgroup**	**Baseline 2011-12 Actual**	**Target**				
				SY 2012-13	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17 (Post-Grant)**
Dropout Rate as defined as students not continuing enrollment in High School with the goal of a Regents/Regents with Advanced Designation Diploma	Grades 9-12	All participating students	15%	12%	9%	6%	3%	1%
		Black/African American	15%	12%	9%	6%	3%	1%
		Hispanic/Latino	16%	13%	10%	7%	3%	1%
		Students with Disabilities	17%	14%	11%	7%	3%	1%

Performance Measure 13 (Grades 9-12 – e) Methodology: The performance measure identified for grades 9-12 is student engagement in a school activity, such as athletics or music, combined with more effective instruction tied directly to Common Core Standards with increased resources and teacher feedback for higher student proficiency. Actual results for music were used for 2011-12. The overall goal for 2016-17 was set at 95. Similar to the calculation methodology of other charts, the difference from the baseline to the final goal was determined, then a 33% was calculated and dived equally into the first two years, with the remaining percentage was divided equally for the remaining years.	**Applicable Population**	**Subgroup**	**Baseline 2011-12 Actual**	**Target**				
				SY 2012-13	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17 (Post-Grant)**
Student engagement with after school activities, such as sports and clubs.		All participating students	38%	47%	56%	69%	82%	95%
		Black/African American	38%	47%	56%	69%	82%	95%
		Hispanic/Latino	36%	46%	56%	69%	82%	95%

(E)(4) Evaluating effectiveness of investment

The Enlarged City School District of Middletown will evaluate the effectiveness of its investments by comparing the initial goals set for RTT–D programs with actual results achieved in the district. If goals for student engagement and achievement are reached, the investments will be considered valuable and effective.

To determine the overall effectiveness if RTT–D programs, the district will closely evaluate and analyze the specific goals and performance measures detailed in sections (A)(4) and (E)(3) of this grant application. The following areas, among others, will also be examined to get a full evaluative picture:

- Student scores on local and state assessments to gauge if proficiency levels are increasing at the pace necessary to prepare students for success in college and careers;
- Increases in graduation rates, especially for economically disadvantaged and high-needs students;
- Increases in the number of students opting to take more advanced classes in high school;
- Decreases in the number of Middletown graduates needing remedial classes in college;
- Increases in the use of instructional technologies in the classroom;
- Increased and more effective use of data systems to guide improvements in teaching and learning;
- Use of the district's parent portal system, with special focus on finding links between increased parental engagement and increased student achievement;
- Increases in effectiveness ratings for teachers and principals as measured by the state's Annual Professional Performance Review (APPR) process;

- Increases in the number of staff members taking advantage of training and development activities;

- District retention rates for effective and highly effective teachers and principals.

Middletown will also use confidential surveys of staff, students, parents and community members to determine how successful the RTT–D programs have been from the perspective of these different stakeholders. In addition, the district will again contract with (b)(4), or a similar organization, to conduct a validation study that directly measures the effects and impacts of Middletown's RTT–D initiatives.

F. BUDGET AND SUSTAINABILITY

The extent to which—

(F)(1) Budget for the project (10 points)

The applicant's budget, including the budget narrative and tables—

(a) Identifies all funds that will support the project (e.g., Race to the Top – District grant; external foundation support; LEA, State, and other Federal funds); and

(b) Is reasonable and sufficient to support the development and implementation of the applicant's proposal; and

(c) Clearly provides a thoughtful rationale for investments and priorities, including--

(i) A description of all of the funds (e.g., Race to the Top – District grant; external foundation support; LEA, State, and other Federal funds) that the applicant will use to support the implementation of the proposal, including total revenue from these sources; and

(ii) Identification of the funds that will be used for one-time investments versus those that will be used for ongoing operational costs that will be incurred during and after the grant period, as described in the proposed budget and budget narrative, with a focus on strategies that will ensure the long-term sustainability of the personalized learning environments; and

(F)(2) Sustainability of project goals (10 points)

The applicant has a high-quality plan for sustainability of the project's goals after the term of the grant. The plan should include support from State and local government leaders and financial support. Such a plan may include a budget for the three years after the term of the grant that includes budget assumptions, potential sources, and uses of funds.

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

Recommended maximum response length: Six pages (excluding tables)

(Enter text for (F)(1) in Part XI: Budget. Enter text for (F)(2) here.)

(F)(2) Sustainability of project goals

The Enlarged City School District of Middletown has a long history of managing large federal grants and sustaining the most effective initiatives within those grants after the funding period. For example, the district has sustained all the successful programs from its federally funded Safe Schools Health Students grant; some of these on-going programs are described in the RTT-D competitive preference priority.

For the RTT-D initiatives proposed in this application, Middletown will work closely with nationally renowned evaluators to determine the effectiveness of each program. This is a crucial step both from a student and a financial perspective. Middletown must ensure that the dwindling dollars available for education are invested in the initiatives that will best sustain personalized learning environments and prepare pupils for college and career. In some proposed programs that utilize staff development, Middletown will take a turnkey trainer approach after the grant period ends, encouraging staff to share their skills and knowledge with peers. This

includes the K-8 blended classrooms initiative and the (b)(4) aspect of the initiative related to increasing high school rigor. The summer planning and curriculum work planned for the kindergarten proficiency program and its one-time expenditures during the grant period will yield the necessary foundation for the program to sustain itself after the grant period. This is also true of the "promotional markers" program for grades 2, 5 and 8 and the mastery of standards vs. seat time initiative. However, for this latter program, Middletown will cover the costs of the newly hired teachers after the grant period. The district expects to have few new expenses at the conclusion of the projects related to developing math/literacy specialists and Syracuse University Project Advance (SUPA) teachers, as teachers involved will have earned the necessary certifications for the programs.

Middletown will conduct detailed evaluation of all new programming related to personalizing environments using new technologies (the 1-to1 device initiative and blended learning classrooms, for example) and sustain those that are most effective. The hardware purchases (b)(4) computers for the promotional markers program and the mastery of standards vs. seat time initiative and the tablets for the 1-to1 initiative) will be one-time expenses, with Middletown covering the upgrade expenses after the grant period. For the new and aspiring teacher simulation program, the district expects no new expenses after the grant period, as the design and development of the simulation software will be complete. The district will continue to cover tuition costs for students taking advantage of on-campus experiences through the SUPA program, as this initiative will expose high-risk students to the real possibility that they can not only go to college, but be successful in a postsecondary educational setting. Such funding will come from the district's annual operating budget. Middletown will also sustain all costs related to broadening its integrated student data/learning management ("big data") system as part of its annual operating budget, as data is one of the most powerful tools the district has to use in its quest to continuing quest to improve student achievement, create personalized learning experiences and ensure learners are adequately prepared to excel in college and the workplace.

X. COMPETITIVE PREFERENCE PRIORITY

Competitive Preference Priority

Competitive Preference Priority: Results, Resource Alignment, and Integrated Services. The Department will give priority to an applicant based on the extent to which the applicant proposes to integrate public or private resources in a partnership designed to augment the s*chools' resources by providing additional student and family supports to schools that address* the social, emotional, or behavioral needs of the participating students (as defined in this notice), giving highest priority to students in participating schools with high-need students (as *defined in this notice). To meet this priority, an applicant's proposal does not need to be* comprehensive and may provide student and family supports that focus on a subset of these needs.

The Enlarged City School District of Middletown believes aligned partnerships with community agencies can provide vital extra supports to address students' social, emotional and behavioral needs—supports that are crucial to the overall success and academic performance of students. To that end, the district regularly collaborates with dozens of local organizations to create programs that are designed to identify and overcome the myriad challenges that affect student performance. Three such programs are: the UCLA Center X initiative, the Summer Leadership Academy and the After School Achievement Program (ASAP).

UCLA Center X

The UCLA Center X initiative focuses on Middletown's English Language Learners (ELLs), a growing, high-need segment of the student population. UCLA Center X, which is based out of UCLA's Graduate School of Education and Information Studies in California, works with schools to support teachers who serve low-achieving students. These partnerships are not solely about providing professional development, but also about changing cultures within schools and across districts. According to Center X, "the partnerships are about working with the district, school administrators, teachers, parents and students to develop a rigorous and caring college-going culture—one focused on learning high-level knowledge and skills and developing students' identities as readers, writers, mathematicians, scientists and so on." In other words, the UCLA Center X philosophy is perfectly aligned with those philosophies that have allowed Middletown to become a true turnaround district.

