INNOVATION IN EDUCATION
FOR THE 21ST CENTURY

IEP
INNOVATIVE EDUCATIONAL PROGRAMS LLC
"school makers"

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION

REQUEST FOR PROPOSAL

RFP# DOE-LASTP-2013-04

LOW ACHIEVING SCHOOLS TURNAROUND PARTNERS

AUGUST 15, 2013

ORIGINAL

TABLE OF CONTENTS

1. COVER SHEET

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
REQUEST FOR PROPOSAL (RFP)

Issue Date:	June 14, 2013	RFP# DOE-LASTP-2013-04
Title:	Low Achieving Schools Turnaround Partners	
Commodity Code:	92471 - School Operation and Management Services	
Issuing Agency:	Commonwealth of Virginia Department of Education 101 North 14th Street, 21st Floor Richmond, Virginia 23219	
Using Entity And Location:	Virginia Public School Divisions and Other State or Local Public Educational Bodies Requiring Such Services	
Initial Period of Contract:	October 1, 2013 - September 30, 2016 (Renewable)	

Sealed proposals will be received in the Procurement Office until 2 p.m., August 15, 2013 for furnishing the services as described herein. No proposal shall be accepted after this deadline unless the due date has been previously changed by an Addendum.

All inquiries, questions, and requests for information should be directed via e-mail to ann.sells@doe.virginia.gov or by phone at 804-225-2067.

PROPOSALS MUST BE DELIVERED TO THE JAMES MONROE BUILDING, 101 N. 14TH STREET, RICHMOND, VA, 23219, 21ST FLOOR, PROCUREMENT OFFICE, TO THE ATTENTION OF ANN SELLS (See Section IX, 3. Identification of Proposal Envelope.) This is NOT a mailing address. It is recommended that proposals be hand delivered.

In compliance with this Request For Proposals (RFP) and all conditions imposed in this RFP, the undersigned firm hereby offers and agrees to furnish all goods and services in accordance with the attached signed proposal or as mutually agreed upon by subsequent negotiation, and the undersigned firm hereby certifies that all information provided below and in any schedule attached hereto is true, correct, and complete.

Name and Address of Firm:
Innovative Educational Programs, LLC
287 Childs Road
Basking Ridge, New Jersey Zip Code: 09720
eVA Vendor ID or DUNS #: 01-857-4686
Fax Number: (908) 630-9348
E-mail Address: JCSimonic@ieponline.com

Date: August 13, 2013
By: _____
(Signature in Ink)
Name: James C. Simonic
(Please Print)
Title: President
Telephone Number: (908) 630-9600

PREPROPOSAL CONFERENCE: An optional pre-proposal conference will be held on, July 09, 2013, at 10:00 a.m. in the Jefferson B Conference Room on the 22nd floor of the Monroe Building, 101 North 14th Street, Richmond, Virginia 23219. (Reference: Section VII herein.) If special ADA accommodations are needed, please contact Ann Sells via email: ann.sells@doe.virginia.gov or by telephone at 804-225-2067.

Note: This public body does not discriminate against faith-based organizations in accordance with the *Code of Virginia*, § 2.2-4343.1 or against a bidder or offeror because of race, religion, color, sex, national origin, age, disability, or any other basis prohibited by state law relating to discrimination in employment.

ADDENDA ACKNOWLEDGEMENT

COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION

P.O. BOX 2120

RICHMOND, VA 23218-2120

July 10, 2013

ADDENDUM NO.1 TO ALL OFFERORS

Reference – Request for Proposal:	RFP #DOE-LASTP-2013-04
Commodity Code:	92471 – Low Achieving Schools Turnaround Partners
Dated:	June 14, 2013
For Delivery To:	Department of Education
Offer Due:	Until 2:00 PM, August 15, 2013
Pre-proposal Conference:	10:00 a.m., July 09, 2013

The above is hereby changed to read:

1. Reference page 8 and 9, RFP Section IV. B. 5, 7 and 8 - Specific Proposal Instructions: Add as last sentence to first paragraph for each of the referenced sections:

   Include in the original proposal only (do not include in proposal copies).

2. Reference Page 8, RFP Section IV. B.5 – Specific Proposal Instructions: Add as last sentence to last paragraph for the referenced section:

   Include in the original proposal only (do not include in proposal copies).

Note: A signed acknowledgment of this addendum and attachment must be received at the location indicated on the RFP either prior to the proposal due date and hour or attached to your proposal. Signature on this addendum does not substitute for your signature on the original RFP document. The original RFP document must be signed.

Sincerely,

Ann Sells, CPPB, VCO
Associate Director of Procurement
804-225-2067

Innovative Educational Programs, LLC
Name of Firm

Signature / Title James C. Simonic, President

August 13, 2013
Date

Addendum No. 1 to RFP #DOE-LASTP-2013-04, Page 1 of 1

COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION
P.O. BOX 2120
RICHMOND, VA 23218-2120

August 12, 2013

ADDENDUM NO. 2 TO ALL OFFERORS

Reference – Request for Proposal:	RFP #DOE-LASTP-2013-04
Commodity Code:	92471 – Low Achieving Schools Turnaround Partners
Dated:	June 14, 2013
For Delivery To:	Department of Education
Offer Due:	Until 2:00 PM, August 15, 2013
Pre-proposal Conference:	10:00 a.m., July 09, 2013

The above is hereby changed to read:

1. Reference RFP Table of Contents (page 2) XII, Attachments - Attachment D –"Small Business Participation Form" is hereby deleted from the Table of Contents.

2. Reference RFP Section IV, B, 7, Specific Proposal Instructions (page 8 and 9), - Paragraph #7 is deleted in its entirety.

3. Reference RFP Section V. A. Evaluation Criteria (page 9) – Delete item #7 Criteria "Small Business Subcontracting Plan" from both tables, "LTP Excluding Mangement" Option and "LTP Full Management" Option.

4. Reference RFP Section VI D, Reporting and Delivery Instructions (page 11) – Paragraph D, "Small Business Subcontracting Plan," is deleted in its entirety.

5. Reference RFP Section IX, Special Terms and Conditions, paragraph #7 (page 20) – Paragraph #7, "Small Business Subcontracting And Evidence of Compliance" is deleted in its entirety.

6. Reference RFP Attachment D, Small Business Subcontracting Plan (page 28) – Delete Attachment D, "Small Business Subcontracting Plan," in its entirety.

7. Reference RFT Section IX, Special Terms and Conditions (page 18) – Add the following Special Terms and Conditions as #12 and #13:

12. **OWNERSHIP OF INTELLECTUAL PROPERTY**: All copyright and patent rights to all papers, reports, forms, materials, creations, or inventions created or developed in the performance of this contract ("the Intellectual Property") shall become the sole property of the Virginia Department of Education. The contractor hereby assigns to the Commonwealth exclusively all right, title, and interest in and to all rights in the Intellectual Property that the contractor may have or obtain, without further consideration, free from any claim, lien for balance due, or rights of retention thereto on the part of the contractor. The parties do not intend for and the contractor shall not be deemed to be a joint author or inventor of the Intellectual Property. Upon request, the contractor shall promptly provide any further acknowledgment or assignment in a tangible form satisfactory to the Virginia Department of Education to evidence the Virginia Department of Education's sole ownership of the Intellectual Property.

13. **SUBCONTRACTS:** No portion of the work shall be subcontracted without prior written consent of the Virginia Department of Education. In the event that the contractor subcontracts any part of the work specified herein, the contractor shall include the "OWNERSHIP OF INTELLECTUAL PROPERTY" language above in the contract(s) with the subcontractor(s), shall remain fully liable and responsible for the work to be done by its subcontractor(s), and shall assure compliance with all requirements of the contract.

Note: A signed acknowledgment of this addendum and attachment must be received at the location indicated on the RFP either prior to the proposal due date and hour or attached to your proposal. Signature on this addendum does not substitute for your signature on the original RFP document. The original RFP document must be signed.

Sincerely,

Ann Sells, CPPB, VCO
Associate Director of Procurement
804-225-2067

Innovative Educational Programs, LLC
Name of Firm

Signature /Title James C. Simonic, President

August 13, 2013
Date

Addendum No. 2 to RFP #DOE-LASTP-2013-04, Page 2 of 2

2. ATTACHMENT A

ATTACHMENT A

LTP Option(s) and School Level(s) Covered by Offeror's Proposal

Offeror's Proposal must include at least one or more of the following option/school level combinations:

1. "LTP Excluding Management" Option for Elementary Schools
2. "LTP Excluding Management" Option for Middle Schools
3. "LTP Excluding Management" Option for High Schools
4. "LTP Full Management" Option for Elementary Schools
5. "LTP Full Management" Option for Middle Schools
6. "LTP Full Management" Option for High Schools

Offeror must indicate the option/school level combination(s) addressed by the offeror's proposal by entering "x" in the appropriate cells in the table below.

Offeror Name: INNOVATIVE EDUCATIONAL PROGRAMS, LLC

	Elementary School – high grade 5	**Middle School – high grade 8**	**High School – high grade 12**
"LTP Excluding Management" Option	**X**	**X**	
"LTP Full Management" Option			

3. SUMMARY STATEMENT

A. EXPERIENCE IN PROVIDING THE SAME OR SIMILAR SERVICES CONTEMPLATED HEREIN

B. VERIFIABLE DATA THAT DEMONSTRATES PAST EFFECTIVENESS IN INCREASING STUDENT ACADEMIC ACHIEVEMENT

Innovative Educational Programs, LLC (IEP) proposes to work with The Department of Education of the Commonwealth of Virginia to offer comprehensive professional services implementing a research-based turnaround model to low achieving elementary and middle schools under the "LTP Excluding Management" Option, in a manner aligned with all the turnaround principles indicated in the statement of needs of this Request for Proposals (RFP).

The professional services will be founded on the **research-based instructional turnaround model Project CHILD™. IEP is the sole and exclusive provider of this copyrighted model and the instructional materials, both nationally and internationally.** Originally developed by a group of education researchers at Florida State University in 1988, Project CHILD has been implemented since in hundreds of schools and has been recognized as an effective program by the US Department of Education, Georgia Department of Education and Florida Tax Watch. The Georgia DOE validation team attributes the success of Project CHILD to the following characteristics:

- The integration of effective teaching practices throughout the curriculum
- A coordinated team approach
- An emphasis on content knowledge
- The integration of technology
- The project fosters student self-management and responsibility
- Easily accessible materials
- Learning stations that emphasize content and skill development through a variety of learning modalities
- The project provides an organization and management system for teachers
- Project CHILD materials can be used with any curriculum and textbook series
- Students are taught by the same three teachers over a three year period which provides for continuous student progress monitoring

IEP has the experience and expertise to turn around low performing schools. Two CHILD® sites with amazing turnaround stories are Chamberlain Primary School in New Britain, Connecticut, and South Heights Elementary in Henderson, Kentucky. Having embraced the Project CHILD® instructional model, both schools now serve as National Demonstration Sites for Innovative Educational Programs and continue to implement successfully, with minimal support from IEP, this innovative instructional design with tremendous results in student achievement.

Chamberlain Primary School, New Britain, CT
History: Began CHILD in 2008

In the 2007-08 school year, Chamberlain Primary School (Pre K-3) was identified as a School in Need of Improvement by the State of Connecticut. The superintendent, in researching exemplary restructuring models, adopted Project CHILD as their restructuring model to begin the 2008-09 school year. Chamberlain has continued with the CHILD model over the last five years, making consistent and significant academic

gains, sufficient to make Safe Harbor in 2010-11 school year. In 2011, Chamberlain students obtained the highest scores in the district on the Connecticut Mastery Test and their attendance was at 94% for the year. Overall, the Connecticut Mastery Test gains are up 40% in 5 years. The Institute for School Innovation chose Chamberlain's principal as the Innovative Principal of the Year in 2011. The CHILD model, as a three year strategic turn around model, demonstrates the power of decisive school transformation.

Connecticut Mastery Test (CMT) **% at or above proficiency**

% at or above proficiency	**2008-2009**	**2009-2010**	**2010-2011**	**2011-2012***	**2012-2013**	**District Average 2011**
Reading	26.9%	34%	53.2%	44.7	50.5	23%
Math	38.9%	32%	55.8%	54.8	65.7	21%
Writing	49.0%	47.6%	55.1%	72.4	72.9	25%

*** New Common-Core State Standards annual assessments introduced.**

South Heights Elementary School, Henderson, KY
History: Began CHILD in 2000
In 2001, this Title I school was in the bottom 25 schools in Kentucky. The school was under restructuring with a full time DOE representative on site. After implementing CHILD, they are currently in the top 8% of all schools in the state. They gained 51 points since beginning CHILD. They continue to receive state and national awards, including *International Center for Leadership in Education's 2012 Model School Award, Model School Conference award for 2011, 2012, and 2013, and the Blue Ribbon School Award 2011.*

KY Academic Index Gains % proficiency

KCCT Results % proficiency	2009	2010	2011	State Average 2011
Reading	79%	82%	90%	76%
Math	78%	91%	90%	73%
Writing	78%	69%	71%	60%
Science	71%	86%	93%	71%
Social Studies	68%	70%	87%	60%

Independent Research Reports on CHILD Effectiveness

Strength of Research, Significance of Effect, and Magnitude of Effect

District and School-reported data, independent research, as well as self-reported data proves the incredible effectiveness of this model.

Over two decades of data was systematically collected, analyzed, and reported on the effectiveness of Project CHILD in improving student achievement. The studies provide evidence that students participating in Project CHILD learn more than students learning from traditional classroom methods and systems. Ten of these independent studies are described below as evidence that Project CHILD works as an effective method for increasing student achievement across a wide spectrum of schools and school districts.

1. NDN Validation Study (F J King, Constance Bergquist, Cornelia Orr). In 1992, Project CHILD received validation by the Program Effectiveness Panel (PEP) of the U.S. Department of Education's National Diffusion Network. The research methodology, conducted by an external university contractor, compared standardized test scores for 1,500 students in nine schools located throughout Florida who participated in Project CHILD with students at the same schools who did not participate but received the regular curriculum in the school (pre-post comparison group design using analysis of covariance and confidence intervals). Schools encompassed all economic and demographic levels in the state. The effect size was determined by subtracting the mean non-CHILD scores from the mean CHILD scores divided by the pooled standard deviation. Positive or negative effects were determined for reading, mathematics, and the total battery. An effect size of zero would have meant that the program made no difference. The Project CHILD program demonstrated positive effects in all sub-tests (reading, mathematics, language arts) across most grade levels.

Combined Effect Sizes (grades 1-5) +.35 reading +.47 mathematics +.38 total battery

Continuing comparisons for students who remained in the program in subsequent years showed increasingly positive effects. Fewer Project CHILD students were retained as compared to the non-CHILD students across the nine schools. CHILD average retention rate was 1% compared to 3% for non-CHILD. Four of the CHILD schools had no CHILD retentions.

The instruments had established validity and reliability, and threats to internal validity were controlled either through the comparison group design or through analysis of covariance to establish statistically the equivalency of the Project CHILD and the non-experimental groups. The innovative program was implemented in a variety of settings that demonstrated generalizability, although in some schools parents opted to place their students in the Project CHILD classes, a factor that might jeopardize the generalizability of the results.

Evaluators conducted visits to several sites to document full implementation of the program. The methods and findings were sufficiently rigorous to be approved by the Joint Dissemination Review Panel that led to approval by the National Diffusion Network, and were published as well in the referred journal *Florida Technology in Education Quarterly*, Vol. 4, Number 4, Summer, 1992.

2. Evaluation Report, Project CHILD, 1992-93 (Ora Kromhout, Florida State University).

Several follow-up studies were conducted with more Florida schools in subsequent years. In 1993, an independent evaluation report documented the effects of the program in 7 schools, with the percent of students participating in the free/reduced priced lunch program ranging from 27% to 87%. Instruments were the Comprehensive Test of Basic Skills (CTBS) or Stanford Achievement Test (SAT), both with established reliability and validity. A meta-analysis using confidence intervals demonstrated statistically significant increases in favor of the Project CHILD students across all grade 1-5 comparisons in reading, mathematics and the total battery (effect size of +.25), demonstrating both statistical and educational significance (pre-post comparison group design). The study included surveys of parents and teachers that demonstrated very positive responses to the program.

3. Florida TaxWatch Comparative Evaluation of Project CHILD, 2001-2002. Using a comparison group design, this independent organization conducted analyses of the impact of Project CHILD in three schools that were fully implementing Project CHILD in either selected classes or in the whole school. Each school was located in a different Florida school district spread geographically across the state. Instruments were the Stanford Achievement Test in grades 1 and 2, and Florida's Norm-Referenced Test in grades 3, 4, and 5, both with established reliability and validity. Schools varied in free/reduced lunch and minority rates (23.5% - 87% free/reduced lunch, and 16% to 90% minority). Comparison schools were identified in each district to match results on these factors and ensure an appropriate comparison. Statistical analyses were conducted using independent t-tests and the Mann Whitney non-parametric tests, as appropriate. Individual school analyses documented that in one school, CHILD students in grades 3, 4, and 5 outperformed the comparison school across the board in reading and mathematics. The grade 3 mathematics difference was statistically significance at $p<0.05$, and the grade 4 reading and math significance level was $p< 0.01$. In a second district/school, CHILD students in grades 3, 4, and 5 outperformed the control school on all reading and mathematics comparisons. Scores were statistically significant at the 0.01 level by all tests applied. In the third school, 9 of the 10 comparisons were statistically significant in favor of the CHILD classrooms. This study had strong internal and external validity, and the application of the project in a variety of demographic and geographic settings support the generalizability of the program.

4. Georgia Department of Education Innovation Program, Comparative Evaluation in

Two Title I Schools (Camden County, GA and Thomas County, GA, 2000). In 2000, Project CHILD was validated by the Georgia Department of Education in a unanimous decision that it met all criteria for state validation and was approved for statewide dissemination for schools choosing to adopt the program. Instruments included the Iowa Tests of Basic Skills (ITBS), Georgia's Basic Literacy Test (BLT), and the Georgia Writing Assessment. A pre-post comparison group design was employed to examine student achievement increases in reading, writing, and mathematics in grades 1-5, although measures differed. Two schools participated with a total of 105 CHILD students, compared with 147 non-CHILD students. Analysis of covariance documented statistically significant effects in favor of Project CHILD students in reading for primary students ($p=.02$) with an effect size of .29. Statistically significant increases were also noted in grade 3 ($p=.002$). Statistically significant effects were also noted in grade 3 mathematics ($p=.03$ and ES of .11). Note that the small numbers of students at individual grade levels limited the power of the grade level statistical tests. Results in writing consistently supported the claim that Project CHILD leads to more writing growth than conventional instruction in grades K-2.

5. National School Change Award Winner, 2001-2004. Using Project CHILD as its instructional model, South Heights Elementary School in Henderson, KY improved over four years from being a targeted assistance failing school to a national award winner. CHILD students' reading, math and science index scores all

increased at least 30 points in 2004, exceeding the state expectations. Results were published in *The Education Innovator* #9, v3, March 7, 2005, by the U.S. Department of Education.

6. CHILD for At-Risk Students Report from Okaloosa County, FL, 2008-2009. This study conducted by the school district examined the use of Project CHILD with at-risk students in grades 3-5 in eight schools. Students scoring Level 1 and 2 (below passing) on FCAT (Florida Comprehensive Assessment Test) at each school were placed in an intensive intervention CHILD intermediate cluster. After the first year of intervention, the percent passing per school (Level 3 or higher) increased from zero % to 65%-81% for Grade 3; 71%-95% Grade 4; and 67%-96% Grade 5.