Center X has partnered with Middletown since 2007, starting with an audit to identify some of the root causes for low English Language Learner academic performance. The audit showed that the district offered many different programs for English Language Learners, but without clear purpose, direction or oversight. Teachers were left on their own to develop curricula and there were no common expectations that English Language Learners could achieve at the same levels as other Middletown students. Armed with these results, Center X worked with district officials to form an administrative work group to address the documented gap in achievement between English-proficient and limited-English-proficient students in Middletown schools. Together, several broad structural changes were made:

- All English Language Learner-related programs were clearly defined, tied to state learning standards and assigned measurable results and explicit instructional strategies;
- Mainstream classroom teachers were provided with the supports, tools and knowledge to make academic content accessible to English Language Learners;
- Teachers and students were held accountable for having an active role in instruction and learning;
- Student placements were data-driven and thoughtful, with clearly defined entrance and exit criteria.

Just one year after the UCLA Center X partnership started, the academic gains were astounding. In 2006, 26 percent of the district's sixth-grade English Language Learners scored at Level 1 (defined as "not meeting standards") on the state English language arts (ELA) exam. In the same year, 40 percent of third-grade English Language Learners tested proficient in math, compared with a 71 percent proficiency rate for their English-speaking peers. By the 2007-2008 school year, however, these students made Adequate Yearly Progress (AYP) in both English and math. By 2008-2009, not a single English Language Learner in the district's middle school scored at Level 1 on state assessments. In effect, a cultural change took place in the district.

The K-12 academic gains will continue as Middletown and UCLA Center X maintain a partnership that focuses on providing the instructional and infrastructure supports necessary to ensure the success of all English Language Learners. This includes targeted professional

development for both general education and English as a Second Language (ESL) teachers. The successful partnership will be sustained with funding from Title III, a component of the Title I grant specifically targeted toward English Language Learners. Middletown will use the results of English Language Learner test scores on the New York State grade 4 ELA and grade 8 math exams to measure the success of this initiative, as well as college readiness data for English Language Learners in grades 9-12. Please refer to the accompanying population-level desired results and performance measures charts for more details.

Summer Leadership Academy

For the last two years, Middletown has partnered with the City of Middletown Parks and Recreation Department to provide extra supports to English Language Learners in grades 7 and 8 through the Summer Leadership Academy. This Academy is designed to develop students' social skills, increase self-esteem/self-confidence, promote learning and academic achievement, increase communications skills and help students make community connections by involving them in community service projects. The Leadership Academy activities include:

- Healthy relationships training;
- Challenging outdoor adventure programs;
- Financial literacy training;
- Computer skills enhancement, including use of PowerPoint and other software;
- First aid/CPR instruction;
- Canoe trips;
- Leadership training and discussion focused on the book, The 7 Habits of Highly Effective People by Stephen Covey;
- Use of Middletown High School facilities, including basketball courts and the pool; this has the added benefit of allowing middle school-aged students to become familiar with the high school they will attend.

This depth and breadth of activities means participants have endless opportunities for emotional, social and personal growth. Parents are encouraged to attend some programs, as well, allowing English Language Learners to further cultivate family relationships.

Early anecdotal evidence from the first two years of this program show that English Language Learners are benefiting in significant ways. For example, the participants have better attendance patterns and fewer discipline referrals than they had prior to their involvement in the Academy. Also, the participants are choosing to be involved in more community service activities, which broadens their experiences and interactions far beyond those they may have otherwise had. To further measure the effects of the Summer Leadership Academy, Middletown has established performance measures related to increasing student engagement and decreasing discipline suspensions. The academic goals are focused on English Language Learners achieving proficiency in English and math and graduating with solid plans for college and careers. Please refer to the accompanying population-level desired results and performance measures charts for more details.

With this success, Middletown is currently in the planning stages with the Middletown Parks and Recreation Department to expand the Summer Leadership Academy to include high school-level English Language Learners. Orange County covers the costs associated with operating the Summer Leadership Academy and this funding stream is expected to continue.

After School Achievement Program (ASAP)

Since 2008, Middletown has collaborated with community partners to offer the After School Achievement Program (ASAP) for students in grades 2-5. The partners include the Orange County Parks and Recreation Department and the Middletown Cares Coalition; this latter group encompasses such agencies as the Boys and Girls Clubs, the Middletown YMCA, Orange County Youth Bureau, Big Brothers/Big Sisters, Orange County Adult Literacy and the Middletown Police Department. Many district staff members are also involved, including math teachers, music teachers, counselors, coaches and extracurricular club advisors.

ASAP students participate in one hour of tutorial services and one hour of recreation (in the form of intramurals, initiative group games, crafts, academic skill computer games, Girl Scouts, educational table games, clubs and more) after school at Middletown's Parks and Recreation

Department. The program is staffed by county and district employees, along with high school students who are trained as ASAP counselors. Transportation is provided for all participating students. Students who are achieving at Level 1 (not meeting learning standards) or Level 2 (partially meeting learning standards) on state exams are targeted for this program.

The goals of the program are to:

- Increase academic achievement on ELA and math exams, with students advancing from Levels 1 and 2 to Levels 3 and 4;
- Increase engagement in school activities and participation with community programs;
- Improve social/emotional and relationship/resiliency skills;
- Increase school attendance;
- Decrease disciplinary referrals.

Middletown determines ASAP's level of success by tracking student growth in the following ways:

- Comparing ELA and math scores at the beginning and end of the school year;
- Monitoring participation in community programs and extracurricular school activities;
- Monitoring school attendance rates and disciplinary referrals for the targeted population;
- Administering the Pride Survey to inform community resource involvement and drive programming/services. The survey, developed by a nationally renowned research group, measures student alcohol, tobacco and other drug use and student behaviors that can affect learning, including those related to family, discipline, safety, activities, gangs and more.

Last year, 450 students from two elementary schools and 24 high school students (as counselors) participated in the program. The participating students showed overall growth in academic achievement, increased attendance rates and fewer referrals for discipline issues. Additionally,

the ASAP participants were more involved with school-based activities than they had previously been. Beginning next year, Middletown will closely track the student data outlined in the accompanying goals and performance measures to gather more detailed results. This includes measurements related to engagement and achievement on ELA and math assessments.

ASAP staff members have met to develop strategies to broaden programming for the current participants in grades 2-5, as well as expand into grades 6-12. For example, a "challenge" program will be developed for students in grades 2-5, which encourages them to challenge themselves academically to move from Level 3 achievement on state exams (meeting state standards) to Level 4 (meeting standards with distinction).

In addition, a developmentally appropriate ASAP middle school model for grades 6-8 will be introduced. This will be similar to a highly successful Parks and Recreation Department-sponsored basketball academy that was offered after school in the past. For the first hour, students participated in an "academic session," learning how to do basketball statistics and percentages (taught by a high school math teacher). The second hour was learning and playing basketball. The new ASAP model would be similar to this, utilizing the after-school intramural sports program with an hour of ELA and math skills based on real-life academic applications. All content will be aligned with the Common Core Learning Standards and students typically achieving at Levels 1 and 2 will be the targeted participants.

For high school students, ASAP will involve programming targeting students during the instructional school day. This will include, among other activities, collaboration with the Middletown Cares Coalition, which provides instructor training and materials for a social/emotional enhancement program entitled, "The 6 Most Important Decisions You'll Ever Make." A Middletown Cares mini-grant will provide funding for staff training and materials to teach targeted students in the in-school suspension room, as well as run counseling groups during study halls or after-school detention. Units covered in the program will meet the identified needs revealed in the Pride Survey results, including:

- Succeeding in school;

- Making good friends;
- Getting along with parents;
- Dating and sex issues;
- Avoiding or overcoming addictions;
- Building self-worth.

Middletown staff and representatives from participating community agencies will integrate and plan programming by meeting monthly, reviewing academic data and reviewing periodic surveys of the parents and participants in the program.

Additional benefits of competitive preference priority programs

Middletown's competitive preference priority programs have the added benefit of addressing social, emotional and behavioral issues that have led to discipline referrals and related suspensions in the district. This includes an uneven distribution of discipline consequences when comparing the overall percentage of students falling into minority and special education subpopulations with the percentages of these students who are suspended or otherwise disciplined. See Section XVI of this grant application for more information on the disproportionate discipline patterns. Middletown educators are confident that the district has the infrastructure, programming, tools and plans to address these issues within the grant period.

Competitive Preference Priority: Population-Level Desired Results

Population Group	Type of Result (e.g., educational or family and community)	Desired Results
English Language Learners (ELLs)	Educational: Professional development for teachers of ELLs enables ELLs to achieve desired results	The goal is for ELLs to achieve proficiency in English and on math and ELA assessments and to graduate from high school with a plan for college and career.
English Language Learners 8th- and 9th-graders	Educational and community: Leadership program for students in the summer	The goal is for ELLs to achieve proficiency in English and on math and ELA assessments and to graduate from high school with a plan for college and career.
All students, K-12	Educational, family and community	The goal is for all students to be proficient on ELA and math assessments through increased school engagement with community programs, while also improving social/emotional and relationship/resiliency skills and decreasing discipline referrals.

Competitive Preference Priority: Performance Measures

Performance Measure	Applicable Population	Baseline(s)		Target				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 4 ELA exam	English Language Learners		13%	18%	24%	33%	42%	50%
Grade 8 Math exam	English Language Learners		33%	37%	42%	48%	54%	60%
College- and career-ready with ELA Regents exam score 75+ and Math Regents exam score 80+			0.5%	2%	3%	5%	8%	10%
Engagement	Grades 2-12, all students		40%	49%	58%	70%	82%	95%
Engagement	Grades 2-12 Black/African American population		22%	34%	46%	62%	78%	95%
Discipline: in-school suspensions	Grades K-12, all students		5.8%	5.0%	4.0%	3.0%	2.0%	1.0%
Discipline: in-school suspensions	K-12, Black/African American population		43.6%	41%	38%	34%	30%	25%
Discipline: out-of-school suspensions	K-12, all students		8.2%	7.0%	6.0%	4.0%	2.0%	1.0%
Discipline: out-of-school suspensions	K-12, Black/African American		39.6%	37%	35%	32%	28%	25%

XI. BUDGET

BUDGET SUBPART 1: OVERALL BUDGET SUMMARY

Budget Table 1-1: Overall Budget Summary Table
Evidence for: (F)(1) Enlarged City School District of Middletown

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$729,200.00	$904,000.00	$1,085,560.00	$1,274,083.00	$3,992,843.00
2. Fringe Benefits	$255,220.00	$316,400.00	$379,946.00	$445,929.00	$1,397,495.00
3. Travel	$12,000.00	$12,000.00	$12,000.00	$12,000.00	$48,000.00
4. Equipment	$0	$0	$0	$0	$0
5. Supplies	$945,000.00	$695,000.00	$470,000.00	$470,000.00	$2,580,000.00
6. Contractual	$1,900,000.00	$2,713,500.00	$3,054,250.00	$3,304,000.00	$10,971,750.00
7. Training Stipends	$673,500.00	$116,000.00	$104,000.00	$112,000.00	$1,005,500.00
8. Other	$0	$0	$0	$0	$0
9. Total Direct Costs (lines 1-8)	**$4,514,920.00**	**$4,756,900.00**	**$5,105,756.00**	**$5,618,012.00**	**$19,995,588.00**
10. Indirect Costs*	$0	$0	$0	$0	$0
11. Total Grant Funds Requested (lines 9-10)	**$4,514,920.00**	**$4,756,900.00**	**$5,105,756.00**	**$5,618,012.00**	**$19,995,588.00**
12. Funds from other sources used to support the project	$545,000.00	$545,000.00	$395,000.00	$395,000.00	$1,880,000.00
13. Total Budget (lines 11-12)	**$5,059,920**	**$5,301,900**	**$5,500,756**	**$6,013,012**	**$21,875,588**

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

BUDGET SUBPART 2: OVERALL BUDGET SUMMARY NARRATIVE

The Enlarged City School District of Middletown requests $19,995,588 in Race to the Top District (RTT-D) funding to support 10 projects over the four-year grant period. The district will contribute approximately $1.88 million in new expenditures to support the implementation of the RTT-D projects. In addition, Middletown estimates that at least $53 million of the district's regular operating budget over the four-year grant period will cover costs related to the projects (for example, in the form of salaries and benefits of current staff who will be reassigned based on RTT-D implementation). Middletown's funds for regular operating costs originate from state and federal educational aid and various grants, as well as support from local residents in the form of property taxes. The district's 2011-2012 budget is $134.4 million.

Middletown's proposed RTT-D projects are directly aligned with the four core educational assurance areas identified in the American Reinvestment and Recovery Act (ARRA) to support comprehensive educational reform, while also addressing the distinct needs of district students, a majority (73 percent) of whom live in poverty. Middletown takes a K-12 approach to improving student achievement, as evidenced in this application. This approach has led to the Middletown being characterized as a "true turnaround district," as the school community embraces and encourages positive change on a global level rather than relying on quick, silver bullet approaches that seldom result in sustained success. The following initiatives (outlined in the chart below), which build on the district's past success, are proposed as part of the RTT-D grant:

- ***Early proficiency intervention at kindergarten level*** (primary associated criteria: C(1), Section b, page 65; total grant funds requested: $84,000; total budget: $84,000)
- ***Development of math and literacy specialists at the elementary grades*** (primary associated criteria: C(1), Section b, page 75; total grant funds requested: $1,170,000; total budget: $1,170,000)

- ***Implementation of promotional markers at grades 2, 5 and 8*** (primary associated criteria: C(1), section b, page 66; total grant funds requested: $420,000; total budget: $420,000)
- ***Implementation of program focused on mastery of standards vs. seat time for promotion*** (primary associated criteria: C(1), Section b, pages 65; total grant funds requested: $2,407,707; total budget: $2,407,707)
- ***Development of K-8 blended learning classrooms*** (primary associated criteria: C(1), Section b, page 64; total grant funds requested: $6,708,750; total budget: $6,708,750)
- ***Implementation of new programs to increase rigor in high school courses*** (primary associated criteria: C(1), Section a, page 61-63; total grant funds requested: $2,083,680; total budget: $2,083,680)
- ***Introduction of a 1-to-1 mobile device initiative in grades 8-12*** (primary associated criteria: C(1), Section b, page 64-65; total grant funds requested: $5,260,451; total budget: $5,260,451)
- ***Design and implementation of a new and aspiring teacher simulation program*** (primary associated criteria: C(2), Section a, page 76; total grant funds requested: $920,000; total budget: $920,000)
- ***Grant management and evaluation*** (primary associated criteria: D(1), Section a, page 95; total grant funds requested: $941,000; total budget: $1,121,000)
- ***Development of a district-wide "big data" system*** (primary associated criteria: A(1), page 4; total grant funds requested: $0; total budget: $1,700,000)

Budget Table 2-1: Overall Budget Summary Project List **Evidence for:** (F)(1) Enlarged City School District of Middletown				
Project Name	**Primary Associated Criterion and location in application**	**Additional Associated Criteria and location in application**	**Total Grant Funds Requested**	**Total Budget**
Early proficiency intervention at kindergarten level	C(1), Section b, page 65	C(2), Section a, page 77	$84,000.00	$84,000.00
Development of math and literacy specialists at the elementary grades	C(2), Section a, page 75	C(2), Section a, pages 79-80	$1,170,000.00	$1,170,000.00
Implementation of promotional markers at grades 2, 5 and 8	C(1), Section b, page 66	C(2), Section a, page 77	$420,000.00	$420,000.00
Implementation of program focused on mastery of standards vs. seat time for promotion	C(1), Section b, page 65	C(2), Section b, pages 77-78	$2,407,707.00	$2,407,707.00
Development of K-8 blended learning classrooms	C(1), Section b, page 64	C(2), Section a, pages 73-74	$6,708,750.00	$6,708,750.00
Implementation of new programs to increase rigor in high school courses	C(1), Section a, pages 61-63	C(2), Section a, pages 78-79	$2,083,680.00	$2,083,680.00
Introduction of a 1-to-1 mobile device initiative in grades 8-12	C(1), Section b, pages 64-65	C(2), Section b, page 89-90	$5,260,451.00	$5,260,451.00
Design and implementation of a new and aspiring teacher simulation program	C(2), Section a, page 76	C(2), Section c, page 92-93	$920,000.00	$920,000.00
Grant management and evaluation	D(1), Section a, page 95	E(1), page 101	$941,000.00	$1,121,000.00
Development of a district-wide "big data" system	A(1), page 4	C(1), Section b, page 67	$0	$1,700,000.00
			Total for Grant Funds $19,995,588	**Total Budget $21,875,588**

BUDGET SUBPART 3: PROJECT-LEVEL BUDGET SUMMARIES

Table 3-1: Project-Level Budget Summary Table: Evidence for (F)(1)
Project Name: Early proficiency intervention at kindergarten level
Primary Associated Criterion and Location in Application: C(1), Section b, page 65
Additional Associated Criteria (if any) and Location in Application: C(2), Section a, page 5177

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$0	$0	$0	$0	$0
2. Fringe Benefits	$0	$0	$0	$0	$0
3. Travel	$0	$0	$0	$0	$0
4. Equipment	$0	$0	$0	$0	$0
5. Supplies	$0	$0	$0	$0	$0
6. Contractual	$0	$0	$0	$0	$0
7. Training Stipends	$12,000.00	$24,000.00	$24,000.00	$24,000.00	$84,000.00
8. Other	$0	$0	$0	$0	$0
9. Total Direct Costs (lines 1-8)	$12,000.00	$24,000.00	$24,000.00	$24,000.00	$84,000.00
10. Indirect Costs*	$0	$0	$0	$0	$0
11. Total Grant Funds Requested (lines 9-10)	$12,000.00	$24,000.00	$24,000.00	$24,000.00	$84,000.00
12. Funds from other sources used to support the project	$0	$0	$0	$0	$0
13. Total Budget (lines 11-12)	$12,000.00	$24,000.00	$24,000.00	$24,000.00	$84,000.00

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

BUDGET SUBPART 4: PROJECT-LEVEL BUDGET NARRATIVE

Early proficiency intervention at kindergarten level

Middletown's early proficiency intervention program at the kindergarten level is designed to provide extra supports to pupils who are not cognitively ready to move on to first grade or who are not reaching proficiency levels. This program is a vital element in Middletown's arsenal of tools for improving student achievement and preparing students for college and career readiness, as students who are not cognitively prepared to learn during kindergarten will not have the foundation for successful educational experiences as they move forward.