7. CHILD Program in Miami-Dade County, FL, 1995-1998. A comparative evaluation was conducted of the impact on reading and mathematics at two "technology rich" demographically matched schools in Miami-Dade County, FL, one school using Project CHILD and the other not using the program. After using the program for three years, CHILD students scored higher on all test comparison in reading and mathematics than the non-CHILD students. *Journal of Research on Computing in Education*, v.33, number 4, Summer, 2001.

8. Closing Achievement Gaps in Six Marion County, FL Schools, 2002-2004. On SAT-9 and FCAT reading tests for Grades 1, 2, 3, 4, and 5 African Americans and economically disadvantaged CHILD students performed better on 9 out of 10 comparisons than the control group. Hispanic and Caucasian CHILD students performed better on 8 out of 10 comparisons. Source: Florida TaxWatch (March 2005) http://www.floridataxwatch.org/resources).

9. Comparative Evaluation in Five Diverse Florida Schools in Broward County, Duval County, Hernando County, Lake County, Sarasota County, 2000-2001). CHILD students scored significantly higher in 75% of subtests for reading and mathematics in grades 1-5 than did the control group. Source: Florida TaxWatch (October, 2001), http://www.floridataxwatch.org/).

10. Longitudinal Follow-Up for CHILD Students Matriculating to Middle School in

Okaloosa County, FL, 1994 (Barbara Gill, Florida State University). Middle school students with CHILD experience in elementary school were 5 and 10 percentiles higher as measured by CTBS (Comprehensive Test of Basic Skills) than matched samples of non-CHILD students for reading, math, and total battery. 41.6% of CHILD students were enrolled in advanced math compared to 25.5% non-CHILD.

The consistent positive impact of Project CHILD has been demonstrated repeatedly over more than two decades of implementation using a variety of student achievement outcome measures through pre-post comparison group designs and statistical testing of the outcomes. The generalizability of the impact of the program has been displayed across many populations and geographic areas. Project CHILD can and is making an important difference in the student achievement levels at participating schools.

IEP and Project CHILD have a long history of training and professional development, spanning over two decades, along with a wealth of materials: classroom management tools, Student Passports® for accountability, and standards-based differentiated learning station activities. The extensive on-line resources provide opportunities for on-demand professional development and collaboration with other Project CHILD colleagues nationwide. IEP consultants have experience in implementing a variety of effective

professional development options such as face-to-face workshops, job-embedded coaching and blended learning. The intensive coaching and mentoring is fundamental to developing 21st century teachers with strong classroom instructional strategies which ensure powerful learning opportunities for all students.

C. NAMES, QUALIFICATION, AND EXPERIENCE OF KEY STAFF + ADDITIONAL RESOURCES

Experts with Decades of Proven Experience

Our team is composed of teachers, principals, and superintendents that took their schools on the path to success and are willing to share their best practices with other schools. Their hands-on approach presents solutions to the root causes of low student achievement by looking into current teaching and administrative practices. IEP will find the right consultant for virtually any issue, who can help you develop and implement a coherent improvement plan that builds local capacity and links professional learning to the daily practice of your school's staff.

The team that will provide the on-site services is highly skilled, experienced and qualified to implement a comprehensive service delivery model that will be effective and efficient in meeting the district's requirements. Alongside the senior management team whose expertise is essential to the proposed school turnaround initiative, Innovative Educational Programs will provide sufficient support of professional services consultants, as per the scope of the final contract awarded. Sufficient personnel will be made available upon award of the grant to correspond with the scope of the award. We have a network of 39 CHILD certified consultants nationwide that can travel, on an as needed basis, to the Commonwealth to offer on-site services to the school(s) that choose us as Turnaround Partners.

Below are short bios describing the senior management staff and consultants that will be involved in offering the services to the schools in the Commonwealth of Virginia:

Anthony (Tony) O'Donnell, CEO: Mr. O'Donnell began his career as a speech pathologist. His first company ISCT was founded to conduct evaluations on students to determine their needs and to construct appropriate Individual Educational Plans (IEPs). He then began a division of the company that delivered Title I and New Jersey 192-193 services to students in Parochial Schools in New Jersey. This led to the founding of Educational In-Roads (EIR) which Delivered Title I products and services to 36 states. IEP's experience with private-public partnerships goes back to 1977 when Anthony O'Donnell, the owner of IEP, began his first company, Independent Child Study Teams. When this company sold, along with its sister company, Educational In-Roads (EIR), in 1997, they were serving 36,000 children every day. In 1997, Mr. O'Donnell founded Innovative Educational and since then has built it into a well-respected educational services company that is actively serving about 20,000 students every day in nine states and Puerto Rico.

James Simonic, President: James Simonic, Mr. O'Donnell's associate since 1986, has been and is now the President of IEP. He brings with him a wealth of experience as a teacher, principal and Assistant Superintendent of Schools. His days as Vice President of Sales at ICST and EIR have served him well in his capacity as President of IEP. As President of IEP he has led the company to programs in 15 states, Puerto

(3.c.)

Rico and Washington DC. In this past year alone under Mr. Simonic's watchful eye IEP provided over 5,000 teachers in Puerto Rico with first rate professional development.

Winifred (Winky) Jenkins-Rice, Director of Educational Programs: Ms. Jenkins-Rice holds a Bachelor of Arts Degree in French and Elementary Education from Wilson College in Chambersburg, PA and a Master of **(3.c.)** Education degree from Pennsylvania State University in Curriculum and Instruction. She also holds certification in Exceptional Education and Varying Exceptionalities (K-12). Ms. Jenkins-Rice has been an educator for over twenty-five years in Pennsylvania, Michigan and Florida with expertise at all levels from Pre-K to middle school. Ms. Jenkins-Rice is the IEP Director of Educational Programs and was one of the founding members of the Institute for School Innovation, the creator of Project CHILD® and managed all aspects of the educational programs for over two decades. She has presented at numerous educational conferences, organized national conferences and seminars, designed curriculum materials and produced numerous professional development workshops. Ms. Jenkins-Rice has also been active in the charter school movement for over a decade, having been the founder of a charter school in 1999 and continues to serve on multiple advisory boards and committees.

Gale Fulfford, consultant for Innovative Educational Programs, has been affiliated with Project CHILD for more than 10 years. She is a retired Principal from Palm Beach District schools in Florida. Project CHILD, a research based elementary school instructional framework changed the way in which teaching and learning was conducted at the school. In addition to her 15 years as school principal, Mrs. Fulford's work experiences included Area Support Team Administrator, Area Reading Specialist, Title I Project **(3.c.)** Manager and classroom teacher. Mrs. Fulford has worked as an adjunct professor at Barry University. She has served as a staff developer on the Collaborative Teaching Team, as well as session presenter at the State's Safe School's Conference in the area of student efficacy and School Leadership sessions for the Institute for School Innovation. Mrs. Fulford is a graduate of Bethune Cookman University, B.S., Elementary Education, and Nova University, M.S. Reading. She also attended Florida Atlantic University for certification in Educational Leadership .

Lyn Channey recently retired from the Consolidated School District of New Britain, CT. For the past five years, Ms. Channey has been the Project CHILD facilitator for the school district. Ms. Channey began her career in education in 1993 as a middle school mathematics and science teacher. In her second year of teaching, Ms. Channey was selected to attend a two year summer program (PIMMS) Project to Increase Mastery in Mathematics and Science, at Wesleyan University. She continued teaching for 13 years where she incorporated a data driven, hands-on, multidisciplinary approach to student learning. Ms. Channey was then selected to become an Elementary Numeracy Coach working with 120 teachers in five schools within the New Britain school system.

Two years later, Ms. Channey began a five year journey as the Facilitator of the Project CHILD program. Project CHILD was implemented in six schools within the New Britain School District, to improve the delivery

(3.c.)

of classroom instruction and student achievement. As facilitator, she provided professional development, supported all CHILD teachers and administrators, collected and analyzed data, maintained communication with parents and community as well as insured the fidelity of the program. Ms. Channey is proud to be associated with a program that embodies best teaching practices and has been proven to increase student achievement.

Trudi Peters is an educational consultant with expertise in a broad spectrum of instructional strategies and school reform. A former classroom teacher in New Jersey, she taught a wide range of grade levels and

helped to develop district, county and national coalitions to foster parental involvement. In the mid 1980's she left the classroom to work on the national level. She has trained under Lee Canter in effective school-wide discipline strategies, Performance Learning Systems in effective research based teaching strategies, True Colors, Inc. in teaching and learning styles and she dedicated fifteen years as Associate Director of Instructional Issues and Training for the New Jersey Education Association to assist urban, suburban and rural teachers in New Jersey. She served as staff contact to the NJEA committees on Professional Development, Youth Services, and School Climate. She coordinated and ran annual conferences on behavior management and instructional issues. As the Northeast Regional vice President for the National Staff Association for the Improvement of Instruction, Ms. Peters worked with the National Education Association on educational reform issues and educational initiatives. Her passion is the art of teaching and she constantly reassesses her own knowledge to ensure her training is current and relevant. Most recently, Ms. Peters has dedicated her services to assisting educators in urban districts. She offers training for both educators and parents. Her focus is on action research, systemic reform and the development of collaborative models to ensure building-wide accountability, and to foster staff unity.

Carole O'Brien, C.E.C., has worked as a consultant trainer and parent educator for public, private and non-profit organizations as well as educational establishments for over 20 years. She holds a BA in Developmental Psychology with a minor in Education from Rutgers University, was Certified as a Parent Coach from the Institute for Professional Excellence in Coaching and is currently completing a Trainer Certification at Rutgers University. Carole is certified as a National Trainer for Every Person Influences Children Curriculum, a C.H.I.L.D. Certified Consultant, an NJ P-CORE Community trainer, a trainer for the now nationally recognized Standards for Prevention Programs, originated by the Prevention subcommittee of the NJ Task Force on Child Abuse and Neglect, a trainer for the Enough Abuse Campaign, a movement against child sexual abuse, a Certified trainer for Rutgers Training Academy, and a trainer for the National Network of Partnership Schools helping schools implement comprehensive parent engagement plans.

After running a successful Family Child Care Business, Carole started a private consulting business. She worked as the Parental Involvement Coordinator for the South Brunswick Board of Education and using the lessons learned on a local level, moved to Prevent Child Abuse NJ to replicate Parental Involvement programming across the State of NJ. Carole has presented as a keynote and trainer at regional, state and national conferences including NJ Education Association, NJ PTA, NJ School Boards Association, NJ

(3.c.)

Association of School Administrators, NJ Association of School Business Officials, the Association for the Education of Young Children and the National Child Abuse and Neglect Conference.

Carole received the 2006 Community Leadership Award from the South Brunswick Commission on Women and the 2012 Vision Commitment Service Award from Programs for Parents, the Essex County CCR&R. She served on her Board of Education for 9 years, is the Founder of the first Preschool PTA in NJ, and was a Founding Board member of the South Brunswick Education Association.

Dr. Frances Stromsland has worked in NJ schools and for the NJ Department of Education since the early 1980's as a classroom teacher in general and special education programs, served as a Coordinator of Child Study Teams, a Director of Special Services, Education Program Specialist, an Assistant Superintendent for

Curriculum and Instruction, Special Education, and Technology, and Superintendent of Schools. Services for students, teachers and school leaders were provided in both urban and suburban settings. In her professional training and development, she participated in the Harvard Institute for School Leadership and School Reform and Redesign Projects. Dr. Stromsland's successful implementation of programs in a large urban school district resulted in a greater number of students with disabilities moving into less restrictive settings and fewer students channeled inappropriately into special education programs that would appropriately benefit from more targeted intervention services. Dr. Stromsland's work with school leaders in urban and suburban school districts resulted in improvements in student and teacher attendance, defining and confronting mediocre teaching, developing instructional service delivery models that were data driven and standards based that resulted in significant improvements in student achievement. In addition, Dr. Stromsland continues to work closely with school and district leaders to develop instruments that accurately and consistently provide data on teacher performance, using evidence based descriptors that can assist in shaping and improving classroom effectiveness or provide the documentation needed to move toward an increment withholding and structured dismissal. In addition, the development of an organized system of curriculum mapping that has connected curriculum, instruction and assessment to state, national and international standards, has served to unify instruction and significantly improve student achievement. Currently, teachers are organized into multidisciplinary as well as content based Professional Learning Communities that refine Essential Questions which are an essential focus of the mapping process. The articulated vision and coordinated approaches carried forward the mission of shared accountability and responsibility for student achievement. This work has also contributed to the district's national recognition, ranked 154th out of the top 1000 high schools in the US. The systems that have assisted in achieving these results may be replicated and are all research based.

Leadership Advisory Council: Composed of principals of successful CHILD schools, this body of expert principals serves as advisors to principals and school teams joining the program. They use their own

(3.c.)

experience and advise on best practices to ensure a successful implementation that is based on each school's needs and paradigms. Below are some of the members of the Council.

Jane Perez is the Principal of Chamberlain Primary School in New Britain, Connecticut. Ms. Perez began her career at the Institute of Living, a private psychiatric hospital in Hartford, Connecticut. There she learned a great deal about multidisciplinary teaming approaches, mental health and special education. Since then, Ms. Perez has worked as an urban educator, coach, and administrator for the past twenty years in Hartford and New Britain. Under her leadership, Chamberlain School has made continuous improvement in the areas of learning context, curriculum, instruction and assessment.

Chamberlain adopted the Project CHILD model in 2008 when the school underwent a restructuring process. Ms. Perez selected nine teachers to form three clusters in their first year as a primary school, and added a forth cluster in their third year. Chamberlain Primary School's strong implementation of the Project CHILD model earned them recognition as a National Demonstration Site. Ms. Perez has also served as a leader and mentor for other CHILD principals as a member of the CHILD Leadership Advisory Council.

Chamberlain Primary School has transformed into an exciting, child-centered school of joyful classrooms! Ms. Perez is very proud of the accomplishments made by her team at Chamberlain and expects continued growth for all students to ensure that Chamberlain is "building the future, one CHILD at a time."

Linda Terranova is Principal and Founder of Western Academy Charter School in Royal Palm Beach, Florida. Since the school's opening in 2003, Mrs. Terranova has overseen three expansion projects resulting in a 31,000 sq. ft. facility, all in an effort to meet the high demands of the school's wait list. Western Academy is a K-8 charter school with a current enrollment of 385 students and is a CHILD National Demonstration Site school.

Mrs. Terranova was recognized by the Florida Department of Education as a 2007 Turnaround Principal for her leadership in raising Western Academy to an "A" rated school. Under her direction, the school has maintained its "A" rating for six years. The school has also been designated as a Florida 5 Star School for 3 years running and is the only charter school in the School District of Palm Beach County to ever earn this recognition. Mrs. Terranova also received the Innovation Principal of the Year Award in 2009 from the Institute for School Innovation. She has been married for 19 years and has two sons, both Project CHILD graduates and now in high school.

Justin Matthews was, until 2012, the Principal of the Imagine School in North Port, Florida, a Project CHILD National Demonstration Site since 2010. Mr. Matthews is an expert in visionary leadership as well as instructional technology. Opening in 2008, Imagine School at North Port has quickly become known for its

(3.c.)

emphasis on individual student learning gains, strong instructional staff, use of research-proven educational programs (such as Project CHILD), and family oriented school climate.

Imagine School at North Port is a multiple national award winning school and has earned awards for character education, parent satisfaction, as well as the overall Imagine school of the year award in 2009. Imagine North Port has been an "A" rated school for 3 years. In 2010, Mr. Matthews was the recipient of the ISI Innovation Principal of the Year award. The school has grown during Mr. Matthews tenure from 200 students K-5 the first year to almost 1,100 students in pre-kindergarten through 10th grade making it the largest charter in Sarasota County and one of the most popular schools in the Imagine national chain.

4. NARRATIVE

"The only way to improve outcomes is to improve instruction."

Michael Barber & Mona Mourshed, *How the World's Best-Performing School Systems Come Out on Top 2007*

"[…] it is teachers' variability in effect and impact that is critical. It is teachers using particular teaching methods, teachers with high expectations for all students, and teachers who have created positive student-teacher relationships that are more likely to have the above average effects on student achievement."

John Hattie, Visible learning: A synthesis of over 80 meta-analyses relating to achievement (p.108) New York: Routledge 2009

This proposal is submitted in response to a Request for Proposals from the Department of Education of the Commonwealth of Virginia for Low Achieving Schools Turnaround Partners. It is IEP's goal to provide an effective service plan which offers evidence of our successful track record in offering high-quality customized professional development and support services to school-based instructional, support and administrative staff, as well as in improving instructional outcomes for all students. By closing the achievement gap for all students, enhancing the staff's use of diverse instructional strategies, improving classroom management skills, and by coaching teachers at the classroom-level, barriers to providing effective instruction for all groups of students will be reduced or eliminated. Our service plan will empower school staff to create a learning environment for all students that expects and yields high performance outcomes.

III.A. To increase student achievement, the contractor shall develop and implement an academic program for one or more of the core discipline areas of mathematics, science, history/social science and language arts using the following desired approaches or other proposed approaches (…). (rfp p. 4)

The turnaround model proposed: Project CHILD™ : Changing How Instruction for Learning is Delivered

IEP proposes a turnaround intervention model based on the research-based Project CHILD® 21st Century instructional model.

You will be able to see how the CHILD model exemplifies the turnaround principles and meaningful interventions, required under this RFP, and designed to improve the academic achievement of students in persistently low-achieving schools. We included a CASE STUDY section with each indicator for a better evaluation of IEP's capability to effectively meet each required "turnaround principle".

CHILD is a framework designed to provide a strong classroom management component focusing on effective teaching practices and maximizing small-group and differentiated instruction for the elementary classroom. Research on effective classroom practices, including the Danielson Framework for Teaching, documents the importance of effective classroom management and preparation as a key factor in raising student achievement. Teachers often identify help with classroom management and instructional skills as their top need. Teachers overwhelmingly report receiving very little training or performance feedback on classroom management resulting in teacher burnout and weak instructional practices. The IEP consultants will provide a strong and intensive coaching and mentoring program which will help teachers build effective classroom management strategies, forming the foundation for small group, differentiated instruction.

The ultimate goal for IEP's turnaround model proposed herein is to help schools create more successful learners. This transformational model is based upon the assumption that schools can be restructured to meet the educational and technological needs of the 21st century learner. This restructuring must include opportunities for active learning, shared responsibility, learner locus of control, cooperation and fair competition. The design of CHILD calls for a balance between direct instruction and inquiry learning. Students need ample time and a variety of learning activities to experience success. CHILD is grounded in theories that seek to explain motivation, behavior, learning, and child development.

The model is centered on cognitive-based research, cooperative learning, continuous progress instruction, authentic assessment, and hands-on active learning. In addition, fully-developed CHILD instructional materials are aligned with state standards and intensive training of local staff is provided by Innovative Educational Programs. Further, certified consultants assist teachers in transforming their text-dominated traditional classrooms into multi-dimensional learning stations.
Project CHILD's essential components and domains are aligned with the turnaround principles listed in the statement of needs under this RFP: strong leadership development, teacher effectiveness, redesign of the school day through innovative scheduling practices, strengthening of the school's instructional program

(III.A)

based on student needs, using data to guide instruction, safe and disciplined school environment, opportunities for family and community engagement. Leadership development is facilitated at the school administration level (principals become true instructional leaders), at the teachers' level (teachers as subject area experts and ongoing collaboration), as well as at the students' level (students become independent, self-assessing learners). Project CHILD enables the development of a calm and orderly classroom environment where instruction and on-task times are maximized. Communication with parents regarding student's academic progress is facilitated through the use of Passports® (work logs where students record daily learning objectives and reflect on their learning and which are sent home to parents every four weeks accompanied by letters and evaluations from the cluster teachers).