A total of $84,000 in grant funding is requested for this initiative to cover the costs of planning and curriculum-writing (see "training stipends" line item in the chart below). This includes activities for two weeks each summer during the term of the grant at $400 per day for each teacher. In year one, three teachers will participate; for each of the subsequent three years, six teachers will participate. These costs are one-time investments. Middletown will take responsibility for the salaries and benefits of the current and newly hired kindergarten teachers who will be part of the early proficiency intervention program.

Table 4-1: Project-Level Itemized Costs

Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total
1. Personnel		
		$0
2. Fringe Benefits		
		$0

3. Travel		
		$0
4. Equipment		
		$0
5. Supplies		
		$0
6. Contractual		
		$0
7. Training Stipends		
Summer planning and curriculum writing.	2 weeks each summer x $400 per day = $4,000 per teacher, per year. Year 1 (3 teachers): $12,000 Year 2 (6 teachers): $24,000 Year 3 (6 teachers): $24,000 Year 4 (6 teachers): $24,000	$84,000
8. Other		
		$0
9. Total Direct Costs: Sum lines 1-8.		
• n/a	• n/a	$84,000
10. Total Indirect Costs		
	• Any indirect costs will be funded by the district.	$0
11. Total Grant Funds Requested Sum lines 9-10.		
• n/a	• n/a	$84,000

12. Funds from other sources used to support the project Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
13. Total Budget Sum lines 11-12.		
• n/a	• n/a	$84,000

BUDGET SUBPART 3: PROJECT-LEVEL BUDGET SUMMARIES

Table 3-1: Project-Level Budget Summary Table: Evidence for (F)(1)
Project Name: Development of math and literacy specialists at the elementary grades
Primary Associated Criterion and Location in Application: C(2), Section a, page 75
Additional Associated Criteria (if any) and Location in Application: C(2), Section a, pages 79-80

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$0	$0	$0	$0	$0
2. Fringe Benefits	$0	$0	$0	$0	$0
3. Travel	$0	$0	$0	$0	$0
4. Equipment	$0	$0	$0	$0	$0
5. Supplies	$0	$0	$0	$0	$0
6. Contractual	$270,000.00	$360,000.00	$360,000.00	$180,000.00	$1,170,000.00
7. Training Stipends	$0	$0	$0	$0	$0
8. Other	$0	$0	$0	$0	$0
9. Total Direct Costs (lines 1-8)	$270,000.00	$360,000.00	$360,000.00	$180,000.00	$1,170,000.00
10. Indirect Costs*	$0	$0	$0	$0	$0
11. Total Grant Funds Requested (lines 9-10)	$270,000.00	$360,000.00	$360,000.00	$180,000.00	$1,170,000.00
12. Funds from other sources used to support the project	$0	$0	$0	$0	$0
13. Total Budget (lines 11-12)	$270,000.00	$360,000.00	$360,000.00	$180,000.00	$1,170,000.00

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

BUDGET SUBPART 4: PROJECT-LEVEL BUDGET NARRATIVE

Development of math and literacy specialists at the elementary grades

Under the RTT-D grant, Middletown proposes training elementary-level teachers to be instructional specialists in math and literacy who will work as a team with teachers in classrooms. This initiative is important so teachers can differentiate instruction and provide personalized educational experiences that deepen student learning.

A total of $1.17 million in grant funding will cover contractual expenses related to providing staff development for teachers to become math and literacy specialists. This includes 10 staff development days for grades K-2 teachers with 20 onsite follow-up days during the school year with three consultants in year one; 10 staff development days for grades 3-6 teachers with 20 onsite follow-up days during the school year with four consultants in years two and three; and 10 staff development days with 10 onsite follow-up days during the school year with three consultants in year four. These costs are one-time investments. The district will cover the math and literacy specialists' salaries and benefits.

Table 4-1: Project-Level Itemized Costs

Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total
1. Personnel		
		$0
2. Fringe Benefits		
		$0
3. Travel		

		$0
4. Equipment		
		$0
5. Supplies		
		$0
6. Contractual		
Contract with a nationally recognized consulting group that is linked to a major university that specializes in elementary math education and has significant experience in moving large at-risk school districts into positive elementary math performance on State and National examinations. Through this professional development, teachers will be able to earn a Certificate of Advanced Study.	Year 1: 10 staff development days for grades K-2 teachers with 20 onsite follow-up days during the year for 3 consultants. Year 2 and Year 3: 10 professional development days for grades 3-6 teachers and 20 onsite follow-up days during school year for 4 consultants. Year 4: 10 professional development days and 10 onsite follow-up days during the school year for 3 consultants. (Cost of $3,000 per consultant includes travel costs).	$1,170,000
7. Training Stipends		
		$0
8. Other		
		$0
9. Total Direct Costs: Sum lines 1-8.		

• n/a	• n/a	$1,170,000
10. Total Indirect Costs		
	• Any indirect costs will be funded by the district.	$0
11. Total Grant Funds Requested Sum lines 9-10.		
• n/a	• n/a	$1,170,000
12. Funds from other sources used to support the project Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
13. Total Budget Sum lines 11-12.		
• n/a	• n/a	$1,170,000

BUDGET SUBPART 3: PROJECT-LEVEL BUDGET SUMMARIES

Table 3-1: Project-Level Budget Summary Table: Evidence for (F)(1)
Project Name: Implementation of promotional markers at grades 2, 5 and 8
Primary Associated Criterion and Location in Application: C(1), Section b, page 66
Additional Associated Criteria (if any) and Location in Application: C(2), Section a, page 77

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$0	$0	$0	$0	$0
2. Fringe Benefits	$0	$0	$0	$0	$0
3. Travel	$0	$0	$0	$0	$0
4. Equipment	$0	$0	$0	$0	$0
5. Supplies	$75,000.00	$75,000.00	$75,000.00	$75,000.00	$300,000
6. Contractual	$0	$0	$0	$0	$0
7. Training Stipends	$40,000.00	$40,000.00	$20,000.00	$20,000.00	$120,000
8. Other	$0	$0	$0	$0	$0
9. Total Direct Costs (lines 1-8)	$115,000.00	$115,000.00	$95,000.00	$95,000.00	$420,000.00
10. Indirect Costs*	$0	$0	$0	$0	$0
11. Total Grant Funds Requested (lines 9-10)	$115,000.00	$115,000.00	$95,000.00	$95,000.00	$420,000.00
12. Funds from other sources used to support the project	$0	$0	$0	$0	$0
13. Total Budget (lines 11-12)	$115,000.00	$115,000.00	$95,000.00	$95,000.00	$420,000.00

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

BUDGET SUBPART 4: PROJECT-LEVEL BUDGET NARRATIVE

Implementation of promotional markers at grades 2, 5 and 8

The promotional markers initiative identifies students in grades 2, 5 and 8 who have not met proficiency standards to advance to the next grade. Students identified will immediately be moved into an intensive 12-month instructional program focusing on developing literacy and math proficiency. Ensuring students meet proficiency levels in these subject areas will give them the foundation for success in all other courses and, in turn, better prepare them for college and career.

A total of $420,000 in grant funding for this initiative will cover direct costs. This includes the purchase of class sets of (b)(4) notebook computers at a total cost of $300,000 over the four-year grant period (see "supplies" line item in the chart below). Additionally, the district will require teachers to participate in two weeks' worth of summer curriculum-writing and planning activities each year during the grant period. Ten teachers will participate in each of years one and two; five teachers will participate in each of the two remaining grant years. At $400 per day for each of the 30 teachers during the 10 days of activities, the cost will be $120,000 (see "training stipends" line item in the chart below). These costs are one-time investments. Middletown will pay the licensing and some general software costs for the student computers, as well as maintenance expenses. The district is also covering the salary and benefit costs for teachers who will be part of the promotional markers initiative.

Table 4-1: Project-Level Itemized Costs

Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total
1. Personnel		

		$0
2. Fringe Benefits		
		$0
3. Travel		
		$0
4. Equipment		
		$0
5. Supplies		
Class Set of ChromeBook Notebooks	$500 per notebook x 150 students x 4 years	$300,000
6. Contractual		
		$0
7. Training Stipends		
Summer Planning and curriculum writing	2 weeks each summer (10 days) x $400 per day = $4,000 per teacher, per year. Year 1 (10 teachers): $40,000 Year 2 (10 teachers): $40,000 Year 3 (5 teachers): $20,000 Year 4 (5 teachers): $20,000	$120,000
8. Other		
		$0
9. Total Direct Costs: Sum lines 1-8.		

• n/a	• n/a	$420,000
10. Total Indirect Costs Identify and apply the indirect cost rate.		
	• Any indirect costs will be funded by the district.	$0
11. Total Grant Funds Requested Sum lines 9-10.		
• n/a	• n/a	$420,000
12. Funds from other sources used to support the project Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
13. Total Budget Sum lines 11-12.		
• n/a	• n/a	$420,000

BUDGET SUBPART 3: PROJECT-LEVEL BUDGET SUMMARIES

Table 3-1: Project-Level Budget Summary Table: Evidence for (F)(1)
Project Name: Implementation of program focused on mastery of standards vs. seat time for promotion
Primary Associated Criterion and Location in Application: C(1), section b, page 65
Additional Associated Criteria (if any) and Location in Application: C(2), Section b, pages 77-78

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$160,000.00	$326,400.00	$499,392.00	$679,176.00	$1,664,968.00
2. Fringe Benefits	$56,000.00	$114,240.00	$174,787.00	$237,712.00	$582,739.00
3. Travel	$0	$0	$0	$0	$0
4. Equipment	$0	$0	$0	$0	$0
5. Supplies	$20,000.00	$20,000.00	$20,000.00	$20,000.00	$80,000.00
6. Contractual	$0	$0	$0	$0	$0
7. Training Stipends	$8,000.00	$16,000.00	$24,000.00	$32,000.00	$80,000.00
8. Other	$0	$0	$0	$0	$0
9. Total Direct Costs (lines 1-8)	$244,000.00	$476,640.00	$718,179.00	$968,888.00	$2,407,707.00
10. Indirect Costs*	$0	$0	$0	$0	$0
11. Total Grant Funds Requested (lines 9-10)	$244,000.00	$476,640.00	$718,179.00	$968,888.00	$2,407,707.00
12. Funds from other sources used to support the project	$0	$0	$0	$0	$0
13. Total Budget (lines 11-12)	$244,000.00	$476,640.00	$718,179.00	$968,888.00	$2,407,707.00

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

BUDGET SUBPART 4: PROJECT-LEVEL BUDGET NARRATIVE

Implementation of program focused on mastery of standards vs. seat time for promotion

This proposed RTT-D initiative answers the call for districts to provide innovative solutions to educational challenges. Under the proposal, Middletown will pilot a system within one elementary school and one middle school where students are working in a personalized learning environment that allows advancement based on mastering subject matter, rather than simply the amount of "seat time" they have. Such a system will allow for personalized student acceleration within an educational system that accommodates many—if not a majority—of at-risk students.

Middletown is requesting $2,407,707 in RTT-D grant allocations to cover costs associated with this initiative. This includes salary and benefits for 20 new teachers over the four-year grant period—two teachers in year one, four in year two, six in year three and eight in year four—at a total cost of $2,247,707 (see the "personnel" and "fringe benefits" line items in the chart below). The program costs associated with this project also include purchase of 160 (b)(4) computers for students at a cost of $500 each for a total of $80,000 (see the "supplies" line item below). The same amount ($80,000) will cover the cost for planning and curriculum-writing during the summer months, as detailed in the "training stipends" area below. Two teachers will participate in year one, four in year two, six in year three and eight in year four, for a total of 16 teachers at $400 per day for 10 days. All of the costs are one-time investments for duration of the grant. The new teachers' salaries and benefits will be covered by the district after the grant period. Middletown also will pay the licensing and some general software costs for the student computers, as well as maintenance expenses for the equipment.

Table 4-1: Project-Level Itemized Costs		
Cost Description	**Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)**	**Total**
1. Personnel		
Classroom Teacher: 1 school building with 2 sections. Starting in 3rd grade for year one and progressing 1 grade per year to 6th grade in year 4. Salary costs include an annual 2% increase.	Year 1 (2 teachers): $160,000 Year 2 (4 teachers): $326,400 Year 3 (6 teachers): $499,392 Year 4 (8 teachers): $679,176	$1,664,968
2. Fringe Benefits		
Fringe benefits for the classroom teachers (health insurance, retirement, etc.)	35% x annual salary (for four years)	$582,739
3. Travel		
		$0
4. Equipment		
		$0
5. Supplies		
Individual (b)(4) s for each student	160 notebooks over the course of the 4 years x $500 per notebook.	$80,000
6. Contractual		
		$0

7. Training Stipends		
Summer planning and curriculum writing.	2 weeks each summer x $400 per day = $4,000 per teacher, per year. Year 1 (2 teachers): $8,000 Year 2 (4 teachers): $16,000 Year 3 (6 teachers): $24,000 Year 4 (8 teachers): $32,000	$80,000
8. Other		
		$0
9. Total Direct Costs: Sum lines 1-8.		
• n/a	• n/a	$2,407,707
10. Total Indirect Costs Identify and apply the indirect cost rate.		
	• Any indirect costs will be funded by the district.	$0
11. Total Grant Funds Requested Sum lines 9-10.		
• n/a	• n/a	$2,407,707
12. Funds from other sources used to support the project Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
		$0
13. Total Budget Sum lines 11-12.		
• n/a	• n/a	$2,407,707

BUDGET SUBPART 3: PROJECT-LEVEL BUDGET SUMMARIES

Table 3-1: Project-Level Budget Summary Table: Evidence for (F)(1)
Project Name: Development of K-8 blended learning classrooms
Primary Associated Criterion and Location in Application: C(1), Section b, page 64
Additional Associated Criteria (if any) and Location in Application: C(2), Section a, pages 73-74

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$0	$0	$0	$0	$0
2. Fringe Benefits	$0	$0	$0	$0	$0
3. Travel	$0	$0	$0	$0	$0
4. Equipment	$0	$0	$0	$0	$0
5. Supplies	$0	$0	$0	$0	$0
6. Contractual	$802,500.00	$1,554,000.00	$1,968,750.00	$2,383,500.00	$6,708,750.00
7. Training Stipends	$0	$0	$0	$0	$0
8. Other	$0	$0	$0	$0	$0
9. Total Direct Costs (lines 1-8)	$802,500.00	$1,554,000.00	$1,968,750.00	$2,383,500.00	$6,708,750.00
10. Indirect Costs*	$0	$0	$0	$0	$0
11. Total Grant Funds Requested (lines 9-10)	$802,500.00	$1,554,000.00	$1,968,750.00	$2,383,500.00	$6,708,750.00
12. Funds from other sources used to support the project	$0	$0	$0	$0	$0
13. Total Budget (lines 11-12)	$802,500.00	$1,554,000.00	$1,968,750.00	$2,383,500.00	$6,708,750.00

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

BUDGET SUBPART 4: PROJECT-LEVEL BUDGET NARRATIVE

Development of K-8 blended learning classrooms

The K-8 blended learning initiative will mean students can take advantage of both online and face-to-face instructional methods within their classrooms. Middletown is planning this program to enable students to experience different learning styles and take advantage of technology-based adaptive assessments and also to allow teachers to devote more time to activities that develop higher level cognitive skills (such as problem-solving and critical thinking).

The grant funding associated with developing Middletown's K-8 blended learning classrooms is $6,708,750 in contractual expenses. This covers the expenses necessary for designing and implementing the digital content for blended learning classrooms, as well as providing consultation and hands-on training for district staff, students and parents in the use of technology-based learning and assessment tools. Year one costs are $802,500, year two costs are $1,554,000, costs in year three are $1,968,750 and costs in year four are $2,383,500. These are one-time investments to get the initiative up and running. Middletown will fund any additional related costs during and after the RTT-D grant period.