An essential component of the Project CHILD instructional model is enhancing teacher effectiveness by innovatively allowing the teacher to become a subject-area expert. CHILD teachers are able to go deeper into the most critical concepts of the State Standards and the Common Core and the alignment across grade levels. Teachers create classrooms aligned with 21st century skills, using data and building strong social networks for students as they remain with the same teacher team for multiple years (looping). This innovative model is designed around building strong collaborative teams of teachers who articulate vertically and horizontally to create powerful learning communities.

How it works: Project CHILD enables teachers to motivate and engage students by using classroom technology integrated with instruction, hands-on active learning, small group cooperative learning, cross-grade multi-year instruction, and teacher collaboration in vertical and horizontal cluster teams. **Project CHILD is a three-dimensional, triangulated design that moves beyond the single grade, single year grade school approach where teachers cover all subjects using predominantly textbook-guided teaching. In Project CHILD, teachers form triad cluster teams that span three grade levels (K-2 for primary, 3-5 for intermediate). Cluster teachers specialize in one of the core subject areas (reading, writing, mathematics) and stay with their students for three years. They also incorporate technology, learning games, and hands-on activities in order to differentiate by learning style, as well as ability level. The CHILD design combines elements of looping, departmentalization, and small group learning centers, but takes them to a more complex level that fosters positive and lasting relationships between teacher and child.**

This triangulated design promotes high academic achievement across all subjects by transforming the traditional one-dimensional grade school model into a three-dimensional design.

- 3 subject-focused teachers
- 3 years to work with students
- 3 learning modes (technology, hands-on, text).

Students rotate through the three cluster classrooms for instruction in each basic subject. Each CHILD classroom is set up with six learning stations:

- A Technology Station for learning with instructional software and tools.

(III.A)

- A Teacher Station for small group instruction.

- A Textbook Station for written work.
- A Challenge Station for learning in a game-like format.
- An Exploration Station for hands-on activities and projects.
- A Construction Station for creative expression.

After a teacher-directed focus lesson, students work at the stations to practice and apply the lesson content. The teacher assigns students to their beginning stations, but students move independently as they finish the assigned task. They set goals and keep track of their station work using a logbook called a Passport. Students spend 90 minutes in each of the cluster classrooms, returning to the cluster classroom that serves as their "home base."

Based on our past experiences and successes, we know that Project CHILD deals immediately, directly, and persistently with **increasing the productivity of teacher and student time** by:

- Focusing instructional expertise through teams of three teachers who lead their own general classes and are the specialist teacher for either reading, writing, or mathematics for **K-2, 3-5 and 6-8;**
- Fostering professional collaboration between cluster teachers, and between the wider network of innovators via a Virtual Learning Community;
- Blending direct instruction with guided, cooperative, and independent student work reaching common grade-level standards with individual pacing;
- Gaining flexibility, portability, and continuous performance-based feedback through advanced classroom technologies and software, including the digital materials to be developed;
- Enriching district curricula with multi-level, standards-aligned differentiated student activities;
- Sustaining teacher efficacy and student progress with specific leadership actions particularly regarding schedules, resource allocations, and creating an inviting school climate.

Positive Findings: CHILD has significantly raised academic achievement in historically high and low performing schools in both urban and rural settings. Findings include impressive student achievement gains, especially following three years in the program. Also noted are decreases in office referrals and tardiness, as well as an increase in attendance, factors that contribute to advancing student achievement.

III.A. 1. Provide strong leadership by: (1) reviewing the performance of the current principal;
(2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the state education agency that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and
(3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget; (RFP pp. 4-5)

Research shows, and our experience proves it, that successful school turnaround must include flexibility, strong leadership, professional development, capacity building, extended school and learning time, community involvement and beyond. We know first and foremost that we will need **a team of professionals committed to giving their best to the students**. That would be one of the most important initial steps in our endeavor in Virginia. The school leadership will be vital to the success of the turnaround efforts so we will want to ensure that, after a carefully detailed evaluation of the performance of the current principal, and if so requested by the agreement with the governing entity, we will make the recommendations necessary to ensure strong effective leadership.

An important aspect of Project CHILD is that it brings to the school an innovative scheduling approach, moving away from the single-year, single-teacher, single-classroom set-up. The school leadership plays a very important role in ensuring the smooth, yet consistent transition to the new model. Since this is a big change to the status quo found in many of the Priority / SIG schools, leadership capacity is vital to the success of this implementation.

We find that all schools that implement Project CHILD allow for the development and enhancement of school leadership at the administrative level, as well as the classroom level. Principals supporting the implementation of this innovative model become themselves innovative instructional leaders who facilitate the development of effective teaching and learning communities. As behavior incidents and referrals are greatly reduced, principals and teacher leaders can focus on constructive student-centered dialogues: staff meetings turn into common curriculum and instruction planning meetings, data-mining meetings, and student product evaluation meetings.

Guiding administrators in their oversight of teacher planning and implementation of instruction

As educational leaders of the school, administrators play an integral part in the professional development process. School climate is shaped by the administrators and will determine the level of openness to change that staff feel. The administrator maintains the focus on the expected outcome and vision to provide the big picture of where the school is headed. This is especially critical during the first few months of any school transformation. Administrators will be involved from the outset in the needs assessment, selection of model teachers, and participating in the classroom walkthroughs to ensure consistency in the

(III.A.1.)

implementation. The school leadership team is encouraged to attend the initial implementation training to gain a full understanding of the model. The CHILD Leadership Advisory Council is made up of experienced school leaders who provide coaching and mentoring for new principals and leaders. Additional training, debriefing and coaching will be provided during the job-embedded coaching days to keep the administrators informed of teachers' progress. The administrators will have full access to the lesson planning and walkthrough tools and will provide additional input for consultants.

Providing agenda setting and debrief sessions with leadership focused on results for all students

The CHILD® coaching model has proven to be successful through the establishment of structured meeting agendas and building trust among professional learning communities. Teachers used to working in isolation are ill prepared to work with colleagues in a truly collaborative model. The most successful process for building trust and camaraderie among colleagues is to involve them in setting agendas and providing self-assessment tools. When teachers are given opportunities to assess themselves in a non-threatening environment, true growth will occur. IEP consultants form relationships with the teachers as coaches and mentors. Teachers feel secure in sharing their strengths and weaknesses when they know the consultant is a colleague and mentor. Successes are celebrated. Debriefing becomes an integral part of the process in which teacher and coach are able to assess honestly and the next steps serve as welcome feedback.

CASE STUDY: CHAMBERLAIN PRIMARY SCHOOL, NEW BRITAIN, CT

PROVIDING STRONG LEADERSHIP

1. **Provide Strong Leadership**
    - Before the end of the 2007-08 school year, leaders met and collaborated with CHILD consultants and staff to complete a needs assessment in order to target the professional development needs of the school. The principal had been at Chamberlain Primary for two years and it was determined by the superintendent that she was an effective leader and thus retained to lead the school restructuring process.
    - Summer 2008: Leadership Training was provided for school administrators. The school principal attended a two-day CHILD Leadership Academy which included intensive training and mentoring by experienced CHILD leaders and consultants.
    - Teachers who were not on board with implementing the Project CHILD model had the ability to transfer out. The remaining teachers were committed to
    - becoming more effective by using the CHILD model with the ability to be successful.

(III.A.1.)

- A District Facilitator was hired and trained as a certified CHILD consultant at the annual CHILD Consultant Training workshop in Project CHILD to oversee the implementation at the district level. The full time position was critical to the success of the school due to on-going, job-embedded support and coaching. This position was overseen by a CHILD staff member and additional consultants.
- In 2010-11, the school received National Demonstration Site status which continued throughout 2011-12 and 2012-13 school years. This distinction is awarded to schools that are fully implementing the model and getting positive results in student achievement, discipline and other measures.
- In 2012, Principal Jane Perez was honored as the CHILD Innovative Principal of the Year, for her strong leadership and determination to create an innovative and positive school culture for her students and teachers.

III.A.2. ENSURE THAT TEACHERS ARE EFFECTIVE AND ABLE TO IMPROVE INSTRUCTION BY:
III.A.2 (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort;
III.A.2 (3) providing job-embedded, ongoing professional development based on the teacher evaluation and support systems and tied to teacher and student needs;

III.A.2.(1) & (3)

For each school that decides to adopt this innovative model, IEP will design a comprehensive initiative in three phases with the goal to improve instruction.

Phase I: NEEDS ASSESSMENT: Data Gathering and Analysis

Phase One will consist of data analysis, meetings and interviews with school leadership teams and teachers, classroom walkthroughs to gather qualitative data on school culture and instruction using needs assessment tools, observation rubrics and analysis of student data and teacher performance.

IEP, in collaboration with the school and district-based leaders, will perform a quantitative and qualitative data gathering and analysis to identify the root causes of low student performance and how this ties into low teacher performance when applicable. We will use a **consultation model** through which IEP will assist school teams to clarify and address immediate concerns by following a systematic problem-solving process and analysis of root causes as identified in historic annual assessment results and the qualitative data on instruction retrieved during walkthroughs at selected schools.

During the needs assessment, IEP will gather data using a structured needs assessment to assess the schools' culture in terms of collaboration, using small group learning stations and lesson differentiation. This will tie into our ability to assess where teachers are in terms of professional learning communities, collaboration, content knowledge, etc. **Schools with strong models of teacher/peer collaboration will realize greater levels of student achievement so the intent is to bring all the school staff to high levels of such collaborative practices. Team building exercises will reveal additional professional development needed for all teachers to become effective communicators and collaborators with their peers.**

We are confident that all the quantitative and qualitative information gathered will constitute the baseline data which will allow us to make recommendations, in collaboration with district representatives and building administrators, for the necessary teaching staff that needs to be in place in order to guarantee a successful turnaround initiative. At the very same time, the data gathered will give us the opportunity to plan for the job-embedded professional development and coaching necessary based on staff and student needs.

III.A.2.(1) & (3)

Phase II: Action Planning for Implementation

Action Planning based on Phase One results will consist of **three days of implementation workshops and two days of planning** for the implementation roll out. Meetings and surveys with all stakeholders will provide a comprehensive blueprint for a successful implementation.

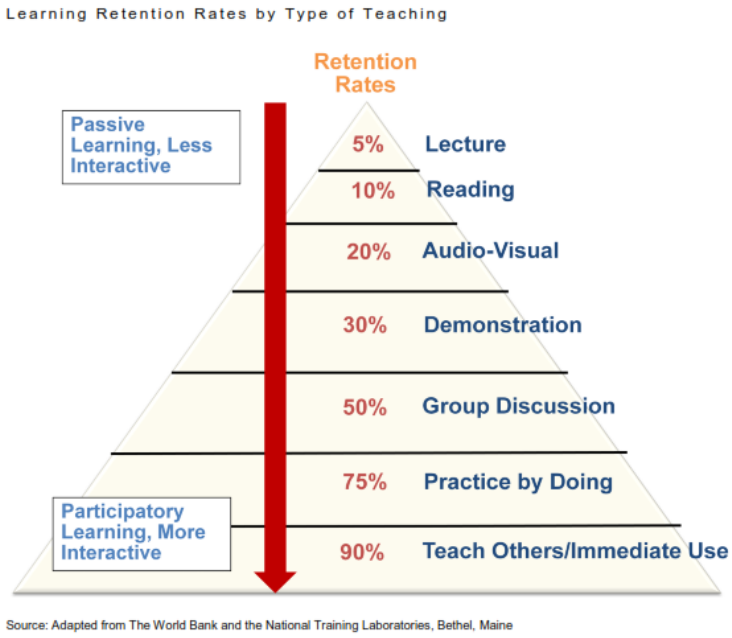
Using the CHILD® model, each classroom will be designed to maximize learning for students, based on the research on time on task, collaborative learning, motivation, student accountability, and learning styles. Classrooms will be technology-infused and provide for real differentiated learning of 21st century skills. Technology becomes a tool for real life learning which motivates students to be active engaged learners.

Job-embedded coaching will be planned to focus on the core tenets of CHILD®, which is the intentional teaching of effective classroom management strategies necessary for true differentiation in small group learning environments. Without a structured system, teachers are unable to provide an extended time for independent student learning. Teachers who can effectively manage small group instruction are able to provide more in-depth teaching such as guided reading simultaneously.

During the instructional period, teachers use a balance of teaching methodologies- whole group, small group stations, and individualized instruction. During small group station time, students work at differentiated learning stations with a balance of technology, text and hands-on. Teachers work with individual students at a Teacher Station while the rest of the class is fully engaged. The main focus of the professional development is on classroom management. There is a very structured system where students are intentionally taught scaffolding strategies during a Ten Day Orientation. At the end of the ten days, classrooms will be running smoothly and the management system becomes second nature from class to class.

Research on intrinsic motivation theory and goal setting states that **students who are actively involved in their own learning are more motivated and assume more responsibility for their own learning**. Students trained in using the CHILD® model become more responsible and accountable for their work which translates to higher academic achievement.

III.A.2.(1) & (3)



Each classroom will be outfitted with six learning stations to facilitate deeper content learning following whole group instruction. Technology stations, text-based and hands-on, provide diversity and differentiation for students. Tools are provided to direct students and allow for independent movement from station to station.

The model provides station activities and materials in both a hard-copy format and in an on-line digital format. These resources are not meant to supplant but rather supplement the district curriculum to extend learning into stations where students work independently and/or cooperatively to complete Common Core standards-based tasks. Activities are designed to allow for independent practice with rigor and relevant activities, allowing time for the teacher to then meet with individual students as needed.

The learning station activities intensify instruction and infuse technology into the district curriculum. Station activities are designed to coordinate across grade levels, so students can work at the appropriate level no matter what their homeroom grade. All the station activities provided are based on the Virginia Standards of Learning (SOL) and the Common Core Standards, and many are provided online as part of the Project CHILD® classroom materials.

The implementation training also provides teachers opportunities to become more adept at planning and designing powerful instruction for students. Teachers become more focused on the Common Core standards in ELA/Literacy and Math, allowing them to gain a deeper understanding of content than

III.A.2.(1) & (3)

before. Consultants, who are themselves content specialists, will work closely with teachers to facilitate effective instructional practices.

Phase III: Job-embedded Professional Development & Coaching

Phase Three: On-going job-embedded professional development to include a combination of implementation workshops, individual classroom coaching visits (fidelity visits), observations, Blended Learning support, debriefing and reflecting, Targeted Workshops to support teachers, through a hands-on approach, with the District-mandated curriculum mapping, alignment, intra- and inter-disciplinary planning (reading, writing, math, science, and social studies).

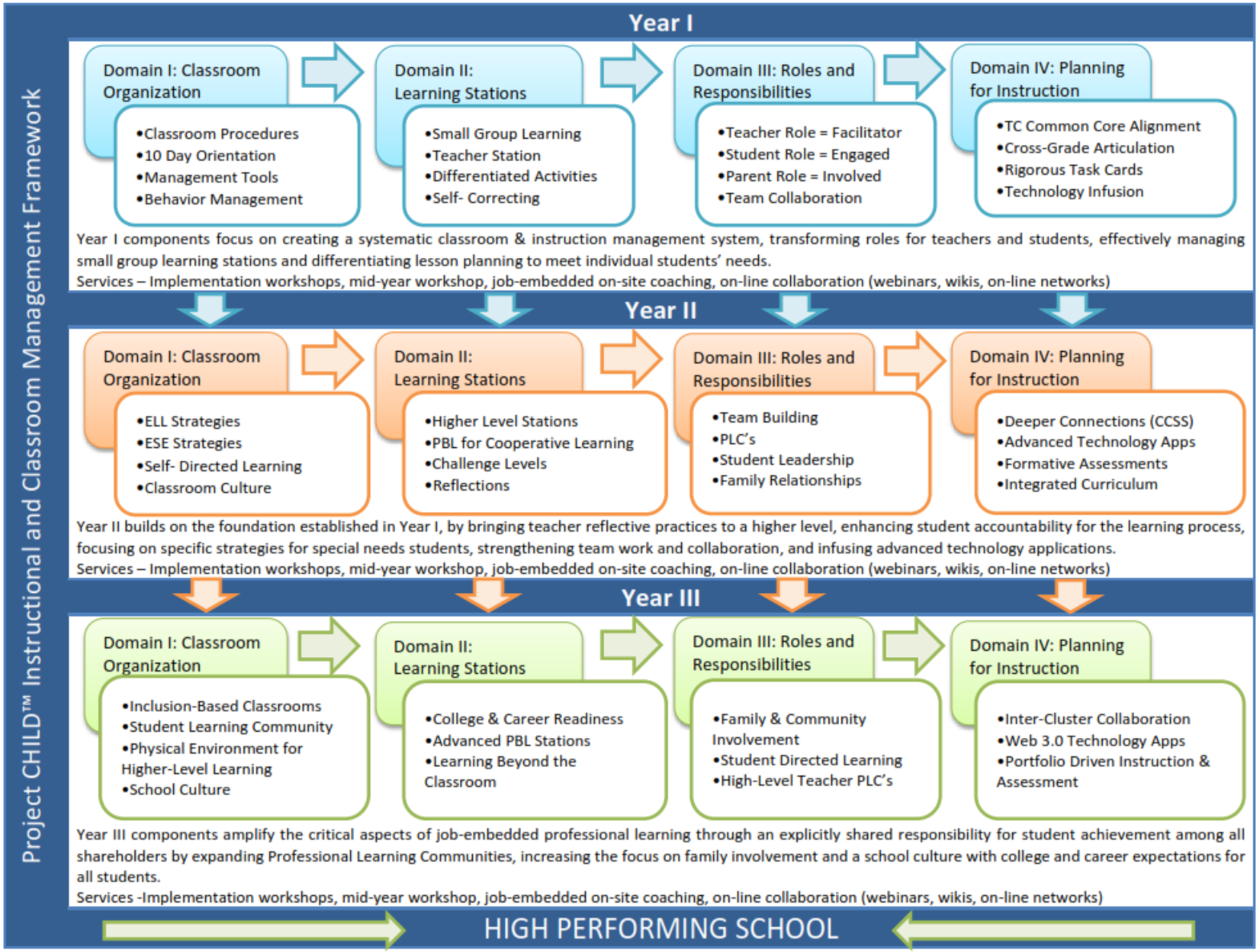
Individualized classroom coaching and intensive ongoing self-examination processes are used to assess the level of each teacher's implementation of Project CHILD® and how it relates to student achievement. Teachers will meet regularly during planning periods to share successes and concerns, using a structured agenda format. They review and analyze student work, and use these data to plan and coordinate instruction. Teachers will collect and analyze benchmark assessments to determine student growth and target instruction based on the on-going data analysis. Quarterly assessments will be part of the teachers' repertoire of data to determine the effectiveness of instruction.

Teachers will conduct structured observations in each other's classrooms, and do a self-appraisal of their adherence to the CHILD® Essential Components on a regular basis. CHILD® teachers will also plan and articulate horizontally across grade levels and vertically with other grade levels to provide the consistency necessary for school wide continuity.

Consultants use a classroom fidelity tool to evaluate the quality of each implementation. The process includes attending all workshops, a passing score on an on-line assessment, and documented full implementation of the 20 Essential Components using the Effective Practice Form.

Coaching to improve the quality of instruction will focus on standards-based lesson planning rubrics as well as observation rubrics for teachers. Students will also be trained to become responsible for tracking their own learning using several tools: CHILD® Passport, self- assessment SOL checklists, etc.

On the next page, we included the CHILD continuum of professional learning over a three-year period.



III.A.2.(1) & (3)

CASE STUDY # 1: EFFECTIVE TEACHER RETENTION IN CHILD CLASSROOMS

Imagine School at North Port
"Excellence through Integrity"

Project CHILD Classroom Teacher Retention Rate

2009-10	2010-11	2011-12	2012-13
100%	96%	100%	92%

CASE STUDY # 2: CHAMBERLAIN PRIMARY SCHOOL, NEW BRITAIN, CT

ENSURE THAT TEACHERS ARE EFFECTIVE AND ABLE TO IMPROVE INSTRUCTION

- During the spring of the 2007-08 school year, teachers participated in three days of intensive CHILD implementation training provided by experienced, certified CHILD consultants. This early foundation training provided a provisional period of professional development for the teachers to begin making changes needed in preparation for a full implementation the following school year.
- As the 2008-09 school year began, strong Professional Learning Communities were developed both across subjects and grade levels. Due to the on-going professional development provided by the leadership, CHILD Facilitator, and staff from Project CHILD, the implementation was strong and was executed with fidelity.
- School Year 2008-09: Certified CHILD consultants worked closely with the CHILD Facilitator in monitoring and hosting on-site visits which consisted of job-embedded coaching, mentoring, fidelity observations and workshops on the instructional model, team collaboration and data analysis.
- In 2009-10, several teachers attended a Consultant Training workshop and became certified CHILD consultants, providing an additional layer of support and distinction at the school.
- In 2010-11, the third year of implementation, the school made Safe Harbor for the first time. In reading they made a 19.2 gain, in math a 23.8 gain, and in writing a 7.5 gain. "The increases in the CMT scores are due to the dedication and high standards set by the teaching staff, in combination

III.A.2.(1) & (3)

with their maintaining fidelity to the 20 Essential Components of Project CHILD," stated **Lyn Channey**, Facilitator for New Britain CHILD Schools.

- In 2011-12, CMT (Connecticut Master Test) data indicated that Chamberlain Primary continued to see increases in student achievement. Although the reading score dropped this year due to changes in district test materials, the scores jumped back up in 2012-13. Even so, all content area CMT scores far exceeded the district averages, which is a stronger indicator of success. The Connecticut Department of Education announced that, "The new standards for proficiency are higher than in previous years and the percent of students earning a proficient score is expected to be lower as a result of this change."
- In 2012-23, the most recent CMT data confirmed the fact that over time, CHILD students outperform students in more traditional settings. In spite of budgetary constraints at the district, which resulted in higher class size in the primary classrooms, students continued to improve and continue to surpass the district averages.

III.A.2. (2), (4), (5)

III.A.2.(2) preventing ineffective teachers from transferring to these schools;
III.A.2.((4) working with the school division or other state or local public educational body to recruit and recommend teachers and a leader(s) who have a proven record of success of increasing student achievement; and
III.A.2.((5) recommending necessary restructuring of teacher and leader contracts;

IEP has a proven track record and experience in hiring highly effective teachers and in recommending necessary restructuring of teacher and leader contracts. IEP has successfully staffed all of its programs during the years, starting with the highly successful high school in New Brunswick, four Early Childhood Centers, one special education school, as well as thousands of highly-qualified teachers for our after-school academic enrichment programs taking place in nine states and the Commonwealth of Puerto Rico.

Our Human Resources Department has vast experience in hiring staff at all levels. All of our positions have job descriptions, so during the extensive interview process our HR and senior management personnel ask questions based on the job responsibilities and anticipated challenges involved with each position. Rigorous screening of applicants for open positions

III.A.2.(2)(4)(5)

allow for a triage of only the best candidates to move on to the next phase of the interview process. School district personnel, school leadership and representatives of the teaching staff are part of the evaluation and interviewing committee that screens candidates for teaching positions. Basically, we are trying to avoid hiring candidates that do not share common goals, a strong work ethic, and commitment to accelerated student achievement which is characteristic of the rest of the team which they would be joining. Usually, this intense screening and interview process eliminates ineffective teachers and other staff from being hired.

For each of our schools / programs, we define a personalized plan for initial and on-going staff development and evaluation. During the first year in the program, teachers will have a chance to learn, but also we will hyper-manage them to ensure they absorb **best practice** and the s**chool's ethos.** Professional development at the school will be redefined in a way that intends to revolutionize the teaching culture. Using and adapting Boston's Collaborative Coaching and Learning (CCL)[1] model, the traditional top-down, department-directed PD that usually occurs in schools will instead be replaced with an "inquiry team" system that assembles teachers across and within the curriculum areas to examine data-driven, achievement-gap priorities that they themselves identify. We will expand on the CCL model by extending it across all curriculum areas and by making recommendations for the allocation of a full-time instructional coach, as well as budget funds for CCL substitutes to free up teachers for the inquiry team.

Peer mentoring will be used, especially starting in the second year in the program and always when new teachers and staff come onboard. Quick integration of new staff and their timely adherence to the school's practices and commitment for success are of vital importance.

The guidelines for the initial as well as the ongoing professional development are:

1) Teachers understand that professionals never stop learning and are willing to work with one another and the principal to meet their student learning goals.

2) The principal/headmaster is willing to share leadership with teachers and others.

3) Principals/assistant principals, teachers, and coaches recognize one another's expertise and learn from the knowledge and skill each brings to their shared work.

[1] The CCL was originally developed in 2003 by Boston Plan for Excellence, www.bpe.org

III.A.2.(2)(4)(5)

4) Teacher-leaders are willing to take the lead in adopting new instructional strategies and making their practice public.

5) All teachers participate in professional development programs to learn innovative ways to challenge and motivate students.

6) The professional development initiatives will focus on creating a professional learning community, common planning time, collaborative professional development, common lesson study, and group reviews of student work.

7) Professional development is directly linked to changing instructional practice in order to improve student achievement. It is often team-based and school-wide, and it reflects a continual process of improvement

8) Teachers, under the guidance of the Director of Curriculum and Instruction, will use part of their annual summer professional development sessions, prior to the start of the new school year, to align and realign the curriculum to the Virginia Standards of Learning and the discrete learning expectations by grade level. The teaching staff will ensure that lesson planning is directly correlated to curriculum standards as part of the rigorous, ongoing planning process based on the Understanding by Design (UbD) framework.

9) For teachers in whose case indicators of effective instruction are not present, immediate peer coaching and professional development activities will be scheduled.

10) Professional development opportunities are provided that are well-aligned with teachers' and school leaders' areas of weakness.

Staff Evaluation (if required under the agreement with the governing entity)

We are aware that evaluating staff is a critical component in an effective performance management system and that evaluation should be connected to other areas of educator talent management and support. In particular, a rigorous approach to evaluation should be clearly connected to a school's system for providing professional development so that growth opportunities are well-aligned with teachers' and school leaders' areas of weakness. Where evaluation systems are tied to compensation or other high-stakes outcomes, it is especially important that they be accurate, fair, linked to growth opportunities, and fully transparent. We can make recommendations on this aspect.

III.A.2.(2)(4)(5)

Too often teacher evaluations are too lenient, fail to adequately differentiate between teachers at different levels (Weisberg, Sexton, Mulhern, & Keeling, 2009), or to differentiate among teachers based on specialized roles and specific contexts (Chait, 2009; Toch & Rothman, 2008). To be effective, teacher evaluation systems must be well understood by teachers and should result in the identification of genuine differences in performance (Danielson & McGreal, 2000; Milanowski, Prince, & Koppich, 2007).

In order for us to recommend or implement an effective evaluation system, it will involve including individuals with significant, recent experience in the classroom as evaluators. Everyone involved in the evaluation process will undergo training in the use of the assessment instruments including the use of classroom observations, portfolio reviews, or whatever other methods are employed. In addition, evaluations will be conducted frequently, using multiple measures, in order to gain a comprehensive and accurate picture of a teacher's competencies. Those responsible for conducting the evaluation will provide immediate formative feedback. At the very minimum, all teachers will be evaluated annually, but more frequent evaluations will take place in cases where teachers are found to be under-performing.

School leaders will also be evaluated. Their evaluations will be based on clear standards and objective criteria that are a matter of description and not conjecture. They will be honest, helping leaders to identify strengths as well as weaknesses. They will be reciprocal and empowering, providing school leaders with a chance to give feedback to the company and to shape the decisions that will improve their effectiveness. For both teachers and school leaders, the evaluation system will be monitored for its perceived usefulness and to guide revisions to the evaluation process.

If required under the agreement with the governing entity, the rest of the staff will also be evaluated periodically.

We will apply / make recommendation for the following principles in conducting evaluations:

- Include multiple people in conducting evaluations. They will have experience in the classroom and will include individuals with expertise in the subject or grade level of the teacher being evaluated.
- Provide high-quality training for those conducting evaluations.
- Incorporate teacher self-reflection and personal goal-setting in the evaluation process.
- Evaluate a variety of teacher skills and knowledge, using a variety of valid and reliable evaluation tools.

III.A.2.(2)(4)(5)

- Require evaluators to provide timely, clear, and constructive feedback
- Link the evaluation process with the school's collective and individualized professional development programs.
- Use the evaluation results to differentiate among educators when granting leadership opportunities and making other decisions (performance-based incentives).
- Differentiate among teachers at different stages in their careers, in specialized roles, or working with at-risk students and students with special needs. Consider teaching context when deciding upon which instruments to adopt and when determining how to use the results of the evaluation.
- Develop a review process and communication plan to gauge teacher and administrator perceptions and concerns about the evaluation system and revise the system as necessary.
- Standardize and document the evaluation process.

III.A.3. Redesign the school day, week, or year to include additional time for student learning and teacher collaboration;

The CHILD model is designed to provide more targeted time for focused instruction with teachers as subject experts having the same students for multiple years (looping). Teachers work in collaborative teams which markedly improve the school culture and positively impact student learning. More on-task time means more time dedicated to learning. Disruptions, which would otherwise impede teaching and learning, are also minimized allowing the teacher and the students to be exclusively involved in a teaching-learning environment instead of a behavior-controlling one.

These components of the model enable the school to increase teaching time without necessarily having the additional financial costs of extended day and extended year, which in these financially-strapped school budgets is something to really pay attention to. The 90-minute block for daily instruction in Math, Reading, and Writing which CHILD is known for, also maximizes the total daily time dedicated to focused and targeted literacy instruction.

Teacher collaboration time is built into the daily schedule. We recommend a daily minimum of 30 minutes of common planning time, even more at the beginning of the program, for cluster teachers, as well as content area teachers. We also recommend monthly assigned time (district or school-scheduled) dedicated to targeted professional development for teaching staff and school leadership.

Based on the needs of the particular school joining the program, we can also recommend extending the school day to include a combination of academically and socially-enriching activities and programs.

CASE STUDY: CHAMBERLAIN PRIMARY SCHOOL, NEW BRITAIN, CT – "NO EXTRA TIME, BUT FOCUSED TIME"

- Chamberlain Principal repeatedly reported that, even in the absence of implementing an extended school day / year, due to budgetary restraints, teachers working in collaborative teams are able to intrinsically extend the common planning time to plan more efficiently and effectively for the long-term, with the following effects:
  i. Very little downtime in classroom instruction
  ii. More on-task targeted instruction and independent student learning
  iii. Minimal disruptions of class time due to increased positive behaviors
  iv. Collaborative teams make better use of the designated planning time

CASE STUDY: SOUTH HEIGHTS ELEMENTARY SCHOOL, HENDERSON, KY – "EXTRA TIME SPECIFICALLY FOCUSED ON STUDENT NEEDS"

- South Heights implements an innovative extended-day program, which blends academic enrichment activities, student leadership building, art, drama, and music activities.

III.A.4. Strengthen the school's instructional program based on student needs by

III.A.4.(1) *ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards;*

We will recommend the implementation of the research-based instructional model, Project CHILD.

Scientific base: Twenty core principles lie at the heart of Project CHILD, embedded within the system to facilitate deeper content learning in reading, writing, and mathematics. These essential components are based on time-tested best practices grounded in educational theory and research, including: John Dewey's project-based active learning, Maria Montessori's child-centered learning environments with consistent structure, Jerome Bruner's learning-by-doing, Jean Piaget's stages of child development, William Glasser's reality therapy, John Henry Martin's integrative technology applications, Howard Gardner's brain-based multiple intelligence learning, David and Roger Johnson's cooperative learning strategies, Robert Marzano's student engagement, and William Purkey and Betty Siegel's theory of invitational learning and practice.

The CHILD learning-station set-up allows for a variety of student learning styles and readiness levels to be catered to on a daily basis, which is almost impossible in the traditional classroom set-up. Student needs are constantly met, students are constantly challenged to go the extra mile and to become independent learners, while teachers have the opportunity to work with a very small group or one-on-one in the case of students that need extra help and support, with the rest of the students being actively engaged in targeted activities at the different rigorously planned stations. By becoming subject matter experts, teachers plan rigorous station work and activities for the various learners in their classrooms.

RESEARCH-BASE THAT UNDERGIRDS THE PRODUCT OFFERED

A Triangulated Learning System for the 21st Century - The Power of 3

The CHILD instructional delivery system encompasses a three-dimensional approach to teaching and learning called *triangulated learning*. A triangle is characteristic of strength, while the delta symbol represents innovation. CHILD taps the "power of three" to bolster and transform the traditional single-teacher, single-grade, single-year, single-dimensional classroom. The three core elements of teamwork,

III.A.4.(1)

technology, and time-on-task are essential for meeting the higher standards demanded for 21st century schools.

The model is centered on cognitive-based research, cooperative learning, continuous progress instruction, authentic assessment, and hands-on active learning. In addition, fully-developed CHILD instructional materials are aligned with state standards and intensive training of local staff is provided by Innovative Educational Programs. Further, certified consultants assist teachers in transforming their text-dominated traditional classrooms into multi-dimensional learning stations.

Philosophical Foundations of CHILD

The CHILD model is based on several philosophical beliefs about education. A good education is one that teaches a student to think. This encompasses involvement with others, relevance to real world events, and the development of critical thinking skills (Glasser, 1975). Students must experience repeated success. The following conditions must be present for this to happen.

Active Learning. Students must be actively involved in the learning process. A very powerful and long-standing predictor of learning is the relationship between engaged time-on task and learning. Increased student engagement directly correlates with increasing student achievement (Scott, T.M. & Barrett, S.B.,2004).“Frontal teaching” (the teacher imparting knowledge from the front of the room) must be balanced with participation of the students in individual learning tasks and in small learning teams. Instruction should draw on the experiences of the students. In a CHILD classroom, students are engaged in active learning for a significant percentage of the time. Students work individually or in small cooperative groups on differentiated learning tasks. Students in CHILD classrooms are more engaged and on-task for more extended periods of time, leading to increased academic achievement.

Shared Responsibility. Effective teachers must share responsibility with the students by giving them opportunities to make choices and decisions affecting their learning. Students given opportunities for responsible decision making are more engaged and successful in school. (Payton, 2008) Teachers must share control of classroom management by involving students in cooperative team meetings that will guide the students toward self- discipline. CHILD students are afforded opportunities to serve as student leaders (Teacher of the Day, Table Captain, Station Patrol) as a means of building responsible decision making and group accountability. Teachers intentionally share management of classroom routines and decisions with students which creates an empowering classroom environment.

Consistent and Frequent Use of Instructional Strategies. Research has shown that there are specific teaching strategies that have a significant impact on student learning. These nine strategies have the “highest probability of enhancing student achievement for all students in all subject areas at all grade levels” (Marzano, 2003). These strategies include: Identifying similarities and differences, Summarizing and note taking, Reinforcing effort and providing recognition, Homework and practice, Nonlinguistic representations, Cooperative learning, Setting objectives and providing feedback, Generating and testing hypotheses, questions, and advance organizers. CHILD teachers build these highly effective strategies into the daily instructional routine of the classroom. Students set academic and behavior

III.A.4.(1)

goals; practice skills at hands-on learning stations; work in cooperative groups; are given ample time and opportunities for practice; and reflect on lesson objectives in the Passport.

Cooperation and Communication. The classroom environment must reflect a spirit of cooperation. Competition must be fair, giving everyone an equal opportunity to succeed. "Cooperative learning promotes mutual liking, better communication, high acceptance and support, as well as, an increase in a variety of thinking strategies among individuals in a group" (Johnson, David and Johnson, Roger, 1994). The CHILD classroom facilitates a spirit of teamwork and cooperation. Students in a CHILD class spend a considerable amount of time working in cooperative groups. Students are not grouped according to ability level so that every student is given an opportunity to be challenged and successful. Students are not pigeon-holed or limited but rather can work at their own pace which motivates students to self-directed.

High, Clear and Consistent Expectations. A classroom teacher must set high expectations. Through explicit teaching of clear procedures and routines, the management of a classroom produces a smooth-running learning environment. Process becomes as important as product; the process of learning and improving must be valued as much as an excellent product. (Wong, 1998). CHILD teachers begin the school year with a Ten Day Orientation consisting of the explicit teaching of procedures necessary for the smooth running of the classroom. The teacher truly becomes the facilitator and manager rather than the sage on the stage. Rules and expectations are clear and closely monitored until mastered by the students. Students proceed step-by-step toward full mastery of the routines until the classroom literally runs itself.

Balanced Curriculum. The curriculum must be balanced with a diversity of subjects, such as reading and language arts, mathematics, science, social studies, art, music, foreign language, and physical education. Subjects should be integrated around holistic themes as much as possible. A variety of learning activities and materials must also reflect a diversity of learning styles and interests.

Rigorous and Relevant Activities and Materials. All students need an academically rigorous and relevant curriculum based on positive relationships. Rigor comes from moving students toward a more complex level of thinking (Bloom's Taxonomy, 1956; Depth of Knowledge, Webb, 2005). Relevance refers to applying knowledge to solve real-world problems and to create unique projects, designs, and other products for use in real-world situations (Daggett, 1991). CHILD teachers are experts in their designated core content and able to make deeper connections across the grade levels, moving students into higher level thinking processes. The hands-on learning stations and technology integration deliver more ways for students to learn through real-life applications and authentic learning opportunities. Students apply more 21st century skills like creative thinking, purposeful design while applying the standards rather than simply mastering skills.

Theoretical Foundations of CHILD

The structure and content of the CHILD model and materials incorporate the theoretical principles listed below.

III.A.4.(1)

Instructional Theory. The main premise of the CHILD design is that increasing engaged time has a positive effect on learning. Effective classroom instruction should include identifiable processes and procedures that strengthen learning by increasing time-on-task (Graden, 1982; Butzin, 2004; 2005).

Effective instruction also provides students with opportunities to construct their own meaning as active learners (Vygotsky, 1978). The CHILD learning stations are designed to accommodate an active learning approach. Children seek order and control. The classroom and its materials must be clearly structured and organized to meet this need (Montessori, 1964; Wong, 1998).
CHILD teachers prepare their classrooms so that procedures become second nature and that student engagement and time on task is high. Through a structured orientation, Procedure Posters and accountability and self-assessment with the Passports, students assume an active rather than passive learner role in the classroom.

Developmental Theory. As children grow, they pass through stages of development, both intellectually and socially. Effective instruction must match the child's level of cognitive development, moving from concrete operations to abstract concepts (Piaget, 1950). A child's emotional development moves from dependence toward independence. The learning environment and materials must be structured to match the child's social development (Erikson, 1963). CHILD classrooms are designed with differentiated learning stations in which students can move through the cognitive levels as appropriate. Hands-on, concrete activities are provided as well as materials in a more abstract format. Students demonstrate mastery of understanding at each level before moving on to the next. Teachers provide appropriate activities at each level.