Table 4-1: Project-Level Itemized Costs

Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total
1. Personnel		
		$0
2. Fringe Benefits		
		$0

3. Travel		
		$0
4. Equipment		
		$0
5. Supplies		
		$0
6. Contractual		
Contracted vendor to design and implement digital content for district's blended learning classrooms. Provide training and consultation to district staff, students and parents.	Year 1: $802,500 Year 2: $1,554,000 Year 3: $1,968,750 Year 4: $2,383,500	Subtotal: $6,708,750
7. Training Stipends		
		$0
8. Other		
		$0
9. Total Direct Costs: Sum lines 1-8.		
• n/a	• n/a	$6,708,750
10. Total Indirect Costs Identify and apply the indirect cost rate.		
	• Any indirect costs will be funded by the	$0

	district.	
11. Total Grant Funds Requested Sum lines 9-10.		
• n/a	• n/a	$6,708,750
12. Funds from other sources used to support the project		
		$0
13. Total Budget Sum lines 11-12.		
• n/a	• n/a	$6,708,750

BUDGET SUBPART 3: PROJECT-LEVEL BUDGET SUMMARIES

Table 3-1: Project-Level Budget Summary Table: Evidence for (F)(1)
Project Name: Implementation of new programs to increase rigor in high school courses
Primary Associated Criterion and Location in Application: C(1), section a, pages 61-63
Additional Associated Criteria (if any) and Location in Application: C(2), Section a, pages 78-79

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$34,200.00	$34,200.00	$34,200.00	$34,200.00	$136,800.00
2. Fringe Benefits	$11,970.00	$11,970.00	$11,970.00	$11,970.00	$47,880.00
3. Travel	$12,000.00	$12,000.00	$12,000.00	$12,000.00	$48,000.00
4. Equipment	$0	$0	$0	$0	$0
5. Supplies	$0	$0	$0	$0	$0
6. Contractual	$411,000.00	$393,000.00	$419,000.00	$484,000.00	$1,707,000.00
7. Training Stipends	$36,000.00	$36,000.00	$36,000.00	$36,000.00	$144,000.00
8. Other	$0	$0	$0	$0	$0
9. Total Direct Costs (lines 1-8)	$505,170.00	$487,170.00	$513,170.00	$578,170.00	$2,083,680.00
10. Indirect Costs*	$0	$0	$0	$0	$0
11. Total Grant Funds Requested (lines 9-10)	$505,170.00	$487,170.00	$513,170.00	$578,170.00	$2,083,680.00
12. Funds from other sources used to support the project	$0	$0	$0	$0	$0
13. Total Budget (lines 11-12)	$505,170.00	$487,170.00	$513,170.00	$578,170.00	$2,083,680.00

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

BUDGET SUBPART 4: PROJECT-LEVEL BUDGET NARRATIVE

Implementation of new programs to increase rigor in high school courses

The programs proposed under this initiative will better prepare Middletown students for success in college and careers by providing college-level opportunities through the Syracuse University Project Advance (SUPA) program and by immersing Common Core Learning Standards into current high school class offerings.

A total of $2,083,680 in grant funding is requested for the activities related to this RTT-D initiative. This includes $136,800 for substitute teacher salaries, which covers $95/day for 120 teachers for three days each year over the course of the four-year grant period. Benefits for these substitute teachers over the grant period will be $47,880 (see the "personnel" and "fringe benefits" line items below). The substitute teachers will fill in for district teachers who are participating in professional development opportunities. Travel expenses for Middletown teachers to attend a two-week summer training program for teaching college-level courses as part of the SUPA initiative will be $48,000; this expenditure covers 12 teachers at $1,000 each for four summers. The professional development costs (listed under "training stipends" below) for teachers to attend this one-week SUPA program will be $144,000, which covers 15 teachers at $2,400 each attending for four summers. For contractual expenses in this project, Middletown is budgeting $280,000 for high school teachers to be trained in implementing the (b)(4) program; this includes year one allocations of $112,000 and then $56,000 annually for the following three years. Middletown will incur additional contracted costs for: administrators' (b)(4) professional development ($14,000 total over the four-year grant period); follow-up (b)(4) in-service for teachers on a quarterly basis ($288,000); end-of-year testing alignment to ensure the district's courses are aligned to Common Core Standards; and student tuition costs for high-need and economically disadvantages students to attend the on-campus SUPA program (totals $481,000 for the four-year grant period, during which time a total of 185 students will participate at $2,600 each). The personnel, fringe benefit, travel and training stipend costs are all one-time expenses within the grant period. All contractual expenses are considered one-time

investments, with the exception of the student tuition costs for the SUPA program. For this latter expense, Middletown will cover the investment after the grant period ends.

Table 4-1: Project-Level Itemized Costs		
Cost Description	**Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)**	**Total**
1. Personnel		
Substitute teachers	120 teachers x 3 days x $95/day x 4 years	$136,800
2. Fringe Benefits		
Benefits for substitute teachers	35% x $34,200 salary costs x 4 years	$47,880
3. Travel Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.		
Travel and expenses for SUPA Teachers to attend a 2-week summer training program for teaching college level courses.	12 teachers x $1,000 each x 4 summers	$48,000
4. Equipment		
		$0
5. Supplies		
		$0
6. Contractual		
Professional development for high school teachers in content areas and course specific areas.	$14,000 x 8 subject/course specific areas in year 1, and $7,000 x 8 subject/course specific areas in years 2-4:	$280,000

	Year 1: $112,000 Year 2: $56,000 Year 3: $56,000 Year 4: $56,000	
Professional development for administrators	$14,000	$14,000
In-service and follow-up on a quarterly basis for subject/course specific teachers	$6,000/day x 3 days x 4 core subject areas = $72,000 x 4 years = $288,000	$288,000
End of Year Course testing aligned to the Common Core for each of the 8 core subject courses related to College and Career Readiness. This will include mid-year benchmarking and resource materials and support.	$23/student x 500 students x 14 courses = $161,000 x 4 years = $644,000	$644,000
College course and experience for high needs and poverty students through Syracuse University Project Advance (SUPA).	Student tuition for college level courses taught by Middletown faculty: Year 1: $2,600 x 20 students = $52,000 Year 2: $2,600 x 40 students = $104,000 Year 3: $2,600 x 50 students = $130,000 Year 4: $2,600 x 75 students = $195,000	$481,000 Subtotal: $1,707,000
7. Training Stipends		
Professional development for high school teachers teaching SUPA College courses.	1 week at Syracuse University each summer for 15 teachers @ $2,400 each = 15 x $2,400 x 4 summers	$144,000
8. Other Explain other expenditures that may exist and are not covered by other categories.		
		$0
9. Total Direct Costs:		

Sum lines 1-8.		
• n/a	• n/a	$2,083,680
10. Total Indirect Costs Identify and apply the indirect cost rate.		
	• Any indirect costs will be funded by the district.	$0
11. Total Grant Funds Requested Sum lines 9-10.		
• n/a	• n/a	$2,083,680
12. Funds from other sources used to support the project Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
		$0
13. Total Budget Sum lines 11-12.		
• n/a	• n/a	$2,083,680

BUDGET SUBPART 3: PROJECT-LEVEL BUDGET SUMMARIES

Table 3-1: Project-Level Budget Summary Table: Evidence for (F)(1)
Project Name: Introduction of a 1-to-1 mobile device initiative in grades 8-12
Primary Associated Criterion and Location in Application: C(1), Section b, pages 64-65
Additional Associated Criteria (if any) and Location in Application: C(2), Section b, pages 89-90

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$420,000.00	$428,400.00	$436,968.00	$445,707.00	$1,731,075.00
2. Fringe Benefits	$147,000.00	$149,940.00	$152,939.00	$155,997.00	$605,876.00
3. Travel	$0	$0	$0	$0	$0
4. Equipment	$0	$0	$0	$0	$0
5. Supplies	$850,000.00	$600,000.00	$375,000.00	$375,000.00	$2,200,000.00
6. Contractual	$36,500.00	$36,500.00	$36,500.00	$36,500.00	$146,000.00
7. Training Stipends	$577,500.00	$0	$0	$0	$577,500.00
8. Other	$0	$0	$0	$0	$0
9. Total Direct Costs (lines 1-8)	$2,031,000.00	$1,214,840.00	$1,001,407.00	$1,013,204.00	$5,260,451
10. Indirect Costs*	$0	$0	$0	$0	$0
11. Total Grant Funds Requested (lines 9-10)	$2,031,000.00	$1,214,840.00	$1,001,407.00	$1,013,204.00	$5,260,451
12. Funds from other sources used to support the project	$0	$0	$0	$0	$0
13. Total Budget (lines 11-12)	$2,031,000.00	$1,214,840.00	$1,001,407.00	$1,013,204.00	$5,260,451

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

BUDGET SUBPART 4: PROJECT-LEVEL BUDGET NARRATIVE

Introduction of a 1-to-1 mobile device initiative in grades 8-12

The proposed 1-to1 learning device initiative will introduce students and teachers to the educational uses of (b)(4) or similar tablet devices. This is a vital part of 21st-century education, as it promotes interactive, real-time instruction that also ensures students develop the skills and knowledge necessary to responsibly navigate the world of emerging technology. For Middletown students, the ability to access this technology through district-based resources is especially important because poverty levels in the district mean that most families cannot afford to purchase such equipment.