Human Dynamics Theory. Students will make an effort to work harder in a classroom where their basic needs are being met (Glasser, 1986). These basic human needs include:

- **BELONGING.** Students will not risk making mistakes unless they feel secure. They seek friendship with peers and approval from chosen adult role models.
- **FREEDOM.** Students seek increasing independence. They work harder when they perceive they have some control over their destiny.
- **FUN.** Students need humor and joy. Maria Montessori reminds us that for young students, "Play is the child's work."
- **POWER.** Students need to feel useful. They want to make decisions and demonstrate competence.

The CHILD classroom ambiance is supportive, equitable and risk-free. Students are given opportunities for self- choice and control over their learning. Motivation is high when students are engaged in interesting and varied activities. There is a balance between teacher-directed whole group lessons and small group student-directed activities.

Motivational Theory. The effort students will expend on a task is determined by the degree to which they expect to be successful and expect the task to meet their needs. Both factors must be present. Students will invest no effort on a task they perceive either as having no value to them or as being so difficult that they have no expectation of success (Feather, 1982).

III.A.4.(1)

CHILD students are able to work at their own level and have genuine choices available in the classroom which drives motivation. When given clear expectations and parameters for a task, students will assume more responsibility and are motivated to complete the task and become successful.

Learning Modality Theory. Students learn in different ways and exhibit different talents. Classroom materials and learning activities need to accommodate these differences so that all students can experience success. There are at least four basic learning styles: concrete experience (touching), reflective observation (watching), abstract conceptualization (thinking), and active experimentation (doing). Some students may rely on one style, while other students may employ several or all (Kolb, 1983).

Hemispheric dominance in the brain may determine whether a student learns better through sequential patterns using auditory and visual stimuli (left brain) or through global and intuitive patterns using tactile stimuli (right brain). Many students may use both spheres effectively, while others show dominance in one sphere or the other (Hermann, 1996).

Students' talents are reflected by at least seven forms of intelligence known as multiple intelligences. These include: linguistic (writing), musical (music), logical (mathematics), spatial (art), bodily kinesthetic (athletics), interpersonal (sensitivity to others), and intrapersonal (sensitivity to one's own feelings). Students may show strength in several of these areas (Gardner, 1983).

True differentiation in a CHILD classroom is driven by academic ability level, learning styles and levels of interest. Teachers provide multiple activities at each station, tailored for students of different levels of achievement. Students choose ways to learn and how to demonstrate what they have learned. Mastery of standards is demonstrated in different ways.

Summary

CHILD's ultimate goal is to create more successful learners. The CHILD transformational model is based upon the assumption that schools can be restructured to meet the educational and technological needs of the 21st century. This restructuring must include opportunities for active learning, shared responsibility, learner control, cooperation, and fair competition.

The design of CHILD calls for a balance between direct instruction and inquiry learning. Students need ample time and a variety of learning activities to experience success. CHILD is grounded in theories that seek to explain motivation, behavior, learning, and child development.

Bibliography:

Akey, T. M. (2006). *School context, student attitudes and behavior, and academic achievement: An exploratory analysis.* New York: *MDRC*. http://mdrc.org/publications/419/full.pdf.

Ames, C. (1992). Classrooms: Goals, structures, and student motivation. *Journal ofEducational Psychology*, *84*, 261-271.

III.A.4.(1)

Bloom, Benjamin S. & David R. Krathwohl. (1956). Taxonomy of educational objectives: The classification of educational goals, by a committee of college and university examiners. Handbook 1: Cognitive domain. New York , Longmans.

Butzin, Sarah M. (2005) *Joyful Classrooms in an Age of Accountability: The ProjectCHILD Recipe for Success*, Bloomington, IN, Phi Delta Kappa.

Butzin, Sarah M. "Stop the Insanity! It Takes a Team to Leave No Child Behind." *Phi Delta Kappan* Vol. 86, no. 4, 307-309, 2004.

Daggett, Willard. (2001). *Rigor and Relevance Model.* International Center for Leadership in Education.

Erikson, Erik H. (1963)*Childhood and Society.* 2d ed. New York: W. W. Norton &Company.

Feather, N. T. (1982). 'Expectancy-value approaches: Present status and future directions.' In N. T. Feather (Ed.), *Expectations and actions: Expectancy-value models in psychology* (pp. 395-420). Hillsdale, NJ: Erlbaum.

Garavalia, L. S., & Gredler, M. E. (2002). An exploratory study of academic goalsetting, achievement calibration and self-regulated learning. *Journal ofInstructional Psychology, 29*, 221-230.

Gardner, Howard. (1983) *Frames of Mind, the Theory of Multiple Intelligences.* NewYork: Basic Books, Inc.

Glasser, William. (1975) *Schools Without Failure.* New York: Harper & Row.

Glasser, William. (1986) *Control Theory in the Classroom.* New York: Harper & Row.

Graden, J. et.al. (1982). Academic engaged time and its relationship to learning: A review of the literature. *ERIC Documents,* ED 214 930.

Herrmann, Ned (1996) *The Whole Brain Business Book*, New York: McGraw-Hill.

Johnson, David W.; Johnson, Roger T.; Holubec, Edythe J.; and Roy, Patricia.*Circles of Learning, Cooperation in the Classroom.* Alexandria, Va.: Association for Supervision and Curriculum Development, 1984.

Johnson, David W., and Johnson, Roger T. (1994) *Learning Together and Alone.* 2d ed. Englewood Cliffs, N.J.: Prentice-Hall.

Keller, John M. " Strategies for Stimulating the Motivation to Learn." *Performance and Instruction* (October 1987): 1-7.

King, F. J. & Butzin, Sarah. "An Evaluation of CHILD." *Florida Technology in Education Quarterly,* Vol, No. 4, 45-63, 1992.

III.A.4.(1)

Kolb, D. A. (1984) *Experiential Learning*, Englewood Cliffs, NJ.: Prentice Hall.

Kromhout, Ora. & Butzin, Sarah. (1993) "Integrating Computers into the Elementary School Curriculum: An Evaluation of Nine CHILD Model Schools." *Journal of Research on Computing in Education*, Vol. 26, No.1, 55-69.

Lapan, R. T., Kardash, C. M., & Turner, S. (2002). Empowering students to become self-regulated learners. *Professional School Counseling, 5*, 257-265.

Marzano, R.J. (2003). *What works in schools: Translating research into action*.

Alexandria, VA: Association for Supervision and Curriculum Development.

Montessori, Maria. (1964) *The Montessori Method.* New York: Schocken Books, Inc.

Payton, et al. 2008, *The Positive Impact of Social and Emotional Learning for Kindergarten to Eighth-Grade Students,* Collaborative for Academic, Social, and Emotional Learning (CASEL)

Piaget, Jean. (1950) *The Psychology of Intelligence.* London: Routledge & Kegan Paul.

Schmuck, Richard, eds. *Learning to Cooperate, Cooperating to Learn.* New York and London: Plenum Press, 1985.

Scott, T.M. & Barrett, S.B., (2004) *Using Staff and Student Time Engaged in Disciplinary Procedures,* Journal of Positive Behavior Interventions vol. 6

Slavin, Robert E. " Cooperative Learning and the Cooperative School."*Educational Leadership* 45 (1987): 7-13.

Slavin, Robert. " Cooperative Learning, Can Students Help Students Learn?" *Instructor* (March 1987): 74-78.

Smith, Roy A. "A Teacher's Views on Cooperative Learning." *Phi Delta Kappan*(May 1987): 663-666.

Vygotsky, Lev. *Mind in Society*. Edited by M. Cole, V. John-Steiner, S.Scribner,and E. Souberman. Cambridge, MA: Harvard University Press, 1978.

Webb, Norman L. and others. (2005)"*Web Alignment Tool*" Wisconsin Center of Educational Research. University of Wisconsin-Madison.

Wong, Harry K. and Rosemary T. (1998) *The First Days of School.* Mountain View, CA: Harry K. Wong Publications, Inc.

III.A.4.(1)

The following are sample guidelines utilized during walkthroughs and classroom observations that ensure that each student receives the highest quality instruction.

I. The school's instructional program actively engages all students by using effective, varied and research-based practices to improve academic performance.

Benchmark: I.1a There is evidence that effective and varied instructional strategies are used in all classrooms.

Teaching staff abides by the School Instructional Practices policy. Varied instructional strategies will be employed and instruction will be differentiated for the learners. Teachers will direct instructional strategies, e.g. lectures, whole-group instruction and worksheets as well as skillfully implement cooperative learning and small group instruction. Questioning strategies focused on the all levels of the cognitive taxonomy, from knowledge and comprehension, through application and analysis, to synthesis and evaluation will be used.

All teachers, including special education teachers, are aware of how to accommodate multiple intelligences, learning styles and differentiated learning and have the formal training that allows them to implement these strategies at more sophisticated levels. There is evidence of projects displayed in classes which the students complete as an application of learning. Teachers must provide students with a good range of group and individual learning strategies. There is evidence that these strategies are discussed and shared among teachers. Teachers receive training in reading strategies and these strategies are applied with all students.

Benchmark I.1b Instructional strategies and learning activities are aligned with the district, school and Virginia SOL state goals and assessments.

Teachers align instructional strategies with the current SOL benchmarks and grade level content expectations, as well as with the SOL State Standards, and the school's mission. The ordering of the standards and the content represent the current standards. Student learning activities align to the school curriculum regarding assessment standard format. Staff development includes the opportunity for teachers to experience and practice embedding standards with instruction and assessment.

Benchmark I.1c Instructional strategies and activities are continuously monitored and aligned with individual student needs.

School leadership monitors classrooms. Administrators are visible. Written record of feedback to teachers is maintained. Specific information shows how this monitoring assists teachers in their effort to modify instruction to meet the individual needs of students. In special education classes, there is evidence that this is occurring beyond the auspices of the required school-wide curriculum. The program accommodates the diverse needs of a special education population who presents a myriad of academic, social and behavioral issues to a classroom. Teachers are aware of how to accommodate learning styles and multiple intelligences, and their knowledge is reinforced by on-going professional development opportunities.

III.A.4.(1)

Benchmark I.1d Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.

Highly qualified teachers challenge and motivate students to high levels of learning. The school leadership takes part in the recruitment and retention of a diverse staff. All teachers participate in professional development programs to learn innovative ways to challenge and motivate students. Teachers demonstrate the necessary content knowledge consistent with the SOL and grade level content expectations to make connections for planning units of study. Teachers demonstrate a range of varied instructional strategies. Special education teachers have knowledge in specialized reading programs that are designed to educate special needs students with significant reading problems and they demonstrate content knowledge in each of the subject areas in which they teach.

Benchmark I.1e There is evidence that teachers incorporate technology in their classrooms.

Technology is an integral component of the instructional programs. Teachers have students working on classroom computers. Formal instruction takes place with the help of varied technology (smart boards, projectors, etc.). Teachers feel at ease integrating the use of technology into the instructional program. Computers can be used by individual students for reinforcement through computer assisted instructional programs. Sufficient internet access is provided for all students. Smart boards are used in special education classes for more personalized instruction.

Benchmark I.1f Teachers examine and discuss student work collaboratively and use this information to improve their practice.

Teachers receive training in protocols for analyzing student work. Grade level meetings provide teachers with the opportunity to informally discuss and analyze student work and use this information to improve their practice. Grade level teachers meet several times a week to discuss student work and informally address students' needs. There is sufficient evidence to ascertain that these analyses are used to inform instructional practice. Tutors will be included in these discussions. Special education teachers meet with each other on a structured and assigned basis and use these meetings to, among other things, discuss student work and progress. They also meet within subject areas with general education teachers and coaches.

Benchmark I.1g There is evidence that homework is frequent, monitored and tied to instructional practice.

Teachers implement procedures regarding assignments, collection, monitoring and returning of homework. Language Arts Literacy teachers assign independent reading each night. Students are able to articulate the relationship between homework and class work. There is significant instructional follow-up for homework or evidence that homework extends student learning or connects to real world experience.

III.A.4.(2) ***providing comprehensive, coherent, manageable and integrated instructional and support programs;***

III.A.4.(4) ***consistent with the state Standards of Learning (SOL), recommending alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student teacher relationships, and provide relevant instruction that engages and motivates students.***

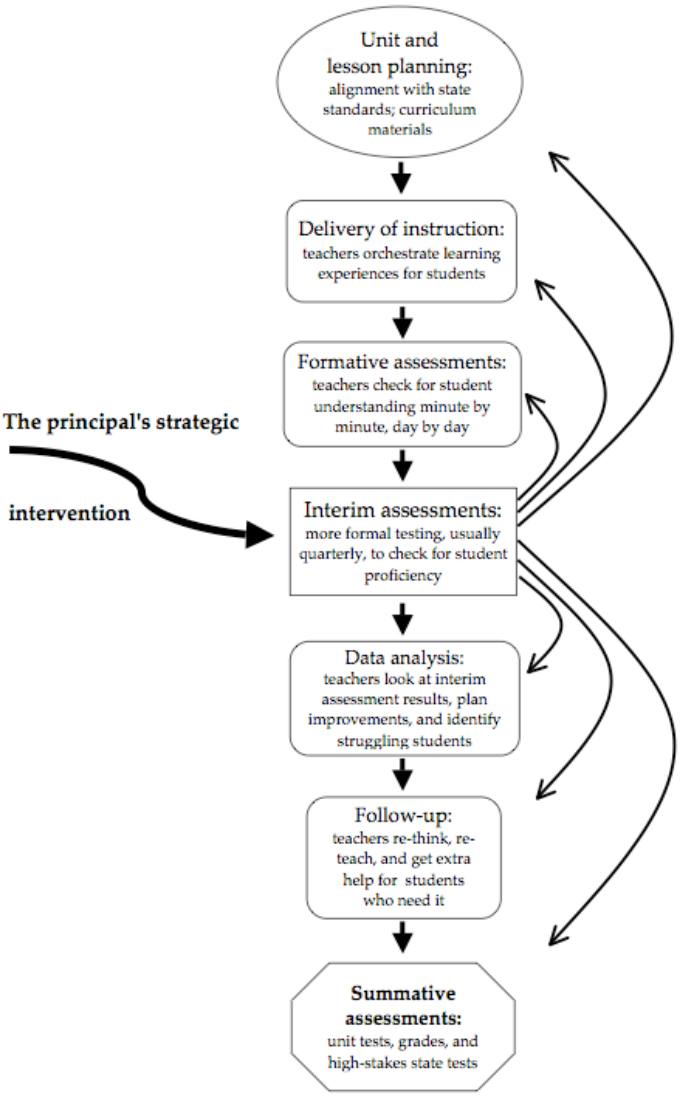
Project CHILD uses a comprehensive integrated approach which brings together instruction and curriculum planning, ongoing formative student assessment, classroom management strategies and tools, behavior and school climate management, coupled with rigorous and targeted professional development (including individual teacher coaching) based on each teacher's needs. The three-year looping model allows for the development of long-term relationships with the students and their families.

Looking at the big picture, there are basically three kinds of assessment teachers will use:

- **Summative Tests** given when instruction is finished, often for report card grades; these include unit tests, performance tasks, final exams, and, of course, high-stakes state tests;
- **Interim Assessments** given every 5 to 9 weeks to monitor student proficiency and provide teachers with information for re-teaching, improving instruction, and following up with students;
- **Formative Assessments (informal)** ongoing assessments, observations, summaries, and reviews that inform teacher instruction and provide students feedback on a daily basis.

The graphic on the next page shows the instructional continuum we recommend, starting with the unit and lesson planning and ending with the summative assessment.

III.A.4.(2)(4) For example, if interim assessments are handled well, they can:



• Give teachers timely insights on the kinds of minute-by-minute classroom assessments that might nip student misconceptions and misunderstandings in the bud and prevent them from continuing week after week.

• Give teachers periodic feedback on whether their students are actually learning what's being taught – on what's working and what isn't working in the way they are orchestrating learning experiences.

• Give teachers feedback on ways to improve their unit and lesson planning for better student understanding and retention.

• Provide fine-grained data for teacher teams to analyze student learning results and plan improvements. These meetings are critical to improving teaching and learning and accelerating student achievement during the year.

• Identify students who need follow-up and the areas in which they need extra help; this could include skills and concepts that need to be re-taught to the whole class, to small groups, or to individual students and information for tutors and after-school programs.

• Contribute to far better results on summative assessments.

In short, effective use of interim assessments helps principals see the *results of* what teachers do in classrooms rather than looking only at the *process of instruction.* Interim assessments shift the conversation to student learning and, if they are handled well, get teacher teams working collaboratively to examine practice and find the very best ways to bring all students to high achievement.

III.A.4.(2) (4)

During the PD sessions, teachers will learn how a good program of formative assessment has different priorities from summative programs:

- Very quick turnaround and analysis
- Used to inform and guide teachers
- No negative consequences for students, teachers, or schools
- Direct links to specific professional development for teachers and instructional interventions for students

Based on the model of high performing schools, our own schools are organized to personalize each student's road to academic achievement. Following this model, the model we recommend will emphasize **data-driven instruction and differentiated instruction**. In other words, we will organize instruction around a **short and timely feedback loop of formative assessment, adapted instruction, further formative assessment, and further adapted instruction**. The evidence from effective-practice research on this strategy is overwhelming: Chenoweth's recent case studies (2007)[2], the CPE/Caliber Associates research review (2005)[3], Marzano's meta-analysis of research on student achievement (2000)[4], and most individual studies cite this kind of **feedback-based instruction** as having profound impact on student achievement. Its implementation in the HPHP schools we studied was intentional and specific.

Core elements of this strategy will include:

- **Formative assessments are frequent – very frequent**. In some cases, formative assessments (those given to help diagnose problem areas, more than to generate a grade) are given as often as weekly or bi-weekly.

[2] Chenoweth, Karin. (2007). It's Being Done: Academic Success in Unexpected Schools. Cambridge, MA: Harvard Education Press.

[3] CPE/Caliber Associates. (2005). Research Review: High-performing, High-poverty Schools. Retrieved from Center for Public Education website: http://www.centerforpubliceducation.org.

[4] Marzano, Robert J. (2000). A New Era of School Reform: Going Where the Research Takes us. Retrieved from Beresford, South Dakota School District website: http://www.beresford.k12.sd.us/Staff%20Page/NewEraSchoolReform.pdf.

III.A.4.(2) (4)

• **Analysis and feedback is immediate**. The assessments are often brief (for weekly tests, 4-5 questions), so that teachers or coaches can analyze the results within days or hours.

• **Instruction is adapted quickly to address the identified gaps or problems**. We will use a range of ways to apply the results of the diagnostic data: for example, performance "walls" to strategize for individual students, small-group classroom learning, and individual tutoring.

Teachers will be given targeted PD to understand what to look for in the data generated through assessments. It sounds pretty basic, but a lot of forests get lost for the trees in these endeavors. They will learn how to cull the data needed, and how to develop specific interventions that rise from the areas of weakness demonstrated by the data. Without continuous assessment, student learning is limited to a one-shot, hit-or-miss event – maybe they get it, maybe they don't. The goal is to have all teachers as "data-driven" facilitators that use formative assessment data on a regular basis to make timely and relevant adjustments to their instructional plan. "Effective data use requires a culture that is driven by inquiry, not fear." Lachat & Smith (2005).

Since data mining can be a time consuming endeavor, we will have a centralized, web-based data warehouse for all the data that will also act as the central Learning Management System. This way we will support teachers that see this process as a daunting task by making sure we have the technology, systems, and analysis expertise necessary to implement the frequent formative assessment and feedback that is central to increasing performance in high-risk populations.

Teachers will use data in several ways:

- Formative assessments to determine instructional interventions
- Reemphasize / Re-teach skills
- Use additional diagnostic measures
- Change instructional materials
- Create groups of students with a similar achievement gap or pattern
- Benchmark assessments to determine progress

An important task of the professional learning community of teachers that we will strive to create at the school is for them to jointly come up with strategies to improve assessment for reliability in guiding instruction. Some of the strategies we currently use at our schools are:

III.A.4.(2) (4)

1. The principal identifies the best teacher in the school and asks her to be an **instructional coach**
2. The teachers start by **creating common monthly Math assessments** and they analyze the results to determine which skills need whole-class instruction, small-group re-teaching or individual support.
3. As they analyze the results as a **grade level team**, if one teacher has better results on one standard and the other did better on a different standard, the team would regroup all the students from the grade into groups that are taught by the teacher most skilled at that particular standard.
4. Literacy: teachers create a student-friendly writing rubric and have students analyze writing responses and edit their own to meet the rubric.

Some of the efforts specifically focused on literacy that we see at our schools:

- Leveled texts and individual reading plans for students based on their reading assessment results.
- Increased instructional time and opportunities for teachers to pull out students who need extra support.
- The main office turned into a "War Room" where all assessment information is posted so that teachers and parents can see it.
- Every faculty meeting starts with celebrations and some sort of data about the students. The conversation among faculty members shifts from "The test is not fair" to **"What do we have to do to move students forward?"**
- **Homework is differentiated** to what students need.
- Opportunities for teachers to plan the teaching of a standard **aligned to the rigor** of the state tests. The strategic approach to re-teach difficult standards according to teachers' strengths is a creative approach to making teacher actions more effective.
- By creating **common interim assessments**, grade-level teams are able to analyze results together and establish common goals and lesson plans.

Perhaps the most important school-based anchor that teachers will have in creating this culture of relentless follow-up through assessments is the one given by the Principal. The principal will focus on creating a robust assessment calendar that includes time for analysis and assessment. He/She and his/her staff will also continue to refine the interim assessments, working backward from sample questions from the state exam to ensure alignment with the end-goal test. During this on-going assessment creation process, teachers will look at the tests and to voice their opinions. Additionally, the leadership will make sure to keep data in simple templates with

III.A.4.(2) (4)

teacher-friendly learning curves and to implement entire weeks for **re-teaching to focus on problematic standards**.

Furthermore, the most significant change at our schools came as students and parents realize that they have access to more than the end-of-term grade. Children today have more affinity with technology than any other generation before them, and they have become effective communicators. The loss of Internet access would have an impact on the schoolwork of 83% of secondary grade students, according to the Net Day Speak Up Day survey, and 79% of students responding said the loss would impact their personal life. (Evans, 2004) It is no small leap to anticipate that students want to know more about what is expected of them. Parents usually want to know "Is my child learning at grade level?" / Is he/she learning what he/she should be learning? Teachers appreciate having objective data available at parent-teacher conferences. It diminishes human error and biases, placing the focus on addressing the needs of the student rather than finding blame.

For example, in the First Quarter of grade five, we may say that the minimum expectation is for each child to know eight of the 16 mid-year objectives. In our open house at the first of the year, we provide parents with all 16 objectives. At the end of the quarter, we inform parents how many of the 16 objectives their son/daughter knows and whether or not their child is working at grade level. This gives the parents direct, objective feedback based on the alignment, the map, and the end-of-grade testing. We communicate with parents every grading period and lay out the objectives again for each grade level in an insert that goes into the quarterly report cards of students who have not met the minimum expectations. Data-driven instruction allows us to become completely transparent, giving parents and the community a clear view into our curriculum and assessments.

CASE STUDY: THE CHILD PASSPORT™ AS ONE OF THE FORMATIVE ASSESSMENT TOOLS

In a CHILD classroom, Formative Assessment is tightly linked to instruction. The **CHILD Passport** represents a powerful tool that teachers use as part of the embedded formative assessments, observations, summaries, and reviews that inform teacher instruction and provide students feedback on a daily basis. Students report feeling empowered and responsible for their own learning in CHILD classrooms.

The main objective of any assessment carried out at our schools is for it to be of high quality, aligned with standards and instruction, and immediately informative of student academic

III.A.4.(2) (4)

performance and subsequent instructional needs. Last but not least, assessment has to be fair and measure what is taught. The assessment protocol we recommend is a complex model of internally generated assessments administered at the beginning, during, and the end of the year, including both formative summative diagnostics, coupled by the state recognized norm-referenced annual assessment. In a CHILD classroom, teachers easily implement a protocol of ongoing classroom formative assessment specifically targeting each student's performance during the activities assigned for each CHILD station. Students also have the opportunity to self-assess their progress towards reaching pre-established goals as well as reflect on their work habits and learning, by connecting it to prior knowledge and new knowledge gained (please refer to sample pages from our CHILD Passports following on the next pages). Also included in the Passport is a section where students graph their work and record comments.

III.A.4.(2)(4)

PASSPORT SELF-ASSESSMENT
INTERMEDIATE GRADES

Score each **work habit** using the following rubric.
2 = Always 1= Sometimes 0 = Not yet

Week	1	2	3	4
1. I can complete my station work and do it well. (Creativity Skill)	2 1 0	2 1 0	2 1 0	2 1 0
2. I can solve problems by myself or by working with others. (Critical Thinking and Problem Solving Skills)	2 1 0	2 1 0	2 1 0	2 1 0
3. I can record my work in my Passport after checking it over. (Accountability and Initiative Skills)	2 1 0	2 1 0	2 1 0	2 1 0
4. I can make good choices and follow the procedures that help our room run well. (Self-Direction and Responsibility Skills)	2 1 0	2 1 0	2 1 0	2 1 0
5. I can be respectful of those working around me. (Social and Cross-Cultural Skills)	2 1 0	2 1 0	2 1 0	2 1 0
6. I can cooperate with peers by sharing ideas and materials. (Collaboration and Communication Skills)	2 1 0	2 1 0	2 1 0	2 1 0
Total Points				
Average				

MY READING GOALS

A goal is something you put effort toward reaching.

1. _____

Week 1:	Week 2:	Week 3:	Week 4:

2. _____

Week 1:	Week 2:	Week 3:	Week 4:

3. _____

Week 1:	Week 2:	Week 3:	Week 4:

III.A.4.(2)(4)

STATION REFLECTIONS

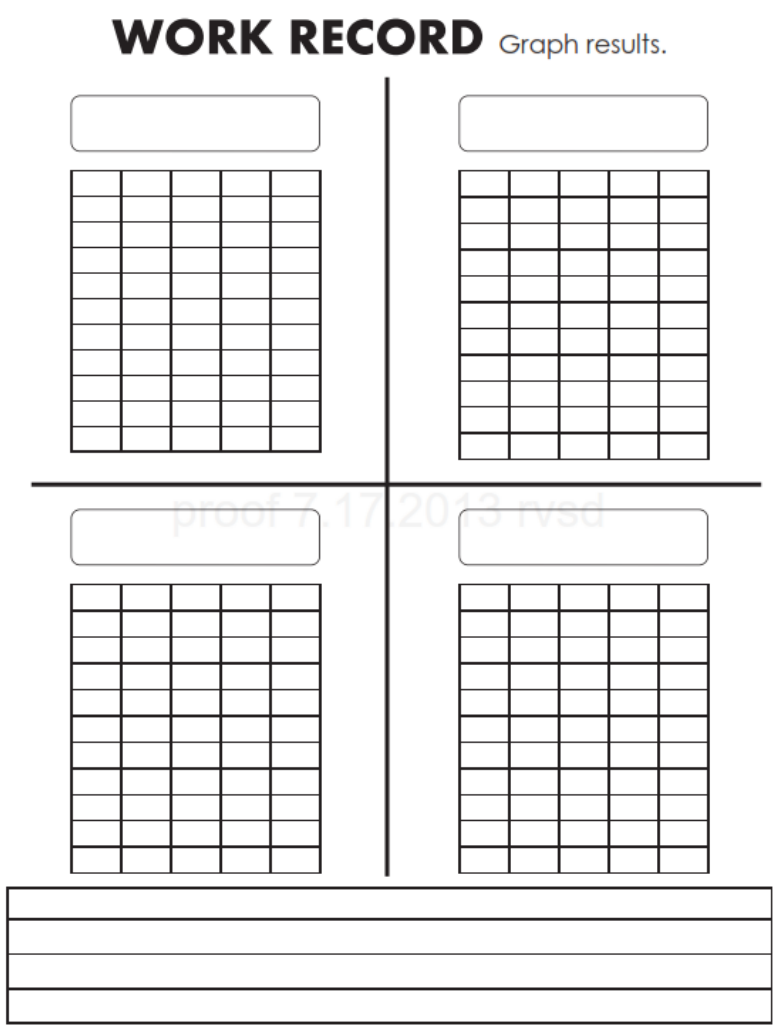
What I think...	What I learned...	What connections I made...

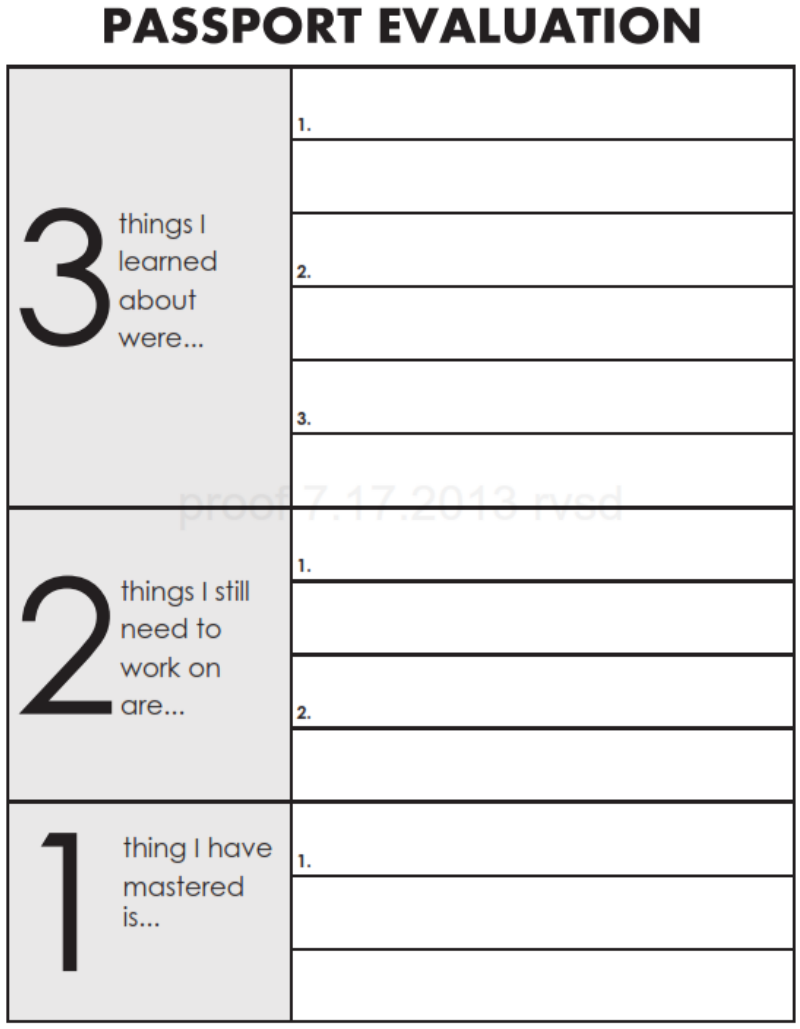
Reflect with a drawing, picture, or example.

CHALLENGE STATION

Date	Skill/Objective	✔or Score

III.A.4.(2)(4)





III.A.4.(2)(4)

FAMILY COMMUNICATION

Dear Family:

This Passport is a record of your child's work effort over the past four weeks. As a 21st century learner, your child is using skills and developing content knowledge that will help him/her to master multi-dimensional abilities required of them in their future life and work environments. This record shows how much he or she practiced at the various learning stations to achieve both individual and classroom goals.

CHILD
Changing How Instruction for Learning is Delivered

Please review this Passport with your child. Help your child understand that good work habits and goal-oriented behavior lead to successful learning. I appreciate your partnership in working together to make school a successful experience for your child.

Sincerely,
CHILD Reading Teacher

FAMILY COMMENTS

☐	I have reviewed the Passport with my child.
☐	We have discussed his/her learning goals. (pg. 3)
☐	My child has shared about the activities he/she did during this time. (pages 4-20)
☐	We have reviewed his/her evaluation. (page 22)

Further questions or comments...

Signature _____ Date _____

III.A.4.(2)(4)

Serving Special Needs Students in Project CHILD

Special needs students in Project CHILD receive instruction at their level and have opportunities to learn according to their strengths and learning styles. The majority of CHILD schools provide Inclusion and co-teaching as a model for delivery to special needs students. The Special Education teacher serves as a second teacher in the classroom working with students in small groups and targeting instruction based on their individual needs through the IEP. Students are able to be served in the least restrictive environment in each subject area since classrooms are organized by content rather than grade level. Differentiated instruction is built into the hands-on learning stations so students can work at their own level but also be challenged to go beyond. Special needs students are not isolated and labeled.

At Chamberlain Primary, there is a self-contained program for the most severely behavior-disordered students. However, these students are also provided with opportunities to "push in" to a CHILD cluster as appropriate to receive instruction at their level and to have mainstream opportunities for socializing and positive behavior development. True individualized learning takes place as students move between rooms and settings that allow for them to be successful. Several students who started out in a self - contained setting have now been totally mainstreamed into general education settings. No child is held back and stifled, but rather teachers work closely together as teams to best serve students in the most appropriate setting.

III.A.4.(3) *recommending which existing programs are to be continued and which programs are to be eliminated;*

During the needs assessment phase described before, we will also look at what programs are currently implemented, how they integrate and serve the purpose of supporting student achievement, and make recommendations based on a "what-works" approach. We will also evaluate the staff's familiarity with each program and their track record of success in implementing the respective programs as the base for the recommendation to continue / discontinue such programs.

III.A.4

CASE STUDY: CHAMBERLAIN ELEMENTARY SCHOOL, NEW BRITAIN, CT

STRENGTHEN THE SCHOOL'S INSTRUCTIONAL PROGRAM BASED ON STUDENT NEEDS

- Project CHILD is a research-based instructional model providing rigorous and relevant 21st learning environments for all students. Students are highly engaged and motivated to be self-directed learners.
- All materials are aligned with state academic content standards and provide a comprehensive, coherent, and integrated instructional and support system.
- The CHILD model is consistent with the state Standards of Learning (SOL), recommending alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students.
- Research has shown that the single most important factor in the success of students is the teacher. In 2011 and 2012 one of the math teachers at Chamberlain Primary School had 96% of her students as proficient or above level! This is a testimony to their strong implementation.

III.A.5. Use data to guide instruction and for continuous improvement, including providing time for collaboration on the use of data and providing formative and providing ongoing reports on program effectiveness to include, but not limited to, student achievement, parental involvement, student attendance, and student discipline;

A large body of research suggests that teachers are the single most important influence on students' academic achievement. Thus, helping teachers do their jobs better should lead to improved student outcomes. One of the specific pedagogical techniques now being demanded of many K-12 teachers is differentiated instruction. Differentiated instruction involves the customization of curriculum and teaching practices to better foster student understanding of course material.

Urban districts have faced the intense external scrutiny of a high-stakes accountability climate for some time (Fullan, 2000), but the shift in the funding and regulatory environment caused by the No Child Left Behind Act (NCLB) is prompting district and school administrators to think differently about the potential that newly accessible data has to inform instruction and decision-making aimed at raising student achievement. In particular, with NCLB holding educators as well as students accountable, the exploration of how data can inform instructional decisions is increasingly becoming a main topic of educational policy (Salpeter, 2004; Secada, 2001).

IEP's component of data mining to differentiate instruction draws heavily on an independent two-year study whose focus was using data to make decisions. This study was conducted by Education Development Center's Center for Children and Technology (CCT). This independent study, funded by Carnegie Corporation, examines a large-scale data reporting system, developed by the Grow Network for the New York City's Department of Education, that organizes students' standardized test data into reports customized for teachers, school leaders, and parents. For teachers, the reports provide overviews of class-wide priorities, group students in accordance with the state performance standards, and support teachers in focusing on the strengths and weaknesses of individual students. For the administrators, the reports provide an overview of the school, and present class and teacher-level data. For the parents, the report explains the goals of the test, how their child performed, and what parents can do to help their child improve their score. Each Grow Report, which is delivered both online and in print, summarizes the data into rankings by score and groups students according to New York State performance levels.

IEP will be closely looking into the existent sources of student data and we will explore how data is being used (if applicable), and whether there is **an intersection of decision-support technologies, educators, and the process of transforming data into knowledge**. To illuminate this framework, we will have a dialogue with administrators and educators on how teachers analyze the information available and we will have them express how they synthesize it into their understanding of the classroom to make decisions about instructional practices and their students.

III.A.5

Importance of this step:

Research has demonstrated that effective accountability occurs when external and internal measures are aligned and used in coordinated fashion by schools to support improvements in student learning (Elmore & Abelmann, 1999; Fullan, 2001). **The use of assessment data for decision-making assumes alignment between standards, instruction, and assessment**. Therefore, administrators and teachers are increasingly pressured to use accountability data to improve instruction. However, "Despite both the mandates and the rhetoric, schools are woefully under-prepared to engage in such inquiry. The practice of applying large-scale data to classroom practice is virtually nonexistent" (Herman & Gribbons, 2001).

From Data to Knowledge: A Management Information Systems Perspective

Most theories of information management draw distinctions among data, information, and knowledge. For example, knowledge, unlike information, is regarded in management literature as being embedded in people, and knowledge creation occurs in the process of social interaction about information (e.g. Sveiby, 1997). This perspective is supported by Nonaka and Takeuchi (1995): "information is a flow of messages, while knowledge is created by that very flow of information anchored in the beliefs and commitment of its holder. This […] emphasizes that knowledge is essentially related to human action." Likewise, Drucker (1989) claims that "[…] knowledge is information that changes something or somebody - either by becoming grounds for actions, or by making an individual (or an institution) capable of different or more effective action."

Therefore, data, prior to becoming information, is in a raw state and is not connected in a meaningful way to a context or situation. Borrowing from Ackoff's (1989) work in the field of organization and management theory, in collaboration with Dr. Andreas Breiter (2003), we adapted a simplified version of Ackoff's conceptual framework that links data, information and knowledge. Within the framework, there are three "phases" of the continuum that begins with raw data and ends with meaningful knowledge that is used to make decisions. They are the following:

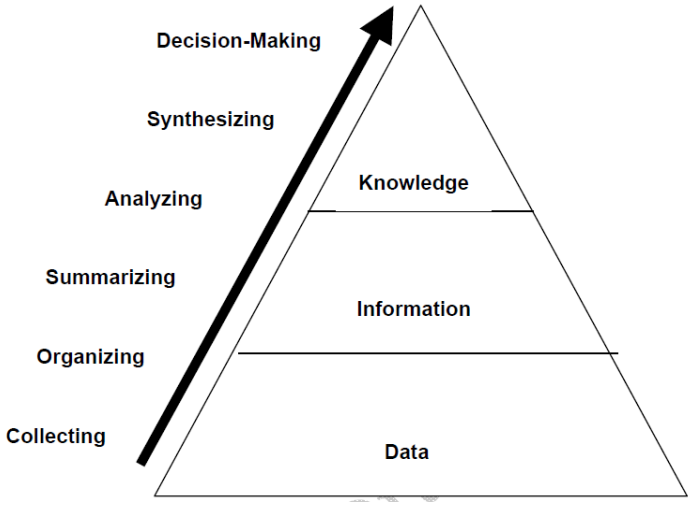
- **Data** exist in a raw state. They do not have meaning in and of itself, and therefore, can exist in any form, usable or not. Whether or not data become information depends on the understanding of the person looking at the data.