A total of $5,260,451 in grant funding will allow the district to introduce a 1-to-1 mobile device initiative for students in grades 8-12. This includes personnel costs totaling $1,731,075 for the hiring of three mobile device technicians ($60,000 per year with a 2 percent salary increase each year for four years = $247,296 per technician) and three educational technology integration coaches ($80,000 per year with a 2 percent salary increase each year for four years = $329,729 per coach). The fringe benefits associated with these six new positions equals $605,876. Middletown will cover these ongoing personnel and fringe benefit expenses after the grant period. The 1-to-1 initiative also includes expenses in the supplies category totaling $2.2 million. This one-time expenditure covers the cost of purchasing mobile pad devices (such as iPads) for $500 each. In year one, 1,700 devices will be purchased, followed by 1,200 devices in year two and 750 devices in each of the last two years of the grant period. Contractual expenses for this initiative total $146,000 and will include: 24 days per year of professional development for students at an annual cost of $13,000 over the four years; 16 days of project management, architecture and integration services at $8,500 for each of the four years; vouchers for mobile device applications totaling $10,000 annually over the four-year grant period; and technical and network support for the grant period, which totals $5,000 annually. The contractual costs associated with project management and technical/network support are one-time; those related to providing professional development to students and purchasing vouchers for apps are ongoing and will be covered by Middletown after the grant period. The 1-to-1 mobile device initiative also devotes one-time grant funding in the training stipends category to

cover the cost of staff development programs for teachers totaling $577,500 to be allocated in year one. This includes 35 hours of training per teacher for 550 teachers at $30 per hour.

Table 4-1: Project-Level Itemized Costs		
Cost Description	**Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)**	**Total**
1. Personnel		
Mobile Device Technician (3 total: 2 for the high school and 1 for the middle schools) Education Technology Integration Coach (3 total: 2 for the high school and 1 for the middle schools)	$60,000 per year x 4 years x 3 Mobile Device Technicians, with a 2% increase in salary per year. ($247,296 total per tech) $80,000 per year x 4 years x 3 Education Technology Integration Coaches, with a 2% increase in salary per year. ($329,729 total per coach)	$741,888 $989,187 Subtotal: $1,731,075
2. Fringe Benefits		
Benefits for the Mobile Device Technicians and Education Technology Integration Coaches.	35% x $1,731,075 salary costs	$605,876
3. Travel		
		$0
4. Equipment		
		$0

5. Supplies		
Mobile Pad Devices, each 32 GB with WiFi.	Year 1: 1,700 devices x $500 Year 2: 1,200 devices x $500 Year 3: 750 devices x $500 Year 4: 750 devices x $500	$2,200,000
6. Contractual		
Professional development for students (24 days each year)	$13,000 annual cost x 4 years	$52,000
Project Management, architecture and integration services (16 days per year)	$8,500 annual cost x 4 years	$34,000
Vouchers for mobile device applications	$10,000 annual cost x 4 years	$40,000
Technical and Network support over the 4 years (this price includes various per hour charges)	$5,000 annual cost x 4 years	$20,000
		Subtotal: $146,000
7. Training Stipends		
Basic Training for teachers (550 teachers) in year 1 of the grant.	35 hours of professional development per teacher x 550 teachers = 19,250 hours x $30 per hour	$577,500
8. Other Explain other expenditures that may exist and are not covered by other categories.		
		$0
9. Total Direct Costs: Sum lines 1-8.		
• n/a	• n/a	$5,260,451
10. Total Indirect Costs		

Identify and apply the indirect cost rate.		
	• Any indirect costs will be funded by the district.	$0
11. Total Grant Funds Requested Sum lines 9-10.		
• n/a	• n/a	$5,260,451
12. Funds from other sources used to support the project		
		$0
13. Total Budget Sum lines 11-12.		
• n/a	• n/a	$5,260,451

BUDGET SUBPART 3: PROJECT-LEVEL BUDGET SUMMARIES

Table 3-1: Project-Level Budget Summary Table: Evidence for (F)(1)
Project Name: Design and implementation of a new and aspiring teacher simulation program
Primary Associated Criterion and Location in Application: C(2), Section a, page 76
Additional Associated Criteria (if any) and Location in Application: C(2), Section c, pages 92-93

Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel	$0	$0	$0	$0	$0
2. Fringe Benefits	$0	$0	$0	$0	$0
3. Travel	$0	$0	$0	$0	$0
4. Equipment	$0	$0	$0	$0	$0
5. Supplies	$0	$0	$0	$0	$0
6. Contractual	$300,000.00	$290,000.00	$190,000.00	$140,000.00	$920,000.00
7. Training Stipends	$0	$0	$0	$0	$0
8. Other	$0	$0	$0	$0	$0
9. Total Direct Costs (lines 1-8)	$300,000.00	$290,000.00	$190,000.00	$140,000.00	$920,000.00
10. Indirect Costs*	$0	$0	$0	$0	$0
11. Total Grant Funds Requested (lines 9-10)	$300,000.00	$290,000.00	$190,000.00	$140,000.00	$920,000.00
12. Funds from other sources used to support the project	$0	$0	$0	$0	$0
13. Total Budget (lines 11-12)	$300,000.00	$290,000.00	$190,000.00	$140,000.00	$920,000.00

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

BUDGET SUBPART 4: PROJECT-LEVEL BUDGET NARRATIVE

Design and implementation of a new and aspiring teacher simulation program

This initiative includes the development, testing and evaluation of a "year in the life of a classroom teacher" simulation program designed to introduce new and aspiring teachers to the realities of the teaching profession and to make recommendations for individual professional growth and development. Providing such opportunities to teachers means that the professionals who have the most influence on student achievement will be well-trained and well-prepared.

The expenses related to this initiative are one-time contractual allocations totaling $920,000. This includes $800,000 for the design and evaluation of the simulation program. The cost breakdown is $300,000 for year one, $250,000 for year two and evaluation in years three and four at costs of $150,000 and $100,000 respectively. Additionally, professional development allocations for teachers within the contractual line item will be $40,000 for each of the last three grant years (totaling $120,000).

Table 4-1: Project-Level Itemized Costs

Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total
1. Personnel		
		$0
2. Fringe Benefits		
		$0

3. Travel		
		$0
4. Equipment		
		$0
5. Supplies		
		$0
6. Contractual		
Development, testing and evaluation of electronic "a year in the life of a classroom teacher" simulation designed for aspiring and new teachers that introduces individuals to the realities of being a classroom teacher while building a profile of strengths and weakness with recommendations for individual professional development.	Contract price: Year 1: $300,000 Year 2: $250,000 Year 3: evaluation – $150,000 Year 4: evaluation – $100,000	$800,000
e-PD on various instructional practices and pedagogy	$40,000 per year, in years 2-4 only	$120,000 Subtotal: $920,000
7. Training Stipends		
		$0
8. Other		
		$0
9. Total Direct Costs: Sum lines 1-8.		
• n/a	• n/a	$920,000
10. Total Indirect Costs Identify and apply the indirect cost rate.		