- **Information** is data that is given meaning when connected to a context. It is data used to comprehend and organize our environment, unveiling an understanding of relations between data and context. Alone, however, it does not carry any implications for future action.

- **Knowledge** is the collection of information deemed useful, and eventually used to guide action. Knowledge is created through a sequential process. In relation to test information, the teacher's ability to see connections between students' scores on different item-skills analysis and classroom instruction, and then act on them, represents knowledge.

We will take educators and administrators through this multi-tiered system so that data is put to good use and instruction is guided by the data:

III.A.5



The Process of Transforming Data into Knowledge

Determining the success of implementation: How we measure effectiveness

The IEP team fully understands the need to assess the efficacy and efficiency of specific interventions in schools and the school District. While student achievement is unquestionably the bottom line, it is essential to open up the educational process so that each major factor influencing student achievement can be examined; "That which cannot be measured, cannot be improved". Instructional practice is certainly a central factor: if student achievement is not improving, is it because instructional practice is not changing, or because changes in instructional practice are not affecting achievement?

Numerous studies have shown that strict compliance with the Project CHILD® model is necessary to establish measurable gains in student performance and upon which the research on Project CHILD is based. A sequence of benchmarks will be used throughout the year to ensure success with the implementation. Adherence to the CHILD® model insures the integrity and validity of student achievement outcomes. There are 20 Essential Components of CHILD® that are used to assess the fidelity of the model.

Program implementation and impacts will be measured as follows:

1. **Student achievement** will be assessed using the language arts literacy and math tests from the New Jersey Assessment of Skills and Knowledge (NJ ASK) designed to measure mastery of content standards for students in grade levels 3 through 5, annually. Additional student achievement data (quarterly benchmark assessments, normative & summative assessments)

III.A.5

provided by the district will be analyzed and evaluated. Overall, we want to make sure that students are not "losing ground" relative to grade level expectations.

2. **School district data** to include student demographics, attendance and discipline indicators, as well as selected teacher variables will be provided to IEP each year for analysis.

3. **Fidelity and Quality of Implementation** will be assessed quarterly using classroom observation protocols developed with CHILD model developers and online teacher surveys. Teacher surveys will collect data on the factors contributing to implementation, student engagement, adequacy of professional development, certification, classroom management, Rubrics and Common Core Observation tools.

4. **School Climate** will be assessed using a school climate survey pre and post implementation.

5. CHILD® Professional Development Model will be assessed using **participant surveys and rubrics**.

6. **Interview protocols** for school principals, IEP staff, district administrators, and board members will be used to gather information on supports and constraints for implementation and sustainability at the school and district levels.

7. **Principal** and **Parent surveys** will be administered to assess changes and effects at the school.

8. **Progress reports** as required under this RFP (p. 10).

CASE STUDY: CHAMBERLAIN ELEMENTARY SCHOOL, NEW BRITAIN, CT

- The school has a data wall where each teacher tracks their students' individual progress in the core subjects; periodic meetings offer teachers the opportunity to discuss the data and plan specific interventions and levels of support.
- Computer-based activities generate weekly reports on student achievement which also constitute the base for subsequent instruction.
- Student discipline reports are generated by the teachers. Chamberlain reports minimal behavior incidents since the implementation of Project CHILD began in 2008.
- Teachers meet by grade level / subject area and assess individual student work in order to make decisions as to next steps in instruction.

III.A.5

- Job-embedded training and coaching to increase student learning includes providing time for collaboration on the interpretation of data.
- On-going reporting of program effectiveness by collecting data on student achievement, parental involvement, student attendance, and student discipline.
- Teacher, student, and parent satisfaction surveys are conducted bi-annually. The CHILD Facilitator collects the data and presents it to the school community, the Superintendent, and other stakeholders involved.

III.A.6. Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs;

One of the inherent positive changes that accompany the successful CHILD implementation is the immediate change in student disruptive behavior and a virtual elimination of office referrals. The constant involvement in exciting new learning modalities, as well as self-pacing opportunities provided at the different stations motivate students to remain on-task for long periods of time. Peer coaching, self-assessment, and student empowerment strategies also contribute to less acting out and more responsible behaviors while in the classroom. "Helping out my peers" or moving on to the next "challenge activity" (As a first grader, can I do a math problem that a 2nd grader can do?...) keeps inactive time at a minimum. Even transition time from one station or one classroom to the next is carefully orchestrated by the teachers so that no distraction diverge the young minds from the course of learning.

The school's culture / ethos that brings about a safe and disciplined school climate

The content of the educational programming will be driven by developing the academic, intellectual, as well as character development of all students. This will take place in a high-expectation environment, where safe and nurturing classrooms invite interaction and self-learning, and allow for increased time spent on task and focused on learning what is important. Student behavior expectations are clearly laid out and strict compliance is expected for the benefit of all, as well as for achieving a respectful environment conducive to learning and purposeful efforts to continuously improve the academic achievement and minimize the achievement gap.

Based on our experience, in order for quality instruction to occur at all times and without disruption in any given classroom, either in a general education or special education setting, teachers need to be prepared to apply classroom management skills. Furthermore, each student will be treated with respect. As part of the youth leadership development, we will recommend a behavior management model which is predicated upon creating a positive peer group climate (PPC) and emphasizing personal accountability, as well as consequences for school norm violations. Students learn to model pro-social behavior and confront negative or anti-social behavior through seven progressive levels.

The PPC model is designed to instill self-discipline among students and is made operational through a continuum of increased positive recognition and enhanced student status consisting of interrelated levels, which promote pro-social behaviors with privileges and status, and which

III.A.6

address negative behaviors immediately with reduced privileges and a loss in status. Student behavioral evaluations occur weekly to determine each student's behavioral rating, known as a student's "force field" rating (part of the **Individual Learning Plan** monitoring process). These evaluations and ratings serve the purpose of assigning students to one of the six levels on the continuum for the following week. Students can move up or fall back relative to the six levels depending on their demonstrated ability to adhere to school norms. Teachers and team leaders meet weekly to discuss and rate individual student behavior and to adjust their status, where warranted. Staff directly addresses students modeling inappropriate behavior (i.e. norm violations), and all violations are documented and filed by staff and maintained by the student's Team Leader.

The two primary goals of a school based PPC model are as follows:

1. To ensure a safe school at all times. This means maintaining a learning environment at all times that guarantees the safety of students, staff, and visitors.
2. To maintain a positive school climate at all times. This means a climate that maximizes each student's ability to learn and each teacher's ability to teach.

The following summarizes the key norms supported by all staff.

Student Expectations (norms)

1 Exhibit daily effort and show constant academic progress in the form of improvement on test scores, grades, promotions, and demonstrative increases in learning.
2 Demonstrate punctuality, attendance and preparedness for class and a positive attitude
3 Exhibit responsible behavior in school and respect toward individuals and property
4 Refrain from verbal assaults and inflammatory remarks, as well as from engaging in disruptive conduct or cheating
5 Seek assistance from staff when experiencing educational or personal problems
6 Understand and follow the campus Student Handbook
7 Seek change in school policies and regulations, if needed, through official channels

The PPC behavior model focuses on turning negative leadership qualities into positive leadership qualities by emphasizing pro-social alternatives in effectively dealing with stressful situations. It respects student rights and focuses on behavior modification based on clear

III.A.6

expectations and consequences. Weekly student evaluations and leadership training for students at the highest behavior levels of the continuum buttress the behavior management system. Students placed at leadership levels are expected to influence the positive behavior of peers and is the basis for our student government. This group is composed of the highest status students with responsibility for supporting the positive normative culture at our centers.

After the second week of school, students and staff will select students who will form a **student government**. This student government will be charged with developing a youth leadership program. The student government will have the guidance counselor as its advisor. The student government will meet weekly with the guidance counselor to make recommendations for program improvement. Part of the youth leadership program will be developed to create viable community activities. This will help to establish a support system within the group and that will augment the comprehensive support services.

CASE STUDY #1: CHAMBERLAIN ELEMENTARY SCHOOL, NEW BRITAIN, CT

- The CHILD model addresses a variety of non-academic factors that impact student achievement such as student leadership building, self-direction, accountability and positive discipline.

CASE STUDY #2: The majority of our CHILD schools report that discipline referrals and suspensions drop considerably. Here is data from Western Academy, Palm Beach, FL.

In School Suspensions	Western Academy Charter	Palm Beach County
SY 2006	2%	10%
SY 2007	0%	10%
SY 2008	2%	11%
SY 2009	4%	11%
SY 2010	2%	14%
SY 2011	1%	13%
SY 2012	2%	Not available

Out of School Suspensions	Western Academy Charter	Palm Beach County
SY 2006	5%	18%
SY 2007	4%	19%
SY 2008	5%	18%
SY 2009	2%	18%
SY 2010	4%	16%
SY 2011	1%	16%
SY 2012	4%	Not available

III.A.7. PROVIDE ONGOING OPPORTUNITIES FOR FAMILY AND COMMUNITY ENGAGEMENT.

Family participation in education is a powerful factor in student achievement. Research documents that parent participation in a child's education is *twice* as predictive of students' academic success as family socioeconomic status. Involved parents clearly can impact their children's school work by following through with assignments, assisting with homework and practicing skills being targeted in the classroom.

The CHILD Passport is a tool for parents to become more informed and keep track of their child's academic goals, objectives, work habits and areas in need of improvement. Students bring home their Passport monthly to provide a plethora of feedback and information for parents. Parents can see what specific skills and objectives are being learned during the unit and will be given opportunities to help their children practice in the targeted areas of need. Students will share their SOL checklists, providing additional information for each individual student.

CASE STUDY: CHAMBERLAIN ELEMENTARY SCHOOL, NEW BRITAIN, CT

- The continuity of having students for multiple years strengthens teacher/school/family bond and families are more involved in their children's learning. Individual student needs are met by a committed team of professionals rather than an individual teacher. Teachers partner with families using a student work log called a Passport which provides detailed information for families concerning student goals, work and assessments.
- Over a period of three years, there was a 92% parent approval rating by those who answered a bi-annual survey administered by the school.
- The CHILD Facilitator organized very successful parent/student Family Nights. Over 200 family members were typically in attendance which was a significant increase over prior years.

5. ATTACHMENT B

ATTACHMENT B

Required Tables for "LTP Excluding Management" Option

The base unit price per student per school year entered in the tables below must not include any costs related to rental of real estate or office space, student transportation, student meals or student housing.

This base unit price per student per school year must **not** include the cost of teachers, administrators, instructional support, etc.

The base unit price per student per school year shall include only those costs related to the offeror's duties as the LTP, shall be uniform regardless of the region(s) to be provided the services, and shall be all inclusive of the offeror's overhead, profit, travel, and instructional support needed (consulting and coaching), and administration of the services by the offeror.

It is also recognized that additional items and services not known and proposed for purposes of the contract may arise based on the needs of the ordering entity in carrying out the services contemplated herein; in this event, the ordering entity shall procure those items or services pursuant to the ordering entity's applicable procurement policies, procedures and laws.

The base unit price per student per school year entered in the tables below, and any additional proposed unit prices submitted with the proposal, shall not be subject to change, except as may be negotiated by the VDOE and offeror prior to contract award, and included in any final resulting contract.

The tables below allow the offeror to propose a different base unit price per student per school year for 40 hours on-site per week, 32 hours on-site per week, and 20 hours on-site per week. Within each table a different base unit price per student per year may be proposed based on the school level (Elementary, Middle, and High) and size of the school.

*Note: A school may need the services of the LTP 40 hours per week for a literacy coach and 20 hours per week for a mathematics coach. The base unit price per student per year for each school shall be considered using the proposed pricing submitted below and will be based on need.

For each school level (Elementary, Middle, and/or High) included in the Offeror's proposal for the "LTP Excluding Management" Option (as indicated on Attachment A), the Offeror must propose a base unit price per student per year for all five (5) sizes of schools included in each of the three (3) tables (B1, B2 and B3) on the following page in order for the proposal to be considered.

For example, if Attachment A indicates that the proposal includes schools at only the Elementary School level, all rows in the first column of each of the three tables must be completed. If Attachment A indicates that the proposal includes schools at the Elementary **and** Middle School level, all rows in the first **and** second columns of each of the three tables must be completed. If Attachment A indicates that the proposal includes schools at the Elementary, Middle, **and** High School level, all cells in each of the three tables must be completed.

	Primary (K-2)	*Interm. (3-5)*	*Middle (6-8)*
☐ Materials Year I Kit Reading	_____	_____	_____
☐ Materials Year I Kit Writing	_____	_____	_____
☐ Materials Year I Kit Mathematics	_____	_____	_____

Classroom Management Materials

- New School Welcome Pack
- CHILD Resource Guides
- CHILD Accreditation Materials

Items per Teacher / Classroom
Administrator & Instructional Staff Materials
Manuals: includes digitized on-line resources
Subject Activity & Subject Planning resources
Teachers' Manuals & Orientation Guides
Station Assessment resources
SOL Subject Task Card Sets and Activity Sheets
Classroom Management Pack
Daily Station Assignment Board, Name Strips, Magnets
Task Card Holders
Station Signs w/ Stands
Seat Sacks
Procedure Poster Sets
Game Board Sets
"Go Green" Sleeves
Station Patrol Packs
Transition Flip Cards
Mouse Pads
CHILD Pencils
Educational Learning Games:
Commercial hands-on activities (13-15 items)
Student Materials
Passports (Student Journals) (9 four-week passports per student)

Student Materials (per teacher)*

- 675 Passports* (25 students per class x 9 months x 3 groups of students)

*The Student Passport is a management tool used to help students set goals, stay focused, reflect on their work, and provide for accountability. It is also a record-keeping tool and an essential component of the 21st Century CHILD Classroom. We calculate the number of Passports we ship at 25 students per classroom for the school year.

Professional Learning & Online Resources

Year I components focus on creating a systematic classroom & instruction management system, transforming roles for teachers and students, effectively managing small group learning stations and differentiating lesson planning to meet individual students' needs.

- 3-Day Needs Assessment
- 3-Day Implementation Workshops
- 9 On-Site Fidelity Visits for teacher coaching & classroom observations (@6 teachers / day / month)
- 2-Day Technical Planning, Assistance & Support for Teachers and Administrators
- 4 Workshops *(please refer to description of enhanced program attached separately)*
- *The* Leading *Edge* newsletter
- Online Professional Learning Resources (password protected):
    - Teacher Tips newsletter
    - SOL-aligned Station Activities w/ Task Cards
    - Teacher Resources (PowerPoints, planning templates, newsletters, etc.)
    - Webinars
    - Wikis
    - Facebook networking
    - Online tutorials

6. REFERENCES

Project CHILD has been proven to have the capability to accelerate the turnaround of historically low performing schools. Two such examples of CHILD® with a history of exceptional turnaround are Chamberlain Primary School in New Britain, Connecticut, and South Heights Elementary in Henderson, Kentucky. Having embraced the Project CHILD® instructional model, both schools now serve as National Demonstration Sites for Innovative Educational Programs and continue to implement successfully, with minimal support from IEP, this innovative instructional design with tremendous results in student achievement.

Chamberlain Primary School
New Britain Consolidated Schools, CT
Principal: Jane Perez
CHILD® Facilitator: Lyn Channey
First Year of CHILD Implementation: 2008
School Size: 526
Minority: 83%
Free & Reduced Lunch: 80%
Title One
ELL: 22%
Current Accomplishments:
School in Need of Restructuring in 2008- began implementing Project CHILD™
Made AYP and "Safe Harbor" for first time in 2010
Highest scores in district 2011
Attendance at 94% for year
Connecticut Mastery Test gains up 23% in 3 years
Innovative Principal of the Year 2011

Chamberlain Primary School (2008)
[Consolidated School District of New Britain]
National Demonstration Site
120 Newington Avenue
New Britain, CT 06051
Principal: Jane Perez
perezJ@csdnb.org
P: (860) 832-5691

South Heights Elementary School
Henderson County, KY
Principal: Rob Carroll
CHILD® Contact: Bridget Lutz
First Year of CHILD Implementation: 1999
School Size: 540
Minority: 30%
Free & Reduced Lunch: 90%
Title One
Homeless: 10%
Current Accomplishments:
KCTT state test scores above state average
Increased 64 points in state academic index
International Center for Leadership in Education Model School 2012
Model School Conference awardee 2011, 2012, 2013
Blue Ribbon School Awardee 2011

South Heights Elementary School (1999)
[Henderson County]
National Demonstration Site
1199 Madison Street
Henderson, KY 42420
Principal: Rob Carroll
Robin.carroll@henderson.kyschools.us
P: (270) 831-5081

Another site that has been implementing Project CHILD with much success is Western Academy.

Western Academy Charter School
Palm Beach County, FL
Principal: Linda Terranova
First Year of CHILD Implementation: 2003
School Size: 385
Minority: 56%
Free & Reduced Lunch: 42%
ESE: 15%

Current Accomplishments:
Five Star Award
High Performing Charter School Status
CHILD Innovative Principal of the Year2009
"A" Rated School for 5 years in a row
Retains over 85% of students K-5 far exceeding the norm for charter schools.

Western Academy Charter School (2003)
[Palm Beach County]
National Demonstration Site
500 F-K Royal Plaza Road
Royal Palm Beach, FL 33411
Principal : Linda Terranova
linda.terranova@palmbeachschools.org
P: (561) 792-4123

Since 2011, our subsidiary, IEP, d/b/a Learning Alliances, has been an approved vendor for K-12 professional development in the Commonwealth of Puerto Rico. We have trained and coached over 5,000 teachers this last year alone, in urban public schools in the areas of designing, planning, and teaching mathematics, language arts, science, as well as other topics geared toward improving standards-aligned instructional practice to boost student achievement.

References:

Ms. Maribel Alvarado
Former Director Federal Funding Allocation
Puerto Rico Department of Education
San Juan, Puerto Rico
Phone: (939)-350-9674

Ms. Grisel Muñoz
Former Undersecretary of Academic Affairs,
Puerto Rico Department of Education
San Juan, Puerto Rico
Phone: (787)616-9733

THE BENJAMIN CARSON ACADEMY, DETROIT, MICHIGAN

Our experience in the Juvenile Detention Center, in Detroit, Michigan, lasted seven years and during that time we were able to transform the program from a "Disgrace to a National Model", as stated in the Detroit Free Press (Spring 2004)[5]. The Benjamin Carson Academy (BCA) is believed to have been the **nation's first charter school for juvenile offenders**.

Opened in 1999, BCA was housed in the newly built Wayne County Juvenile Detention Facility, a state of the art, 89,300-square-foot building in downtown Detroit with half a dozen gymnasiums, two computer labs, a media center, mental health unit and medical and dental facilities. All Wayne County youth ages 8 to 18 that were arrested or removed from their families were held at this facility and, while incarcerated, attended school at BCA.

When IEP founded this program, in partnership with Wayne County, Michigan, the school at the Juvenile Detention Center was being operated by Detroit Public Schools and was on the verge of being taken over by the Federal government. Within a short period of time after the IEP takeover, the Detroit Free Press stated "The program has gone from a national disgrace to a national model". The Federal Education auditor, Dr. Peter Leone, called the program "a model for the nation". During its seven-year operation, the school drew praise from juvenile justice advocates and experts nationwide for its unique focus on providing a nurturing atmosphere and quality education.