	• Any indirect costs will be funded by the district.	$0
11. Total Grant Funds Requested Sum lines 9-10.		
• n/a	• n/a	$920,000
12. Funds from other sources used to support the project Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
		$0
13. Total Budget Sum lines 11-12.		
• n/a	• n/a	$920,000

BUDGET SUBPART 3: PROJECT-LEVEL BUDGET SUMMARIES

Table 3-1: Project-Level Budget Summary Table: Evidence for (F)(1)
Project Name: Grant management and evaluation
Primary Associated Criterion and Location in Application: D(1), Section a, page 95
Additional Associated Criteria (if any) and Location in Application: E(1), page 101

Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel	$115,000.00	$115,000.00	$115,000.00	$115,000.00	$460,000.00
2. Fringe Benefits	$40,250.00	$40,250.00	$40,250.00	$40,250.00	$161,000.00
3. Travel	$0	$0	$0	$0	$0
4. Equipment	$0	$0	$0	$0	$0
5. Supplies	$0	$0	$0	$0	$0
6. Contractual	$80,000.00	$80,000.00	$80,000.00	$80,000.00	$320,000.00
7. Training Stipends	$0	$0	$0	$0	$0
8. Other	$0	$0	$0	$0	$0
9. Total Direct Costs (lines 1-8)	$235,250.00	$235,250.00	$235,250.00	$235,250.00	$941,000.00
10. Indirect Costs*	$0	$0	$0	$0	$0
11. Total Grant Funds Requested (lines 9-10)	$235,250.00	$235,250.00	$235,250.00	$235,250.00	$941,000.00
12. Funds from other sources used to support the project	$45,000.00	$45,000.00	$45,000.00	$45,000.00	$180,000.00
13. Total Budget (lines 11-12)	$280,250.00	$280,250.00	$280,250.00	$280,250.00	$1,121,000.00

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

BUDGET SUBPART 4: PROJECT-LEVEL BUDGET NARRATIVE

Grant management and evaluation

The grant management and evaluation portion of Middletown's proposal covers the costs associated with overseeing the grant programs and evaluating the effectiveness of each initiative. These items represent rational expenditures in that effective management and evaluation of programs means students can benefit from the highest quality educational experiences possible. The personnel costs for hiring a grant manager total $460,000 ($115,000 per year for each of the four years); fringe benefits for this position total $161,000 over the grant period. Middletown will cover these expenses when the grant period ends. Under contractual expenses, Middletown is requesting grant funding in the amount of $320,000 ($80,000 per year for four years) for the evaluation costs. The actual total cost for this piece is $125,000 each year, but the district will cover the difference of $45,000 each year. Middletown expects to cover the grant manager's salary and benefits after the grant period, along with allocating some funds for continued evaluation of programming.

Table 4-1: Project-Level Itemized Costs

Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total
1. Personnel		
Grant Manager	Per contract at $115,000 per year x 4 years	$460,000
2. Fringe Benefits		
Grant Manager benefits (health insurance, retirement, etc.)	$115,000 annual salary x 35% x 4 years	$161,000
3. Travel		
		$0

4. Equipment		
		$0
5. Supplies		
		$0
6. Contractual		
District will contract with a nationally-recognized program evaluator with experience in evaluation of federal grants.	$80,000 per year x 4 years (Total annual cost of the evaluator is $125,000, but the district will pay for $45,000 of the cost each year out of its general operating funds, as noted below under "funds from other sources used to support the project.")	$320,000
7. Training Stipends (line 1).		
		$0
8. Other		
		$0
9. Total Direct Costs: Sum lines 1-8.		
• n/a	• n/a	$941,000
10. Total Indirect Costs Identify and apply the indirect cost rate.		
	• Any indirect costs will be funded by the district.	$0
11. Total Grant Funds Requested Sum lines 9-10.		

• n/a	• n/a	$941,000
12. Funds from other sources used to support the project		
District will pay for a portion of the annual evaluator costs out of its general operating fund. ($45,000 per year x 4 years)	A portion of annual evaluator costs will be funded out of the district's general operating fund, which is paid for by New York State education aid and taxpayers.	$180,000
13. Total Budget Sum lines 11-12.		
• n/a	• n/a	$1,121,000

BUDGET SUBPART 3: PROJECT-LEVEL BUDGET SUMMARIES

Table 3-1: Project-Level Budget Summary Table: Evidence for (F)(1)
Project Name: Development of a district-wide "big data" system
Primary Associated Criterion and Location in Application: A(1), page 4
Additional Associated Criteria (if any) and Location in Application: C(1), Section b, page 67

Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel	$0	$0	$0	$0	$0
2. Fringe Benefits	$0	$0	$0	$0	$0
3. Travel	$0	$0	$0	$0	$0
4. Equipment	$0	$0	$0	$0	$0
5. Supplies	$0	$0	$0	$0	$0
6. Contractual	$0	$0	$0	$0	$0
7. Training Stipends	$0	$0	$0	$0	$0
8. Other	$0	$0	$0	$0	$0
9. Total Direct Costs (lines 1-8)	$0	$0	$0	$0	$0
10. Indirect Costs*	$0	$0	$0	$0	$0
11. Total Grant Funds Requested (lines 9-10)	$0	$0	$0	$0	$0
12. Funds from other sources used to support the project	$500,000	$500,000	$350,000	$350,000	$1,700,000.00
13. Total Budget (lines 11-12)	$500,000	$500,000	$350,000	$350,000	$1,700,000.00

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

BUDGET SUBPART 4: PROJECT-LEVEL BUDGET NARRATIVE

Development of a district-wide "big data" system

Under this initiative, Middletown will broaden its integrated student data/learning management systems, including the introduction of new digital learning tools, increased data generation, predictive modeling and a parent portal. All of the expenses related to the developing and implementing Middletown's "big data" system will be covered by the district. This will be $500,000 for each of the first two years and $350,000 for each of the following two years for a total of $1.7 million. This investment of funds is vital, as the new systems will provide the technological infrastructure necessary for all the other initiatives proposed in this RTT-D grant to operate.

Table 4-1: Project-Level Itemized Costs		
Cost Description	**Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)**	**Total**
1. Personnel		
		$0
2. Fringe Benefits		
		$0
3. Travel		
		$0
4. Equipment		
		$0
5. Supplies		
		$0

6. Contractual		
7. Training Stipends (line 1).		
		$0
8. Other		
		$0
9. Total Direct Costs: Sum lines 1-8.		
• n/a	• n/a	$0
10. Total Indirect Costs Identify and apply the indirect cost rate.		
	• Any indirect costs will be funded by the district.	$0
11. Total Grant Funds Requested Sum lines 9-10.		
• n/a	• n/a	$0
12. Funds from other sources used to support the project		
District will pay the costs associated with broadening its integrated student data/learning management systems.	Year 1: $500,000 Year 2: $500,000 Year 3: $350,000 Year 4: $350,000	$1,700,000
13. Total Budget Sum lines 11-12.		
• n/a	• n/a	$1,700,000

XVI. PROGRAM REQUIREMENT

(4) LEAs in which minority students or students with disabilities are disproportionately subject to discipline (as defined in this notice) and expulsion (according to data submitted through the *Department's Civil Rights Data Collection, which is available at http://ocrdata.ed.gov/), must* conduct a district assessment of the root causes of the disproportionate discipline and expulsions. These LEAs must also develop a detailed plan over the grant period to address these root causes and to reduce disproportionate discipline (as defined in this notice) and expulsions.

The Enlarged City School District of Middletown is aware that both general education and special education Black/African American students are disproportionately subject to discipline or expulsion as per the Civil Rights Data Collection (CRDC) 2009-2010 data, as well as special education reporting systems. The district has already taken initial steps to remedy this. As recently as May 15, 2012, Middletown's special services director completed a School District Self-Review Monitoring Protocol Suspension of Students with Disabilities report. (Please see Reference Item 9 in the Appendix for a copy of this audit.)

In addition, for the general education population, Middletown implemented the Response to Intervention (RTI) program for students in grades K-4 for 2011-12. Under this framework, student performance data is analyzed to produce timely interventions, both academically and behaviorally. RTI programs were introduced for grade 5 students in 2012-2013 and additional middle-level grades will be included in 2013-2014.

To further address disproportionate discipline patterns, Middletown also has introduced (b)(4) a K-12 initiative that began in 2010-2011. (b)(4) is a science-based, research-validated violence prevention curriculum and professional development program. The foundation of the program is a common language—six principles, taught, modeled and practiced. These principles set behavioral expectations, reduce aggression and transform the climate and culture of school environments to be cooperative, productive and academically successful. All principles center on techniques and processes that nurture problem-solving and positive interactions and the overall goal is to increase resiliency and self-efficacy and, in turn, reduce juvenile violence and bullying.

Two representatives from each Middletown school were trained by (b)(4) staff and turnkey training followed for all teachers. In addition, each of the district's seven schools has a (b)(4) committee, which plans and organizes activities. Today, the (b)(4) program continues with the anticipation for decreased student discipline over time.

Both RTI and PeaceBuilders are among Middletown's plans to address the root causes of disproportionate discipline patterns. By taking a direct and positive approach, the district will reduce discipline issues for all students, including those identified in the CRDC report and the special education audit mentioned above. The efforts will include collecting, disaggregating and analyzing data related to student behavior and academic achievement. This data will be used to determine trends in discipline and to implement actions that meet the needs of a changing student population. It will also be linked to the goals and performance measures outlined in the Competitive Preference Priority initiatives described Section X, which describe collaborative programs that address students' social, emotional and behavioral needs.