Some 3,000 to 4,000 youth entered and left the juvenile facility during a given year, with an average daily enrollment of about 170 students. The majority of students enrolled at BCA were urban youth who had been in and out of school, in trouble with the law, and functioning well below grade level. About 90% of youth serving time in the Wayne County Juvenile Detention Facility were African American. The staff of BCA worked to integrate African-American history and culture into all aspects of the students' experience. Named after Dr. Benjamin Carson, a noted African-American surgeon who turned his life around after spending time in Detroit's juvenile justice system, the Academy provided small classes, individualized instruction and collaboration with students' home schools. Adding to those challenges was the uncertainty in length of enrollment. Students may have remained in the school for a couple of weeks or a few years, depending on the severity of their offense and how quickly or slowly the case moved through the system.

Our program emphasized:

- A comprehensive assessment of each student so that an Individual Learning Plan (ILP) was tailored to meet their individual needs.
- A multi-tiered approach which addressed the diverse needs of the student population.
- Research validated pedagogy which used career-based thematic units.

[1]http://www.nbps.k12.nj.us/schools/ht/webour_school/iep.htm, http://www.nbps.k12.nj.us/schools/ht/default.htm

- The innovative use of technology appropriate to the needs of adolescents that provided a link to working in the 21st Century labor market.
- The use of appropriate strategies to resolve conflict.
- Character education fully integrated into the curriculum.
- Full array of Special Education services for students.
- Transitional services for students discharged to community placements

In January 2006, the Wayne County government informed IEP that they could no longer fund our program due to their budget restraints. Rather than provide an inferior program, IEP decided to continue its program until a replacement could be found. To this day, we are proud of our work with this disconnected population.

References:

Leonard Dixon, Executive Director
Wayne County Juvenile Detention Center
1326 St. Antoine
Detroit, Michigan 48226
Phone: 313-967-2026

Marlene Hagans, Former Board President
Benjamin Carson Academy
1300 Lafayette E # 1002
Detroit, Michigan 48207
Phone: 313-567-1756

HEALTH SCIENCES TECHNOLOGY HIGH SCHOOL, NEW BRUNSWICK, NEW JERSEY

The **New Brunswick Health Sciences Technology High School (NBHSTHS)** is the result of a partnership between the New Brunswick Board of Education, Innovative Educational Programs, and Robert Wood Johnson University Hospital[6]. The New Brunswick Health Sciences Technology High School is a comprehensive themed high school that opened in September 1999 to serve one hundred ninety 9th through 12th grade students. IEP not only manages the school, but also built the new school facility of approximately 18,000 square feet.

This program was born out of the need for a skilled workforce in the **allied healthcare professions** in the New Brunswick area. Armed with this concern, the New Brunswick Public Schools District approached Innovative Educational Programs regarding the possibility of extending the Health Professions Program that already existed at the 8th grade level. In order to have a successful program, however, a third partner was needed. This partner had to be able to offer externships to the students in the area of allied healthcare professions. Robert Wood Johnson University Hospital was approached and agreed to be the third partner in this project. The hospital not only provides externships to the students but also provides the land on which the school was built.

[6] http://www.nbps.k12.nj.us/schools/ht/web/our_school/iep.htm, http://www.nbps.k12.nj.us/schools/ht/default.htm

With over a decade managing this high school, the results tell the story: **graduation rates within any given cohort of students are close to an average of 90 percent. Monthly attendance rates this last May and June 2013 averaged 96.68%. This last year alone, senior students graduating were awarded a total of $ 420,750.00 in scholarships, exclusive of a scholarship covering a minimum of two full years of study including tuition, housing, meals, health insurance and books for one of our students. Furthermore, 100 percent of our graduates are admitted to either four or two-year colleges.** These success rates offer a stark contrast to the national high school graduation and college degree attainment figures among low-income, underserved youth. Thanks to our proven model of success, a **NBHSTHS student is significantly more likely to graduate high school, complete college and succeed in life**. **These achievements are all the more significant when 100 percent of our students belong to the subgroups that, in the urban school setting, are most likely to come from low-income families, and pertain to either Hispanic (98%) or African-American subgroups.**

The school was built on the grounds of the Robert Wood Johnson University Hospital. This 21st Century public school was created to prepare urban youngsters for the challenges of careers in medicine and applied healthcare professions. The school is located in the center of New Jersey's growing healthcare mecca — the home of major pharmaceutical manufacturers, including Johnson & Johnson, Bristol-Myers Squibb, and Merck, and the State's most advanced hospitals, including the Cancer Institute of New Jersey. The New Brunswick Health Sciences Technology High School is surrounded by institutions of higher education, including Rutgers - The State University of New Jersey, and Middlesex County Community College.

The mission of this school is to provide students, through a rigorous course of study that is focused on interdisciplinary activities and hands-on experience, with the academic and ethical skills necessary for success in this rapidly evolving field. The New Brunswick Health Sciences Technology High School engages students in applied learning activities related to the health professions that comply with New Jersey Core Curriculum Content Standards and Assessments.

This 21st Century public school has as its mission to provide students with the academic and ethical skills necessary for success in this rapidly evolving field through a course of study that is focused on interdisciplinary activities and hands-on experience. The New Brunswick Health Sciences Technology High School engages students in an educational environment that emphasizes mathematics, the sciences, and the humanities, in addition to exposing them to current innovative technology. The school provides a sequentially developed core curriculum and is dedicated to offering students extended opportunities to achieve academic success and develop their potential in this exciting field of study.

Students from the New Brunswick Health Sciences Technology High School are accepted into prestigious universities and colleges including, Columbia University, University of Pennsylvania, Rutgers University School of Pharmacy, Villanova University, Penn State University, Franklin and

Marshall College, Boston University, George Washington University, Seton Hall University, Rutgers University, and Fordham University.

At Robert Wood Johnson University Hospital, every student learns about the world of employment in this major health institution that includes the Children's Hospital and the Cancer Institute of New Jersey. Students have the opportunity to participate in career awareness seminars, service learning projects, job shadowing experiences, and internships. Our students also have the opportunity to participate in a variety of work/study programs that are designed to expose them to employment skills and behaviors, as well as to the rigors of post-secondary education.

Our students have been selected for participation in the prestigious New Jersey Governor's School, science enrichment programs offered by the medical school at Robert Wood Johnson University Hospital and research opportunities sponsored by the American Chemical Society's SEED Program. Our students are constantly inducted into the New Brunswick Academic Hall of Fame since they maintain straight A's in all academic subject areas for at least three of the four marking periods and they have a final grade of A in all subjects.

Volunteerism and community service are quintessential ingredients of our school's culture. Our students regularly participate in community service activities including food drives, toy and book drives, the American Heart Association's Heart Walk, and other fundraising activities with donations going to organizations such as Habitat for Humanity. In 2003, the New Brunswick Health Sciences Technology High School was the only recipient of the prestigious Governor's Award for Community Service and Volunteerism, which recognizes a school's outstanding community service program.

References:

Mr. Richard Kaplan, Superintendent
New Brunswick Public Schools
268 Baldwin Street
New Brunswick, New Jersey, 08903
Phone: 732-745-5300 Ext. 5413

EARLY CHILDHOOD CENTERS

Innovative Educational Programs, LLC (IEP) provides a comprehensive school (Early Childhood) management service to the School Districts of Newark and Paterson, New Jersey. **IEP** provides the buildings, administrative staff, instructional and non-instructional staff, curriculum, materials, computers, furniture and all other supplies and services necessary to run exemplary early childhood programs.

The mission of our schools is to provide a high quality pre-school education. In addition, our schools are committed to the support and education of all families of young children. We strongly believe that a

high-quality, developmentally appropriate early education is the cornerstone to later academic success. We believe public education should begin with high-quality pre-kindergarten programs. The IEP Early Childhood Centers provide a learning environment in which children can develop intellectually, physically and emotionally in a manner appropriate to their age and developmental stage.

IEP uses a developmental approach, which has been adopted by Newark Public Schools and Paterson Public Schools for all pre-kindergarten classes. The framework of our curriculum is based on Creative Curriculum. This is a model which gives each child greater learning opportunities and utilizes developmentally appropriate practices.

The Early Childhood Centers of Newark and Paterson are licensed Abbott Centers affiliated with and **approved by the National Association for the Education of Young Children (NAEYC).** Our program is a free year-round program (242 days) offering young children a safe and fun learning environment. Our centers offer before and after care (7:30 a.m. to 5:30 p.m.). Currently we operate four centers serving approximately 500 three and four year old children.

Our certified staff members provide an exciting curriculum that fills their young minds with knowledge in the areas of Math, Science, Reading and Writing, and develops other key areas such as social, emotional and physical skills.

References:

Sandra Rodriguez, Director
Newark Public Schools
Office of Early Childhood
2 Cedar Street
Newark, New Jersey 07102-7248
Phone: 973-733-6234

Susana Peron, Director
Paterson Public Schools
Office of Early Childhood
90 Delaware Avenue
Paterson, NJ 07522
Phone: 973-321-0433

SPECIAL EDUCATION PROGRAMS

Beginning in September 2001, IEP Hillside was created (name recently changed to The Hillside Academy) offering exemplary special education classes for students in Grades Preschool through Grade 8. Student enrollment has nearly tripled since the first year. Autistic, multiply disabled, and behaviorally / emotionally challenged children from Hillside, as well as from five neighboring communities, attend highly structured classes at five different sites. The instructional program adheres to each student's Individual Education Program and is also aligned with the New Jersey Core Curriculum Content Standards. Implementation of the Boys' Town Classroom Social Skills Curriculum completes the basic daily program for the IEP students. Related services such as physical therapy, occupational therapy, speech therapy, and counseling are delivered using a collaborative approach that emphasizes individual, small group, and in-class treatment modalities. An extended school year is also available to the students.

Public school districts and parents have voiced strong satisfaction with IEP's low teacher-to-student

ratio, highly trained teaching staff and paraprofessionals, open-door policy, and on-going communication process. IEP of Hillside has also been commended for its ability to offer inclusion and mainstream opportunities for its students. These program components have resulted in significant annual academic student gains. Initial steps are being taken to successfully transfer several students back to educational settings within their local districts.

References:

Frank Deo, Ed.D., Superintendent of Schools
Hillside Public Schools
195 Virginia Street
Hillside, New Jersey 07205-2798
Phone: 908-352-7664 ext. 6400

8. ATTACHMENT E

ATTACHMENT E

State Corporation Commission Form

Virginia State Corporation Commission (SCC) registration information. **The offeror:**

☐ is a corporation or other business entity with the following SCC identification number: _____
-OR-

☐ is not a corporation, limited liability company, limited partnership, registered limited liability partnership, or business trust **-OR-**

☑ is an out-of-state business entity that does not regularly and continuously maintain as part of its ordinary and customary business any employees, agents, offices, facilities, or inventories in Virginia (not counting any employees or agents in Virginia who merely solicit orders that require acceptance outside Virginia before they become contracts, and not counting any incidental presence of the offeror in Virginia that is needed in order to assemble, maintain, and repair goods in accordance with the contracts by which such goods were sold and shipped into Virginia from offeror's out-of-state location) **-OR-**

☐ is an out-of-state business entity that is including with this proposal an opinion of legal counsel which accurately and completely discloses the undersigned offeror's current contacts with Virginia and describes why those contacts do not constitute the transaction of business in Virginia within the meaning of § 13.1-757 or other similar provisions in Titles 13.1 or 50 of the Code of Virginia.

****NOTE** >>** Check the following box if you have not completed any of the foregoing options but currently have pending before the SCC an application for authority to transact business in the Commonwealth of Virginia and wish to be considered for a waiver to allow you to submit the SCC identification number after the due date for proposals (the Commonwealth reserves the right to determine in its sole discretion whether to allow such waiver): ☐

APPENDIX I: ADDITIONAL INFORMATION

SERVICE PLAN

The professional services consultants who will provide the on-site services are highly skilled, experienced and qualified to implement a comprehensive service delivery model that will be effective and efficient in meeting the district's requirements. Innovative Educational Programs will provide sufficient support of professional services consultants, as per the scope of the final contract awarded. **All services will be provided on-site.**

Each coaching session will include the following:

- **Modeling and practice of new strategies**
- **Use of participants' student data**
- **Active engagement**
- **Feedback to the participants from the consultant**
- **Time for team planning an collaboration**
- **Assignment of an implementation activity based on the training content**
- **Evaluation of previous implementation activity assignment through sharing, group activity, or direct presenter to participant feedback**

In order to ensure direct implementation at the classroom level of the strategies and recommendations, participants will be encouraged to be part of **action research teams.**

Furthermore, as part of the proposed Train – Teach – Coach Model, the IEP consultants will follow up each workshop with on-site visits, observations, and coaching of participants. We propose a sustained support system with a minimum of nine fidelity visits – one full day for every 6 teachers - on-site assistance, shadowing and support. This system would include guidance during instructional periods and meetings with curricular leaders including department chairs and teachers, the conducting of workshops and on-going feedback during the school year with the central goal of improving instruction and learning in all classrooms.

Work plan:

- Needs assessment through data gathering and analysis
- Action Planning
- On-site Coaching
- A consultant will visit periodically to consult with teachers. This will help stimulate ideas and communication among the faculty and administration.

The following are approaches we will use for the delivery of these sustained services:

- **Work groups:** Organizing school leaders and teachers in teams with professional services consultants provided by Innovative Educational Programs. School leaders with building level, and/or district level responsibilities and content specialists will work together, under IEP's guidance, and agree upon language that best describes the "on the ground" situations confronted by each group.

- **Consultation -** to assist school teams to clarify and address immediate concerns by following a systematic problem-solving process and analysis of root causes.

- **Coaching** - to enhance participants' competencies in a specific skill area by providing a process of observation, reflection, and action.

- **Accompanying or shadowing** of school leaders during their **classroom observations**, help them record and report out what is observed in the classroom using the district protocols, incorporating evidence –based language of performance, and containing specific directives for ineffective/mediocre teachers in order to achieve required improvement.

- Frequent **"walk –throughs"** of classes that are short and pointed and form directives through the observations. These directives become "look-fors" that constitute data sets.

- **Workshops (if deemed necessary)** will assist school leaders and teachers to develop differentiated small group instruction techniques and material selection.

- **Review and recommendation of materials** (such as reading or math software).

- **Planning meetings** with school leading teams and district staff to identify a customized scope of services based on individual school-based needs assessments.

- **Demonstration of center-based, small-group differentiated instruction** for ELA / Literacy

- **Video case studies** featuring both good and bad exemplars of instruction will be reviewed and discussed first in small working groups and then collectively reviewed by the workshop leader.

- **Comprehensive reviews** and **analysis of instructional practices** and student performance data

- **Train – Teach – Coach Model -** consultants will follow up each workshop with on-site visits, observations, and coaching of participants.

- **Cohort of Practice** - to improve professional practice by engaging in shared inquiry and learning with colleagues who have a common goal

- **Lesson Study** - to solve practical dilemmas related to intervention or instruction through participation with other professionals in systematically examining practice

- **Mentoring -** to promote participant's awareness and refinement of his or her own professional development by providing and recommending structured opportunities for reflection and observation

- **Reflective Supervision -** to support, develop, and ultimately evaluate performance through a process of inquiry that encourages their understanding and articulation of the rationale for their own practices

The following are additional ways in which the school staff will receive the professional development experience, **customized to their particular needs and site-related needs and paradigms**:

Individual experience:	**Group experience:**
o Consultation o Lesson Study o Mentoring o In – class coaching o One-on-one coaching o Demonstration lessons o Reflective journal o Action research o Reflective supervision	o Consultation o Cohort of practice o Lesson Study o Teachers' roundtable o Principals' roundtable o Team leaders-principals roundtables o Set-aside time for group meetings o Shared planning time o Co-teaching o Collaborative approaches o Technical assistance o "Critical friends" training o Team leaders workshops o Workshops

CAPACITY TO DELIVER SERVICES

CHILD Consultants

IEP has five senior CHILD consultants working with us. We included their resumes and bios in the respective sections. Furthermore, each of our current CHILD schools has trained and certified CHILD consultants who are able to give technical assistance and support. Nationally we have a cadre of **thirty-five certified CHILD consultants** who are available to give support, guidance and training to new schools that join the program. Our Leadership Advisory Council, composed of National Demonstration Site principals who experienced great turnaround success by implementing Project CHILD, is also available for support to the school leadership teams. All consultants will be available to travel to the school sites to offer on-site services and support.

Financial stability

The Virginia schools need a strong partner that can guarantee consistently high-quality services even in these times of financial instability. All of the elements presented in this proposal would be difficult to implement if they were not supported by our strong experience in the oversight of federally, state and locally funded programs, coupled with our continuing financial stability and resources, which serve us well in the start-up phase of programs.

For the twelve months ended December 31, 2012, The O'Donnell Group's operations are once again profitable, as they have been for ten of the last eleven years. Operations for 2013 are projected to also be profitable.

The educational operations for the O'Donnell Group have access to a $4 million credit line with Peapack-Gladstone Bank, of Bedminster, NJ. As of this narrative, there are combined borrowings against the credit line of $1.5 million Of the $21 million of forecasted educational revenue for 2013, 52% is contractually obligated to pay the company in advance on the first of the month for monthly services or by contract schedule on the 15th of the month.

Therefore, the credit line is not utilized for 52% of the O'Donnell Group's businesses. As a result, between the forecasted positive cash flow from profitable operations for 2013, coupled with the open credit line availability, it is the opinion of senior management that there will be adequate cash available to finance our current school programs, as well as growth in additional educational opportunities. These factors combined, place our educational programs, in a very solid financial and liquid position for the coming school year.

Technical Knowledge

Working on a daily basis with teachers in public schools and with the experience of having given professional development services to thousands of school staff as well as their students, IEP is very aware of the kind of effort that it takes to provide a high-quality, targeted, and meaningful professional development experience to teachers and administrators within the K-12 urban education field.

IEP's senior management has extensive experience, as presented in the organizational support and experience section, in managing large, medium, and small-scale, multi-site educational projects. Mr. James Simonic, President, and Mr. Anthony O'Donnell will tackle the on-going oversight of the program during the implementation, as well as the duration of the project. Moreover, the senior staff as well as other managerial and school staff are well aware of the compliance requirements when running federally or state funded programs and can assure the Department of Education of the Commonwealth of Virginia that rigorous internal monitoring standards are always enforced.

Human Resources

Innovative Educational Programs' Human Resources Department is constructed to deal with the ever fluid staffing situations connected with public/private educational ventures. It is not uncommon for the HR Department to oversee a workforce of well over 1,000 shrink in the summer to 100 persons and then again climb to over 1,000 in the fall. Our human resources department is equipped to staff all of our projects with top flight personnel and ride herd on all of the accompanying paperwork that follows a staff.

The HR Department is well aware of the licenses, certifications, and qualifications needed to hold administrative, teaching / training , technology and other specialized positions needed for the programs, as well as all present and future venues of operations for Innovative Educational Programs.

All of our HR personnel are fully qualified and regularly attend workshops and seminars so that they can stay abreast of the latest changes in labor laws and modifications in our benefits plan.

Organizational Capabilities

Following this section, you will find a Corporate, as well as a Project Organizational Chart that shows the corporate structure of Innovative Educational Programs and the positioning of our on-the-ground personnel for this project. From this chart, you will be able to ascertain the lines of communication and the reporting structure of the company.

All services provided by IEP will be consistent with the content and instructions pre-approved by the governing entity and will be modified to be consistent with the program developed after the needs

assessments have been carried out. Our services are research-based, meet high quality standards, and are specifically designed to immediately increase students' academic achievement.

IEP will constantly keep the school locality and the district in the loop through its well defined communication and reporting system. All required documentation will be provided to the school and the governing entity on a regular basis.

INNOVATIVE EDUCATIONAL PROGRAMS, LLC

PROJECT ORGANIZATIONAL CHART